

## Westbury-on-Severn C of E Primary School

### Behaviour Policy

#### Introduction:

Behaviour Policy in a Church of England School is informed by Christian Values which underpin every aspect of the community's life and work, including the curriculum. These values are rooted in the teaching of Jesus Christ. Central to a behaviour policy in a church school are Jesus' words recorded in the seventh chapter of the Gospel of Matthew:

*"So in everything, do to others what you would have them do to you, for this sums up the Law and the Prophets."*

Widely known as 'The Golden Rule', this teaching underpins our school's behaviour policy and acts as the guiding principle in the '3Bs', which is the code by which we learn and relationship with each other.

As a Church of England (Aided) School we believe that behaviour towards each other should be founded in a Christ-like attitude which recognises the equality of each other and the need to be a support for one another. Within this policy we wish to reflect the importance guidance and principles contained within the 'Valuing All God's Children' document (National Society May 2014). Whilst this document deals primarily with the Church School's response to homophobic bullying, the philosophy and ethics behind it are equally important for dealing with all forms of bullying should they arise. This aim and policy will be monitored and evaluated by governors and staff at least annually. The Equal Opportunity statement, the Race Relations, Bullying, Exclusion and SEN policy are all closely related to this policy and should also be read.

Our school aims to:

***Be a centre of excellence, with a warm welcoming and inspirational environment in which high expectations of behaviour and self-control are promoted, so everyone feels cared for, valued and respected.***

Our Behaviour Policy aims to:

(Values are highlighted in bold type)

- foster a positive and **compassionate** environment in which all children can flourish and reach their full potential,
- develop relationships based on **respect, generosity**, integrity and **trust** between all members of the school community, including parents and members of the Governing Body,
- raise awareness of desired standards of behaviour by celebrating and rewarding occasions when children have been 'Values Champions' (i.e. have demonstrated values in practical ways),
- ensure that there is clarity about the procedures and sanctions agreed by all stakeholders,
- give children the confidence that issues relating to behaviour will be referred back to the **3Bs** and the school's core Christian values of **respect, perseverance** and **friendship**.

As a direct consequence of the Behaviour Policy:

Children will:

- build strong relationships
- experience what it means to live as a member of an open, **generous** and **forgiving** community
- benefit from a calm and secure learning environment
- be fully involved in regular reviews of the Behaviour Policy (through School Council etc)

Teachers will:

- model **forgiveness** and the possibility of restoration and a new beginning in their relationships with both adults and children.
- be able to convey clearly and with confidence expectations of behaviour
- benefit from a calm and secure environment in which to teach effectively
- build positive relationships with parents and the whole school community
- develop personally and professionally

Parents will:

- be fully informed about the school's ethos, core Christian values and the Behaviour Policy
- feel confident that all the decisions regarding behaviour are **just**, unbiased, and informed by the 3Bs and the school's values
- be confident that their child is developing personally, socially and academically
- be offered opportunities to explore further the schools' values at home; for example through the publication *Home School Values*

### **Agreed and consistently applied rules**

Everyone in our school will use the agreed reward and sanctions procedures and children will at all times be expected to follow a direct instruction given by an adult.

### ***The 3Bs***

The 3 B's will form the basis of our behaviour management and will be written by the children and reviewed annually in the autumn term. They will be displayed in strategic positions around the school and in every classroom. The children will be expected to follow them and will be rewarded when there is evidence that they are being followed. Until the review of this policy, the 3Bs are as follows:

- Be respectful to everyone and everything.
- Be kind and loving.
- Be a positive learner and believe you can.

### ***In the Playground***

In the playground at playtime and lunchtime the 3 Bs apply. Additionally the following apply:

We use the playground markings and respect apparatus.

We use the quiet area for walking and talking.

We only use the field with an adult's permission.

We stand still and listen when the bell is rung.

We walk into school sensibly at the end of break and lunchtime.

### ***School Practice***

- Adults will set good examples and be excellent role models.
- Public and private praise is an integral part of our behaviour management.

- Adults must have a consistent approach.
- Children will be given time to appraise their own behaviour (through role play, circle time).
- Activities set will be appropriate to the individual's ability in order to prevent unacceptable behaviour being used as a diversionary tactic.
- Children will be taught strategies for independent working, in line with Assessment for Learning principles.
- Regular circle time will encourage a greater knowledge of and respect for peers, to enhance self-esteem and foster a caring ethos.
- Class and supply teachers, lunchtime supervisors and support teachers will be encouraged to comment on good behaviour using the 'values language' in order that children understand what the value, eg **compassion**, looks like in practice.

