



Behaviour Policy

(Including the written statement of behaviour principles)

Fully incorporating the new statutory legislation on restrictive interventions, reasonable force, restraint and seclusion

LA POLICY
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1. Aims

This policy aims to:

- Create a calm, safe and supportive environment where excellent behaviour enables all pupils to learn.
- Establish a whole-school approach to maintaining high standards of conduct.
- Define the expectations, routines and consequences that support positive behaviour.
- Promote emotional regulation, relationships and restorative practice.
- Ensure the **safe, lawful, and minimal use of restrictive interventions**, in line with new statutory duties (April 2026).
- Ensure all pupils are treated with dignity and fairness, with careful consideration of SEND, trauma, and safeguarding needs.

2. Legislation and Statutory Guidance

This policy complies with the following, including all updates to April 2026:

- Behaviour in Schools guidance (DfE)
- Searching, Screening and Confiscation guidance
- Education and Inspections Act 2006, Sections 88–94
- Education Act 1996, Section 550ZA–ZB (searching powers)
- Education and Inspections Act 2006, Section 93A (statutory recording and reporting of force) [
- Restrictive Interventions, including Reasonable Force (DfE 2026) – full integration into this policy
- Schools (Recording and Reporting of Seclusion and Restraint) (No. 2) Regulations 2025 (statutory reporting requirements)
- Equality Act 2010
- Human Rights Act 1998
- SEND Code of Practice
- Children Act 1989 & 2004
- Keeping Children Safe in Education

3. Definitions

3.1 Misbehaviour

Misbehaviour is defined as:

- Disruption to learning, around the school building, and during break and lunchtimes
- Non-completion of classwork
- Poor attitude

- Incorrect uniform

3.2 Serious Misbehaviour

Serious misbehaviour is defined as:

- Repeated breaches of the school rules – The Brockley Way
- Any form of bullying
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour such as interfering with clothes
 - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos (including pseudo-images, which are computer-generated images that otherwise appear to be a photograph or video), or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited/banned items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - E-cigarettes or vapes
 - Fireworks
 - Pornographic images
 - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)
- All mobile phones and electronic devices including Smart Watches must be securely stored during the school day in the office

3.3 New 2026 Definitions (Statutory)

From the DfE Restrictive Interventions Guidance (April 2026):

Restrictive Intervention

Any action that prevents, restricts or subdues a pupil's movement.

Reasonable Force

Physical intervention using **no more force than necessary, for the shortest time possible**, to prevent injury, harm, criminal offence, damage, or serious disorder.

Significant Incident

Any incident where force is used beyond ordinary, non-restrictive physical contact and must be recorded and reported to parents.

Restraint

A restrictive intervention—physical or non-physical—that limits a pupil's movement (e.g., holding arms to sides, removing mobility aids).

Seclusion (new legal duty)

A non-disciplinary safety measure where a pupil is kept in a room or area and prevented from leaving in order to protect themselves or others. Must be:

- **Only used when necessary for safety**
- **Supervised at all times**
- **Stopped as soon as the immediate risk reduces**
- **Recorded and reported the same day**

4. Bullying

Bullying is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence

TYPE OF BULLYING	DEFINITION
Prejudice-based and discriminatory, including: • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, sharing of nude or semi-nude images and/or videos (including pseudo-images, which are computer-generated images that otherwise appear to be a photograph or video), or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

To prevent all forms of bullying, Brockley has implemented comprehensive measures that address prevention, detection and response.

1. Policy and Leadership

- **Anti-Bullying Policy:** We have developed a robust anti-bullying policy that clearly defines all forms of bullying (including cyber-bullying, prejudice-based, and discriminatory bullying), outlines expectations, and details reporting and response procedures.
- **Leadership Commitment:** We have ensured that school leadership actively promotes a zero-tolerance stance against bullying, setting the tone for the entire school community.

2. Whole-School Approach

- **School Ethos:** Brockley has fostered an inclusive and respectful school culture through assemblies, displays, and positive behaviour reinforcement.
- **Curriculum Integration:** Include anti-bullying education in PSHE, ICT, and citizenship lessons, addressing topics such as empathy, online safety, and diversity.
- **Awareness Campaigns:** Mark events like Anti-Bullying Week to reinforce the message through workshops, posters, and activities.

3. Proactive Prevention

- **Staff Training:** Trained staff to recognise, prevent, and respond to all forms of bullying effectively, including subtle and systemic forms.
- **Pupil Education:** Teach pupils about the impact of bullying and equip them with strategies to report and prevent it, such as digital literacy to combat cyberbullying.
- **Peer Support Systems:** Establish peer mentoring or buddy systems to provide additional support and ensure no child feels isolated – Kindness Crew.

4. Detection and Reporting

- **Clear Reporting Channels:** Create accessible and confidential ways for students, staff, and parents to report bullying incidents. Meet & Greet, Tea with Me and the Kindness Crew.
- **Monitoring Hotspots:** Supervise areas where bullying is more likely to occur (e.g., playgrounds, corridors) and use data from incident reports to identify patterns.

