

Positive Behaviour Policy

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Concordia Vision Statement

- It is the right of every child at Concordia Academy to feel safe and secure at school and have every opportunity to enjoy learning without distraction from others.
- It is the right of every teacher and adult at Concordia Academy to be able to teach without obstruction and to work in a mutually respectful and professional environment.
- It is the right of every parent/carer to know that their child is safe, treated fairly and will be supported to develop the skills to enable them to engage positively in our community.

Introduction

In seeking to define acceptable standards of behaviour it is acknowledged that these are goals to be worked towards rather than expectations which are either fulfilled or not. Thus the school has a central role in the children's social and moral development just as it does in their academic development. Just as we measure academic achievement in terms of progress and development over time towards academic goals, so we measure standards of behaviour in terms of the children's developing ability to conform to our behavioural goals.

The children bring to school a wide variety of behaviour patterns based on differences in home values, attitudes and parenting skills. At school we must work towards standards of behaviour based on the basic principles of honesty, respect, consideration and responsibility. It follows that acceptable standards of behaviour are those which reflect these principles.

Key principles for positive behaviour

- Good behaviour is linked to good teaching
- Be positive with all children
- Use rewards in a specific and tangible way
- Provide concrete consequences; don't get angry
- Answer the rudeness, not the point being made
- Strive for compliance, NOT agreement
- Non-negotiable: Health - Safety - Education – Politeness
- Don't arbitrate (sanction them both equally for the dispute)
- Use sanctions

Responsibilities

Staff should:

- create a positive climate with realistic expectations;
- emphasise the importance of being valued as an individual within the group;
- promote, through example, honesty and courtesy;
- provide a caring and effective learning environment;
- encourage relationships based on kindness, respect and understanding of the needs of others;
- ensure fair treatment for all regardless of age, gender, race, ability and disability;
- show appreciation of the efforts and contributions of all;
- identify reasons and patterns of behaviour;
- record instances of misbehaviour in line with school policy;
- form good relationships with parents/carers so that all children can see that the key adults in their lives share a common aim.

Children should:

- adhere to the Code of Conduct, including the Safety Code and the Playground Code;
- work to the best of their abilities, and allow others to do the same;
- keep teachers informed of incidents;
- take responsibility for their actions and their learning.

Parents/carers should:

- make children aware of appropriate behaviour in all situations;
- encourage independence and self-discipline;
- make sure that their children arrive on time, in appropriate clothing for the weather and make sure that they are collected on time;
- get their children to bed at a reasonable time so that they are fresh for school the next day;
- show an interest in all that their child does at school;
- foster good relationships with the school;
- not attempt to deal with issues through conversations with children or other parents/carers on school premises
- encourage their child to tell their teacher if they feel hurt in any way by someone else's behaviour.
- support the school in the implementation of this policy.

Governors should:

- support the partnership between home and school;
- follow (along with the headteacher) the school's policy for dealing with exclusions;
- monitor and evaluate the implementation of the school behaviour policy.

Rewards

Daily and weekly

- Positive behaviour is rewarded every day through the use of positive verbal comments and praise, positive written comments, giving children responsibility, sharing positive aspects with others, awarding stickers, showing work to other members of staff and children, and informing parents
- Every child starts each new school day with 5 points for good behaviour
- If all points are kept within a week this means a total of 25 points – the 25 points equal 25 minutes of Activity Time (children with 21 points or more keep all their activity time; it is lost from 20 points and under)
- The class with the highest average points per child receives a special mention during the weekly achievement assembly
- Certificates for good conduct and exemplary actions are given out during the weekly achievement assembly

Half termly

- Special behaviour reward assemblies are held at the end of each half term
- Outstanding behaviour letters are awarded to children who have kept all of their points
- Award for the class in each key stage with the highest average points score for the half term

Although class teachers may choose to organise class rewards from time to time these must not take the form of toys or sweets.

Sanctions

Daily and weekly

- Caution - agree cut off point and sanction - give them the choice - give the consequence:
 - 1 1 point off daily score
 - 2 2 points off daily score + detention
 - 3 3 points off daily score + detention + notes made on spreadsheet
 - 4 4 points off daily score + yellow card + behaviour incident form
 - 5 5 points off daily score + red card + behaviour incident form
- Extreme behaviour: Send red card, SLT member to consider exclusion from class or school
- Less than 20 points means lost activity time - minutes lost linked to total score
- 5 points or less should result in a meeting with parents/carers, teacher and year group leader

Every three weeks

- 15 points or less (threshold to be agreed) means a meeting with parents/carers, teacher and year group leader and other senior manager - consider PSP or other behaviour plan.

