



## **WESTFIELD PRIMARY SCHOOL AND NURSERY**

### **Behaviour Policy**

**Reviewed- May 2019**

**Ratified: 14<sup>th</sup> May 2019**

**Ratified by: Full Governing Board**

**Date to be reviewed: May 2021 by the Full Governing Board**

## **BEHAVIOUR POLICY**

### **VISION STATEMENT**

At Westfield Primary school & Nursery, we are passionate about having a therapeutic approach to behaviour, which is underpinned by Hertfordshire STEPS, owned by Hertfordshire County Council (Integrated Services for Learning). Our aim is to promote behaviour that enables all pupils to achieve their potential and develop academically, socially, and emotionally, thereby approaching the child's development with a holistic mindset. We have high expectations of all our pupils both in relation to their education as well as behaviour. Staff will support this through positive learning experiences, promoting self-esteem through recognition of potential and effort, development of positive relationships with the pupils and use of positive behaviour management strategies to promote pro-social behaviours. Our strong school ethos and value system underpins everything we do at Westfield where we encourage our pupils to be caring, supportive and demonstrate our values at all times. We believe this can be achieved in a safe, enabling environment where pupils feel valued, supported and listened to.

### **AIMS**

- To ensure that every young person at Westfield is given an equality of opportunity to develop socially, to learn and to make positive gains from life experiences.
- To promote an environment where we help our pupils to make pro-social behaviour choices, subsequently learning that they are responsible for their own behaviour.
- To encourage consideration for others within and outside of the school community by promoting our school values of respect, courtesy, tolerance, teamwork, trust and honesty
- To develop self-belief in their own ability and pride in the school, in work, in effort as well as achievement
- To ensure that pro-social behaviours are taught, encouraged and recognised
- To use therapeutic and educational consequences to support an understanding of pro-social choices and the consequence of anti-social actions
- To ensure there is a culture within Westfield that values all pupils; allowing them to feel a sense of belonging where pupils are able to seek emotional and well-being support from practitioners
- To create a calm learning environment where pupils feel empowered to believe in themselves and strive to be the best they can be.
- To ensure that parents/ carers have a pro-active working relationship with the school to support the needs of their child(ren)

### **OBJECTIVES**

- Staff to provide equal access to learning, through the adaption of the curriculum to meet the needs of each child
- Pupils are given the opportunity to recognise and develop pro-social behaviours through teaching, peer-interactions and teacher/child relationships and understand the impact of their behaviour upon themselves & others
- Our holistic approach to teaching and learning is underpinned through our school values allowing pupils the opportunity to internalise pro-social behaviour choices
- Working with the pupils own experiences and feelings in order to promote a positive self-worth, internalised discipline resulting in long term change
- All stakeholders to agree and follow a positive Home/School Learning Agreement

- Pro-social interactions between pupils, staff and parents ensure a positive working relationship between all those working around the child
- A therapeutic approach to behaviour management encompassing protective and educational consequences using the 3R's (Revisit, Reflect and Repair) is embedded.
- Where necessary, protective & educational consequences to be delivered and evaluated so that further support can be given to the child where identified
- All staff understand and recognise that positive emotional well-being leads to positive emotional engagement & attainment
- If required, de-escalation strategies are used by all staff following the STEPS script and supportive physical intervention is utilised in accordance with STEPS guidelines

### **WHAT IS PRO-SOCIAL BEHAVIOUR?**

Pro-social behaviours are any actions which benefit the individual and others around them.

For example:

- positive relationships and interaction with peers and adults (tone of voice; body language)
- acknowledgement of own feelings, using positive language to support their needs ('I need help'; 'I'm finding this tricky'; 'I felt cross when I got that wrong')
- identify, understand and accept mistakes as learning opportunities, and using a growth mindset to persevere and challenge themselves to complete the task
- identify, reflect and repair anti-social behaviour choices
- respects the right of themselves and others to learn and their responsibility to ensure their behaviour choices don't negatively impact upon this

Prosocial behaviour acts as a strong motivator in education, for it provides pupils with a purpose beyond themselves and the classroom. This allows the individual to become part of something bigger than themselves. When pro-social behaviours are not demonstrated and reinforced, pupils can struggle to make connections with others which can subsequently lead to a disconnection which can negatively impact a child's learning, motivation, and attitude towards themselves, others and their education.