#### Values:

- Windows Mirrors Doors Learning Wall: this strategy is used to support children as they move through the developmental process of *learning about, reflecting on and responding to* a value.
- Growing Values Display: During lunchtimes or other times during the day, when an adult notices a child displaying any of the school values, their name will be added to the petals around the flowers on the display in the hall.
- Valerie Values: Each week, a child will be nominated by his/her peers to receive the 'Valerie Values' prize, which is to look after Valerie (teddy bear) for the week. This is publically recognised in celebration worship each week, where parents, staff and children can celebrate together.

#### **Head Teacher awards**

- Children who have behaved particularly well, or produced particularly good work, should be sent to the Head Teacher for a special Head Teacher's sticker.
- When any adult sees a child wearing this sticker please congratulate the child and ask why they got it.
- In consultation with the School Council, the Head Teacher will present a certificate to some children at the end of each term, for the following aspects:
  - demonstrating the school's values and good attitude to teaching and learning;
  - respectful behaviour in and out of the classroom;
  - special achievement linked to outstanding work or learning.

#### **Unacceptable behaviour**

##### ***When children's behaviour is not acceptable***

- Adults must seek to avoid confrontation and demonstrate **compassion** through active listening and **forgiveness** where there is an acknowledgement of wrong doing.
- Adults must try to discover the reason for the behaviour – health, learning difficulties, bored, home circumstances, preferred learning style not being met.
- Adults must try to enforce good behaviour through praise and/or restoring the child's self image.

- Adults should consult colleagues/previous teacher/Head Teacher for any relevant information about the child.
- Adults should
  - check child's understanding;
  - establish whether they know the behaviour is unacceptable;
  - explain the effect that such behaviour has on others;
  - examine strategies for avoiding same situation;
  - encourage child to think of or offer some other alternatives.

***Remember - It is the behaviour which is unacceptable - not the child  
Consider the deed not the perceived reputation of the child***

**Prior to the sanctions being imposed please ensure that you have tried the following:**

- Ignore/distract
- Scan classroom regularly
- Circulate around the class
- Make eye contact
- Target questions
- Change activity or pace
- Move closer to source of inappropriate behaviour
- Move child closer
- Use hypnotic language - 'I know that you will do this sensibly' rather than 'Don't do this.....'

***Sanctions are then implemented.***

### ***Exceptional Circumstances***

Children can 'skip' stages because the nature or severity of their behaviour meets the following criteria:

- Children are disobedient or disrespectful to adults
- Violent behaviour (child intends to physically harm)
- Use of proven racist remarks (this needs to be recorded separately by the HT)
- Swearing/use of inappropriate/using words offensively. (in KS1 a more didactic approach to swearing will be adopted)
- Graffiti, vandalism or serious defacing of property
- Bullying
- Possession of/participation in, the intake of tobacco, alcohol and drugs.
- Possession of knives or other dangerous weapons

**The following provision is available for children who need to be taught new behaviours:**

- Class circle time
- Time with the Head Teacher or TA with pastoral responsibility, individually or as a group

**Bullying is not acceptable.** We define it as:

- Deliberate hurtful behaviour.
- Repeated over time.

It is difficult for those being bullied to defend themselves.

There are three main types of bullying:

- Physical: hitting, kicking, taking belongings.
- Verbal: name calling, insulting, racist remark, homophobic remark

- Indirect: spreading nasty stories about someone regularly excluding someone from social groups.

***Our school endeavours to provide an environment where bullying does not occur.***

Any incident of bullying:

- Will be investigated thoroughly, taken seriously and acted on quickly.
- The victim will be given support and advice.
- Bullies will be talked to and will be encouraged to see the victim's point of view.
- The names of children / bullies will be recorded by the Head Teacher.
- Parents of the bullies will be informed.

***Safeguarding/Child Protection:***

When considering the behaviour of pupils, especially negative behaviour, all staff will pay due regard and attention to safeguarding and child protection procedures (see Child Protection and Safeguarding policies). It should not be assumed that negative behaviour is always associated with safeguarding or child protection concerns, but for the safety and interest of the child, it must be considered. Any staff concerned that a pupil's behaviour may be resulting from safeguarding or a child protection issue must log and discuss the issue or concern with the Designated Safeguarding Lead, who is the Head teacher, or the Deputy Designated Safeguarding Lead.