Behaviour expectations

Code of Conduct
<p>Do be gentle and kind. Do not hurt anyone or anybody's feelings.</p> <p>Do listen to people. Do not interrupt.</p> <p>Do be honest. Do not cover up the truth.</p> <p>Do work hard. Do not waste yours and other people's time.</p> <p>Do look after property and put things back. Do not waste or damage things.</p> <p>Do follow the Safety and Playground Code. Do not put yourself or anyone in danger.</p> <p>Do ignore silly behaviour. Do not join in.</p> <p>Do be organised and have the correct equipment. Do not bring sweets, money, toys or jewellery to school.</p>

Safety Code	Playground Code
<ol style="list-style-type: none">1. Never leave the school without permission.2. Never run in the school building.3. Ask permission before leaving the room.4. Obey fire regulations.5. Always tuck your chair in.6. When using the stairs walk on the left side in single file.7. Never stay in a classroom at play or at lunchtime without an adult.8. Use the toilets properly, and remember to wash your hands.	<ol style="list-style-type: none">1. Stay in the appropriate part of the playground2. Obey and respect all adults.3. Show consideration to all children4. All litter must be placed in a bin.5. Take care of the playground equipment.6. Play safely.7. Line up straight away at the end of play.8. Walk into school.9. Always use the correct entrances

Children are not encouraged to go to the toilet during lesson times.

If a child is in the building at break or lunchtime they must be wearing a sticker indicating they have permission from an adult.

Behaviour management

All staff must be aware that we are trying to *teach* good behaviour in the same way that we are trying to teach literacy, numeracy and so on. We would not automatically immediately correct a child who had spelt a word wrong if their intentions were generally good. We must not automatically resort to sanctions when a child misbehaves; we need to use strategies.

Poor behaviour stops teachers teaching so poor behaviour must not be allowed to continue. But using sanctions too frequently, inappropriately or too early may actually cause the behaviour to escalate to a greater level.

At stage 1 of the scale the use of positive behaviour management **strategies** are absolutely key and underpin the approach to be used throughout the entire scale.

Positive behaviour management strategies

<p>Praise and rewards</p>	<p>Making Rewards Work Guidelines for effective use of rewards</p> <p>When you want to make something clearer to the child be clear and precise about what behaviour you are trying to encourage (the clearer and more easily observed the better). Whenever a child is rewarded explain what they have done to earn it.</p> <p>Again and again and again - particularly to begin with reward the target behaviour every time it occurs. Keep the delay between behaviour and reward to a minimum.</p> <p>Start on a winning streak. When starting a reward system pick situations where the target behaviour is more likely to occur and the problem behaviour is less likely. Start with low standards - lots of rewards for a small change. Keep delays between behaviour and reward to a minimum to begin with. The pay-off for 'being good' should be greater than for 'being bad'.</p> <p>If the target is a specific action of brief duration reward every occurrence (e.g. complying promptly to a request). If the target is a continuous performance (e.g. being on task) reward at frequent intervals. Gradually increase the interval or reward, perhaps 2 in 3 instances of the target.</p> <p>Draw attention to something the child has just done well, or done something a little closer to how you hope it will be done. Emphasise what the child has done has had some good effects (e.g. made another child pleased). Emphasise how the child feels good/proud/pleased to have done something so well (i.e. 'you really feel pleased with that,</p>
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	<p>don't you, Jackie', not 'I'm pleased with what you've done, Jackie.').</p>
<p>Ignoring Unwanted Behaviour</p>	<p>Definition: ignoring is a deliberate decision to withhold reactions (especially attention) as a consequence of a child's behaviour. How common is it? Very. It is often used for low level undesirable behaviour almost without staff being aware.</p> <p>Principles which should govern the use of ignoring Usually most productive when a child may be deliberately provoking staff in order to gain adult attention. Consistency - staff need to be confident they can ignore longer than the child can persist (NB behavioural principle of intermittent reinforcement being the most powerful i.e. behaviour which is only occasionally rewarded lasts longest). Consensus - all staff (and other adults) need to follow the same policy. New staff need to learn at what level existing staff have set their 'filters'. Begin when it is likely to succeed, e.g. when there are other interesting activities (distracters) going on. Usually, give the child a verbal explanation in terms they will understand at an early stage.</p>
<p>Restitution</p>	<p>Initially use restitution with a child when you are reasonably confident you can obtain success with the child:</p> <ul style="list-style-type: none"> ➔ relatively minor incident ➔ child not very excited already ➔ element of surprise to child ➔ other staff ready to support verbally (in some circumstances modelling alongside the child) <p>Give the child a brief explanation: child is old enough to know better, can 'make good' (usually in the tone of righteous indignation).</p> <p>Expect only 1 or 2 minutes of restitution.</p> <p>Avoid praise on completion.</p>
<p>SAT</p>	<p>Stop and Think</p> <p>Continually use this with children prior to using a formal sanction (e.g. losing a point) etc. We want them to take ownership and responsibility. If they can genuinely change their behaviour without you resorting to a formal sanction that's great.</p>