When teachers make space for prosocial behaviour in education and social learning, then they can illustrate that what pupils are learning will have a direct impact on the world that they live in. Pro-social behaviours in a classroom are intimately connected with a purpose towards a greater cause, deepening the learning itself.

We aim to promote pro-social behaviour through recognition including:

- giving personalised and specific verbal praise and positive feedback
- communication with parents/carers to highlight pro-social behaviours
- role modelling to peers throughout the school
- allocation of responsibilities and roles
- acknowledgement of demonstrating school values
- celebration and sharing of learning in whole school assembly
- incidental rewards and praise

## **PROTECTIVE CONSEQUENCES:**

These are actions taken by staff to ensure all pupils and adults feel safe in the school environment. These may include, but are not inclusive of:

- an increased staff ratio
- limited access to outside space
- specific staff support given at break and lunchtimes (**See Lunchtime Reflection**)
- differentiated teaching space or learning
- work requiring completion to be sent home, and supported by parents/carers
- adaptation of access to school trip, residential or extra-curricular activity
- calm room/space
- whilst all measures will be taken to support the child to avoid exclusion, there may be a time when exclusion from an area or school is necessary

Protective consequences are further supported through the 3R's (Revisit, Reflect, Repair) which provide an opportunity for the pupils to learn from the experience. This time may also be used to further understand the triggers behind anti-social behaviour choices through the use of various behaviour analysis tools (Roots and Fruits; Anxiety Mapping – see appendices)

## **EDUCATIONAL CONSEQUENCES:**

These are consequences put in place by staff to help the child to learn, rehearse or teach about their actions to aid internalisation of pro-social actions to avoid repetition. These may include, but are not inclusive of:

- third person role play to understand peer/adult feelings
- social stories
- behaviour related research to understand how and why actions have impacted others.
- restorative meetings with child and parent/carer
- completing or redoing tasks to the expected standard for the child
- modelling pro-social behaviours to younger peers

*For more information, please see 'Consequences Document' in appendices*

## **LUNCHTIME REFLECTION**

Where pupils choose not to make pro-social choices despite adult guidance, pupils will need to attend 'Lunchtime Reflection.' This will enable the child to reflect upon their behaviour choices, repair and restore relationships if necessary, thus allowing them to learn from their mistakes. This process will be supported by staff to ensure that the child embeds the understanding of the consequences of anti-social behaviour choices and how they can learn from this experience to help them make pro-social choices in the future (See Appendix 1 for steps).

Lunchtime reflection is designed to be restorative and educational, thereby allowing the pupils to start internalising pro-social behaviours. Where pupils do not respond positively to the protective and/or educational consequences, further measures may be implemented through a differentiated response.

## **DEFINITION OF 'BULLYING'**

We define bullying as "deliberately hurtful behaviour by an individual or group, repeated over a period of time, and directed against an individual or group."

## **PREVENTING BULLYING**

We deliver anti-bullying learning through internalisation of the schools aims and objectives, values and ethos via:

- Modelling prosocial behaviour

- Supporting and promoting our school values of compassion, acceptance of others and forgiveness
- PHSE Lessons – discussion on topics of equal rights, relationships, reflection of own behaviour, impact of our actions on others (*this is not an exhaustive list*)
- Participation in ‘Feel Good Week’ as part of the National ‘Anti-bullying Week’
- Protective behaviours where deemed necessary
- The broader taught curriculum

Pupils are encouraged to seek help and advice of adults to support them with any concerns around bullying. Pupils are encouraged to care for the well-being of themselves and their peers. Pupils are encouraged to report any concerns as soon as they happen, to allow situations to be addressed; allowing the revisit, reflect and repair process to occur through positive discussion before the situation escalates. Any case of bullying will be addressed on an individual basis and support will be given to all involved as deemed necessary. It may be deemed necessary for the school to liaise closely with parents/carers to help support the pupil.

### **DIFFERENTIATED RESPONSE**

We recognise that there are times when a differentiated response is needed. If pupils find it hard to adhere to the pro-social behaviour model, we have a flexible approach depending on individual circumstances. We recognise that difficult or dangerous behaviour patterns may arise because of poor self-image, possibly because the child is not succeeding socially or academically.