- **Our New Sanctions**

### ***Principles***

Sanctions must relate to the 3 B's and should be clear, simple and immediate.

They must be consistently applied across the school to all children - no exceptions.

There is clarity and some clear examples of what constitutes inappropriate behaviour at each level of the sanction system.

The sanctions are separate from the reward systems.

The sanctions reflect the age of the children involved and so may vary across the school.

All adults participate in the application and enforcement of the sanctions.

### ***The 3 stages***

There are 3 stages and there is a visible way of showing which stage a child is on. This may vary across the phases. Prior to the first stage adults will have distracted, ignored etc.

- Stage 1 would be a direct indication to the child that they have behaved in an inappropriate way. A sticker/tally mark/Velcro name goes on some form of chart and 'Time Out' given.
- Stage 2 would result from a continuation of the behaviour and would warrant a second sticker/tally mark/Velcro name and a visit to the Time Out table. Whilst there, the child will enter their name into the behaviour log, then enter a description of their misdemeanor. In Reception and Year 1 the child's action will be written in the book by the teacher or TA. In addition, the child will miss between 5 and 15 minutes of either their morning break time or lunchtime; this will be determined by the class teacher. The behaviour log will be taken to the Head Teacher daily for analysis.
- Stage 3 would result from a third incident/episode and would require a third sticker/tally mark/Velcro name and removal from the classroom to the Head Teacher. A detention will be given, which will include missing both morning break time and lunchtime play. A stage 3 letter will be sent home informing parents/carers of the incident that led to the detention (see appendix 3&4). An acknowledgement slip will be returned to school, indicating the parent/carer has received the notification of the misdemeanor.

These stages are displayed in a clear and child friendly way.

Children will receive a fresh start daily, in line with our Christian ethos of forgiveness and fairness. However, children in class 1 will receive a fresh start after half a day / full day, depending on their maturity. (*please see appendix 1*)

### **Beyond stage 3**

#### ***Isolation***

This is a period of time spent out of the classroom working in another location **under adult supervision**.

#### ***Internal Exclusion***

This is a period of time (minimum of one day) spent excluded from the classroom. Teachers set work for the child, who will be supervised by the Head Teacher or another designated adult other than the child's class teacher. There will be no interaction with peers, including during breaktimes.

#### ***External Exclusion***

#### ***Permanent Exclusion***

Clear guidance will accompany the Behaviour policy to show what the staff feel constitutes inappropriate behaviour, what would require the skipping of a step and what constitutes an

internal or external exclusion. The sanctions need this clarity in order for them to be consistently applied. (*please see appendix 2*)

### ***Informing Parents***

The Head Teacher will send home letters informing parents of a withdrawal from class at Stage 3. Replies to these will be chased up to ensure home/school partnership is maintained.

Children using the sanctions system frequently must be referred to the SENCO and Head Teacher in order that they have individual targets and are placed on the SEN register under School Action for behaviour. If children have a behaviour contract, teachers must ensure that the child visits the Head Teacher daily.

Behaviour logs are kept in the classroom and are filled in after every Stage 2 incident. The Head Teacher will monitor these periodically in order to assess patterns of behaviour in children that may warrant IEP or outside agency support such as Educational Psychology intervention. A separate behaviour and anti-bullying log will be kept by the Head Teacher for completion when a child is referred to him/her for extreme circumstances.

### ***Detention - KS2***

The child on stage 3 will be sent to the Head Teacher for detention (loss of playtimes for the day), on the day or the day after inappropriate behaviour. The incident will be recorded in the Head Teacher's Behaviour Log. A letter is generated detailing the action and consequence. This is sent home at the end of the day.

Whilst having a detention, the children may be required to undertake any of the following tasks:

- Writing positive 'I will' statements
- Writing a letter of apology to another child, or adult
- Write out one of the 3bs

All adults in the school must be respected so the same principles will apply at lunchtimes for the Lunchtime supervisors, Teaching Assistants, School Administrator, School Governors and any visitors to the school.

## Our Reward Systems

### Principles

The rewards are simple.

The reward systems are separate from the sanctions.