Plan for misbehaviour	Look at your classroom seating. Should it be changed? Arrange desks so that you can walk around the room and have easy access to all children.
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Take control	Try to ensure mobility around the room, give bits of your lesson from where they sit, also from the back and generally move around a bit. Or from time to time just move around the classroom and just stand near any child/children causing concern.
Catch them doing it right	Discipline from the positive not the negative. Take away their need to act out in class. Acknowledge something they're doing well e.g. 'I see you've got that maths problem right – Great!'. Be smart - give them no cause to disrupt your lesson, rather to come back on task because they feel okay about you.
Least intrusion into the lesson	Don't make a big deal out of it. Remember, they're not doing it to get at you – they're just doing it because they feel like it. (Although if you go over the top in your response they'll continue as it's fun to get such heavy reactions to something minimal).
Use non-verbal messages	Maintain firm eye contact at times, raised eyebrow, gestures, so they know that you're aware of what they're up to. Send a non-verbal message of disapproval but also one of no fuss.
Don't get hooked-in	Unconsciously, they're either seeking attention or checking out if they can take control here. They would love a power struggle, or maybe they want to impress their peers – all <u>unconscious</u> goals of misbehaviour. I'm the <i>cheeky one</i> , the <i>naughty one</i> , and any such response to these will reinforce the goals of misbehaviour. Just refuse to play their game. You're the teacher. All children push the limits. Acknowledge this and refuse to get hooked-in. You have no intention of getting hooked-in to such behaviour but keep your response low key.
Managing attitude	Rudeness should always be considered unacceptable. Read ' <i>Answer the rudeness, not the point being made</i> ' from <i>Mercury's Child</i> by Warwick Dyer.
Diffusing	Diffusing is a way of working in a non-confrontational manner. It involves taking away triggers which can cause challenging behaviour. The member of staff concentrates their skills and energies on minimising or removing the causes of challenging behaviour. Intervention is focused on reducing the anger and

	<p>upset and therefore interrupting the patterns that are likely to lead to challenging behaviour.</p> <p>Some of the following suggestions may be helpful:</p> <ol style="list-style-type: none"> 1. Calm the situation by giving help and reassurance. Ensure that the situation does not escalate by not confronting the student. 2. Address the causes of the behaviour by removing or at least reducing them. 3. Help the student to learn to deal with the triggers themselves, for example by giving them the time and a place to calm down and enabling them to remove themselves from the situation. 4. Distract the student by offering them the choice of available activities. These need to be reasonable and accessible alternatives. The student needs to have control in making a real choice. They should not be merely directed to do another convenient activity. 5. The adult needs to behave reasonably. If a student's request is reasonable in the situation, then the adult should respond.
<p>Being assertive</p>	<p>To be assertive is to be:</p> <ul style="list-style-type: none"> → calm → unemotional → use a lot of eye contact → give praise and do these methodically <p>Not to be assertive is to:</p> <ul style="list-style-type: none"> → react → beg → plead → show emotion → show inconsistency

The 7 Cs

From *Mercury's Child* by Warwick Dyer

1. Catch

Concentrate so you catch your child being (even a little) rude or delaying or refusing. In a pleasant way correct your child for everything that is not completely acceptable.