To predict and prevent escalation of difficult or dangerous behaviour we undertake a range of therapeutic behaviour strategies to help support the individual child to display pro-social behaviours. It may be necessary to seek guidance from specialised educational agencies to formalise strategies that differentiate from policy, these may include a RRP (Risk Reduction Plan) or a reduced timetable. External agencies might include:

- the Herts County Council Behaviour Support Team (STEPS Central Supervision)
- an Educational Psychologist
- a member of the Child and Adult Mental Health Team (CAMHS)
- Dacorum Educational Support Centre (DESC)
- Safespace e.g. Counselling

Where a child is at risk of exclusion, a Risk Reduction Plan outlining behaviours (prosocial, difficult and dangerous) and specific responses will be put in place. This may include responses in addition to or differentiated from this policy in order to support the specific needs of the child. Behaviour analysis tools will be used to inform the risk reduction plan (e.g. Conscious and subconscious behaviours checklist, roots & fruits, anxiety mapping – see appendices)

### **EXCLUSIONS**

Teachers have the power to discipline pupils for misbehaving outside of the school premises “to such an extent as is reasonable” as prescribed by Department for Education Guidance. This means that under the Behaviour Policy teachers may discipline pupils for:

misbehaviour when the child is:

- being educated off site
- taking part in any school-organised or school-related activity or
- travelling to or from school or
- wearing school uniform or
- in some other way identifiable as a child at the school.

or persistent anti-social behaviour at any time, whether or not the conditions above apply, that:

- could have repercussions for the orderly running of the school or
- poses a threat to themselves, another pupil, member of staff or member of the public or
- could adversely affect the reputation of the school.

The Headteacher may decide whether to exclude a child for a fixed term or permanently in line with the school's Behaviour Policy taking into account all the circumstances, the evidence available and the need to balance the interest of the pupil against those of the whole school community.

### **POSITIVE PHYSICAL INTERVENTION**

In accordance with Hertfordshire STEPS, staff will use positive physical intervention to support pupils in the following ways:

- Open mits (open hands) to guide a pupil to a safe area
- To give recognition, praise and re-focus to pupil's such as: a high five, a tap on the shoulder
- To reassure a child if they are upset e.g. sitting close next to the child, a supportive hug. Staff will not allow pupils to sit on their laps.
- Hand over hand activities, which allows staff to model and support a pupil using a range of resources and equipment e.g.... scissors, PE equipment
- Moving, handling and self-care e.g. nappy changing. Some pupils will have individual care plans where procedures are clearly highlighted.

**This list is not exhaustive and will depend on what is appropriate for the child**

### **RESTRICTIVE PHYSICAL INTERVENTION**

Members of staff take steps in advance to avoid the need for restrictive physical intervention. The use of restrictive physical interventions is only appropriate in the following circumstances:

- to prevent a child from injuring self or others
- to prevent or stop a child from causing serious damage to property.
- to prevent a child from committing a criminal offence

