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## EDUCATION SERVICE



### POSITIVE BEHAVIOUR AND ANTI BULLYING POLICY

**Craigdhu Primary School**

**Prestonfield**

**Milngavie**

**Glasgow G62 7PZ**

**Tel : 0141 955 2237**

This booklet is available in large print, in Braille and on tape on request.

Note: The information contained in this booklet refers to the current school session and is accurate at the time of printing. Although the booklet will be reviewed each year there may be changes in the school in the intervening period which may make some information out of date.

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INTRODUCTION FROM HEADTEACHER

Dear Parents/Carers

This policy has been drafted in consultation with staff and pupils in an effort to ensure that there is a consistent approach to promoting Positive Behaviour at Craighdu Primary School.

This policy is well established in school and works very well, with the majority of children never having to engage in it. However, as with all our work, we would welcome your feedback at any time.

Use of these strategies helps establish good behaviour within our school. Disagreements can occur in school and they are treated seriously. Additionally, if a pupil reports an incident which they perceive to be bullying in school we contact the parents of all pupils involved to discuss and hopefully resolve conflict. Similarly, if your child reports an incident to you at home, it is important that you discuss the matter with a senior staff member so that we can bring about a resolution to your child's problem. Equally, almost all incidents can be dealt with within school.

We hope that our policy continues to support all involved in Craighdu Primary School.

Yours sincerely

Lesley Davidson  
HEADTEACHER

Reviewed

## **THE AIMS OF OUR POSITIVE BEHAVIOUR PROGRAMME**

Our aim at Craigdhu Primary School is to have a safe environment where pupils can learn and staff can teach in a happy atmosphere. This is in line with the United Nations Convention on the Rights of the Child (UNCRC) as we are a Rights Respecting School.

All who are involved with our school should show respect and consideration for others. Everyone in Craigdhu Primary School should take responsibility for making our school a happy place in which to work.

In Craigdhu Primary School we will:

- Have respect for ourselves
- Have respect for others
- Have respect for property

### **Why have a Positive Behaviour Programme in Craigdhu Primary School?**

When a large group of young people and adults work together in one building it is realistic to expect difficulties with relationships from time to time. Children work well when there is a recognised framework where they know that there are limits to what is acceptable within that framework.

The school's Positive Behaviour Programme is outlined at the end of this document.

Action is usually taken first with the class teacher, then, if necessary the matter is referred to Senior Staff; certain types of behaviour however will automatically be dealt with by the Headteacher and parents will be informed immediately.

Part of the programme involves the wearing of school uniform to promote a whole school identity. We encourage parents to support this so that all pupils are equal.

## SCHOOL ETHOS

We want everyone in the community to see Craigdhu Primary School as a caring school. We have an ethos where very good relationships exist between adults and pupils, pupils and other pupils and adults and other adults. Showing respect for individuals and valuing self and others are high priorities. The development of children's self esteem is an important part of our curriculum and we try to forge strong links between home and school. As well as providing a balanced curriculum we try to promote independence and responsibility. We are a Rights Respecting School and promote the United Nations Convention on the Rights of the Child (UNCRC).

The following articles from the UN Convention of Children's Rights are agreed with our young people and provide the basis upon which our class charters are formed.	
Article 12	You have the right to give your opinion, and for adults to listen and take it seriously
Article 24	You have the right to the best health care possible, safe water to drink, nutritious food, clean and safe environment, and information to help you stay well.
Article 28	You have the right to a good quality education. You should be encouraged to go to school to the highest level you can.
Article 29	Your education should help you use and develop your talents and abilities. It should also help you to learn to live peacefully, protect the environment and respect others.

## **Class Charters**

At the beginning of a new session, staff and pupils will collaborate to agree class charters based on UNCRRC. These charters will be displayed in each class, referred to and reviewed regularly. It is important for pupils to be motivated through participation and ownership. Staff and pupils will create class charters using positive statements and link it to the whole school charter.

## **ENVIRONMENT**

We realise the importance of providing a stimulating environment and we are actively promoting the care of our school building and grounds. It is recognised that children work and behave more positively in appropriately stimulating environments and class teachers will make every effort to create a pleasant, engaging and a purposeful atmosphere in the classrooms.

If pupils, staff and parents feel proud of Craighdu Primary School then we are confident in raising the self-esteem of all involved. Raised self-esteem and pride in the school go hand in hand.

