



**METROPOLITAN BOROUGH OF CALDERDALE**  
**Woodhouse Primary School**  
**Daisy Road, Brighouse, West Yorkshire. HD6 3SX**

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**Headteacher: Mrs Lynn Daveney**

**Deputy Headteacher: Mrs Anne Crane**

**MANAGEMENT AND GOVERNANCE DOCUMENTATION**  
**DISCIPLINE STATEMENT AND BEHAVIOUR POLICY**

	Date	Chair of Governors	Headteacher
Reviewed	July 2010		
Reviewed	December 2010		
Reviewed	July 2014		
Reviewed	July 2016		
Reviewed	November 2016		
Reviewed	June 2018		
Reviewed	October 2020		
Reviewed	May 2021		

MANAGEMENT AND GOVERNANCE DOCUMENTATION  
DISCIPLINE STATEMENT - MAY 2021

**Statement of General Principles for Discipline**

The purpose of this statement is to provide strategic guidance for the head teacher in determining the school's behaviour policy so that it clearly reflects the shared aspirations of governors, staff and parents for pupils at Woodhouse Primary School and takes full account of legislative guidance on behaviour matters.

It is intended to ensure that staff are aware of, and understand, the extent of their powers in respect of discipline and implementation of agreed sanctions. Staff can therefore be confident of governors' support when following this guidance.

**PRINCIPLES**

***The governors of Woodhouse Primary School believe that:***

- High standards of behaviour are at the heart of a successful school so that all children make the best possible progress in their academic and personal development
- Teachers and classroom support staff must be able to teach and promote consistently good learning without undue interruption or harassment
- All children, staff, parents and governors have the right to feel safe at all times in school so there should be mutual respect between all members of the school community
- Woodhouse Primary School is an inclusive school so all members of our community should be free from discrimination of any sort. The school must therefore have a clear Anti-Bullying Policy that is known and understood by all, consistently applied, monitored and, where appropriate, incidents recorded. Measures to protect children, staff, parents and governors from bullying as a result of gender, race, ability, sexual orientation or background must be clearly set out in the policy and regularly monitored for their effective implementation
- The school's legal duties under the Equality Act 2010 in respect of safeguarding children with special needs and all vulnerable children should be identified within the Behaviour Policy and made know to all staff
- Parents and carers should be encouraged and helped to support their children's education, just as children should be taught to understand their responsibilities during their time at school and in the local community. These responsibilities are therefore outlined in the parent handbook which is reviewed and distributed annually
- Our school rules should be clearly stated in the Behaviour Policy and should set out the expected standards of behaviour; be displayed in all classrooms and throughout school; be devised, shared and explained to children. The governors expect these rules to be consistently applied by all staff and regularly monitored for their effectiveness, although it is recognised that children with multiple, complex needs may need application to be suitably differentiated
- Governors expect to see a range of rewards; consistently and fairly applied in such a way as to encourage and reward good behaviour in the classroom and elsewhere. These should be made clear in the Behaviour Policy and be regularly monitored for their consistent, fair application and effectiveness. However, it is recognised that pupils with highly complex needs may have an additional and/or differing range of rewards, possibly applied over a shorter time scale.
- Sanctions for unacceptable behaviour should be known and understood by all staff and children. Whilst these should be consistently applied, there must be some flexibility to enable

staff to take into account the differing needs and emotional circumstances of our children. The full range of sanctions should be clearly described in the Behaviour Policy so that children, staff and parents can understand how and when they are applied

- Governors believe that exclusion must only be used as a very last resort unless there is significant risk of harm. Unofficial exclusions are illegal and must be avoided

***The governors expect the head teacher to include the following in some detail in the Behaviour Policy:***

- The power to use reasonable force or make other physical contact and the situations in which reasonable force may be used (including removing disruptive pupils from classrooms or preventing them from leaving). A definition of reasonable force should be ascertained which should explain how and when a child may be restrained. Governors would then expect staff to be trained in the use of reasonable force and restraint.
- The power to discipline outside the school gates, which covers the school's response to all non-criminal poor behaviour and bullying that occurs anywhere off the school premises. The governors must be satisfied that the measures proposed by the head teacher are lawful and that staff and children know the sanctions that can be applied in these circumstances.

