Lenham Primary School

Take Pride; Be Proud

Ham Lane
Lenham
Kent
ME17 2LL

Phone: 01622 858260
www.lenham.kent.sch.uk

Headteacher: Mrs Andrea McCluskey

Behaviour Policy including Principles of Behaviour

November 2026

Document history: Reviewed by Andrea McCluskey	
Agreed by the governing body on:	November 2026
Review date:	**September 2027**
Signed:  **Chair of Governors**	

Purpose

This policy aims to:

- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how pupils are expected to behave**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **rewards and sanctions**

2. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school

It is also based on the special educational needs and disability (SEND) code of practice.

In addition, this policy is based on:

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- DfE guidance explaining that maintained schools should publish their behaviour policy online

3. Our approach

At Lenham Primary school we are committed to enabling all children to access education successfully. We believe in a family ethos, which established the best learning environment for all children and supports them in achieving their best. This is an "inclusive" process, with the commitment to a high standard of behaviour throughout the school.

We aim to create an atmosphere where children are able to develop a moral awareness and are sensitive to the needs of others and one in which they will show respect and consideration for other people and property.

Adults in the school praise and reward positive attitudes to behaviour and work, maintain fairness and consistency, whilst encouraging self-discipline.

Our behaviour policy has been developed around the Olympic PRIDE values:

Personal Excellence

Respect and Resilience

Inspiration

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
    - Knives or weapons
    - Alcohol
    - Illegal drugs
    - Stolen items
    - Tobacco and cigarette papers
    - Fireworks
    - Pornographic images
    - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

4. Bullying

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

Bullying is, therefore:

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

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying policy, below is an extract from the policy.

- Lenham Primary School community recognises that all forms of bullying, especially if left unaddressed, can have a devastating effect on individuals; it can create a barrier to learning and have serious consequences for mental wellbeing.
- By effectively preventing and tackling bullying our school can help to create a safe and disciplined environment, where pupils are able to learn and fulfil their potential.

- Our Community:
  - Supports staff to promote positive relationships to help prevent bullying.
  - Recognises that some members of our community may be more vulnerable to bullying and its impact than others; this may include children with SEND. Being aware of this will help us to develop effective strategies to prevent bullying from happening and provide appropriate support, if required.
  - Will intervene by identifying and tackling bullying behaviour appropriately and promptly.
  - Ensures our pupils are aware that bullying concerns will be dealt with sensitively and effectively; that everyone should feel safe to learn and abide by the anti-bullying policy.
  - Requires all members of the community to work with the school to uphold the anti-bullying policy.
  - Recognises the potential impact of bullying on the wider family of those affected so will work in partnership with parents/carers regarding all reported bullying concerns and will seek to keep them informed at all stages.
  - Will deal promptly with grievances regarding the school response to bullying in line with our complaints policy
  - Seeks to learn from good anti-bullying practice elsewhere.
  - Utilises support from the Local Authority and other relevant organisations when appropriate.

5. Roles and responsibilities

5.1 The governing board

The Governing Body is responsible for reviewing and approving the written statement of behaviour principles (appendix 1).

The Governing Body will also review this behaviour policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

5.2 The headteacher

The headteacher is responsible for reviewing this behaviour policy in conjunction with the Governing Body, giving due consideration to the school's statement of behaviour principles (appendix 1). The headteacher will also approve this policy.

The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

5.3 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents on school management system.

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

5.4 Parents

Parents are expected to:

- Support their child in adhering to the school's behaviour policy.
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

6. Pupil code of conduct

School rules are:

At Lenham Primary School, we DO the following…

We respect each other and our environment.

We take PRIDE in our work and behaviour.

Pupils are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn

- Move quietly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school

7. Rewards and sanctions

7.1 List of rewards

Positive behaviour will be rewarded with:

1. Praise

✓ Using the marking policy with ticks and comments.

✓ Written praise

✓ Peer group praise

✓ Showing work to another class

✓ Being mentioned on website, bulletin, twitter

✓ Seeing Headteacher/ Deputy Headteacher

✓ Stickers

✓ Star of the day

✓ Public comments made in front of class.

✓ Moving children up the learning ladder in class (all children start on green and if they reach the top they receive a Personal Excellence certificate in our celebration assembly).



✓ Receiving PRIDE certificates in our celebration assembly. This is then recorded on the hall display for everyone to see.



2. Class reward

Each class has a way of recording their progress towards the class award. When the class works well together and produces some wonderful work they can earn a reward towards the class reward. The class reward is something the children choose to do for 1 hour that can easily be achieved on school site.