## **PASTORAL CARE OF OUR CHILDREN**

At Craighdu Primary School we recognise the need for developing a good pastoral support system. We try to form good working relationships with all pupils in our care and we act on information received from parents about their child's home circumstances, which may affect their working day. We also enlist the support of visiting services or specialists who have an in-depth knowledge in particular areas, such as Educational Psychologists, School Doctor and Nurse, Speech and Occupational Therapists, School Chaplain etc.

Parents and staff must support each other so that reinforcement of good behaviour patterns take place in school and out. Parents are regularly informed by newsletter about events which are taking place in school. Parent/teacher/ pupil appointments are made for all to discuss pupils' progress. We are, however, happy to discuss any issues or concerns which parents may have during the school year and parents should contact the school to arrange an appointment.

## **HOW WILL WE ACHIEVE OUR AIMS?**

Pupils, parents, teachers and support staff should take collective responsibility for promoting positive behaviour in Craighdu Primary School.

### **Pupils**

- Pupils who display positive behaviour will realise that they are rewarded for this and that their actions benefit the whole school.
- Pupils who disrupt class lessons and break times should be aware that their actions are taken seriously. Consequences will take place and their parents may become involved.
- Pupils will be encouraged to show good manners and *respect* to their fellow pupils and to all adults in our school.
- Pupils will follow the class and school charters which have been agreed by all in our school.

### **Parents**

- Parents should encourage their children to see school in a positive light.
- Parents should praise their child when he/she receives a positive behaviour award.
- Parents should realise that if their child behaves unacceptably they will be asked to support agreed consequences and/ or visit the school so that the child, teacher and parent can discuss together how the behaviour might improve.
- Parents can assist their child by sharing the responsibility with school staff for their child's behaviour.

### **Teachers**

- Teachers have the day to day responsibility for classroom organisation and discipline.
- Teachers will be guided by class charters (which will be similar in each class and negotiated with pupils) and the whole school charter.
- Teachers will establish routines for developing positive behaviour in the classroom and be consistent when issuing reprimands.
- Teachers will actively establish positive relationships with their pupils.
- Teachers will show respect and good manners towards their pupils.
- Teachers will reward pupils who keep to the school charter.

### **Support Staff**

This group includes: Classroom Assistants, Pupil Support Staff, Administrative Staff, Janitors, Catering and Cleaning staff.

- Support staff will treat children with care and respect, showing good manners.
- Support staff will inform teaching staff of both good and unacceptable behaviour.

## INCENTIVES TO PROMOTE POSITIVE BEHAVIOUR

In order to promote and reinforce our School and Class Charters we feel it is important to adopt a system, which recognises all forms of achievement, and communicate this to children and parents.

All staff will use the same approach to establish and maintain consistency. They will:

- Trust, respect, encourage, and listen to every child.
- Ensure the child knows that it is the behaviour that is disliked and not him/her.

Provision will be made to enable pupils to nominate and award each other for positive action and exemplary behaviour.

### **House System:**

Our house system has been created to promote positive relationships and behaviour by instilling a sense of identity, belonging and teamwork. Pupil captains and vice-captains will be elected in P7 to lead and encourage house members across the school. House system information will be displayed and regularly updated in the school hall. The four houses are: Allander, Campsie, Lennox and Mugdock.

All members of staff will award points to recognise and reward positive behaviour choices within the class.

Points will be awarded by staff to pupils they see promoting positive behaviour and the school values whilst in and around the school. This can include: holding doors open for others, good manners, walking round the school quietly and correctly, working in an area quietly etc.

At the end of the school session, the winning house will receive a special trophy and reward experience.

### **Incentives and Rewards**

All classes will follow the agreed behaviour system within class. The children will have ownership of the agreed system and will have been central to the design process. Rewards will be agreed within the class with the staff and

## **ANTI BULLYING**

Within school we work with the National approach to anti-bullying and follow the guidance as set out within the Respect me campaign and EDC policy.

Research and practice experience over time have led to an emerging understanding of bullying as a complex behaviour. Bullying can be understood as behaviour which leaves people feeling helpless, frightened, anxious, depressed or humiliated. Bullying behaviours may include:

- name calling, teasing, putting down or threatening
- ignoring, leaving out or spreading rumours
- hitting, tripping, kicking
- stealing and damaging belongings
- sending abusive text, email or instant messages
- making people feel like they are being bullied or fearful of being bullied
- targeting someone because of who they are or are perceived to be

In addressing the issue of bullying we recognise that children and young people will naturally fall in and out of friendships in the course of growing up. Such difficulties, disagreements or conflicts might be relatively minor and short-lived, but at other times may lead to serious conflict requiring direct intervention to ensure resolution. At whatever level such conflict occurs it is important to distinguish it from bullying, and to ensure that all involved understand this distinction. It should also be recognised of course that unresolved conflict might, in time, lead to bullying.