5. Intervention and Support

- **Immediate Action:** Respond promptly and proportionately to any bullying incidents, ensuring the safety and well-being of the victim while addressing the behaviour of the perpetrator.
- **Restorative Practices:** Use restorative justice approaches to repair harm and rebuild relationships when appropriate.
- **Counselling and Support:** Provide counselling for both victims and perpetrators to address underlying issues and prevent recurrence.

6. Engaging the Community

- **Parent and Carer Involvement:** Work closely with parents to educate them about bullying, online safety, and the school's procedures.
- **External Partnerships:** Collaborate with external organisations, such as the NSPCC and the LA, for additional resources and support.

7. Cyberbullying-Specific Measures

- **Online Safety Education:** Provide regular lessons on responsible internet use, digital footprints, and recognising cyberbullying.
- **Technological Monitoring:** Use monitoring software to flag inappropriate online behaviour within the school's network – through Mercury alerts are received whenever someone's browser is used inappropriately.
- **Parental Guidance:** Offer workshops and resources to help parents manage their children's online activities.

8. Evaluation and Improvement

- **Regular Reviews:** Assess the effectiveness of anti-bullying measures through surveys, feedback, and incident analysis.
- **Pupil Voice:** Engage pupils in discussions to understand their perspectives and involve them in shaping anti-bullying strategies

5. Roles and Responsibilities

5.1 Governing Board

In addition to existing responsibilities, the Governing Body must now:

- Ensure procedures exist to **record every significant incident involving force** (Section 93A).
- Ensure procedures exist to **record and report all incidents of seclusion or restraint**, including non-physical restraint (2025 Regulations).
- Monitor restrictive intervention data termly to identify patterns, staff training needs, disproportionality, and SEND-related issues.

5.2 The Headteacher

The headteacher is responsible for:

- Reviewing this policy in conjunction with the governing board
- Giving due consideration to the school's statement of behaviour principles (appendix 1)
- Approving this policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring that the policy is implemented by staff consistently with all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully

- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy

5.3 Staff

Staff are responsible for:

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly (see appendix 3 for a behaviour log)
- Challenging pupils to meet the school's expectations

The senior leadership team (SLT) will support staff in responding to behaviour incidents.

5.4 Parents and carers

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following misbehaviour (for example, attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, while continuing to work in partnership with the school
- Take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

5.5 Pupils

Pupils will be made aware of the following during their induction into the behaviour culture:

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy
- The school's key rules and routines
- The rewards they can earn for meeting the behaviour standards, and the consequences they will face if they don't meet the standards
- The pastoral support that is available to them to help them meet the behaviour standards

Pupils will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.

Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.

Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

Extra support and induction will be provided for pupils who are mid-phase arrivals.

6. Behaviour Curriculum

What We Expect:

Here are some of the key behaviours we encourage at our school:

- Be Kind and Respectful: Treat everyone – staff, classmates, and visitors – with kindness and respect.
- Help Everyone Learn: In class, focus on your work and let others focus on theirs.
- Move Calmly Around the School: Walk quietly and safely to keep our school peaceful and orderly.
- Look After Our School: Take care of the buildings, playground, and all school equipment.
- Wear Your Uniform Proudly: Make sure you're in the correct uniform every day.
- Accept Consequences Calmly: If you make a mistake, accept the consequences and learn from it.
- Be a Good Representative of Our School: Whether you're online, on a trip, or at home, behave in a way that shows our school's values.
- Making Behaviour Fair for Everyone

We understand that some children may need extra help or small changes to routines to meet these expectations. We're here to support you so that everyone has the chance to succeed.

6.1 Mobile phones

Keeping Safe in School

To help everyone stay safe and focused during the school day, we insist that mobile phones brought to school by the children are handed into the office at the start of the day. This ensures they are kept secure and cannot cause distractions or issues during lessons or break times. By storing phones safely, we protect everyone's privacy and prevent them from being lost or damaged. If you need to contact home, staff can help you do so in a safe and appropriate way.

Keeping phones in the office helps us create a safe and calm environment for learning.

Together, we can build a school environment that's safe, friendly, and inspiring for everyone.

7. Responding to Behaviour

At our school, we believe that strong, positive relationships are the foundation for good behaviour and a supportive learning environment. By focusing on attachment and building meaningful connections between students and staff, we can better understand and address the reasons behind each student's behavior.

7.1 Relationship-Based Approach

Building Strong Relationships

- **Trust and Respect:** We prioritize creating a trusting and respectful atmosphere where every student feels valued and understood. Teachers and staff take the time to get to know each student personally, recognizing their unique strengths and challenges.
- **Consistent Support:** Consistency in our interactions helps students feel secure. When students know they can rely on their teachers and staff, they are more likely to engage positively and seek help when needed.

Understanding Behaviour Through Relationships

- **Empathy and Compassion:** Instead of simply reacting to misbehaviour, we seek to understand the emotions and circumstances that may be influencing a student's actions. This empathetic approach allows us to address the root causes of behaviour rather than just the symptoms.

