



***KNOWLEDGEABLE – SAFE – HEALTHY – EQUAL***

**King Offa Primary Academy**

**Behaviour Policy**

**This policy was adopted: September  
2020**

**This policy is due for review in  
September 2022**

## Philosophy

### **We believe that...**

1. Individuals who take pride in themselves and their personal property will learn respect and a sense of responsibility for others and the property of others.
2. Individuals who are treated with respect and honesty learn to treat others with the same regard.
3. Compassion and tolerance are vital qualities for good citizenship at King Offa and in the world at large.
4. To develop acceptable behaviour at King Offa, we must establish clear expectations that are consistently encouraged through positive reinforcement.
5. Building these positive qualities must be a cooperative effort between the home and King Offa.
6. Disciplinary intervention becomes necessary for only a very small portion of pupils at King Offa.
7. All consequences and sanctions should be appropriate.
8. Regular attendance and punctuality at school will help pupils to develop their self-confidence as learners and citizens of the school and to improve pupil attainment.

**King Offa Primary Academy aims to provide an environment that is safe and academically challenging for all pupils and staff.**

### **Community Rights**

King Offa is a community where all members; pupils, teachers and leaders-have fundamental rights:

**Teachers have the right to teach,**

**Pupils have the right to learn in a classroom free from disruption,**

**Everyone has the right to be treated respectfully,**

**Everyone has the right to have personal and academy property respected and safeguarded,**

**Everyone has the right to feel safe from physical and verbal abuse.**

## Statement of Equality

We recognise that where individual pupils are engaging in continuing disruptive behaviour this can be as a result of unmet needs. If such needs are identified, we will do all we can to ensure that the pupil receives appropriate support whilst taking due care to ensure that everyone remains safe. We recognise our legal duties under the Equality Act 2010 in respect of pupils with SEN and/or disabilities. Whilst all pupils identified with SEN and/or disabilities are covered under this behaviour policy, we recognise that these pupils often require support which is different from, or in addition to, that required by their peers in order to take full advantage of the educational opportunities available to all pupils. Adapted approaches will be used for pupils whose SEN and/or disabilities cause them to display challenging behaviour. Parent/ carers will be kept informed and given every opportunity to share their perspectives, so together we can ensure the best support for the pupil. Advice will be sought from external agencies where necessary to assist with putting in place appropriate support strategies, which will be monitored and reviewed. Please read the school's Special Educational Needs Policy and SEN Information Report for more information.

## Aims of the Behaviour Policy

We want our school to be the very best it can be. This Behaviour policy demonstrates the commitment of the school to ensure that everyone who comes here feels safe and welcomed in an environment which promotes positive attitudes and behaviours for learning.

## Pupil Behaviour

Pupils are encouraged to understand that teachers will recognise and support positive behaviour but will not tolerate inappropriate, disruptive behaviour. Such an understanding will foster the growth of mutual trust and respect.

Good pupil behaviour will be reinforced, and disruptive behaviour will be discouraged. Honest and consistent feedback about their behaviour will be given to pupils by teachers and leaders, in order to reinforce which behaviours are appropriate and which are inappropriate.

Further, pupils will be taught how to choose responsible behaviours so that in the future they will be able to make independent, responsible choices that enable them to be ethical, productive members of society.

King Offa Primary Academy has only two school rules.

**Always try your best**

and

**Treat others the way you wish to be treated**

These two basic and clear expectations are a means to promoting good relationships, so that children and staff can work together with the common purpose of helping everyone to love learning. We say them often in assemblies and at play, or lunchtimes. They cover all other expectations of acceptable behaviours and are applicable to all of the school's stakeholders; pupils and parents, teachers and visitors.

There is also an expectation that children walk in school, that they talk quietly and that they show respect to visitors, guests and the school building. Staff are encouraged to remind pupils to do these things should this not be the case.

## Responsibilities

### **School Staff**

It is the responsibility of the class teacher and teaching assistant to ensure that the school rules are enforced in their class and that their class behaves in a responsible manner during lesson time. Outside of lessons, it is the responsibility of all staff to monitor and intervene where behaviour is not in line with the school rules and to praise children who are behaving in a positive way.

**We never ignore poor behaviour.**

***'Our clear message to our children is that they own their behaviour and they are in charge of it. Our job is to build their self-esteem and confidence to help them help themselves.'***

Due care will be taken to ensure everyone is kept safe. We adhere to KCSIE 2021, please see the school Safeguarding Policy for full information. Incidents of poor behaviour will be considered by staff as a potential safeguarding concern and consult with the safeguarding lead when necessary. Inappropriate behaviour between peers will be challenged and considered using KCSIE 2021, section 48, to see if they are abusive in nature.