The challenge that faces Scotland and therefore our school is to go beyond the acceptance that bullying exists so that:

"Every child and young person in Scotland will grow up free from bullying and will develop respectful, responsible and confident relationships with other children, young people and adults. Children and young people, and their parents or carers, will have the skills and resilience to prevent or respond to bullying. All children will expect help and know who can help them; while those adults working with them will follow a consistent and effective approach in dealing with and preventing bullying from early years onwards."

### **Aims and Expectations**

We want all of our children and young people to be healthy, achieving, nurtured, active, respected, responsible, included and above all safe. These are the basic requirements for our children and young people to grow, develop and become successful learners, confident individuals, effective contributors and responsible citizens. Under Curriculum for Excellence health and wellbeing, including the mental, social and emotional wellbeing of children and young people, is the responsibility of all staff within the learning community.

Bullying can be a barrier to fully engaging and benefiting from Curriculum for Excellence. Bullying can also prevent children and young people from experiencing opportunities for personal development within and beyond school.

In school we will work with every child through the curriculum to support them to become well rounded individuals who are kind and respectful to all.

### **What will happen in school?**

If a pupil/parent brings an incident to the attention of a member of staff, the member of staff will deal with it as appropriate - this may involve a restorative discussion and any harm done put right.

**If the incident is thought to have involved bullying behaviour, it will be reported to the school SPOC (single point of contact - HT/DHT) who may record the incident on our school record keeping system SEEMiS.**

Pupils who display bullying behaviour will be supported through our positive behaviour policy. We will work in partnership with families support the child to change their behaviours. Pupils who experience and display bullying behaviours will be supported by school staff, in partnership with their parents, to find solutions. We will also work hard to ensure that children are able to get the help they need, when they need it.

Parents and children are well informed about who to contact and what to do if they are worried about their child in school.



### **Self Esteem**

Self-esteem is the personal picture that we have of ourselves - our strengths and our limitations. This self-image is built by all the positive or negative responses of the people with whom we come into contact.

We believe low self esteem affects behaviour, learning and relationships. We recognise that every person needs praise, success, recognition and affection and make provision for these.

## Playground Charter

Adults who support and supervise in the playground must ensure that they:

- Remain in allocated zones;
- Are highly visible to all pupils and each other;
- Apply positive intervention strategies to support all pupils to have a positive play experience;
- Deal with situations as they happen through restorative dialogue;
- Use house system tokens to reward positive choices and behaviour;
- Prioritise pupils who need specific support strategies outdoors;
- Use the timeout bench for children who may need some time to think or sit quietly;
- Report concerns to the class teachers or a member of the leadership team using agreed slips.

## Restorative Approaches

We will use a variety of restorative approaches to support everyone in our school community to problem solve in a solution focused way. Restorative approaches are very effective when harm has been caused as they provide a framework for adults and pupils to discuss what has happened, the impact or effect of this can plan a clear way forward together.

**A restorative approach is all about relationships - making, maintaining, and, when necessary, repairing relationships.**

*What happens during a Restorative Meeting/Conversation?*

Restorative conversations are supported or mediated by a trained adult. At the beginning of the meeting/conversation, ground rules are established and participants give their consent to take part.

*Step 1 - What happened?*

Work together on the problem by sharing perspective and/or experiences - Each pupil is invited to express how they personally experienced what has happened or is happening.

*Step 2 - What were/are you thinking? How were/are you feeling?*

Express Thoughts and Feelings - Each pupil is invited to express what they were/are thinking and how they were/are feeling as a result of these thoughts.

### *Step 3 - What is the impact?*

Harm and Affect - Each pupil is invited in turn to consider who has been or is being harmed/affected by the situation/event and how. Accountability and responsibility is encouraged.

### *Step 4 - What needs to happen now?*

Needs - Each pupil is invited in turn to consider what they need now to repair the harm/solve the problem, to feel better and to move on.