- **Positive Reinforcement:** We focus on encouraging and reinforcing positive behaviours. By acknowledging and celebrating good behaviour, we motivate students to continue acting respectfully and responsibly.

Responding with Care and Support

- **Individualised Responses:** Recognizing that each student is different, we tailor our responses to meet their specific needs. This personalized approach ensures that interventions are effective and supportive.
- **Restorative Practices:** When conflicts arise, we use restorative practices to help students reflect on their behaviour, understand its impact on others, and work together to find solutions. This helps repair relationships and fosters a sense of accountability and community.
- **Collaborative Problem-Solving:** We involve students in the process of addressing behavioural issues, encouraging them to take an active role in finding strategies that work for them. This empowers students and builds their confidence in managing their behaviour.

Supporting Emotional Well-Being

- **Safe Spaces:** We provide safe and comfortable spaces where students can express their feelings and seek support when they are upset or stressed.
- **Access to Resources:** Students have access to counseling and other support services to help them navigate personal challenges and develop healthy coping strategies.

Promoting a Positive School Culture

- **Inclusive Environment:** By fostering an inclusive and welcoming school culture, we ensure that all students feel accepted and part of the community. This reduces feelings of isolation and encourages positive interactions.
- **Collaborative Community:** We encourage collaboration between students, teachers, and parents to create a unified support system. Open communication and mutual respect are key to maintaining a positive and harmonious school environment.

By using an attachment and relationship-based approach, our school not only addresses behavioural issues effectively but also promotes emotional well-being and strong, supportive connections. This approach helps every student feel safe, respected, and motivated to achieve their best, contributing to a thriving and positive school community.

7.2 Classroom management

Our teaching team will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the behaviour curriculum or their own classroom rules
- Develop a positive relationship with pupils, which may include:
 - Greeting pupils in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement

7.3 Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection.

We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our child protection and safeguarding policy for more information

7.4 Responding to good behaviour

When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture.

Positive behaviour will be rewarded with:

- Verbal praise
- Communicating praise to parents/carers via a phone call or written correspondence
- Certificates, prize ceremonies or special assemblies
- Positions of responsibility, such as prefect status or being entrusted with a particular decision or project
- Whole-class or year group rewards, such as a popular activity

7.5 Responding to misbehaviour

When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that misbehaviour will always be addressed.

De-escalation techniques, including the use of pre-arranged scripts and phrases, can be used to help prevent further behaviour issues arising.

All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and considered.

When giving behaviour sanctions, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future.

The school may use one or more of the following sanctions in response to unacceptable behaviour:

- A verbal reprimand and reminder of the expectations of behaviour
- Sending the pupil out of the class
- Setting of written tasks such as an account of their behaviour
- Expecting work to be completed at home, or at break or lunchtime
- Detention at break or lunchtime, or after school
- Loss of privileges – for instance, the loss of a prized responsibility
- School-based community service, such as tidying a classroom
- Referring the pupil to a senior member of staff
- Letter or phone call home to parents/carers
- Agreeing a behaviour contract
- Putting a pupil 'on report'
- Removal of the pupil from the classroom
- Suspension
- Permanent exclusion, in the most serious of circumstances

Personal circumstances of the pupil will be considered when choosing sanctions, and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

7.6 Reasonable Force

Staff may use **reasonable force** only when necessary to prevent a pupil from:

- Causing injury to themselves or others
- Committing a criminal offence
- Damaging property
- Causing serious disorder

Key principles:

- Force must **never** be used as punishment.
- The least restrictive intervention must be chosen.
- Staff must release the hold immediately if a pupil is unintentionally taken to the ground, due to risk of harm.
- Staff must consider SEND, trauma, communication difficulties, medical conditions, age, size and dignity at all times. A medical check should be offered after any incident involving force.

7.6.1 Recording & Reporting Force (Statutory Duty)

For **every significant incident**, the staff member involved must record the **event as soon as practicable and ideally the same day**. Required fields:

- Names of pupil & staff
- SEND status and relevant vulnerabilities
- Description, triggers, de-escalation used
- Type, degree & duration of force used
- Injuries
- Why force was judged necessary
- Post-incident support

Parents must be informed **same day** unless doing so would cause serious harm.

7.7 Searching, Screening & Confiscation

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

Confiscation

Any prohibited items (listed in section 3) found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil.

We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents/carers, if appropriate.

Searching a pupil

Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher, or by the headteacher themselves.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the pupil can carry out a search without another member of staff as a witness if:

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; and
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; or
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff

When an authorised member of staff conducts a search without a witness, they should immediately report this to another member of staff, and make sure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but not required urgently, they will seek the advice of the headteacher, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other pupils or staff at risk
- Consider whether the search would pose a safeguarding risk to the pupil
- Explain to the pupil why they are being searched
- Explain to the pupil what a search entails – e.g. “I will ask you to turn out your pockets and remove your scarf”
- Explain how and where the search will be carried out
- Give the pupil the opportunity to ask questions
- Seek the pupil’s co-operation

If the pupil refuses to agree to a search, the member of staff can give an appropriate behaviour sanction.