### **Staff at King Offa Praise often...**

We always reward good behaviour as we believe that this will develop an ethos of kindness and cooperation.

This policy is designed to promote good behaviour rather than merely deter anti-social behaviour.

## Rewards

We praise and reward in a variety of ways.

- All staff are role models and consistently follow through rewards or sanctions as shown in our policy.
- We never underestimate the power of word and communication, a smile and encouragement. **We never ignore good or bad behaviour.**
- Teachers congratulate children and celebrate with them.
- Staff congratulate pupils on excellent attendance and discuss why this is top priority.
- All staff speak positively to, and about, our children and actively promote good behaviour.
- Positive signs, such as a smiley face and comments, are put on work and discussed with children, as shown in our 'Marking and Feedback' Policy.
- Children can be sent to a partner teacher, senior leader, Deputy Headteacher or the Headteacher, to show and celebrate excellent effort or work. **(A yellow post it note with clarification accompanying the child will give more weight to the praise.)**
- Year Six pupils can be given jobs or responsibilities to carry out around the school (Ambassadors)
- All children are encouraged to look after each other and their school.

- Our 'Kings and Queens' Assemblies, held each week, celebrate children's achievements linked to our school values. (KSHE)
- A shared pursuit of Excellence motivates children to achieve our many incentives and rewards such as Headteacher's golden sticker, pencil prizes, attendance awards, raffles and badges.

### Classroom Rewards

Classes can accrue 'Marble Points'. These are awarded for times when the whole class works well together; this could be for teamwork, concentration and productivity, politeness. Marbles are taken from one jar to another. When the class has collected all 100 Marbles they can choose the theme of their 'Marble Party'. This should still be a fun learning time.

'Jewel in the Crown' certificates or treasures are awarded in classes every day to pupils who have followed the school rules and impressed their teacher and teaching assistant.

Every action has a consequence! We always encourage good behaviour so therefore we get good consequences most of the time.

### Classroom Management Strategies

#### Signal, Pause, Insist

- Team stop- foundation Stage – Year 2
- Hand up- (signal) Year 3- 6
- This is a routine teachers will use several times a lesson, it allows teachers to move from one lesson/phase to another calmly and efficiently.
- **(Choose a signal, rehearse the signal, give the signal, pause, insist)**

#### 'No -Hands-Up'

There is an expectation that pupils will NOT be asked to put up their hand to answer questions, offer responses to discussions or provide opinions. Instead, the classroom ethos will develop pupils' self-confidence and resilience so that they will 'volunteer' responses when asked to by a teacher, rather than choosing to opt-out. Strategies such as, names on lolly-sticks or random name generators, may help to show all pupils that they should be expected to talk and think for themselves, as each child has an equal chance of being asked. ABC (Agree, Build on and Challenge models should be encouraged in KS2)

Teachers will ask carefully chosen questions, and these may be targeted at specific pupils to promote inclusion for all. There may be lessons when a 'hands-up' approach is required. If this is the case teachers will make this clear to children.

#### Positive framing

- Give positive affirmation to pupils who meet the expectations before dealing with any who don't. *"Well done to this table; you're ready to learn and listening".*
- Frame corrective responses by reasserting what you want, not describing their behaviour. *Instead of "Sean and Mo, stop talking and turn around" say "Sean, Mo... I'd like you both looking this way and listening thank you".*
- Assume students' best intentions and emphasise what you want to happen.
- Assume confusion cover defiance *"I wonder if this group did not quite hear the instructions?" "There seems to be some confusion about our expectations here — can we just check we've all understood the routine?"*

## **Sanctions**

Some of our children, however, need more support to do their best and act appropriately and in a way that is acceptable for all of our school community.

Sanctions therefore should reduce misbehaviour and promote desired behaviour. Privileges and sanctions are discussed in PSHE lessons, regularly, with all the class. Children are then clear about their class rules and teacher's expectations from the outset. Foundation Stage, KS1 and KS2 sanctions may be slightly different but all are designed with this policy in mind.