# Behaviour Policy

## 1. Ethos

High standards of behaviour and excellent attitudes to learning are at the heart of Woodhouse Primary School in order to ensure that all pupils make the best possible progress both personally and academically. Effective behaviour management is essential to the smooth running of our school and in the creation of an environment where everyone's rights and responsibilities are addressed. The Governors and Staff of Woodhouse Primary School believe self-discipline and self-control are the best solution to all issues of behaviour management.

## 2. Aims

**This policy aims to:**

- 1) Promote good behaviour, self – discipline, tolerance and respect
- 2) Encourage and enable pupils to take ownership of their behaviour
- 3) Promote the good conduct of the majority of our pupils and modify pupil conduct when appropriate
- 4) Enable our pupils to respect the rights of others within the school community
- 5) Promote a consistent approach in dealing with behaviour.

## 3. The context for the policy

To enable the policy to be effective, there are expectations of the different partners within the school community.

**Staff will be expected to:-**

- i. Create a safe and pleasant environment, physically and emotionally;
- ii. Supervise pupils' movement around school and in the playground;
- iii. Be *where* they should be *when* they should be ensuring the safety of pupils at all times;
- iv. Be good role models for promoting positive attitudes and behaviour;
- v. Enforce the school rules and sanctions clearly and consistently;
- vi. Treat all individuals fairly and with respect;
- vii. Form good relationships with parents/carers and respond appropriately to their concerns.

**Children will be expected to:-**

- i. Behave in an orderly and self – controlled way;
- ii. Work to the best of their abilities and allow others to do the same;
- iii. Treat other children, staff and visitors with respect;
- iv. Listen to staff and respond appropriately;
- v. Wear the correct uniform at all times
- vi. Take care of property and the school environment;
- vii. Co-operate with other children and adults.
- viii. Refrain from behaving in a way that brings the school into disrepute, including when outside school
- ix. Follow altered routines for arrival and departure**
- x. Where possible, maintain a social distance of 2m from members of staff , or 1m+ when this is not possible**
- xi. Exclusively use the equipment which is allocated for their use**
- xii. Practise good hand and respiratory hygiene**

**Parents/carers will be expected to:-**

- i. Develop good relationships with the school;
- ii. Be aware of school rules and expectations;
- iii. Support the school in implementing this policy;

- iv. Show an interest in all that their child does at school and inform the school of any changes in circumstances which may affect their child's behaviour .

**Governors will be expected to:-**

- i. Create a physically safe and pleasant environment;
- ii. Form good relationships with staff and parents so that children can see the key adults in their lives working in partnership;
- iii. Ensure that this policy is working in practice.

**4. School rules**

The school rules are clearly displayed in each classroom and are included in the Staff, Parent and Pupil Handbooks. The school rules have been decided by pupils and staff and link to the school values; all classrooms will have the school rules displayed clearly. The children play an active part in discussing the school rules with their class teacher at regular intervals with the discussion focusing on the need for and the value of the rules.

**BE SAFE:**

- *I should tell a member of staff if I see a visitor who isn't wearing a name badge.*
- *I will never open an outside door once they have been closed.*
- *I will always walk around school sensibly and quietly.*
- *I will play appropriately in the play areas.*
- *I will always line up sensibly when it is time.*

**KS2**

- *I will only place appropriate items in my locker/bag and will only go into someone else's locker when I have permission.*

**BE CARING:**

- *I will always show care for other people and school's property and never touch other people's property without permission.*
- *I will keep the school and playground tidy by putting my rubbish in the bin.*
- *I will treat all other people (adults, children and visitors) with the respect I expect from them:*
  - *by using my good manners*
  - *by always being truthful and owning up*
  - *by being a good friend and letting others join in with my games*
  - *by setting a good example to younger children*
  - *by listening to adults and doing as I am asked*
  - *by putting my hand up and not calling out*

**BE HEALTHY/SAFE**

**Football / Ball Games**

- *I will respect others when playing with a ball.*
- *If I accidentally hurt someone else whilst playing, I will check they are OK and help to pick them up.*
- *I will only play football when it's my year group's turn.*
- *I will not play with a ball before / after school.*

**KS2 Adventure Trail**

- *I will only use the Adventure Trail when it is my class's turn.*
- *I will make sure I go down the slide and across the monkey bars when they are clear.*
- *I will not walk up the slide.*
- *I will behave appropriately and safely when playing.*