### *Step 5 - What's the plan?*

Repair and reflections for the future - Each pupil is invited in turn to consider how each of the needs expressed can be met, what support they might need to do this and how they will do things differently in the future

## **Self-Regulation**

Self-regulation is the ability to recognise emotions and manage responses and behaviour. Staff will support pupils to self-regulate by:

- Modelling self-reflection and self-awareness;
- Reinforcing consistent messages "all feelings are ok but all behaviours are not" "you don't have to like me...you don't have to agree with me...but you do have to respect me"
- Teaching self regulation skills across the curriculum (Health and Wellbeing PATHS programme);
- Self regulation planning with pupils. This involves having a one to one conversation with a pupil to identify a goal, a step by step plan for success and a clear understanding of what success looks like, people who can help and a review time.

## **Leadership for all**

Pupils will have opportunities to actively participate in activities relating to the ethos and wider life of the school. The following committees have been established to involve pupils in decision making and share responsibility:

Head Boy/Girl

House Captains/Vice Captains

Pupil Council

Eco Committee

Sport Champions

Digital Leaders

P7 Developing the Young Workforce

Junior Road Safety Officers

Litter exterminators

## **Staged Intervention model for managing behaviour**

Our strategic plan for managing behaviour will be based on a model containing three levels. Within each level, there will be a shared understanding of what behaviour looks like and how the behaviour should be responded to. It is important to understand the escalation process from one level to another. Responses and sanctions must be proportionate and effect positive change. For this reason, the following responses and sanctions may be deemed inappropriate in cases involving children with additional support needs.

**Level 1** - Low level behaviour will be managed by class teachers in the first instance. Continued low level behaviour will be escalated to Principal Teachers. Interventions must be established to deal with low level behaviour as it can have a cumulative impact on wellbeing, learning and teaching for all.

**Level 2** - More challenging behaviour will be managed by Depute Head and fed back through other staff and parents/carers to ensure that responses and interventions are effective. Challenging behaviour interferes with learning and teaching and can be harmful to the child, other children and adults.

**Level 3** - High tariff behaviour will be escalated to the Senior Leadership Team immediately. This level of behaviour poses immediate risk and requires a high level response. It is often sudden and unexpected. Children who display high tariff behaviour may require support and assistance from education partners and other agencies.

### **Level 1**

Examples of persistent, low level behaviour may include (this list is not exhaustive):

- avoidance
- distraction
- not participating in learning
- shouting out/interrupting/making noises
- not following school policy in relation to mobile phone use
- transitions (lining up, class to class, class to gym hall)
- leaving class base or learning space without permission

If a child displays persistent, low level behaviour in the class, staff must take time to consider what the learning and teaching experience is like for the pupil, with a view to intervening with modifications.

### **Class teachers will:**

Step 1 - Intervene giving a verbal response. This will give a clear message about the behaviour that needs to stop and why it needs to stop, linking to class charter.

Step 2 - Communicate a clear message to the child as follows "If you continue to (state behaviour)..."

If low level behaviour continues to cause concern...

Step 3 - If behaviour continues, class teacher will give another verbal warning explaining behaviour and why it needs to stop.

Step 4 - Communicate a clear message to the child as follows "If you continue to (state behaviour) you will report to (SLT)."

Step 5 - If the child displays persistent low level behaviour, report to SLT.

### **Level 2**

Examples of more challenging behaviour may include:

- being oppositional/refusal to follow instructions or participate
- displaying various types of bullying behaviour
- stealing
- verbal - name calling, teasing
- causing physical harm - hitting, tripping, pushing, kicking
- damaging property and resources
- not complying with whole school, class or playground charters
- Using unacceptable language/threatening language

If a child displays challenging behaviour in school or outdoors, staff must consider the following questions:

What needs to happen **right now** to respond to this behaviour?

Is this an isolated incident?

Is a pattern of behaviour emerging?

What happened immediately before the child displayed this behaviour?

What impact has the behaviour had on the child and others?

### **Class teachers will:**

Step 1 - Communicate to the child why their behaviour is unacceptable

Step 2 - Ask SLT for support.