If they still refuse to co-operate, the member of staff will contact the headteacher/designated safeguarding lead to try to determine why the pupil is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the pupil. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil harming themselves or others, damaging property or causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items identified in section 3, but not to search for items that are only identified in the school rules.

The authorised member of staff may use a metal detector to assist with the search.

An authorised member of staff may search a pupil's outer clothing, pockets, possessions, desk or locker.

'Outer clothing' includes:

- Any item of clothing that isn't worn wholly next to the skin or immediately over underwear (e.g. a jumper or jacket being worn over a t-shirt)
- Hats, scarves, gloves, shoes or boots

Searching pupils' possessions

Possessions means any items that the pupil has or appears to have control of, including:

- Desks
- Lockers
- Bags

A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items (listed in section 3) and items identified in the school rules.

An authorised member of staff can search a pupil's possessions when the pupil and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

Informing the designated safeguarding lead (DSL)

The staff member who carried out the search should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed in section 3
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items (listed in section 3), including incidents where no items were found, will be recorded in the school's safeguarding system.

Informing parents/carers

Parents/carers will always be informed of any search for a prohibited item (listed in section 3). A member of staff will tell the parents/carers as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any sanctions that have been applied to their child

Support after a search

Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Strip searches

The authorised member of staff's power to search outlined above does not enable them to conduct a strip search (removing more than the outer clothing) and strip searches on school premises shall only be carried out by police officers in accordance with the [Police and Criminal Evidence Act 1984 \(PACE\) Code C](#).

Before calling the police into school, staff will assess and balance the risk of a potential strip search on the pupil's mental and physical wellbeing and the risk of not recovering the suspected item.

Staff will consider whether introducing the potential for a strip search through police involvement is absolutely necessary, and will always ensure that other appropriate, less invasive approaches have been exhausted first.

Once the police are on school premises, the decision on whether to conduct a strip search lies solely with them. The school will advocate for the safety and wellbeing of the pupil(s) involved. Staff retain a duty of care to the pupil involved and should advocate for pupil wellbeing at all times.

Communication and record-keeping

Where reasonably possible and unless there is an immediate risk of harm, before the strip search takes place, staff will contact at least 1 of the pupil's parents/carers to inform them that the police are going to strip search the pupil, and ask them whether they would like to come into school to act as the pupil's appropriate adult. If the school can't get in touch with the parents/carers, or they aren't able to come into school to act as the appropriate adult, a member of staff can act as the appropriate adult (see below for information about the role of the appropriate adult).

The pupil's parents/carers will always be informed by a staff member once a strip search has taken place. The school will keep records of strip searches that have been conducted on school premises, and monitor them for any trends that emerge.

Who will be present

For any strip search that involves exposure of intimate body parts, there will be at least two people present other than the pupil, except in urgent cases where there is risk of serious harm to the pupil or others.

One of these must be the appropriate adult, except if:

- The pupil explicitly states in the presence of an appropriate adult that they do not want an appropriate adult to be present during the search, **and**
- The appropriate adult agrees

If this is the case, a record will be made of the pupil's decision and it will be signed by the appropriate adult.

No more than two people other than the pupil and appropriate adult will be present, except in the most exceptional circumstances.

The appropriate adult will:

- Act to safeguard the rights, entitlements and welfare of the pupil
- Not be a police officer or otherwise associated with the police
- Not be the headteacher
- Be of the same sex as the pupil, unless the pupil specifically requests an adult who is not of the same sex

Except for an appropriate adult of a different sex if the pupil specifically requests it, no one of a different sex will be permitted to be present and the search will not be carried out anywhere where the pupil could be seen by anyone else.

Care after a strip search

After any strip search, the pupil will be given appropriate support, irrespective of whether any suspected item is found. The pupil will also be given the opportunity to express their views about the strip search and the events surrounding it.

As with other searches, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any further specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

Staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider whether, in addition to pastoral support, an early help intervention or a referral to children's social care is appropriate.

Any pupil(s) who have been strip searched more than once and/or groups of pupils who may be more likely to be subject to strip searching will be given particular consideration, and staff will consider any preventative approaches that can be taken.

7.8 Off-site misbehaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil
- Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).

7.9 Online misbehaviour

The school can issue behaviour sanctions to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

7.10 Suspected criminal behaviour

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the headteacher will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

7.11 Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
 - Manage the incident internally

- Refer to early help
- Refer to children's social care
- Report to the police

Please refer to our child protection and safeguarding policy for more information.

7.12 Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation needs help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our Child Protection & Safeguarding Policy and the Managing Allegations against Staff, Carers & Volunteers Policy for more information on responding to allegations of abuse against staff or other pupils.