**Running Track / Field**

- *During first break I will remember the running track is in use but the field is not.*
- *I will help to keep the running track safe*
  - by running in the right direction*
  - by running on the left / walking on the right*
  - by not eating whilst running*
- *When the running track and field are both in use, I will keep obstructions **off** the track.*

## 5. Rewards and Sanctions

Positive behaviour should be self-motivated and this is best encouraged through our rewards systems – GR8 learners points, well done book, verbal praise, written praise, communication with home and congratulations assemblies. Where children have to be spoken to about their behaviour, a clear structure needs to operate and be fully understood and implemented consistently by all members of the school community.

### Passport to 'GR8' learning

At the beginning of the academic year, each child will be given their 'GR8 learner passport' and will be responsible for maintaining it themselves throughout the year. This system focuses on eight key skills which will empower the children to become life- long learners and prepare them for life beyond Woodhouse Primary School. 'GR8' points can be awarded by any member of staff and will be dependent on the skill that the child is demonstrating. The eight key skills are differentiated between key stages and are as follows:

<b>KS1 – GR8 Learners are:</b>	<b>KS2 – Great Learners:</b>
Explorers	Take risks
Team workers	Are independent
Determined learners	Are conscientious
Independent workers	Communicate
Communicators	Are reflective
Hard workers	Collaborate
Thinkers	Persevere
Be Creative	Be Creative

At the end of each half term, children will review their passport to highlight their strengths and set themselves targets for the following term. The child from each class who has received the most points for each individual strand will become the 'GR8' winner for that particular skill (i.e. 8 from each class) and will receive a certificate for that achievement. The half-termly reward for all 'GR8' learners will vary from term to term including activities such as a 'fun' swim and a movie afternoon.

### **Well-Done Book**

When a member of the Woodhouse School Community has done something which is really appreciated by another member of the school community, then they have their name entered into their class Well-Done Book. Well-Done Books are displayed in each class room. The assistant administrator, will collect the Well-Done books each week and send a post card to the home of the child.

### **Verbal praise**

The praise should focus on the reason for the praise i.e. pupil's behaviour towards another pupil; praise for achieving curricular target in writing.

### **Written praise**

The praise should focus on the reason for the praise. (See Presentation and Marking policy).

## **Congratulations Assemblies Tuesdays 2.45 to 3.10/3.15 (Y1/2/3 & Y4/5/6 alternate weeks)**

Class teachers should seek the co-operation of teaching assistants in awarding congratulations certificates. Children who are to be congratulated should, wherever possible, bring something concrete with them to the assembly.

e.g. Art work, Models, Writing, Maths. Reasons for congratulating pupils which are more difficult to expand on / discuss should be kept to a minimum. *E.g. Worked hard this week.* Teachers should complete the Congratulations Record and keep this in their Planning File to ensure all children are congratulated and also to aid report writing. Letters inviting parents to these assemblies should be circulated as soon as the pupils have been identified.

At the end of each year these records are to be sent to the Management Office and kept.

When pupils' behaviour falls short of our expectations, the necessary sanctions are imposed.

### **For Key Stage 1 - These include:-**

- Sending a behaviour slip ('Oops' letter) home with the child; NB this should result in the child's name being entered in the behaviour book
- Writing a child's name in the class behaviour book (see above);
- Reflection time with a KS1 member of the Leadership Team –from 12.10 to 12.25 pm;
- Removal from their class to another class;
- Daily individual behaviour monitoring involving class teacher and the child's parents;
- Daily individual behaviour monitoring which involves the class teacher, the head teacher and the child's parents;
- Exclusion from school.

### **For Key Stage 2 – These include:-**

- Writing a child's name in the class behaviour book and sending a behaviour slip
- Daily individual behaviour monitoring involving class teacher and the child's parents;
- Daily individual behaviour monitoring which involves the class teacher, the head teacher and the child's parents;
- Removal from their class to another class;
- Room for Improvement – loss of playtime for reflection time
- Exclusion from school.

These sanctions are supported by the WOW board and traffic light systems

### **Unfinished Work**

If a child does not complete his / her work in the time reasonably allocated, the teacher (and pupil) concerned **must** take responsibility for the work being finished. The teacher should supervise the child over playtime / lunchtime whilst the work is finished.