**SLT will:**

Step 1 - Give an immediate response to minimise risk to the child and others. This might involve removing the child from the space they are in to a safe space (likely to be DHT's office)

Step 2 - Investigate what has happened and decide on next steps/sanctions - not going out if their house wins that week. Options include a modified plan for learning and play, restorative conversation, self regulation plan, remove privileges, identify opportunities to support through the curriculum, weekly check in meeting, and allocate a positive peer mentor

Step 3 - Communication with parent/carer. SLT will decide whether a phone call or invitation to a meeting is the best way forward

**Step 4 - Record in pastoral notes**

*Next Step - Agree clear internal processes for communication around this. Teachers must know where children are/why they have been removed to a safe space.*

**Level 3**

Examples of very challenging behaviour which poses immediate risk include:

- Using unacceptable language in an aggressive manner which causes fear and alarm
- Physical harm/violence towards children or staff
- Throwing furniture/causing substantial damage to school property
- Absconding from learning space or school grounds

**Class teacher will:**

Step 1 - Communicate to the child, if possible, about why their behaviour is unacceptable and what the consequences are

Step 2 - Seek help from SLT - de-escalate situation  
MAPA trained staff JR, LM, MD

## Head teacher will:

Steps 1 - Give an immediate response to the behaviour to ensure that everyone is safe and to minimise risk to the child and others

Step 2 - Make a plan for the immediate aftermath of the incident. This may involve delegating tasks to other members of staff

Step 3 - Communicate what has happened to parent/carer as soon as possible and ask them to attend immediately

Step 4 - Gather and record information on pastoral notes

Step 5 - Decide on sanctions/next steps. These include fixed term exclusion, pupil risk assessments, close supervision plan, pupil management plan

Step 6 - Senior leadership team **may** report incident to the QIO or submit a request for assistance to education partner or external agency (Link educational psychologist, EDC wellbeing support team, CAMHS)

Step 7 - Schedule follow up meeting with parents/carers and child to agree clear targets and a plan for reviewing these.

## SCHOOL CHARTER

The following principles apply to all classes/areas in our school. Each class will have its own amended form of this charter written in appropriate language. All children within the class will have discussed and understood these expectations which are based on respect for ourselves, others and property.

- Children should keep their hands and feet to themselves.
- Children should show consideration and respect for others' belongings and feelings.
- Children should pay heed to their own safety and the safety of others in the class.
- Children should be attentive and polite in class, open and honest in their interaction with others.
- Children should work to their full potential and allow others to do so.

In the early years of Primary School, children are learning about right and wrong choices, self control and self regulation. Incidents are dealt with by having restorative discussions, discussing what could have been done differently, and putting right any harm caused. Consequences may also take place. A separate leaflet outlining this in more detail is available.

## WHOLE SCHOOL EXPECTATIONS

Whole school expectations are in operation during lunchtimes and breaks and when moving around the school. Breaks/ Lunchtimes are influential and important times in a pupil's school day. Here children are free to form friendships, to structure their own play and to exert self-discipline and responsibility towards others.

## CONSEQUENCES

If children cannot adhere to the School/Class charter after a reminder/ warning, then the following procedure will be followed. **We recognise that these consequences may be less appropriate for the developmental stage of younger children, therefore we encourage them to take part in restorative discussions with a member of staff regularly in order to embed self regulation. Informal chats with parents may also take place in the early stages to allow the children time to develop their understanding of school expectations with support from parents/carers. The point system detailed below usually comes into play around P3.**

All letters home are issued through a member of the Senior Leadership Team.

**Point 1.** Warning and close monitoring by class teacher

**Point 2.** Persistent infringement of class/school charter - reflection time during a play/lunchtime (max 10min ) to think about how they can change their actions or put right any harm caused - Letter home.

**Point 3.** Unacceptable behaviour continues - reflection at lunchtime for 2 days (2x10min), engaging in age appropriate activities to promote positive behaviour - Letter home.

**Point 4.** Parents/carers invited in for a school meeting.

Thereafter, further support may be required for individual needs. After consultation with parents/ carers, we would enlist help from other agencies to work in partnership with home and school. Certain extreme misdemeanours will automatically by-pass the above progression of sanctions.

The ultimate sanction available to all schools is exclusion. The Education Service issues guidelines to all Headteachers should it be necessary to use these sanctions. It is hoped however that it would not ever be necessary to exclude a child and that our Positive Behaviour and Anti Bullying policy will provide a Playground Charter.

## ADDITIONAL BEHAVIOUR INITIATIVES

### Buddies

A buddy is matched with a specific child to help support him/her in the playground and may have the opportunity to play with them at certain activity times. Expectations are discussed and permission sought before the children are matched by staff.