7.13 Seclusion (2026 Statutory Requirement)

Seclusion may only be used:

- As an emergency safety measure
- To protect others from immediate harm
- When a pupil is in extreme emotional or behavioural dysregulation
- **Never as a disciplinary sanction or threat**

Requirements (new legal duty):

- The room/area must be safe, supervised and non-threatening.
- The pupil must be supervised continuously.
- Seclusion ends the moment risk reduces.
- All incidents of seclusion must be recorded with the same information fields as restraint.
- Parents must be informed **same day**.
- Seclusion must be analysed by leaders for patterns and prevention strategies.

8. Serious Sanctions

8.1 Detention

Pupils can be issued with detentions during break, after school or on weekends during term time.

The school will decide whether it is necessary to inform the pupil's parents/carers.

When imposing a detention, the school will consider whether doing so would:

- Compromise the pupil's safety
- Conflict with a medical appointment
- Prevent the pupil from getting home safely
- Interrupt the pupil's caring responsibilities

8.2 Removal from classrooms

In response to serious or persistent breaches of this policy, the school may remove the pupil from the classroom for a limited time.

Pupils who have been removed will continue to receive education under the supervision of a member of staff. This education will be meaningful, but it may differ from the mainstream curriculum.

Removal is a serious sanction and will only be used in response to serious misbehaviour. Staff will only remove pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- Restore order if the pupil is being unreasonably disruptive
- Maintain the safety of all pupils
- Allow the disruptive pupil to continue their learning in a managed environment
- Allow the disruptive pupil to regain calm in a safe space

Pupils who have been removed from the classroom are supervised by the appropriate staff and will be removed for a short period to allow them to regulate.

Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the headteacher.

Pupils should be reintegrated into the classroom as soon as it is appropriate and safe to do so. The school will consider what support is needed to help a pupil successfully reintegrate into the classroom and meet the expected standards of behaviour.

Parents/carers will be informed on the same day that their child is removed from the classroom.

The school will consider an alternative approach to behaviour management for pupils who are frequently removed from class, such as:

- Meetings with pastoral team members

- Spending time with a teaching assistant
- Short-term behaviour reward chart
- Long-term behaviour plans and/or risk assessment
- Pupil support units
- Multi-agency assessment

Staff will record all incidents of removal from the classroom in the behaviour log, along with details of the incident that led to the removal, and any protected characteristics of the pupil.

8.3 Suspension and permanent exclusion

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour which has not improved following in-school sanctions and interventions.

The decision to suspend or exclude will be made by the headteacher and only as a last resort.

Please refer to our Suspension and Exclusion Policy for more information.

9. Responding to Misbehaviour from Pupils with SEND

9.1 Recognising the impact of SEND on behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

- SEND pupils may be disproportionately subjected to restrictive interventions; schools must reduce this risk.
- Staff must understand sensory overload, trauma triggers, communication barriers and anxiety-driven behaviour.
- Behaviour Support Plans must specify:
 - triggers
 - regulation strategies
 - environments to adjust
 - staff responses
 - when increased supportive physical contact is appropriate

Restrictive interventions must **never** be pre-planned as automatic responses but may be anticipated in risk assessments.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will take its legal duties into account when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid any substantial disadvantage to a disabled pupil being caused by the school's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of pupils with SEND ([Children and Families Act 2014](#))
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will consider the specific circumstances and requirements of the pupil concerned.

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema
- Training for staff in understanding conditions such as autism
- Use of separation spaces (sensory zones or nurture rooms) where pupils can regulate their emotions during a moment of sensory overload

9.2 Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will consider whether:

- The pupil was unable to understand the rule or instruction
- The pupil was unable to act differently at the time as a result of their SEND
- The pupil was likely to behave aggressively due to their particular SEND

If the answer to any of these is 'yes', it may be unlawful for the school to sanction the pupil for the behaviour.

The school will then assess whether it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

9.3 Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

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

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents/carers to create the plan and review it on a regular basis.

9.4 Pupils with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will contact the local authority to discuss the matter. If appropriate, the school may request an emergency review of the EHC plan through Derbyshire County Council.

Derbyshire County Council - [Special Educational Needs and Disabilities Service \(SEND\)](#) - [Derbyshire County Council](#)

10. Supporting pupils following a sanction

Following a sanction, the school will consider strategies to help the pupil to understand how to improve their behaviour and meet the expectations of the school. These may include:

- Reintegration meetings
- Daily contact with the pastoral lead
- A report card or reward chart with personalised behaviour goals

11. Pupil transition

11.1 Inducting incoming pupils

The school will support incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture.

11.2 Preparing outgoing pupils for transition

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

To ensure behaviour is continually monitored and the right support is in place, information relating to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

12. Training

As part of their induction process, our staff are provided with regular training on managing behaviour, including training on:

- The needs of the pupils at the school – Attachment and Relationships
- How SEND and mental health needs can impact behaviour – Dysregulation and Neurodiversity

Behaviour management will also form part of continuing professional development.