## HOME SCHOOL AGREEMENT

School will...	Staff will...	Child will...	Parent / Carer will...
<p>Welcome your child to school and offer them a wide range of opportunities to become involved in school life. Provision of a broad, engaging and balanced curriculum with equal access to education for all our pupils. Provide opportunities for parents to learn about their child curriculum and how they can support their child learning at home</p>	<p>Prepare &amp; deliver engaging and inspiring lessons to achieve the objectives of the national curriculum. Give the pupils opportunities to develop a range of learning skills. Keep the school and parents informed about progress, attainment and achievements.</p>	<p>I will read every night. I will do class work and homework to the best of my ability and ensure that homework is handed into the class teacher on time.</p>	<p>I/we will support my child with their work and ensure that homework is completed in a timely manner. I will be take a positive interest in the activities and work undertaken by my child. I will liaise with class teachers if there is anything that my child requires further support within their school day.</p>
<p>Provide a safe environment in which pupils are provided with a range of learning opportunities to help their holistic personal development.</p>	<p>Ensure that pupils have a safe working environment. Staff will take appropriate action should a child adversely affect the safe working environment.</p>	<p>I will respect the rights of other pupils to feel safe within the school environment. I will ensure that my behaviour and actions ensure that I contribute to a safe learning environment.</p>	<p>I/we need to ensure that pupils do not bring in any items which may compromise the safe learning environment. Where my child has been deemed to adversely affect the safety of this safe environment, I will work closely to support the protect/educational consequences that may apply.</p>
<p>Value and monitor attendance and punctuality</p>	<p>Keep a register of attendance and punctuality every morning and afternoon. Lateness will be deemed to be arrival post child being collected from the meeting place in the top playground.</p>	<p>I will attend school regularly and punctually. I will come into school ready to take the learning opportunities provided for me by the teachers in school. I will ask for help and support if I am finding something difficult.</p>	<p>I/we will ensure that my child is ready at school for the 8.45am bell. Attendance at the correct time is a legal requirement and parents / carers must aim for 100% attendance.</p>
<p>Require that pupils have the correct school uniform and bring in the relevant items to support their learning. This includes black school shoes, plimsolls, PE kit, book bag as well as the child's reading book &amp; record.</p>	<p>Staff will recognise pupils for having the correct equipment ready to support their learning. Where the right uniform and equipment has not been brought in, staff will contact the parent/carer to remind them of the need for correct uniform /equipment.</p>	<p>I will wear the correct uniform and take responsibility to bring in the correct materials to help me with my learning - these include appropriate school uniform, as well as black school shoes, plimsolls, PE kit, book bag with my reading book and reading record.</p>	<p>I / we will ensure that I have the right uniform for my child (labelled with their name) and that I will take responsibility to remind my child to wear the appropriate school uniform, and have their lunchbox, water bottle, as well as black school shoes, plimsolls, PE kit, book bag with their reading book and reading record with them oncoming into school.</p>

<b>School will...</b>	<b>Staff will...</b>	<b>Child will...</b>	<b>Parent / Carer will...</b>
Provide a reading book to take home and homework appropriate to their learning in class.	Monitor the reading record book and set homework. Follow up with parents/carers where consistent failure to hand in homework in a timely manner and when no reading is taking place at home.	I will take time to read and ensure that I complete my homework to the best on my ability and on time.	I/we will hear my/our child read and log it in the reading record book. I/we will support my child with the completion of set homework ensuring that it is done to the best of my child's ability.
Set appropriate targets & support the child's individual needs.	Cater for the needs of all pupils. Explain clearly how pupils can improve on their work and make positive steps to further progress. Liaise with parents when deemed necessary.	I will try my hardest to be the best that I can be. I will listen and complete the work to the best of my ability. I will ask for help if I am finding things hard.	I / we will talk to the class teacher about any special needs or difficulties. I / we will ask the teachers how I / we can help support learning at home. I / we understand the important of attending my child's parent's evenings to discuss the progress and needs of my/our child.
Provide a clear framework of rules and values. Encourage pupils to develop internal discipline through the use of the school's behaviour policy.	Encourage and promote pro-social behaviours and apply when necessary educational and protective consequences to highlight anti-social behaviour choices and help internalise pro-social behaviours.	I will follow the school rules and understand that if I am finding something tricky I will tell an adult.	I/we will support the school code of conduct and support internalisation of pro-social behaviours. I/we will ensure consistency of approach towards my child's behaviours to embed pro-social choices.
Provide care and support for all pupils, ensuring equality of educational opportunities. Encourage positive parent-school partnership through positive/proactive communication and respect confidentiality.	Teach all pupils fairly and adapt to the needs of the child where deemed necessary to ensure equality of access to their education.	I will respect equally all members of my school community. I will be kind and thoughtful and ensure that I do not hurt anyone in any way. I will always try my hardest to be the best version of myself.	I / we will encourage positive pro-social skills through the support of school where necessary and liaise with the school if there are difficulties. I / we will treat everyone with respect and courtesy. Failure to do so may result in my removal from the school ground on a permanent basis.
Use appropriate means to communicate information, celebrate you child's work and keep you informed of your child's development.	Use communications mediums in an appropriate manner.	I will use social media safely and responsibly will use the advice given to me to ensure I keep myself safe. I will also make sure that I am not mean to others online.	I / we will use social media responsibly and WILL NOT make adverse comments about other pupils/adults or the school on social network sites including Facebook. If I have a concern, I will speak to the class teacher first and foremost.
<b>Signed: Mrs S Stace Headteacher</b>	<b>Signed: Class Teacher</b>	<b>Signed: Pupil</b>	<b>Signed: Parent / Carer</b>