<b>BEING A BUDDY !</b>	
Be kind and helpful.	
Understand that I may just want to play with my friends	
Do come and talk to me and give me good advice!	
Do help me to get along with others.	
You will be a brilliant buddy and I'll try to follow what you do !	

Primary 7 children are matched to Primary 1 children.

### Restorative Approaches

Schools are complex institutions, where there will always be competing ideas, tensions and personal disagreements. Restorative Practices offer ways to the pupils and staff, to manage these fairly and positively, to prevent conflict and harm but still allow for the expression of difference.

The restorative approach supports the victim, 'giving them a voice', as well as listening to those who have harmed relationships or property, while working together to reach a resolution.

We aim to equip the children with different strategies, which they can use when they meet conflict or tension, allowing them to reach decisions calmly.

All the children's school day will be "chunked down" into three parts:

9am-break

10.40am-lunch

1.20pm-home time

Craigdhu Primary School  
 Parental Notification of Behavioural Concern

Date .....

Class .....

Pupil's Name ..... 's behaviour has been unacceptable for the following reason(s)

Expectations	Incident
Pupils should keep their hands and feet to themselves.	
Pupils should show consideration and respect for others' belongings and feelings.	
Pupils should think about their own safety and the safety of others at all times.	
Pupils should be attentive, polite and honest when talking with others.	
Pupils should work to their full potential and allow others to do so.	

Therefore ..... has reflected during play/lunchtime upon their choices and the impact of these on others .

We have discussed the reason for this letter and he/ she is aware of the consequences of the next point ie, lunchtime reflection (30 mins) for 2 days.

We hope that you will support us by speaking to your child at home about the consequences of this behaviour. Please sign and return the tear-off slip below as acknowledgement of this letter. Should you feel you wish to discuss the matter further, please contact us at school.

Pupil's signature .....Date .....

Class Teacher's Signature .....

DHT/HT's Signature .....

Parental Notification of Behavioural Concern Point 2

I acknowledge receipt of the above and have discussed it with my child:

Name.....Class .....

Parental Comment.....

Signed .....Date.....

Craigdhu Primary School

Parental Notification of Behavioural Concern

Child's Name: ..... Class: .....

Unfortunately, this is to inform you that ..... is now on point 3 of our Positive Behaviour Policy. This means that he/ she will have lunchtime reflection for 2 days (30 mins each) starting on .....

Please support this by allowing your child to have a school lunch or packed lunch on these days.

He/she has been unable to comply with the following highlighted rule/s:

Expectations	Incident
Pupils should keep their hands and feet to themselves.	
Pupils should show consideration and respect for others' belongings and feelings.	
Pupils should think about their own safety and the safety of others at all times.	
Pupils should be attentive, polite and honest when talking with others.	
Pupils should work to their full potential and allow others to do so.	

We hope that you will support us by speaking to your child at home about the consequences of their actions, which we have discussed in school. If the behaviour does not improve we will contact, you to arrange a meeting to discuss the matter further. Please sign and return the tear-off slip below as acknowledgement of this letter.

Yours sincerely,

Headteacher/ Depute Headteacher Pupil signature .....

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Parental Acknowledgement of Behavioural Concern Point 3

I acknowledge receipt of the above and have discussed this with my child:

Name..... Class: .....

Parental Comment .....

Signed ..... Parent / Carer

Child's Name: ..... Class: .....

Unfortunately, this is to inform you that ..... is now on point 4 of our Positive Behaviour Policy. This means that he/ she will have lunchtime reflection for a further 5 days (30 mins each) starting on .....

Please support this by allowing your child to have a school lunch or packed lunch on these days

He/she has been unable to comply with the following highlighted expectation/s:

Expectations	Incident
Pupils should keep their hands and feet to themselves.	
Pupils should show consideration and respect for others' belongings and feelings.	
Pupils should think about their own safety and the safety of others at all times.	
Pupils should be attentive, polite and honest when talking with others.	
Pupils should work to their full potential and allow others to do so.	

We hope that you will support us by speaking to your child at home about the consequences of their actions, as we have outlined in school. Please sign and return the tear-off slip below as acknowledgement of this letter and contact the school to arrange a meeting.

Yours sincerely,

Headteacher/ Depute Headteacher    Pupil signature .....

Parental Acknowledgement of Behavioural Concern Point 4

I acknowledge receipt of the above and have discussed this with my child:

Name..... Class: .....

Parental Comment .....

Signed ..... Parent / Carer