13. Monitoring arrangements

13.1 Monitoring and evaluating behaviour

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusions and suspensions
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Perceptions and experiences of the school behaviour culture for staff, pupils, governors, and other stakeholders (via anonymous surveys)

The data will be analysed every term by the Headteacher.

The data will be analysed from a variety of perspectives including:

- At school level
- By age group
- At the level of individual members of staff
- By time of day/week/term
- By protected characteristic

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle them.

13.2 Monitoring this policy

This behaviour policy will be reviewed by the headteacher and full governing board at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 13.1). At each review, the policy will be approved by the FGB.

14. Links with other policies

This behaviour policy is linked to the following policies:

- Child Protection and Safeguarding
- Attendance
- Restrictive Intervention and Use of Reasonable force
- Mobile phone
- Allegations Against Staff
- SEND
- Suspension and Permanent Exclusion
- Anti-bullying
- Online Safety
- Equality

Appendix 1: Written statement of behaviour principles

- Every pupil understands they have the right to feel safe, valued and respected, and to be able to learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in suspensions and exclusions
- Pupils are helped to take responsibility for their actions
- Families and carers are involved in the handling of behaviour incidents to foster good relationships between the school and pupils' home life

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

Appendix 2: The Brockley Way 'What does it look like'

What does this look like?

In the Classroom

- ✓ I listen and learn.
- ✓ I work hard and keep trying.
- ✓ I take pride in my work.
- ✓ I help others to succeed.

The Brockley Way

Respect • Resilience • Responsibility

What does this look like?

In the Corridor

- ✓ I walk calmly and use museum hands.
- ✓ I show good manners.
- ✓ I respect other people's space.
- ✓ I help keep our school tidy.

The Brockley Way

Respect • Resilience • Responsibility

What does this look like?

In the Hall

- ✓ I listen respectfully.
- ✓ I join in positively.
- ✓ I celebrate other people's success.
- ✓ I represent Brockley well.

The Brockley Way

Respect • Resilience • Responsibility

What does this look like?

On the Playground

- ✓ I play fairly and include everyone.
- ✓ I solve problems peacefully.
- ✓ I take turns and share.
- ✓ I make safe choices.

The Brockley Way

Respect • Resilience • Responsibility

What does this look like?

During OPAL Play

- ✓ I use equipment safely.
- ✓ I care for our outdoor spaces.
- ✓ I work together and share ideas.
- ✓ I solve problems and try new things.

The Brockley Way

Respect • Resilience • Responsibility

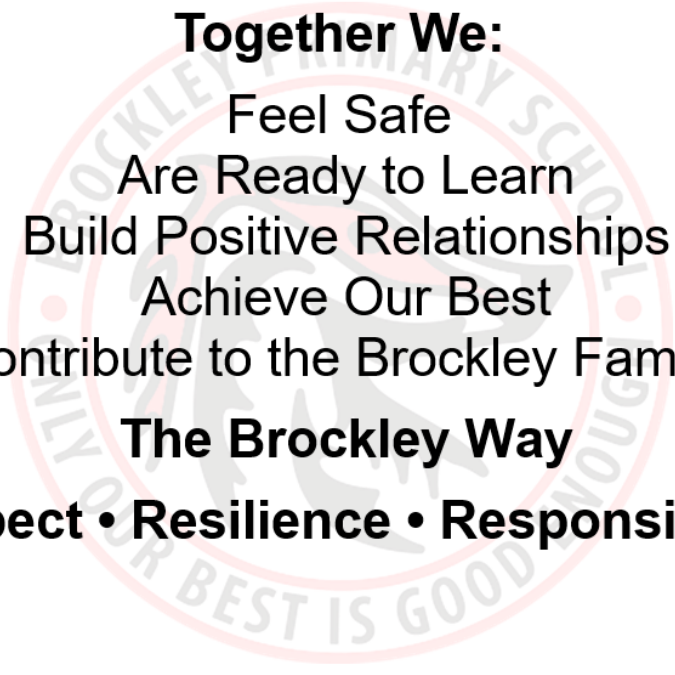
What does this look like?

When I'm Learning

- ✓ I challenge myself.
- ✓ I keep going when learning is difficult.
- ✓ I learn from mistakes.
- ✓ I always give my best.

The Brockley Way

Respect • Resilience • Responsibility

The logo is a circular watermark for Brockley Primary School. It features a central illustration of a child and a teacher. The text 'BROCKLEY PRIMARY SCHOOL' is written in a circle around the top, and 'OUR BEST IS GOOD ENOUGH' is written around the bottom.

Together We:

Feel Safe

Are Ready to Learn

Build Positive Relationships

Achieve Our Best

Contribute to the Brockley Family

The Brockley Way

Respect • Resilience • Responsibility

Appendix 4: Behaviour Support and restoration Pathway

Brockley Primary School

Behaviour Support & Restoration Pathway

Colour Key

- **Phase 1 – Regulate & Reset**
Supporting children to return to learning successfully
- **Phase 2 – Repair & Restore**
Additional adult support to repair relationships and restore positive behaviours
- **Phase 3 – Intensive Support**
Targeted support and multi-agency involvement
- **Statutory Processes**
Used only where required in line with DfE guidance.