# CONSEQUENCES DOCUMENT

## LOW LEVEL BEHAVIOUR

Including\*:

- Interrupting learning (e.g. calling out; not listening; not following instructions; being disrespectful towards peers or staff; refusal to complete work; not getting on with/completing learning to the expected standard; lying to a member of staff; provoking peers to get a reaction; swearing; misuse of technology; vandalising property)

\*this not an exhaustive list

## ACTIONS TAKEN

1. Reminder given of values, with an explanation of how behaviour is negatively impacting on themselves or others
2. If continues, a second reminder is given as above. This will include the limited choice consequence which will be put in place (i.e. Are you are going to complete the task in a different area of the classroom or in foster classroom?)
3. If behaviour continues, another reminder will be given as above. The child will then be given a limited choice consequence (i.e. Are you going to complete the task in our foster classroom or in lunchtime reflection?)
4. Where this process has been followed and a child continues with low-level anti-social choices, the child will attend Lunchtime Reflection to reflect on their choices ensuring completion of any incomplete task

*If positive changes are seen after any reminder, this positive choice will be acknowledged with praise and no further consequence is required. (i.e. Thank you for listening, it's great to see you're ready to learn).*

## DISRUPTIVE, DIFFICULT OR DANGEROUS BEHAVIOUR

Including\*:

- Using violence
- Repeatedly making anti-social choices (ignoring adult instruction; swearing; prejudicial language; deliberately provoking other children to create a response)

*\* Note: other behaviour may result in a level letter, particularly where the pattern of behaviour continues. For example, where provocation or swearing is persistent.*

## ACTIONS TAKEN

1. De-escalation script followed by any adults involved: i.e.
  - Child's name I can see something has happened
  - I am here to help
  - Talk and I will listen
  - Come with me and....
2. Child to be encouraged to a safe and calm space when ready to.
3. Incident to be investigated and all involved to be listened to by identified member of staff
4. Discussion about the anti-social behaviour and the subsequent protective and/or educational consequences
5. Level letter given and parents/carers called, if deemed appropriate.
6. Level Letter follow up work: 3R's (Revisit, Reflect, Repair) and protective/educational consequences to be explored with identified member of staff.
7. Day after Level letter, child to be set up by identified member of staff, to ensure a positive start to the day with reminders of pro-social behaviour expectations
8. If a child receives 2 level letters in one half term, the child will have a behaviour chart to reinforce pro-social behaviours. Meeting with child and parent will be put in place to create appropriate targets.