Children must **never** be left in the classroom unsupervised.

## **6. Bullying and Racial Harassment**

Staff will need to be alert to signs of bullying or racial harassment and will report such incidents to the Head and follow school procedures for dealing with such incidents. See Anti Bullying policy

## **7. Additional Needs**

This is a policy for all children and adults in the school. However, we must be realistic and acknowledge that there may be a small number of children who from time to time do not respond to a positive approach due to external factors or adverse childhood experiences (ACE) severely affecting their behaviour. In such circumstances it is important that staff do not feel they have failed.

Children with additional needs regarding their behaviour require individual and specific attention. This is addressed through the school's arrangements for special needs. All staff receive information and advice regarding the child's needs during update meetings.

## **8. Professional development**

Staff will be made fully aware of issues and skills involved in behaviour management through:-

- Whole staff meetings;
- INSET days;
- Staff communications;
- Advice from outside agencies

## **9. Power to use reasonable force**

Staff have a duty of care towards all pupils at the school and although, restraint is to be used only when absolutely necessary, it is justified when:

- There is a likelihood of a pupil injuring themselves or others;
- There is a likelihood of serious damage to property;
- There is serious and repeated disruption to teaching and learning and the good discipline of the school is threatened.
- If an injury occurs as a result of positive handling, it cannot be assumed that the injury is due to staff malpractice.

Senior leaders may also use such force as is reasonable given the circumstances, to search without consent for inappropriate items identified in the DFE document 'Searching, screening and confiscation' February 2014 (updated January 2018).

## **10. Powers in respect of pupils' behaviour outside of school**

- Teachers have the power to discipline pupils for misbehaving outside of school premises 'to such an extent as is reasonable.'
- Teachers therefore have the power to punish misbehaviour when the pupil is taking part in any school-organised or school-related activity; travelling to or from school; wearing school uniform in some way identifiable as a pupil at Woodhouse Primary School.
- The headteacher has the power to punish misbehaviour outside school at time (whether or not the conditions above apply) that could have repercussions for the orderly running of the school; poses a threat to another pupil or member of the public or could adversely affect the reputation of the school.
- In all cases of misbehaviour, the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member

## 11. Confiscation

Items considered harmful or detrimental to school discipline will be confiscated and returned after discussion with senior leaders and parents if appropriate. The following items will not be returned: weapons, alcohol, illegal drugs, stolen items, tobacco, fireworks, pornographic images.

NB this list is not exhaustive

## 12. Behaviour modification system

### Occasional lapse

- For an occasional lapse in acceptable behaviour children will be verbally reminded of the need for appropriate behaviour.
- Where this reminder is not heeded, the member of staff will warn the child that their name will be entered into the class behaviour book.
- Where the warning is not heeded the child's name will be entered into the class behaviour book.
- Should a child's name be written in the behaviour book repeatedly for minor offences or once for more serious offences, then the child will be asked to reflect on their behaviour.
- Aggressive behaviour should not be tolerated and this should be made clear to pupils
- Reflection time for infant children will be supervised by a member of the Leadership Team who is also an Infant class teacher during 12.10pm to 12.25pm.
- Reflection time for junior children will be supervised by a member of the Senior Leadership Team in the 'The Room for Improvement' (Room 13) during second morning playtime.
- The child undertaking reflection on their behaviour should take their class behaviour book along with them.
- The child's name, along with a short description of the misdemeanour, should be entered in the behaviour book. There should also be a description of action taken, signed by the adult recording the incident and action and any impact of the action.
- If a child's name is entered into the behaviour book, parents will be informed via behaviour slip (see Appendix 1)
- However if a child's behaviour is seen as totally inappropriate or dangerous, the child's name should be entered in the behaviour book and the child sent to 'The Room for Improvement'.
- The member of the SLT supervising 'The Room for Improvement' will speak with the child and make comment in the behaviour book

### Persistently inappropriate behaviour

If a child persistently displays inappropriate or unacceptable behaviour and has been through the system above then the teacher should move the child onto individual behaviour monitoring. However if the child has SEN, the teacher will need to act with some flexibility.