Phase	Level	Examples of Behaviours	Adult Support & Approach	Emotion Coaching & Restorative Script	Restoration Action
Phase 1 – Regulate & Reset	1 Supported Reminder 	Calling out, distraction, work avoidance, wandering, minor disagreements, forgetting routines	Gentle reminder of expectations and support to re-engage	"I can see something is making learning tricky right now. Let's get back on track together."	Opportunity to reset and rejoin learning
	2 Supported Reset 	Repeated Level 1 behaviours	Brief pause within classroom to regulate and reflect	"Let's take a moment to calm our body and get ready to learn again."	Supported regulation and return to learning
	3 Reflection Time in Class Loss of 1 dojo	Continued Level 1 and 2 behaviours	Time in calming space or partner class to regulate	"A short break will help. We'll talk about what happened	Reflection and readiness check before returning

Phase	Level	Examples of Behaviours	Adult Support & Approach	Emotion Coaching & Restorative Script	Restoration Action
				and how to move forward when you return."	
	4 Reflection & Repair Loss of 2 dojos 	Ongoing repetition of lower-level behaviours	Reflection conversation and parent communication where appropriate	"Help me understand what was happening for you. What can we do differently next time?"	Restorative conversation and repair action
	5 Supported Reflection Loss of 5 dojos 	Escalating behaviours including throwing objects, inappropriate language, repeated refusal to follow instructions, leaving the learning area	Structured reflection with class teacher and discussion with parents where needed	"I can see you're upset. It's okay to feel upset, but it's not okay to hurt others or disrupt learning. Let's work out how to put this right."	Reflection and restoration activity
Phase 2 – Repair & Restore	6 Reflection with Middle Leader 	Disrespectful behaviour towards staff or repeated disruption	Leadership support and restorative discussion	"We need to speak respectfully even when we disagree. Tell me what happened from your perspective."	Restorative meeting with leader
	7 Reflection with Senior Leader 	Physical aggression, significant unsafe behaviour, targeted unkindness	Senior leadership intervention and parental involvement	"Someone has been affected by what happened. Our first job is to make everyone safe and	Individual restoration plan

Phase	Level	Examples of Behaviours	Adult Support & Approach	Emotion Coaching & Restorative Script	Restoration Action
				then repair the harm caused."	
	8 Behaviour Support Meeting 	Repeated high-level behaviours despite support	Same day review meeting with parents and staff, behaviour support plan and possible external agency involvement	"We believe you can be successful and we are going to work together to help this happen."	Personalised support plan
Phase 3 – Intensive	9 Intensive Behaviour Support 	Ongoing concerns despite extensive support and interventions	Team Around the Child/Family meetings, ISAT involvement, personalised support package	Child-centred planning and collaborative problem solving	Multi-agency support and possible adapted timetable
Statutory Processes	10 Fixed-Term Suspension 	Serious behavioural incidents meeting DfE suspension thresholds	Headteacher follows statutory guidance and plans successful reintegration	Reintegration meeting following suspension	Temporary removal from school site
	11 Permanent Exclusion 	Serious breaches meeting DfE exclusion guidance	Headteacher follows statutory guidance and considers individual circumstances and reasonable adjustments	Statutory process followed	Permanent exclusion

SEND and Inclusion Statement

Reasonable Adjustments

Brockley Primary School recognises that behaviour is a form of communication.

Children with SEND, neurodivergence, communication difficulties, SEMH needs, disability or experiences of trauma may require reasonable adjustments. Staff will consider:

- Individual SEND needs
 - EHCP outcomes
- Behaviour Support Plans
 - Risk Assessments
 - Professional advice
- Equality Act 2010 duties

Before applying consequences, staff will seek to understand the function and cause of behaviour and ensure support is appropriate to the child's needs.

Restorative Questions

For the Child

- What happened?
- What were you thinking at the time?
 - What were you feeling?
 - Who has been affected?
- What do you think they may be feeling now?
- What needs to happen to put things right?
 - What will you do differently next time?

For the Person Affected

- What happened from your perspective?
 - How did that make you feel?
 - What has been the hardest part?
 - What would help put things right?
- How can we move forward together?

Staff Emotion Coaching Script

Step 1 – Recognise the Emotion

"I can see you're feeling..."

Step 2 – Validate the Feeling

"It's okay to feel..."

Step 3 – Set the Boundary

"It's not okay to..."

Step 4 – Problem Solve

"Let's work out what we can do instead."

Appendix 2: Behaviour log

PUPIL'S NAME:	
PUPIL'S KNOWN PROTECTED CHARACTERISTICS:	[sex, race, disability, religion or belief, gender reassignment, pregnancy/maternity, sexual orientation]
NAME OF STAFF MEMBER REPORTING THE INCIDENT:	
DATE:	
WHERE DID THE INCIDENT TAKE PLACE?	
WHEN DID THE INCIDENT TAKE PLACE? (BEFORE SCHOOL, AFTER SCHOOL, LUNCHTIME, BREAK TIME)	
WHAT HAPPENED?	
WHO WAS INVOLVED?	
WHAT ACTIONS WERE TAKEN, INCLUDING ANY SANCTIONS?	