They are based on positive celebration of good behaviour/attitude/work.

They relate to the 3 Bs:

- Be respectful to everyone and everything.
- Be kind and loving.
- Be a positive learner and believe you can.

They are interlinked.

They have individual phase interpretation but have the same consistent skeleton.

Rewards cannot be removed once they have been given - the sanctions policy reflects this.

The rewards reflect the age of the children involved and so vary across the school.

All based around our 3 Bs



### 1. A house point system

**Mars, Jupiter, Neptune and Mercury**

Every child and adult (excluding Head Teacher) will belong to a house. Siblings will all belong to the same house. House points will be awarded for attitude to learning, effort, work produced, home learning/attendance, behaviour and good manners.

House points will be collected weekly by monitors (each Monday morning) and the totals for each house will be announced in Celebration Worship. A house point chart will be created in the Hall. Each classroom will have a way of recording individual house points and house totals.

The house with the most points will be awarded the House Cup at the end of the autumn, spring and summer terms.

Y6 children will be selected to be House Captains and Y5 as Vice Captains.

### 2. Celebration Certificates:

Celebration Worship takes place on Monday. Certificates in the shape of Bees are awarded by class teachers for outstanding learning that has taken place during the week or demonstration of a school value. Usually, two certificates are awarded per week, though this may be increased or decreased in exceptional circumstances. TAs are encouraged to sign certificates as well as teachers. Celebration certificates are affixed to the values display in the school hall after the Celebration worship time. A certificate earns five HPs for their team.

### 3. Head Teacher awards

Children who have behaved particularly well, or produced particularly good work, should be sent to the Head Teacher for a special Head Teacher's sticker.



When any adult sees a child wearing this sticker please congratulate the child and ask why they got it.

In consultation with the School Council, the Head Teacher will present a certificate to some children at the end of each term, for the following aspects:

- demonstrating the school's values and good attitude to teaching and learning;
- respectful behaviour in and out of the classroom;
- special achievement linked to outstanding work or learning.

#### **4. Westbury Stars - Termly rewards for outstanding attitude to teaching and learning (ATL).**

Bronze, silver and gold Star badges are awarded to children who have been nominated by their class teacher as a result of sustained outstanding attitude towards teaching and learning throughout any one term. Children can build up to gold star badges throughout the year and may receive more than one collection of badges over an academic year depending on their consistency towards their ATL. A letter will be sent home to parents/carers to invite them to the Celebration worship. 20 HP are awarded when a child receives a Westbury Star. When a child has received a bronze, silver and gold Westbury Star, they can exchange these for a special Westbury badge, which signifies that the child has been awarded all three and maintained their ATL at an outstanding level.

In addition to these, other reward systems could run in individual classes if it was felt appropriate and they were in line with our agreed principles.

## The Use of Reasonable Force to Control or Restrain Pupils

Teachers will receive training in the use of reasonable force, which may be used in the following circumstances:

- Where action is necessary in self-defence or because there is an imminent risk of injury.
- Where there is a developing risk of injury to the pupil, or significant damage to property.
- Where a pupil is behaving in a way that is compromising good order and discipline.

If possible all incidents of restraint should be witnessed by another responsible adult.

All incidents must be recorded as soon as possible on the 'Restraint Incident form'. These are kept in the Head Teacher's office and on the school computer.

***The Head Teacher authorises class teachers*** to use reasonable force to restrain pupils if the circumstances of the particular incident warrant it. The degree of force must be in proportion to the circumstances. Any force used should be the minimum needed to achieve the desired result (section 550a Education Act 1996)

***Other members of staff are authorised to use reasonable force to restrain pupils as a last resort when they are unable to refer to The Head Teacher or a class teacher.***

### ***Degrees of Physical Contact***

Touching	Everyday acts of communication by physical means to indicate approval, affection, sympathy or to assist teaching
Holding	The use of physical contact applied with a minimal degree of force to direct or calm a child, which does not restrict liberty or restrain
Restricting liberty:	Pupils should be removed to an area which is overlooked or has open access
Restraint:	A positive application of sufficient force by physical means alone to ensure that a child does not injure them self, a member of staff, another pupil or property. Staff will be trained in appropriate methods of restraint.

### ***What is not acceptable***

Holding a pupil by neck or collar, or in any way that might restrict breathing.