### Procedures to follow if it is suspected a pupil has left the school site without permission:

- A member of staff will alert the person in charge of the school
- If there is no doubt that the pupil has absconded, staff will not chase the pupil as this could lead to the pupil acting impulsively and causing harm to themselves, or others. Instead, staff will follow at a safe distance and aim to keep the pupil within view. The school will contact the pupil's parent/carer to inform them and call the police if safety is compromised.
- If the pupil appears to be missing but there is no evidence that they have left the site, a quick but thorough search should be conducted before parents/police are informed. If the pupil returns of their own volition, parents will be informed.
- If practicable, the pupil who has absconded should be brought back to school the same day. The parent, child and head teacher will discuss the issues and consequences.

- Should the pupil continue to abscond, the head teacher may consider a fixed term exclusion and if repeated this may lead to a permanent exclusion from school on the grounds of welfare and safety,
- If the pupil has a particular emotional need, identified on a EHC plan, which may contribute to such behaviour, a risk assessment will be devised and shared with all staff

### **Guidelines for Individual Monitoring**

- The teacher informs the child that his/her behaviour is to be individually monitored and also informs the parent/carer (Appendix 2) and the Head
- The teacher explains to the child what he/she needs to do to modify their behaviour and writes this as the behaviour target on top of the monitoring sheet.
- The teacher negotiates with the child the target number to be aimed for. This should be achievable whilst challenging. (Each session to be monitored can bring from 1 to 5 points. Children should not be expected to achieve 5/5 in every session. Be realistic!) Any sessions not to be monitored should be marked with a cross.
- At the start of each session the child gives the monitoring sheet to the teacher.
- At the end of the session points are awarded relative to the child's target behaviour.
- At the end of the day the child and the teacher total the points scored. This sheet is then brought to the Head.
- If the target is achieved by the end of the day and the teacher and child are confident that this can be maintained, then the child's behaviour is no longer monitored formally.
- The teacher sends a copy of the monitoring sheet to the parent/carer to make comment on, sign and return to school.

If the target is not achieved:-

- The child continues to have his/her behaviour monitored for 2-3 days and brings the sheet to the attention of the headteacher /deputy at the end of the school day.

### **Headteacher Individual Monitoring**

In extreme cases where there is insufficient improvement after 2 or 3 days and after renegotiating targets, the Headteacher will take over the role of monitoring the child's behaviour and negotiating targets for improvement.

This monitoring will be as follows:-

- Parent/carer informed that a pupil's behaviour is to be monitored by Senior Leaders (Appendix 3)
- Behaviour monitoring is recorded on Headteacher Individual Monitoring Sheet.
- The child reports with their sheet to the Headteacher at 8.55.
- The Head and child negotiate the target number to be aimed for. This should be achievable whilst challenging. (Each session to be monitored can bring from 1 to 5 points). Children should not be expected to achieve 5/5 in every session. Be realistic!) Any sessions not to be monitored (e.g. break times) should be marked with a cross.
- At the **start** of each session the child gives the monitoring sheet to the teacher.
- At the end of the session points are awarded relative to the child's target behaviour.
- The child brings the monitoring sheet to the Headteacher at the end of each session which has been monitored e.g. 10.05, 11.15, 12.25, 1.15 and 3.15.
- At the end of the day the child and the Headteacher total the points scored.
- A copy of the monitoring sheet is sent home for the parents to make comment on, sign and return to school.

- If there is still no improvement the child's parents will be invited to arrange an appointment to discuss their child's behaviour.
- All completed sheets are kept in the Head's office for one term and then transferred to the child's own folder in the general office.

### **Home / School review**

If Headteacher's monitoring fails to rectify the problem the Headteacher will make personal contact with the child's parents. Each incident will be treated separately and each child will be treated as an individual. If deemed appropriate, the child would be placed on the Additional Needs/SEN register and an IEP put in place. External agencies would be involved as necessary.

### **13. Points for staff to remember**

- Deal with the primary behaviour causing the problem.
- Ask the child to reflect on their behaviour. If you or the child is in a temper allow cooling down time.
- Avoid confrontation wherever possible and aim to diffuse the situation.
- Use child friendly language – Was that a good idea or a bad idea?
- Was your behaviour fair to others? Give the child a way out.
- Where necessary explain why the behaviour is unacceptable. Keep it short. Allow the child the opportunity to apologise if he/she so wishes.
- Remember it is the behaviour that you are disapproving of. The child still needs to know that he /she is valued.
- Do not to use the expression, "Naughty boy / girl, " or even worse "bad girl / boy" or "stupid".