PUPIL'S NAME:	
PUPIL'S KNOWN PROTECTED CHARACTERISTICS:	[sex, race, disability, religion or belief, gender reassignment, pregnancy/maternity, sexual orientation]
IS ANY FOLLOW-UP ACTION NEEDED? IF SO, GIVE DETAILS	
PEOPLE INFORMED OF THE INCIDENT (STAFF, GOVERNORS, PARENTS/CARERS, POLICE):	

Appendix 3: Restrictive Intervention / Use of Reasonable Force Reporting Template

Incident Recording Sheet April 2026

This form must be completed as soon as practicable following any significant incident involving

- Use of reasonable force
- Seclusion
- Non-force related restraint

Section 1 Basic Details

Name of pupil	
Class	
SEND	Yes / No
SEN Status (SEN Support / EHC Plan)	
De-escalation plan in place/RA in place	Yes / No
Date of incident	
Start time	
End time	
Duration	
Location of incident	

Section 2 Staff Involved

Staff directly involved	
Witnesses (including children)	

Section 3 Type of Incident

- ☐ Use of reasonable force
- ☐ Seclusion
- ☐ Non-force related restraint

Section 4 Description of Events

Brief description of what happened, including what led up to the incident	
---	--

Section 5 Triggers and De-escalation

Known or suspected triggers	
De-escalation strategies attempted	

Section 6 Justification

Reason intervention was necessary	☐ Use of reasonable force ☐ Seclusion ☐ Non-force related restraint
Explanation of why this was proportionate and least restrictive	

Section 7 Details of Intervention

Description of intervention used	☐ Use of reasonable force ☐ Seclusion ☐ Non-force related restraint
Duration of intervention	

Section 8 Injuries or Medical Attention

Any injuries sustained	
Medical treatment required	

Section 9 Post-Incident Support

Support provided to pupil	
Support provided to staff	

Section 10 Parent / Carer Communication

Parent informed? Date & Time	Yes / No
Method of communication	

Section 11 Follow-Up Actions

Actions taken (plans reviewed, monitoring, referrals)	
--	--

Section 12 Signatures

Completed by (name & role)	
Signature	
Date	
Reviewed by senior leader	
Date reviewed	

Appendix 4: letters to parents/carers about pupil behaviour – templates

First behaviour letter

Dear [insert parent/carer name]

I wanted to make you aware of an incident that happened today. [Insert brief description of the behaviour incident]. As you will appreciate, this behaviour doesn't adhere to our behaviour curriculum, which is set out in our behaviour policy. [You may want to reference the specific part, e.g. 'treating others fairly' or 'respecting other pupils' property']

This has been promptly followed up in school with [insert brief description of what the school has done, e.g. talk with pastoral lead, missed break time].

I am confident that no further action will need to be taken, but would be grateful if you could discuss [insert pupil's name]'s behaviour with them to ensure a consistent message between school and home.

Please do not hesitate to contact me if you would like to discuss this further.

Yours sincerely

Class teacher name: _____

Class teacher signature: _____

Date: _____

Behaviour letter – return slip

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

Name of child: _____

Parent/carer name: _____

Parent/carer signature: _____

Date: _____

Second behaviour letter

Dear [insert parent/carers 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 behaviour curriculum, which is set out in our behaviour policy. [Insert brief description of behaviour incident.]

I would appreciate it if you could arrange to meet me as soon as possible so we can discuss a way forward.

Insert details of how to contact the school to arrange the meeting.

Yours sincerely

Class teacher name: _____

Class teacher signature: _____

Date: _____

Third behaviour letter

Dear [insert parent/carers name]

I am sorry to let you know that, despite meeting and [insert agreed steps forward from your previous meeting, e.g. creating a behaviour contract], there has been an incident today where [insert brief description of latest behaviour incident]. [Insert pupil's name] would now benefit from a structured approach to help improve their behaviour in school.

As outlined in our behaviour policy, I would be grateful if you could attend a meeting with [insert who will be at the meeting, e.g. the headteacher, the special educational needs co-ordinator, pastoral lead], to discuss the further support we will be putting in place for [insert pupil's name].

[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 name: _____

Class teacher signature: _____

Date: _____

Detention letter

Dear parent/carer

I am writing to inform you that [insert pupil's name] has been given a detention on [insert date] at [insert time].

The reason(s) for this detention are set out below.

Insert a brief description of the behaviour incident that led to the detention here.

If you would like to discuss this matter with me, please call the school to make an appointment.

Yours sincerely

Class teacher name: _____

Class teacher signature: _____

Date: _____

Detention letter – return slip

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

Name of child: _____

Parent/carer name: _____

Parent/carer signature: _____

Date: _____