## Order of sanctions

- Every child will start each day with their name on the 'Sun'
- A child who excels or makes exceptional behaviour choices will be moved on to the 'Crown' and receive a certificate to take home.
- If a child breaks one of the school rules, they will receive a verbal warning.
- If a child continues to break the school rules, their name will be moved on to the 'Cloud'. In KS1 this is a visual reminder to behave. In Lower KS2 the child will receive a consequence for their behaviour (2 minutes missed of playtime). In Upper KS2 the child will receive a consequence for their behaviour (5 minutes missed of playtime).
- If a child continues to break the school rules, their name will be moved on to the 'Storm cloud' and they will have a consequence for their continued poor choices.  
KS1 – 5 minutes missed of playtime and parents informed of their behaviour.  
Lower KS2 – 5 minutes missed of playtime and parents informed of their behaviour.  
Upper KS2 - 10 minutes missed of playtime and parents informed of their behaviour.
- Each new session has a fresh start. After the child has been spoken to by their class teacher and clear guidelines and expectations given; children will move back to the Sun
- At King Offa, we do not give children detentions.

## Extreme behaviour or repeated poor behaviour

If a teacher has used every strategy including discussing the inappropriate behaviour with the child, a child may need to be taken out of class. Where cooperative, a TA will accompany the child to the Headteacher, Deputy Headteacher, member of the senior leadership team or other relevant staff member. If the child does not cooperate, a senior staff member will come and remove the child where necessary.

If a child has been removed from a classroom a decision will be made about the appropriate next steps. This will be based on the behaviour exhibited, the needs of the child and any additional information that is relevant to the individual child. The decisions taken will be aimed at helping the child to learn from their mistake and not repeat it in the future along with supporting victims of the poor behaviour. Possible outcomes are; Losses of privilege; internal exclusion outside of classrooms; relocation to another classroom.

- Repeated bad behaviour is always reported the Headteacher or Deputy Headteacher.
- Parents will be asked to help to support their child in making the desired behaviour choices.
- A record of events, both in class and in other areas, will be kept on arbor and the child's behaviour closely monitored. Parents are to be kept informed and letters will be issued (see Appendix 1)
- The SENCO and outside agencies may become involved to help the family and the school. The school may refer to ESBAS (Education Support, Behaviour and Attendance Service) should additional behaviour support be required.
- Serious or dangerous behaviour is reported to the Headteacher or Deputy Headteacher straight away.
- Parents may be asked to come into school immediately to discuss ways forward to change and rectify behaviour before a decision will be made on whether their child can return to class.

- There may be the need for a lunchtime timetable or exclusion if a child finds it particularly difficult to play with his peers at this time.
- A pupil whose behaviour has invoked the sanction of loss of privileges may be excluded from a school trip if we think that their behaviour would seriously jeopardise the safety and enjoyment of others. Parents would be asked to accompany their child to ensure they do not miss the learning experience.
- A Fixed Term Exclusion may occur but this is a rare occurrence in our academy.
- A Permanent Exclusion may occur but this is a rare occurrence in our academy.
- Corporal punishment is not used, in accordance with the Education Act (no 2) 1996.

## **Bullying**

The school does not tolerate bullying of any kind.

- Bullying is defined as '*premeditated, persistent, unkind behaviour towards others*'. We act immediately to stop it!
- Whilst it is difficult to eradicate bullying, we do everything we can to ensure our school is a safe place for our children to be.
- An Anti-Bullying Week is a focus each autumn term and bullying is discussed regularly in Circle Time and in PSHE lessons and assemblies. Pupils are given clear guidelines and strategies to deal with bullying.
- There is a 'worry box' in each classroom.
- Parents are made aware of strategies in meetings and newsletters.
- We have an open door policy to allow parents to discuss any worries and issues they may have. Teachers are available at the end of the day or the Headteacher or Deputy will meet with parents to discuss any issues and to find ways forward to work together to support their child whilst at King Offa Primary Academy.

## **Cyber-bullying**

Cyber-bullying (also called 'online bullying') is when a person or a group of people uses the internet, email, online games or any other kind of digital technology to threaten, tease, upset or humiliate someone else.

- We recognise that this type of bullying normally happens outside of school but the impact can be felt at school. For this reason we are vigilant in monitoring any signs of cyber-bullying and take allegations very seriously. Where it is identified we will work with pupils, parents and outside agencies, including the police, to resolve issues.

**Please refer to the school's 'Anti Bullying' policy for additional information.**

## **Recording of behaviour**

At King Offa, we record behaviour on Arbor. This is looked at and reviewed by the Head of School, Ms Baker, or the Deputy Head, Mr Dawson and Mrs Irving, Assistant Head teacher. If further action is required, comments can be added.