In order to promote inclusion, the school implements carefully structured leadership and curriculum policies designed to:

- focus on improving the quality of teaching and the provision of an appropriate curriculum that engages pupils
- track academic and social development, and make good use of this information to help pupils improve and manage their behaviour
- provide systematic training for senior managers, teachers and assistants in behaviour management and in child development
- review links with parents
- underline the need for consistency among staff in the way expectations of behaviour are set and maintained.
- achieve community cohesion outcomes.

### **14. Exclusion**

Exclusion procedures may be instigated where the safety of the pupil, or other members of the school community or school property is put at risk because of:

- Cumulative disruptive behaviour
- Violence towards staff/pupils/property
- Verbal abuse towards staff/pupils
- Drugs/substance misuse
- Sexual or Racial misconduct

These instances are not exclusive, nor exhaustive, but indicate the severity of such offences and the fact that such behaviour can affect the discipline and well-being of the school community.

A decision to exclude will only be taken in response to serious breaches of the school's behaviour policy and if allowing a pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

- The Head Teacher, in the first instance, will decide on the type and length of exclusion.

- Consideration will be given to children who present with additional needs and the Headteacher will endeavour to avoid excluding permanently children who present with additional needs or those who are Child Looked After (CLA )
- Pupils who are excluded should be collected by parents/carers and not allowed to leave the school site until this happens
- The Head Teacher will inform the LA if a child is permanently excluded or if exclusions result in more than five school days in a term.
- All fixed term exclusions will be reported to the governing board
- If a child is a CLA or a pupil on a Child Protection plan the Virtual School Head/Lead Social Worker should be informed throughout the process
- The school will set and mark work provided for the first five days of a period of exclusion, unless alternative provision is in place. Alternative provision must be in place from the sixth day.
- Following any period of exclusion there must be a strategy for reintegration and managing future behaviour
- *The Governors' Discipline Committee will consider any representation from parents and meet within 6-15 days. For exclusions over 6 days, the parent and the LA will be invited to the meeting by the Clerk to the Governors (in writing).*

**Appendix 1: Behaviour slip**



**METROPOLITAN BOROUGH OF CALDERDALE**  
**Woodhouse Primary School**  
**Daisy Road, Brighouse, West Yorkshire. HD6 3SX**  
Tel : 01484 714750



**email. admin@woodhouse.calderdale.sch.uk**

**Headteacher: Mrs Lynn Daveney Deputy Headteacher: Mrs Anne Crane**

**Behaviour slip**

Pupil's name ----- Class ----- Date -----

Recently, your child's behaviour has fallen short of our expectations in school and he/she will be able to explain why he/she was given this slip. The following action has been taken:

Pupil's name entered into the Class Behaviour Book

Pupil's name entered into the Lunchtime Behaviour book

Pupil's name entered into the Swimming Behaviour Book

Pupil took part in a period of Reflection time with a senior member of staff

It is important that your child understands the need to follow our expectations for behaviour and it would be appreciated if you could discuss this with them.

**WOODHOUSE PRIMARY SCHOOL**

**INDIVIDUAL BEHAVIOUR MONITORING**

Child's name \_\_\_\_\_ Date \_\_\_\_\_ Class \_\_\_\_\_

<b>TARGET</b>	Target Score
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5 Target hit; 4 Target nearly hit; 3 Target hit part of time; 2 Target rarely hit; 1 Target missed

Session	Score	Comments	Teacher's Initials
8.55 – 9.05			
9.05 – 10.05			
Break			
10.15 – 11.15			
Break			
11.25 – 12.25			
Lunch			
Assembly			
1.30 – 2.30			
2.30 – 3.15			
<b>TOTAL</b>			

End of day comments by Classteacher: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Signed by Classteacher: \_\_\_\_\_

Signed by Head / Deputy: \_\_\_\_\_

**Appendix 2: Communication with parent/carer – behaviour monitoring**



**METROPOLITAN BOROUGH OF CALDERDALE**  
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**Headteacher: Mrs Lynn Daveney**

**Deputy Headteacher: Mrs Anne Crane**

Date: \_\_\_\_\_

Child: \_\_\_\_\_ Class Teacher: \_\_\_\_\_

***Dear Parents***

Your child's behaviour has recently been causing concern. As a result of this inappropriate behaviour your child will have their behaviour closely monitored by school staff.