3. Adding work to the Wonder/WOW wall

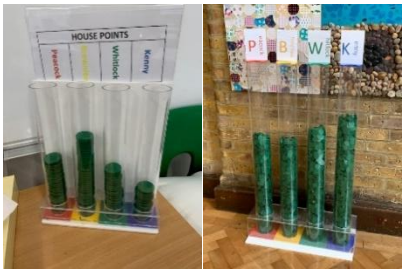
Every classroom has a Wonder/WOW wall. When children complete work that both the teacher and themselves are proud of, it is added to the WOW wall to be celebrated.



4. House Points

Children can earn House Points for good behaviour, excellent work, excellent learning behaviour, politeness, offering to do jobs and completing jobs. House Points are used to encourage positive behaviour and learning.

Each child is allocated a house when joining the school. When they receive a House Point they are given a plastic token which is added to the class House Point tubes. The class tubes are then emptied into the giant tubes in the hall. The house that gets the most House Points each term receives a non-uniform day.



5. Special responsibilities/privileges

Children can be rewarded through taking on roles: delivering messages, handing out work and delivering registers.

Year 6 children are given roles that help the running of the school- journalists, lunch monitors, Zumba leaders, updating the PRIDE display and setting up equipment in the hall.

6. Headteacher Awards

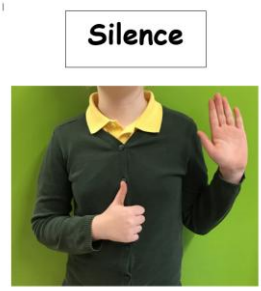
Every seasonal term, we celebrate our children's achievements through our special Headteacher Awards. Each class teacher nominates three children, one for Mathematics, one for English, and one for Homework, recognising their hard work, progress and commitment to learning.

To make the occasion extra special, parents and carers are invited to attend the assembly in secret, creating a wonderful surprise for the award recipients on the day. Each child receives a certificate, a Headteacher Award badge, and a commemorative photograph to celebrate their achievement.

Aids to help support behaviour

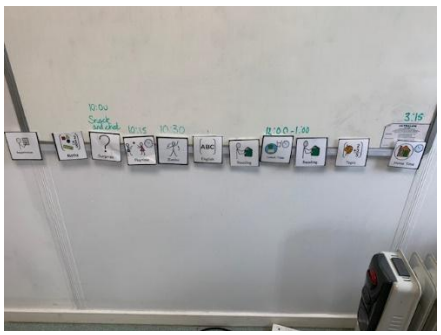
1. Universal Hand Signal

Across the school we all use a universal hand signal which the children copy and it means silence.



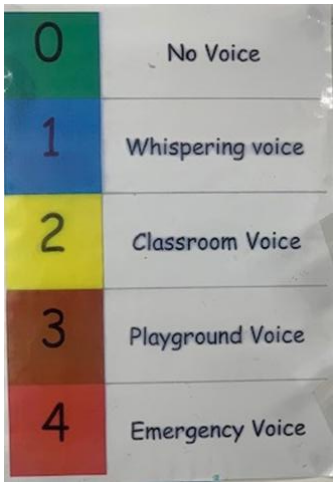
2. Visual Timetable

In every classroom there is a visual timetable which tells the children what will happen in the day, so children can be prepared for their learning.



3. Voice Numbers

Every classroom has a voice number key to help children manage the noise in the classroom.



4. Morning Welcome

We like all children to feel welcome in the morning. Children in Year 2 upwards are asked to choose morning greeting which the adults in the class use to say good morning.



Examples are:

Hugs

Hand shake

Fist bump

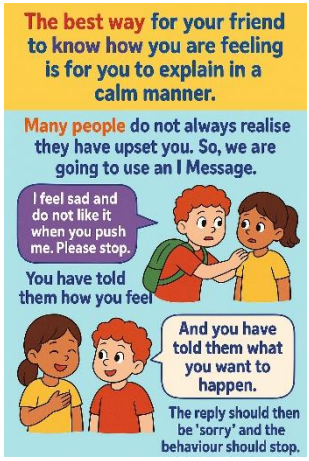
Elbow bump

High 5

5. I Messages

We use I Messages to help the children express to their peers how they are feeling.
If a child does not like something they say
"I do not like it when you….it upsets me.
Please could you stop/ Please could you instead"

The response is then an apology from the other child. All adults will encourage children to use I Messages before getting involved. If children do not apologise then an adult will support with the I Message.



6. Zones of Regulation

To help the children in school manage their emotions and help them develop self- regulation and navigating social situations we have introduced Zones of Regulation.

Here are some skills taught during The Zones of Regulation:

✓ **Identifying your emotions** by categorizing feelings into four zones (more on this below)

✓ **Self-regulation:** Achieving the preferred state of alertness (zone) for a situation. This is all about regulating your body and emotional regulation.