In line with KCSIE 2021, section 48, peer on peer abuse is logged both on Arbor and on our safeguarding platform: CPOMS.

See attached – Appendix 1 (Using the behaviour module)

## **Behaviour outside of school grounds and hours**

In line with our Online Policy, the school has the right to deliver sanctions for online behaviour which take place outside of school grounds and hours. King Offa will also support parents with online issues, as stated in our Online Safety policy.



## Attendance

Attendance is essential in the school's continuous drive to improve attainment for all pupil groups. OfSTED state that in a school where personal development, behaviour and welfare is 'Good':

*Pupils value their education. Few are absent or persistently absent. No groups of pupils are disadvantaged by low attendance. The attendance of pupils who have previously had exceptionally high rates of absence is showing marked and sustained improvement.*

- Pupils are expected to attend school regularly.
- Regular attendance is celebrated and valued within the school.
- Individual pupil attendance is recognized and improvements of attendance is celebrated and acknowledged.
- Termly and yearly attendance certificates are presented to pupils whose attendance is 100%.
- The school may choose to award special certificates for those pupils whose attendance has improved significantly.
- Two classes each week will receive an 'Attendance Certificate'; this is awarded to the two classes whose attendance is highest. Each of these classes will receive a monetary prize which can be used towards a piece of class equipment, resources or the class' Marble Party.
- Where a pupil's attendance is not considered regular, the school's Attendance Officer will begin the process of informing parents; there will be an expectation that the pupil's attendance should improve.
- The school may refer to ESBAS for additional attendance support.
- In cases where a child's attendance is poor and where previous interventions, such as meetings with parents and warning letters, has not had the desired impact in improving attendance, the school reserves the right to issue fixed penalty notices; the value of this fine is currently £60. Parents have the right to seek further advice on this fine.

## Searching and Screening

*(Department for Education Guidance: Searching, Screening and Confiscation January 2018)*

The Headteacher and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. This enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment, so long as it is reasonable in the circumstances. The law protects them from liability for damage to, or loss of, any confiscated items provided they have acted lawfully<sup>3</sup>. The legislation does not describe what must be done with the confiscated item and the school behaviour policy may set this out; and Power to search without consent for "prohibited items"<sup>4</sup> including:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property; and
- any item banned by the school rules which has been identified in the rules as an item which may be searched for. The legislation sets out what must be done with prohibited items found as a result of a search.

In addition to this school staff can search pupils for any item if they agree.

School staff can seize any prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to school discipline.

At King Offa, we do not allow alcohol on the premises. If school fairs take place, alcohol used as prizes will only be given to over 18s to take home. All schools are smoke free sites and it is illegal to buy cigarettes (or for someone else to buy them) for anyone under the age of 18. We have a clear medicines policy for any pupil requiring prescribed drugs /medication. Any illegal drugs found on a pupil will have them confiscated and our disciplinary procedures will be followed.

### **School uniform policy**

At King Offa Primary Academy, all pupils are expected to wear the correct school uniform.

**This consists of:**

- **Grey pinafore dress, shorts, and skirt or dark grey or black tailored trousers**
- **Red and white Gingham summer dress**
- **White polo shirt ( logo and or plain)**
- **Grey or white socks, black or grey tights**
- **NO jeans, no leggings and no tracksuit bottoms**
- **Footwear: Sensible plain black footwear, including plimsolls (PLAIN BLACK trainers can be worn )**
- **Physical activity: Red polo shirt (logo and or plain) black shorts and black plimsolls**  
(All clothing should be clearly labelled and or marked)

**School Uniform Orders: Superstitch86 supply our school uniform from their purpose built unit in St Leonards on Sea. You can pop in and visit them at Superstitch86 Castleham Road St Leonards on Sea East Sussex TN38 9NR, telephone them on 01424 852225 or order online at [sales@superstitch86.co.uk](mailto:sales@superstitch86.co.uk)**

### **Why do we have a school uniform?**

**For health and safety reasons:** The school expects that it is reasonable to ban pupils from wearing jewellery because we consider that it poses a risk of injury in games or playground situations. The school requests that pupils do not wear high heeled shoes as they represent a trip hazard.

**For security reasons:** We need to be able to identify individual pupils in order to maintain good order and identify intruders easily.

**To protect our pupils:** To protect young people from external pressure to wear clothing they would not otherwise choose to adopt, protecting them from harassment, and from having to adopt dress codes associated with antisocial elements in the wider community.