## **DE-ESCALATION SCRIPT**

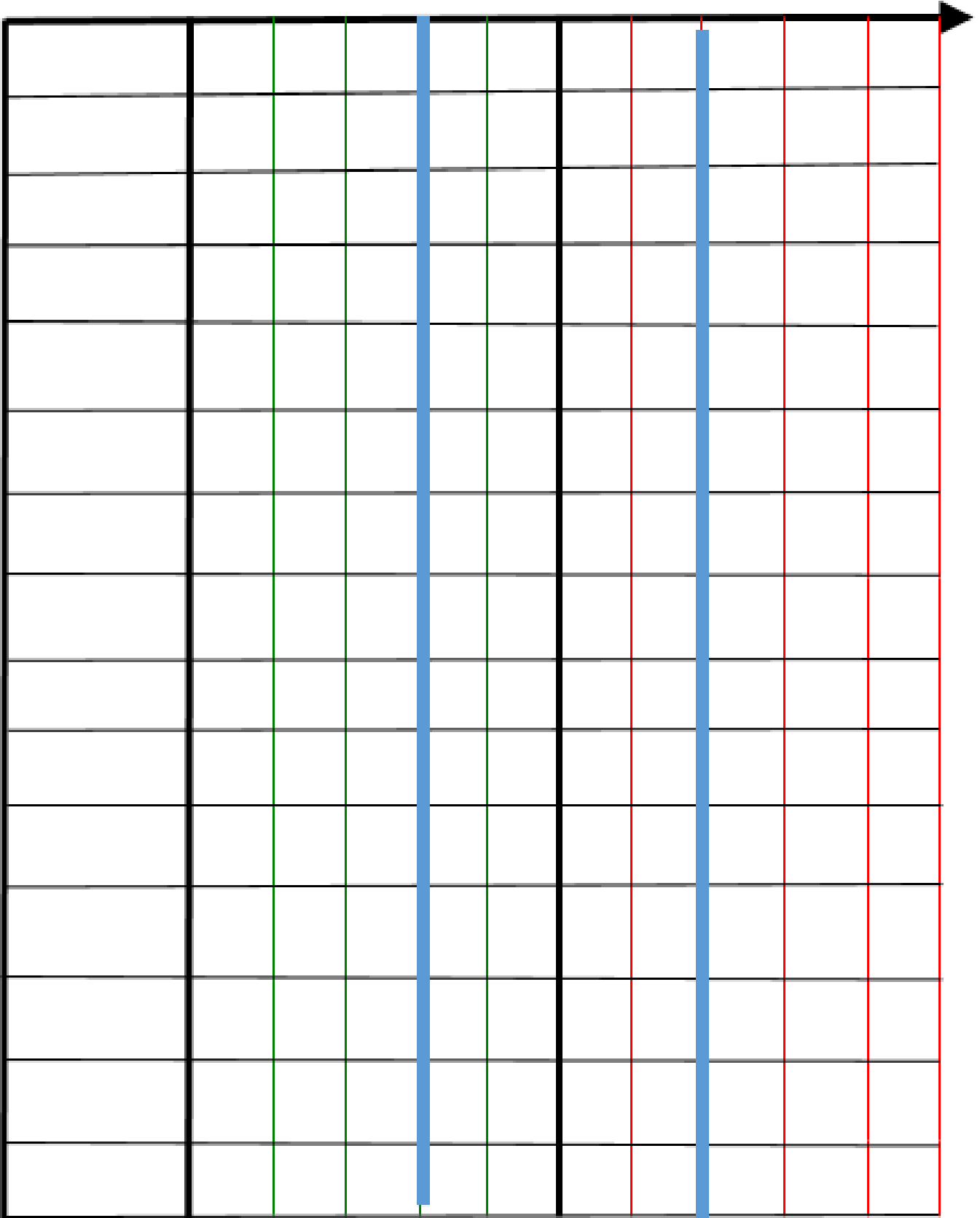
- Learner's name
- I can see something has happened
- I am here to help
- Talk and I will listen
- Come with me and....