Please will you stress to your child how important it is to behave in an acceptable manner.

A copy of your child's individual behaviour monitoring sheet will be sent home and it would be very helpful if you could discuss this with your child and return it to school.

Should you wish to discuss your child's behaviour, please contact school to make a mutually convenient appointment with their class teacher.

Yours sincerely

Mrs Lynn Daveney  
Headteacher

## WOODHOUSE PRIMARY SCHOOL - HEADTEACHER BEHAVIOUR MONITORING

Child's name \_\_\_\_\_ Date \_\_\_\_\_ Class \_\_\_\_\_

<b>TARGET</b>	Target Score
---------------	--------------

5 Target hit; 4 Target nearly hit; 3 Target hit part of time; 2 Target rarely hit; 1 Target missed

Session	Score	Comments	Teacher's Initials
8.55 – 9.05			
9.05 – 10.05			
Break			
10.15 – 11.15			
Break			
11.25 – 12.25			
Lunch			
Assembly			
1.30 – 2.30			
2.30 – 3.15			
<b>TOTAL</b>			

End of day comments by Head / Deputy: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Signed by Head / Deputy: \_\_\_\_\_

End of day comments by Parents: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Signed by Parents: \_\_\_\_\_



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Headteacher: Mrs Lynn Daveney

Deputy Headteacher: Mrs Anne Crane

Date: \_\_\_\_\_

Child: \_\_\_\_\_ Class Teacher: \_\_\_\_\_

***Dear Parents***

As you will be aware, your child's behaviour has recently given cause for concern. As a result of this inappropriate behaviour your child has had their behaviour closely monitored by the classteacher but unfortunately this has still not resulted in sufficient improvement.

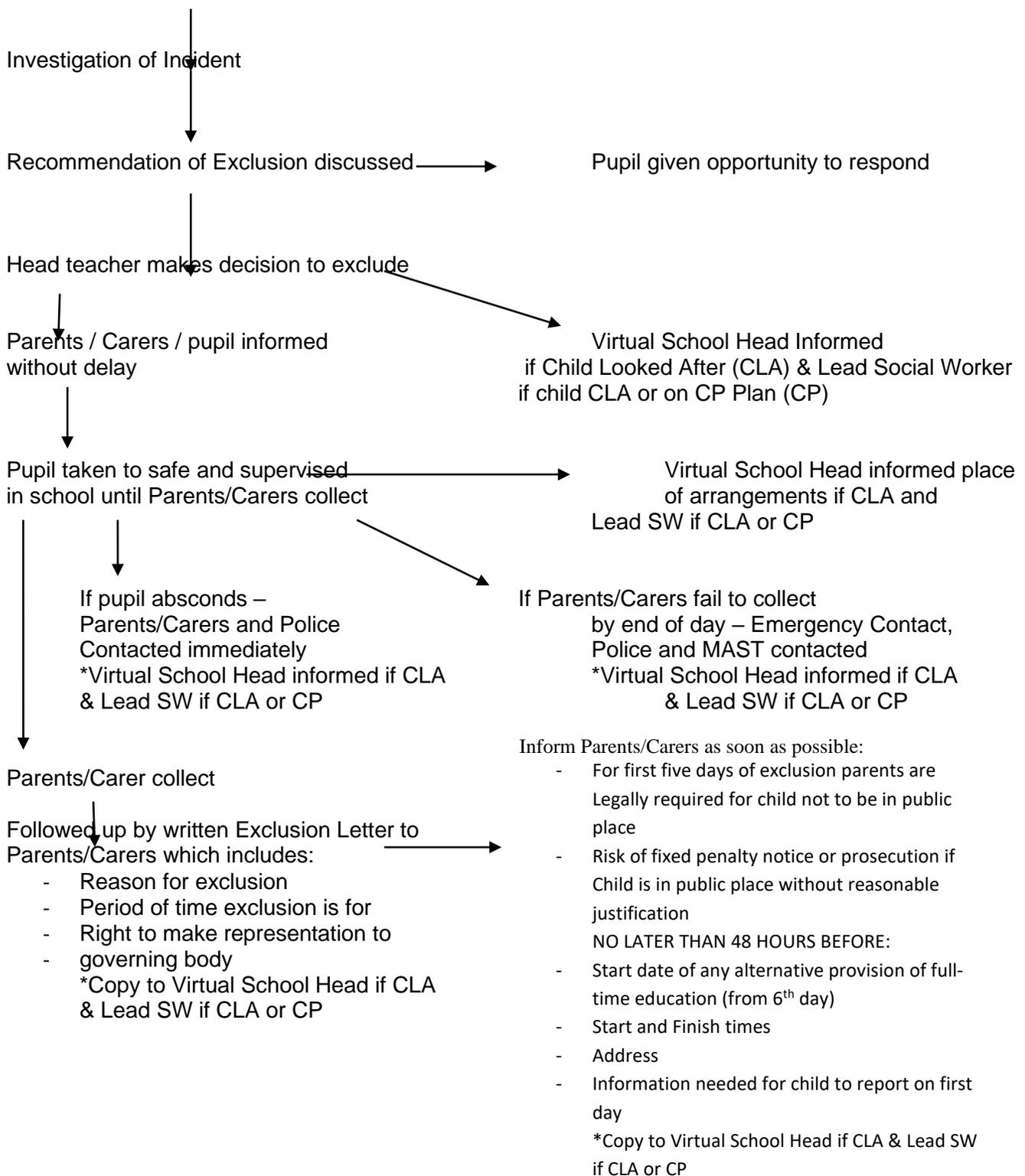
From tomorrow, the Headteacher will monitor your child's behaviour and a copy of the monitoring form will be sent home. Please complete the form by adding your comments and signing it.