2. Calm and clear

State (re-state) what you want in a friendly and calm way, even if you KNOW your child will respond by refusing rudely. You do not need anger for emphasis to make it clear you are being categorical, your Caution (next) will do that for you.

3. Caution

Make sure your friendly words don't give a choice or suggest that you have not really made up your mind, i.e., don't say, 'I think you ought to come in now.'

4. Cut-off point

If your child does not comply, then caution (warn) your child that you don't want to have to use 'X' where 'X' is the precise—and small and repeatable—consequence you have decided upon.

5. Choice

State the precise point at which it will be too late for your child to comply: 'Come on John, if you haven't put your shoes on by the time I come back downstairs, you will lose...'

6. Consequence

Your child chooses to do what you have asked, or chooses to ignore the cut-off-point. If your child has chosen to do what you have asked, go immediately back to being relaxed and OK. Say NOTHING. Don't gloat about your victory—say NOTHING about the fact that they have not done what you asked immediately (or any other sting in the tale remark). It is YOUR system and they have succeeded within it so be completely satisfied or, if your child has chosen to ignore the cut-off point, then without anger tell your child that the sanction has now been applied. Again say NOTHING more, or else you will give the impression that you have a problem with their choice or, more importantly, that you do not think your own sanction is sufficient. Your job is to provide consequences and you have done your job - let the sanction do the work. Your child DOES NOT have to comply here and now for the sanction to work. If you are NOT silent (and talk outside the seven C's method), this is the point where you will slip back to your old 'battle of wills' approach, and your child will not even notice that you have sanctioned him or her, and will find it easier to defy you.

7. Cut out all (non-seven C's) talk on behaviour

'Yes but my child will argue!'

Don't be fazed, this is almost guaranteed to happen at first. If your child argues about being sanctioned, don't be drawn in, or you will give the impression that the sanction is open to discussion. Rather, treat the argument as a NEW behaviour. In other words, if your child is rude or loud, quietly go back to ONE (Catch it) above, and move again through the seven C's. You must make sure that the child's objection to being sanctioned does not prevent it from happening, and make sure that the child's objecting just brings on another sanction. Gradually,

in time, (if you follow all the seven C's), he will stop objecting. Say NOTHING at any time about your child's behaviour except the minimum required while carrying out the seven C's method.

Detention

Guidelines for administering detention are as follows.

- Detention is administered by the class teacher as this is when it is most effective
- All detention, except lunchtime detention, is administered in the Reflection Area in the playground
- The student should know exactly why he or she has been given detention, and what they need to do in order to make amends.

Procedure for administering detention is as follows.

- The class teacher decides that detention is to be given, for a period of between 1-15 minutes. This should be based on the use of the scale of sanctions.
- At the end of the lesson, the teacher leads all the children to the playground. The children in detention are taken to the Reflection Area in the playground. They stand in the area for the required number of minutes. Nothing is said
- At the end of the period the children apologise for their behaviour with no sign of rudeness. They are released for playtime. If there is any sign of insincerity, the detention continues for 30 seconds and the child is then asked to apologise again. The teacher models how the apology will sound and look.

Exclusions

If a serious incident occurs, a student may be excluded from the school by a member of the Senior Management Team.

A student that receives an *internal exclusion* will not be left unsupervised at any time. Internal exclusions involve exclusion from classroom or lessons, or from play or lunchtimes. No student should be excluded from their curriculum entitlement, e.g. banned from a trip due to behaviour, unless there is a health and safety risk in the student attending the activity. All such decisions must be taken by the SLT and parents/carers will be consulted.

A student may also be excluded from the school for a *fixed term exclusion* or a *permanent exclusion*. All such exclusions are subject to regulations and should be recorded and dealt with systematically. On return to school after a fixed term exclusion the student and relevant staff members will meet to discuss the behaviour, set targets for future behaviour and put systems in place for supporting the student in meeting those targets. The school relies on the support of parents/carers during this process and a behaviour contract may be drawn up which includes this support.

Students that breach the school's Behaviour Policy whilst not on school premises but are easily identifiable as a student from Concordia Academy, or in school uniform, will be dealt with in the same manner as if the incident had taken place at the school. This includes but is not limited to, travelling to and from school, and taking part in any activity organised by the school including work experience and school trips. For misbehaviour at any other time, whether or not in school uniform, the school may impose disciplinary procedures if;

- The behaviour or act could have repercussions for the orderly running of the school;

or

- if the behaviour or act poses a threat to another student or member of the public;

and/or

- any such behaviour or act could adversely affect the reputation of the school.