**To promote a school identity:** To promote a strong, cohesive, school identity that supports high standards and a sense of identity among pupils: if some children look very different to their peers, this can inhibit integration, equality and cohesion.

### **Non-compliance with a school's uniform and appearance policies, and school rules.**

Where a pupil is not adhering to the school uniform policy the school will be considerate and discreetly try to establish why not. There may be good reasons why a pupil is not attending school in the correct uniform. For example, their uniform may have been lost, stolen or damaged, or a sports kit may have been accidentally soiled beyond the point where it can be worn, and it may not be possible to wash and dry some articles of clothing overnight. Children would not be sent home in such circumstances.

If a child is not wearing the agreed uniform, in most cases a letter will be sent home with the child asking the parent to ensure that the child arrives the following day in uniform. The Head teacher may ask pupils to go home to change their clothes without formally excluding them. When sending a child home, the Head teacher should contact the parents and in nearly all cases this will be necessary or appropriate. The pupil would be expected to return to school immediately when his or her clothes had been changed. Failure to do so could amount to an unauthorised absence.

If pupils are not wearing the correct uniform because parents are in financial difficulties, the school will be sensitive to the needs of the pupil and give their parents time to purchase the required items and/or consider whether a school or local authority clothing grant can be supplied. Pupils should not be made to feel uncomfortable, nor discriminated against, because their parents are unable to provide them with the required items of school uniform.

### **Use of Reasonable Force**

(Department for Education Guidance: Use of reasonable force July 2013)

The use of reasonable force will always be the last option taken by school staff. All school staff have the right to use reasonable force and the decision to do so is taken individually. Legally members of staff in a school have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom. 'Reasonable' means using no more force than is necessary.

At King Offa Academy, we avoid positive handling unless a pupil is a danger to themselves or others. Staff have been shown how to quickly and safely move a pupil to a safe space. The school will always record this in Arbor and inform parents/carers.

King Offa Academy may use force to;

- remove disruptive children from the classroom where they have refused to follow an instruction to do so.
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground
- restrain a pupil at risk of harming themselves through physical outbursts.

This list is not exhaustive and there may be other times when using force is necessary.

If reasonable force is used on a pupil detailed records and witness statements will be recorded.

Parents/carers will be informed and an explanation of what has taken place and why will be shared.

### **Allegations**

Allegations towards staff will be investigated following the guidance in our safeguarding policy and the AAT staff handbook.

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

- Allegations of Abuse Against Staff Policy,
- Anti-Bullying Policy,
- Attendance Policy,
- Exclusions Policy,
- Equality Policy,
- Safeguarding and Child Protection Policy,
- Special Educational Needs and Disabilities (SEND) Policy,
- Supporting Pupils with Medical Conditions Policy

**Arbor – Using the ‘Behaviour Module’**

**Revised edition March 2022**

*Arbor is for reporting ‘Behaviour’ incidents.*

*CPOMs will only be used to record ‘Safeguarding’ incidents and ‘Peer on Peer’ categories.*

**Behaviour Types**

There are twelve behaviour types. These are:

- 1) Bullying
- 2) Damage to property
- 3) Disruptive behaviour
- 4) Homophobic incident
- 5) Illicit substances
- 6) Other
- 7) Personal possessions
- 8) Physical incident
- 9) Racist incident
- 10) Smoking
- 11) Theft
- 12) Verbal incident

We would encourage the use of the highlighted categories only and would deem these as Level 1 Negative (S1) incidents. S2 Negatives are associated with Secondary placements/schools.

Please copy and paste the incident onto cpoms if the behaviour links to **peer on peer** abuse (e.g. online, physical, prejudice, sexual and verbal)

It is not always necessary to record every incident on cpoms even if the child is on our Safeguarding register. DSL’s will monitor Arbor and they will meet at least fortnightly to discuss these children. DSL’s can copy incidents over to cpoms if required.

**Raising a Behaviour incident**

An incident will be raised when:

- Behaviour quantifies the child’s name being placed on the **storm cloud** by any member of staff.
- Behaviour is extreme and is not able to be managed through the school’s ‘Behaviour Policy’ and quantifies as a serious incident.