Yours sincerely

Mrs Lynn Daveney  
Headteacher

**Flowchart at point of Exclusion**

Serious Incident/Breach of School Behaviour Policy



Appendix 2

**Flowchart at point of Exclusion**

Serious Incident/Breach of School Behaviour Policy

Investigation of Incident

Recommendation of Exclusion discussed →

Pupil given opportunity to respond

Head teacher makes decision to exclude

↓  
Parents / Carers / pupil informed without delay

↘  
Virtual School Head Informed if Child Looked After (CLA) & Lead Social Worker if child CLA or on CP Plan (CP)

↓  
Pupil taken to safe and supervised in school until Parents/Carers collect →

Virtual School Head informed place of arrangements if CLA and Lead SW if CLA or CP

↓  
If pupil absconds –  
Parents/Carers and Police Contacted immediately  
\*Virtual School Head informed if CLA & Lead SW if CLA or CP

↘  
If Parents/Carers fail to collect by end of day – Emergency Contact, Police and MAST contacted  
\*Virtual School Head informed if CLA & Lead SW if CLA or CP

↓  
Parents/Carer collect

Inform Parents/Carers as soon as possible:

↓  
Followed up by written Exclusion Letter to Parents/Carers which includes: →

- Reason for exclusion
- Period of time exclusion is for
- Right to make representation to governing body
- \*Copy to Virtual School Head if CLA & Lead SW if CLA or CP

- For first five days of exclusion parents are Legally required for child not to be in public place
- Risk of fixed penalty notice or prosecution if Child is in public place without reasonable justification
- NO LATER THAN 48 HOURS BEFORE:
- Start date of any alternative provision of full-time education (from 6<sup>th</sup> day)
- Start and Finish times
- Address
- Information needed for child to report on first day
- \*Copy to Virtual School Head if CLA & Lead SW if CLA or CP



Headteacher: Mrs Lynn Daveney

Deputy Headteacher: Mrs Anne Crane

**Behaviour slip**

Pupil's name -----Class ----- Date -----

Recently, your child's behaviour has fallen short of our expectations in school and will be able to explain why he/she was given this slip. The following action has been taken:

Pupil's name entered into the Class Behaviour Book

Pupil's name entered into the Lunchtime Behaviour book

Pupil's name entered into the Swimming Behaviour Book

Pupil took part in a period of Reflection time with a senior member of staff

It is important that your child understands the need to follow our expectations for behaviour and it would be appreciated if you could discuss this with them.



Headteacher: Mrs Lynn Daveney

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