Slapping, punching or kicking a pupil.

Twisting or forcing limbs against a joint

Tripping up a pupil

Holding or pulling a pupil by their hair or ear

Holding a pupil face down on the ground

Staff should always avoid touching or holding a pupil in a way that might be considered indecent.

### ***Complaints Procedures***

A pupil wishing to complain should be treated courteously and without prejudice. A member of staff not involved in the incident should record the complaint, verify and read through with the pupil.

If a complaint is received from a parent or carer which alleges some form of pupil abuse or injury, whether inflicted during the restraining of a pupil or not, the Head or designated person must record the complaint in writing, if the parent has not already done so. This recorded information must include where and when the incident occurred, and include as much detail of the alleged injuries or abuse as possible. At this point, it is important that the Head confirms to the complainant that a full and detailed investigation will be conducted immediately.

If a complaint is received from a member of staff who has been verbally or physically assaulted, the head should:

- proffer immediate support and help to the member of staff to deal with any trauma and re-establish confidence
- offer medical support if any physical injury has been sustained and recommend a visit to the doctor
- report the incident to the Director of Education and to the Chair of Governors
- compile a list of witnesses, conduct interviews and collect statements
- provide the member of staff with a copy of the incident report and notes on any subsequent interviews and statement of witnesses
- where appropriate, inform the Police
- advise the member of staff to contact their union or professional association immediately before responding to any aspect of the complaint.

### **Conducting and Concluding an Investigation**

In conducting an investigation the Head, or appointed investigator, will need to ensure that all appropriate evidence is considered.

If, having examined all the facts, the Head is satisfied that the course of action taken during the incident complied with the school's policies as approved by the governing body, and the Local Authority guidelines and directives, and that in the circumstances there was no other reasonable course of action available, or no case to answer, then the following procedures will conclude the matter:

- notify the complainant of the outcome of the investigation
- notify the pupil's parents or carers or responsible person or agency of the outcome of the investigation. (It is not a requirement to reveal the detail)
- notify the local Educational Authority and Chair of Governing Body
- record the outcome of the investigation, sign the record of the incident, ensuring a copy is placed on the appropriate file.

Subsequent to this conclusion, consideration may need to be given to the possibility of disciplinary action against the member of staff or pupil. This will be pursued in accordance with approved school policies on discipline and behaviour.

### **Cases Requiring Further Action**

If the Head concludes, after investigation, that a complaint has substance, then further action will be required.

- In a case of complaint from a pupil, the incident may require to be further investigated under the Child Protection procedures appertaining to the school. Parents or carers must be immediately informed in writing if this is the outcome.
- In a case requiring disciplinary proceedings against a member of staff, the governing body, and the Local Authority (members should also seek advice from their professional association) will need to be informed and all statutory employment legislation and agreed procedures followed. Members must make themselves aware of the requirements of the Child Protection procedure and act accordingly.
- In the case of a complaint by a member of staff, ensure appropriate action is taken against the pupil or member of staff if the complaint is found to have substance.

## **Right of Appeal**

A parent or carer will have been informed in writing of the outcome of any investigation. Further action, whether it is of a disciplinary nature or referral for further investigation under the Child Protection procedures, will have been communicated.

The right for a member of staff to appeal will be through the grievance procedure. The parent or guardian's Right to Appeal must be an integral part of the complaints' procedure. In these circumstances, the parent/guardian should be given access to the following information:

- copies of relevant approved and adopted policies and procedures of the school and the Local Authority on discipline, care and control, and behaviour management
- copies of all recorded documentation appertaining to the incident which has been investigated and determined.

**Westbury-on-Severn C of E Primary School**

**Restraint Incident Form**

**Names of pupil(s)**

**Date of incident**

**Time of incident**

**Place of incident**

**Names of staff**

**Witnessed by**

**Reason for force being used:**

**Description of the way in which the incident developed:**

**Pupil's response**

**Details of the outcomes of the incident including injuries and damage:**

## **APPENDIX 1**

### **Guidance on Stages**

#### **Some behaviours require the skipping of stages**

Swearing in front of an adult = Stage 3

Stealing = Stage 3

Pre meditated physical violence = Stage 3

Racist remarks = Stage 3

Hurting someone through rough play = Stage 2

Swearing in front of peers (if it is evidenced by witnesses) = Stage 2

#### **Fresh start**

Once a child reaches any of the stages the following fresh starts will apply:

- Reception & Year 1      Fresh start daily or half daily all year, depending on maturity
- Year 2-6                  Fresh start daily

When a KS2 child reaches stage 2 they must enter the incident themselves into the class behaviour log. This will be taken by a School Councillor to the Head Teacher just before lunchtime or the end of each day.