**Entering Behaviour Details**

Should an incident need to be raised, the following steps will be taken:

- Log onto Arbor.
- Select ‘Students’ – ‘Behaviour’ – ‘Incidents’.
- Here you will see your ‘Dashboard’ – this gives details about the incidents you have raised and whether the incidents require action or are resolved.
- The Dashboard shows incidents assigned to staff, watched by staff and resolved.
- To begin, select ‘Log New Incident’ (Green button at the top of the Dashboard).
- Provide details about the incident. Details include:

Date of the incident

Event (Select the child’s class)

Time of incident – this can be changed retrospectively

Students involved - more than one child can be selected and this can be done by scrolling through the pupil list or by typing in the child's name.

Behaviour – Select an appropriate behaviour type (see highlighted options)

Incident summary – Provide details of the incident- factual not narrative

Staff involved – please state who has either witnessed the incident or dealt with the incident

Location – select an appropriate location from the drop-down list

Create as separate incident – selecting this box will create one incident per child (if more than one child is selected)

Select 'Next'

A summary of your incident log will appear. Please check the details carefully.

Selecting 'Log incident' will save the incident and will appear on your Dashboard.

### **Actions and Follow-ups**

All 'Actions' will be **resolved** by class-teachers. Always record the incident and **resolve** if possible at the same time (e.g. log incident and outcome of conversation with the parent/sanction in one entry) Of course, it may be necessary to consult with a member of the leadership team.

Any incident reported on Arbor should be followed-up with a conversation with parents. In the first instance this is by the class teacher. (Low level and **cloud** incidents are managed through classroom management and do not need logging)

Behaviour incidents will be monitored weekly by a member of SLT. If a child has 3 incidents logged within a week, a warning letter will be issued to parents. The letter is from the class teacher but a template will be provided.

If 3 additional incidents occur, a second letter will be sent to parents and a meeting will be held with the class teacher and supporting SLT.

If this behaviour continues a third letter will be issued, alongside a meeting with the Head or Deputy Head teacher. Sanctions and consequences will be discussed and issued accordingly. In some cases, other agencies may need to be involved.

Follow up actions may be added by the Head, Deputy, Assistant Head teacher and or Pastoral/Inclusion manager.

### **Play/lunch time**

During playtime, a warning can be given to the pupils. Make it very clear of the behaviour expectation and what will happen if the behaviour continues. If the behaviour continues a member of SLT/Pastoral on duty is to be informed and must be dealt with (if possible) at that time, unless a significant event needed further intervention. Ideally, sanctions from play/lunch time do not go back to the classroom.

The incident should be recorded by the staff member and or SLT/Pastoral on duty that has dealt with the pupil (s)

Mr J Freeston BSc (Hons)  
Executive Headteacher

Miss N Baker BA (Hons)  
Head of School



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**DATE**

**First behaviour letter**

Dear Parents and Carers (insert name)

Recently, your child, [insert pupil name], has not been behaving as well in school as they could. We have noticed 3 incidents that have occurred this week.

It is important that your child understands the need to follow our pupil code of conduct, and I would appreciate it if you could discuss their behaviour with them.

If your child's behaviour does not improve, I will contact you again and suggest that we meet to discuss how we can work together. However, at this stage I am confident that a reminder of how to behave appropriately will be sufficient.

Yours sincerely,

Class teacher signature: \_\_\_\_\_

**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: \_\_\_\_\_

Mr J Freeston BSc (Hons)  
Executive Headteacher

Miss N Baker BA (Hons)  
Head of School



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**Second behaviour letter**

Dear Parents and Carers (insert name)

Following my previous letter regarding the behaviour of (insert pupil name), I am sorry to say that they are still struggling to adhere to our pupil code of conduct and we have a further 3 more incidents recorded this week.

I would appreciate it if you could arrange to meet me after school so we can discuss a way forward.

Yours sincerely,

Class teacher/ Deputy Head

Mr J Freeston BSc (Hons)  
Executive Headteacher

Miss N Baker BA (Hons)  
Head of School



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**Third behaviour letter**

Dear Parents and Carers (insert name)

I am sorry to report that, despite meeting and 'creating a behaviour contract/behaviour plan', [insert pupil name] has continued to misbehave and we have further incidents of..... record on our system.

[Insert pupil name] would now benefit from an even more structured approach to help improve their behaviour in school.

I would be grateful if you could attend a meeting with the Head of School, the special educational needs co-ordinator/ AAT Lead for Behaviour/Nurture, Mental Health and Wellbeing Aurora Academies Trust and myself, to discuss how we can best support your child in improving their behaviour.

*Insert details of the meeting time, date and location, as necessary, or how to contact the school to arrange the meeting.*

Yours sincerely,

Class teacher/ Deputy Head