# Anxiety Mapping

Anxiety

5 4 3 2 1 0 +1 +2 +3 +4 +5

Time / location / staff / activity etc



Anxiety Mapping Analysis and Evidence of Differentiation

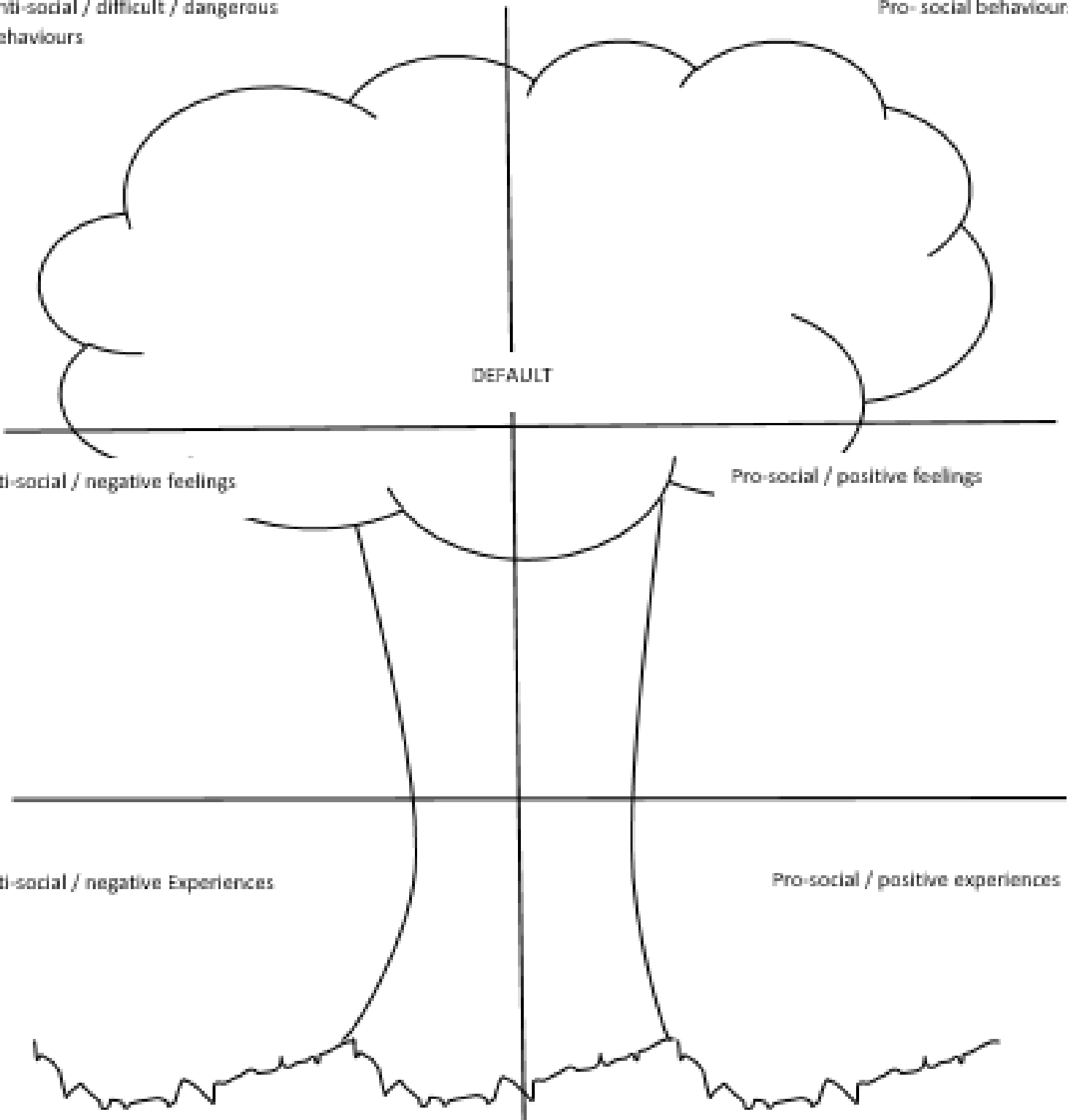
	Score	Staff/Location/Activity/Peer/Time <b>Predict it</b>	Evidence of action <b>Prevent it</b>
Raised Anxiety	+2	These items overwhelm the pupil • • •	Planned Differentiation required to reduce anxiety • • •
	- +5	• • • •	• • • •
	+ 2	These items run the risk of overwhelming the pupil • • •	Monitoring needed • • •
	0		
Increased dependency	-2	These areas run the risk of developing an over reliant • • •	Monitoring needed • • •
	-2 - -5	These areas have developed an over reliance • • •	Differentiation needed to reduce this over reliance • • •

# Roots and Fruits

Name	
Supporting Staff	
Date	
Review Date	

Anti-social / difficult / dangerous  
Behaviours

Pro-social behaviours



## Conscious behaviour checklist

Question	Response	Solution or differentiation
What is their expected outcome of their behaviour?		Is there any other way they could get their desired outcome using pro-social behaviours?
What is the motivation to behave anti socially?		What gains or benefits practically or emotionally are achieved through the behaviour?
What is the motivation to behave pro socially?		Is there enough incentive and benefit to behaving pro-socially?
What are the expected consequences?		Are they aware of the certainty of any protective consequences? Re these without time limitation? Do they prefer the consequence to the experience of complying?
How can I impact on the child's beliefs or values?		What pro-social experiences have you identified on their roots and fruits that will impact positively on their beliefs and values resulting in pro-social conscious behaviour?