The school follows guidance on exclusions from the London Borough of Havering.

Peer on peer abuse

If peer on peer abuse is highlighted through behaviour logs, then the safeguarding reporting process must be used and DSLs will support with the next steps.

Scale of sanctions

- **Our scale of sanctions relates to incidents within a time-limited period.**
- Repetition of the behaviours will, over time, trigger a range of other strategies and sanctions e.g. IEP targets, a PSP, increased length of exclusion.
- Staff should always use strategies to de-escalate behaviour to avoid children moving to the higher stages too quickly.
- All behaviours below are indicative: we cannot provide a complete list.

Stage	Hierarchical	Fast Track	Sanctions
0 Initial	-Not settling quickly/lining up quickly -Not walking in line quietly/in correct order -Fiddling/fidgeting -Not looking at teacher -Not responding to teacher -Initial off task behaviour -Uniform/dress issues		No sanctions at this stage. Use behaviour management strategies.
-1 One point deducted	Several repetitions of stage 0 behaviour even after teacher interaction	-Pushing into line -Dallying/dawdling -Silly noises -Talking with other students -Interrupting teacher when talking to whole class -Wandering about -Calling out or interrupting other students -Bringing inappropriate items to school, e.g. sweets	<ul style="list-style-type: none"> • One point deducted • One point deducted <p><i>School staff are to confiscate any inappropriate items brought to school. Such items are handed to the class teacher. Items should then be returned during a meeting with the parent/carer.</i></p> <p>Sanction: 5 minute detention</p>
-2 Two points deducted	Repetition of stage 0 or -1 behaviour	-Deliberately creating a disturbance -Accidental damage through carelessness -Cheek -Off-hand comments -Minor challenge to authority -Annoying other children	<ul style="list-style-type: none"> • One additional point deducted • Two points deducted <p>Sanction: 10 minute detention and phone call home</p>

<p>-3</p> <p>Three points deducted</p>	<p>Repetition of stage 0, -1 or -2 behaviour</p>	<ul style="list-style-type: none"> -General refusal to do anything -Swearing -Verbal abuse -Fighting 	<ul style="list-style-type: none"> • One additional point deducted and lunchtime detention • Three points deducted and lunchtime detention • Record on spreadsheet <p>Sanction: 15 minute detention and parent/carer meeting with phase leader</p>
<p>-4</p> <p>Yellow card</p>	<p>Repetition of stage 0, -1, -2 or -3 behaviour</p>	<p>Behaviour which poses a risk to others:</p> <ul style="list-style-type: none"> -Deliberately throwing small objects with intention of breaking them -Damaging school / student's property -Leaving class without permission -Repeated refusal to do set tasks -Continued or more serious cheek / challenge to authority -Threatening behaviour 	<ul style="list-style-type: none"> • Inform the child the behaviour will be logged on their school record. Stage -4 behaviour form • Then issue a yellow card. • Explain that <i>if</i> the behaviour improves the yellow card will be taken away. • If the behaviour <i>doesn't</i> improve, the child will see a member of senior staff. This may then lead to stage -5: exclusion (from class or school). <p>Sanction: lunchtime detention and parent/carer meeting with Deputy Head</p>
<p>-5</p> <p>Senior staff to be involved</p>		<ul style="list-style-type: none"> -Repeatedly leaving classroom without permission -Intentional physical harm to another -Throwing large/dangerous objects -Serious challenge to authority -Vandalism/theft etc -Extreme danger or violence -Running out of school 	<ul style="list-style-type: none"> • Requires immediate involvement of senior staff- use the class red card • Probably means immediate exclusion/contact with parents • Stage -5 behaviour form <p>Sanction: exclusion (internal or external) and parent/carer meeting with Headteacher</p>

Stages -4 and -5 Behaviour incident form is an electronic form accessed from the school website.

Sanctions in KS1 Follow those outlines above for KS2 but the length of detention is determined by a member of staff and is age appropriate in length.