#### **Stage 3 procedure**

The child is sent to the Head Teacher for detention (loss of playtimes for the day). The incident will be recorded in the Head Teacher's Behaviour Log. A letter is generated detailing the action and consequence. This is sent home at the end of the day.

A second Stage 3 results in the same process however, the parents will be formally invited to come and discuss the behaviour with the Head Teacher. This may result in a behaviour contract being drawn up or the child entered onto the SEN register under School Action (SA) for behaviour.

## **APPENDIX 2**

### **Supporting the Sanction System**

#### **Intervention at Stage 3**

- A Teaching Assistant will remove the child from the learning environment and take them to the Headteacher's office, or, in the absence of the Headteacher, another teacher's classroom away from their own.
- This is a punishment therefore the child will reflect quietly for a period of at least 10 minutes
- Their behaviour is then discussed and despite any mitigating circumstances, it must be explained that the behaviour is inappropriate and unacceptable and therefore should not be repeated.
- To support a change in behaviour a strategy is developed and shared.
- Lines written in detention will reflect the strategy to be implemented. If lines are written, they must always be positive i.e. I will, I must, I should....
- If no further intervention is required on the same issue the matter is recorded and a letter sent home.
- Repeat intervention indicates SENCO needs informing and an IEP initiated.

#### **Isolation**

The Teaching Assistant will remove the child from the classroom for an extended period of time, to work with them on behaviour management.

#### **Internal Exclusions**

- Every internal exclusion runs for the minimum of 1 day - the rest of the day following the incident and the following day.
- It is a punishment not a time of intervention, TAs supervising not interacting.
- Work will be provided by the class teacher. (literacy or numeracy)
- Children's breaks will be taken at different times to their peers.
- On arrival at school, the child waits to be collected by a TA. At the end of the day the child leaves at 3pm in the normal way.

**Internal exclusion paperwork must be sent home on the day of exclusion and a copy kept on file.**



**Westbury-on-Severn  
CE Primary School**

**Westbury-on-Severn C of E Primary School**  
**The Village, Westbury-on-Severn, Gloucester, GL14 1PA**  
**Tel: 01452 760303**  
E-mail: [admin@westbury-on-severncofe.gloucs.sch.uk](mailto:admin@westbury-on-severncofe.gloucs.sch.uk)

Dear,

We are writing to let you know that unfortunately xxxx behaviour today has been unacceptable.

In accordance with our school behaviour policy, it was necessary to remove xxx from the classroom in order to discuss this behaviour and to help him/her avoid it happening again.

Please sign and return the attached slip to acknowledge you have received this letter. Many thanks.

We feel it is very important to keep you informed about xxxx behaviour at school. If you would like to discuss this further please do not hesitate to contact the class teacher.

Kind regards

David Crunkhurn  
Head Teacher



[Redacted]

I have received the letter about xxxx behaviour at school on xx.xx.xx

Signed \_\_\_\_\_ (Parent/Carer)

[Redacted]



**Westbury-on-Severn  
CE Primary School**

**Westbury-on-Severn C of E Primary School**  
**The Village, Westbury-on-Severn, Gloucester, GL14 1PA**  
**Tel: 01452 760303**

E-mail: [admin@westbury-on-severncofe.gloucs.sch.uk](mailto:admin@westbury-on-severncofe.gloucs.sch.uk)

Dear Parents/Carers

We are writing to let you know that unfortunately xxxxx behaviour this week has been unacceptable.

As a result of this it was necessary to remove xxxx from the classroom in order to discuss this behaviour and to help him/her avoid it happening again. Please sign and return the attached slip to acknowledge you have received this letter. Many thanks.

As this is the second time we have contacted you by letter please would you make an appointment to come and see us, as we are concerned about the effect of xxxxx's behaviour on his/her learning.

Kind regards

David Crunkhurn  
Head Teacher



I have received the letter about xxxx behaviour at school on xx.xx.xx

Signed \_\_\_\_\_ (Parent/Carer)