## Subconscious behaviour analysis checklist

Question	Response	Solutions or differentiation through anxiety mapping. Predict and prevent escalation
<p>Is the behaviour medical or habitual?</p>		<p>Have we considered diagnosed or undiagnosed needs or diagnosis? Have we sought <b>advice</b> on the best way to support them?</p>
<p><b>What is causing the anxiety?</b> (topic, adult, time, activity, peers, transition, noise etc)</p>		<p>Anxiety Mapping. How do we <b>lower</b> their anxiety? (topic, adult, time, activity, peers, transition, noise etc)</p>
<p><b>What is causing the fear?</b> (topic, adult, time, activity, peers, transition, noise etc)</p>		<p>How do we <b>support</b> them to feel less fearful?</p>
<p><b>What is causing the anger?</b> (topic, adult, time, activity, peers, transition, noise etc)</p>		<p>How do we <b>support</b> them to feel less angry/manage their anger? (roots and fruits)</p>
<p><b>What is causing the confusion?</b> (topic, adult, time, activity, peers, transition, noise etc)</p>		<p>How do we <b>provide support/structure</b> so they feel less confused?</p>
<p><b>What is causing the embarrassment?</b> (topic, adult, time, activity, peers, transition, noise etc)</p>		<p>How do we <b>support them</b> to feel less embarrassed/manage these feelings?</p>
<p><b>What is stimulating/overwhelming them?</b></p>		<p>How do we <b>manage this stimulus?</b> (topic, adult, time, activity, peers, transition, noise etc Anxiety mapping)</p>

### Risk Assessment Calculator

Name	
DOB	
Date of Assessment	

Harm/Behaviour	Opinion Evidenced	Conscious Sub-conscious	Seriousness Of Harm A	Probability Of Harm B	Severity Risk Score
	O/E	C/S	1/2/3/4	1/2/3/4	A x B
Harm to self					
Harm to peers					
Harm to staff					
Damage to property					
Harm from disruption					
Criminal offence					
Harm from absconding					
Other harm					

<b>Seriousness</b>	
1	Foreseeable outcome is upset or disruption
2	Foreseeable outcome is harm requiring first aid, distress or minor damage
3	Foreseeable outcome is hospitalisation, significant distress, extensive damage
4	Foreseeable outcome is loss of life or permanent disability, emotional trauma requiring counselling or critical property damage
<b>Probability</b>	
1	There is evidence of historical risk, but the behaviour has been dormant for over 12 months and no identified triggers remain
2	The risk of harm has occurred within the last 12 months, the context has changed to make a reoccurrence unlikely
3	The risk of harm is more likely than not to occur again
4	The risk of harm is persistent and constant

*Risks which score 8 or more (probability x seriousness) should have strategies listed on next page*



# Risk Reduction Plan

<b>Name</b>	<b>DOB</b>	<b>Date</b>	<b>Review Date</b>
-------------	------------	-------------	--------------------

<b>Photo</b>	<b>Risk reduction measures and differentiated measures (to respond to triggers)</b>
--------------	---

<b>Pro social / positive behaviour</b>	<b>Strategies to respond</b>
<b>Anxiety / DIFFICULT behaviours</b>	<b>Strategies to respond</b>
<b>Crisis / DANGEROUS behaviours</b>	<b>Strategies to respond</b>
<b>Post incident recovery and debrief measures</b>	

**Signature of Plan Co-ordinator..... Date .....**

**Signature of Parent / Carer..... Date .....**

**Signature of Young Person.....Date.....**

Headteacher  
Mrs S Stace

Tel: (01442) 862729  
Fax: (01442) 874467  
e-mail: [admin@westfieldprimary.herts.sch.uk](mailto:admin@westfieldprimary.herts.sch.uk)  
[www.westfieldprimary.herts.sch.uk](http://www.westfieldprimary.herts.sch.uk)



Westfield Primary School  
& Nursery  
Durrants Lane  
Berkhamsted  
Herts. HP4 3PJ

### Level Letter

Dear

Date:

Unfortunately, \_\_\_\_\_ has made behaviour choices, which have negatively impacted on themselves and others around them.

Please discuss your child's actions with them, reinforcing our school values and the positive behaviour choices they should have made.

As discussed on the phone, we will sit down with \_\_\_\_\_ in the morning and set them up for a positive day.

Please fill in the lower part of this letter and return it to school tomorrow and if you wish to discuss anything further, please contact the office to make an appointment.

We thank you for your continued support,

Yours sincerely

**On behalf of the Senior Leadership Team**

---

I have read this letter and spoken with my child.

Child's name:|

Class:

Parent/Carer signature:

### Level Letter/ Exclusion Follow Up

Child's Name:

Reason for meeting:

Present:

School support strategies:

Parent support strategies:

Child's views:

Parent Views:

**Additional support and key adults:**

**Other information/comments:**