Playtime sanctions – for use at playtimes and lunchtimes

Stage	Indicative behaviours	Strategies and sanctions
1: Initial	<ul style="list-style-type: none"> → Pushing into line → Bringing inappropriate items to the playground, e.g. <i>sweets</i> → Not waiting sensibly 	Facial gestures Verbal reminders Confiscation
2: Cause for concern	<p>In the school</p> <ul style="list-style-type: none"> → Deliberately creating a disturbance eg <i>shouting in the dinner hall</i> → Running in building → Unauthorised access to school <p>In the playground</p> <ul style="list-style-type: none"> → Not sharing → Not being friendly → Not abiding by the rotas for play equipment → Not playing by rules → Play fighting → Not responding to bell/other signals (if a child does not respond to the bell at the <i>end</i> of play they will be <i>warned</i> and, if they continue not to comply, <i>sanctioned</i> at stage ‘-1’ of the main sanctions document) <p>In/out of school</p> <ul style="list-style-type: none"> → Accidental damage through carelessness → Cheek → Minor challenge to authority → Annoying other children 	<p>Time out</p> <p>Time out ranges from 2 minutes – 5 minutes in the Reflection Area supervised by a member of staff.</p> <p><i>Procedure for supervising time out</i></p> <ul style="list-style-type: none"> → The child is brought to the Reflection Area and requested to stand in the zone for the required number of minutes. Nothing is said. → At the end of the period the child apologises for their behaviour with no sign of rudeness. He/she is released for playtime. → If there is any sign of insincerity, the detention continues for 30 seconds and the child is then asked to apologise again. The member of staff models how the apology will sound and look. → If the child is still unable to apologise and re-join playtime, the member of staff should state that the incident will move up a stage and a playground incident log will be completed.
3: Recorded	<ul style="list-style-type: none"> → Verbal abuse → Playing in the toilets → Refusing to co-operate with time out → Swearing → Fighting 	<p>Playground incident form</p> <p>This is an online form accessed via the school website. Forms are</p>

	<ul style="list-style-type: none"> → Repeated unauthorised access to school 	monitored by senior staff and follow up action is taken.
4: Recorded and brought to attention of senior staff	Behaviour which poses a risk to others: <ul style="list-style-type: none"> → Deliberately throwing objects → Damaging school/student's property → Repeated refusal to do set tasks → Continued or more serious cheek/challenge to authority → Threatening behaviour 	Requires involvement of senior staff Playground incident form level 4 completed.
5: Potential exclusion	<ul style="list-style-type: none"> → Intentional physical harm to another → Throwing large/dangerous objects → Serious challenge to authority → Vandalism/theft, etc. → Extreme danger or violence → Running out of school → Sexual statements or actions 	Requires involvement of senior staff Playground incident form level 5 completed. May result in exclusion from future playtimes, class or school.

Examples of documents that support the policy

Concordia Academy

Behaviour tracking sheet

	A	B	C	D	E	F	G
	Forename	Mon	Tues	Wed	Thurs	Fri	TOTAL (Minutes of Activity Time)
1							
2	Lucy	5	5	5	5	5	25
3	Shola	5	5	3	5	5	23
4	Tuyet	5	4	5	5	5	24
5	Bilal	5	5	5	5	5	25
6	Murat	5	5	5	5	5	25
7	Delapo	5	5	4	5	5	24
8	Shane	5	5	5	5	5	25
9	Iwan	3	5	2	4	5	19
10	David	5	5	5	5	4	24

Excel spreadsheets have been set up to track children's behaviour.

These should be open on the interactive whiteboard for teachers to utilise on a daily basis – to give praise reminders, class average update and deduct points as necessary.

The half termly reward letters are mail merge documents from these spreadsheets.

Letter for outstanding behaviour

To be used when a child has kept all of their points over the course of a half term.

To the parents/carers of
«Forename» «Surname»

Date

Re: Behaviour in school

As you know, ensuring high standards of behaviour is a key aim of our school.

We monitor children's behaviour carefully throughout the term. One of the reasons for doing this is to make sure we reward the children whose behaviour is consistently good.

Every week children start off with 25 points. Points are deducted when behaviour is unsatisfactory. Every half term we review how the children are doing. We have just completed one of these reviews.

I am writing to inform you that «Forename»'s behaviour over the last few weeks has been brilliant: «Forename» has kept all of their points!

This is a fantastic achievement and shows that «Forename» is a credit to the class and school.

I hope you are very proud of «Forename» - we certainly are!

With best wishes,



Raheel Akhtar
Headteacher