✓ **Identifying triggers**: Learning what makes you "tick" and why

✓ **Coping strategies:** Various techniques and strategies that help achieve emotional regulation and manage strong emotions

✓ **Size of the problem:** Introduces the idea that the size of your reaction should match the size of your problem, how to identify the size of your problem, and strategies for problem-solving.

✓ **Expected behaviour vs unexpected behaviour:** This also covers perspective of how *your* behaviour affects the thoughts and feelings of the people around you.



Response to unacceptable behaviour (EY/KS1 and LSK2)

To manage unacceptable behaviour, we use a scale system. Level 1 being low level disruption to level 5 being Seclusion/ Suspension.

Managing Behaviour			
Level	Behaviour seen at this level	Consequence	Adaptations for SEN children
1	Disrupting learning in class Refusal Not being safe Not being kind to others Name calling Not listening	Spoken to by class staff member (positive questioning- what should you be doing? Positive choices) Developmental written comment. Distraction Moved down the learning ladder	Offer of additional help Task management board Modelling desired behaviour. Distraction

	Inappropriate use of equipment		
2	Continuing to disrupt learning in class Continuing to not be safe, kind or listening. Refusal Early stages of inappropriate behaviour – playing roughly or fighting Not completing Home Learning Regularly Not directed unacceptable behaviour (shouting in class) Repeated name calling	Moved down the learning ladder Time out given (depending on age 5-10 minutes) Parents spoken to at end of day (behaviour logged on management system) Child to assist in rectifying the problem they have caused. Developmental written comment.	Offer of additional help Task management board Resources provided to help concentration- wobble cushion, pen grip, word bank. Reduced timeout
3	Continuing to disrupt learning in class Refusal Continuing to not be safe, kind or listening. Continuing inappropriate behaviour – playing roughly or fighting Repeated inappropriate use of equipment	Continue to move down the learning ladder Sit child on their own or moved in class If outside, child or children will be sent in to Class Teacher or SLT. Time outside will be missed. Parents spoken to at end of day (behaviour logged on management system) Behaviour chart	Break task down- offer support. Resources provided to help concentration- wobble cushion, pen grip, word bank. If child is sent in, discussion as to why behaviour happened. Child to discuss how to make the right choices- plan put in place. Behaviour chart, time in playing games.

If a child goes to the bottom of the learning ladder and lands on the red, they are sent to Senior Leadership Team. The SLT will decide whether to implement stage 4 or 5.			
4	Repeated not directed unacceptable behaviour (shouting in class) Repeated refusal once at the bottom of the learning ladder. Refuses to apologise or lies about incident Sustained poor behaviour which affects the learning of others After parent has been spoken to by CT, still not completing Home Learning Regularly Repeated name calling Sexualised behaviour Mis-use of technology	Pupil sent to SLT. Expecting work to be completed at break or lunchtime. Playtime or breaktime is missed. Telephone call to parents to inform them and behaviour is logged. SLT involvement	SLT to look at individual needs and provide support for that pupil and determine consequence.
5	Premeditated violence or sustained fighting Vandalism Leaving the classroom without permission Directed swearing or abusive language	Additional resources are put in place to allow the child to be successful: -Behaviour contract - Limited time outside - Lunch club - Putting a pupil 'on report' Parents are included in planning and informed on progress. Behaviour is logged.	SLT to look at individual needs and provide support for that pupil and determine consequence.

If a child has regular occurrences of a behaviour in a short period of time a greater level can be applied.

Members of the Senior Leadership Team (SLT) and teaching staff will contact parents regarding repeated poor behaviour. Where appropriate, these conversations may take place in person at pick-up time on the playground.

As many of these discussions are confidential in nature, parents will often receive an email outlining the concern, the level of the behaviour, and the consequence that has been applied (see appendix 2)

While we make every effort to contact parents by phone, this is not always possible due to the limited size of the leadership team, who are also teaching throughout the school day

All matters of Homophobia, Racism, discrimination and Bullying very seriously. If a situation occurs with will initially be investigated by the Class Teacher and SLT will be involved. The appropriate consequence will then be applied and behaviour will be logged.

If behaviour is persistent over time an internal seclusion or suspension can take place, this will be implemented for the most serious behaviour.

Internal Seclusion is a consequence used for serious or repeated poor behaviour. During this time, children attend school but are not taught in their usual classroom alongside their peers. Instead, they work independently in a Senior Leadership Team office, supervised by a member of staff.

They will still have access to break times, but these will be taken separately from their classmates. Internal Seclusion may last for a morning, an afternoon, or a full day, depending on the nature of the behaviour.

Parents will be contacted regarding this consequence.

This is not a comprehensive list of all behaviours- levels and consequences may need changing, this will be shared through discussion with parents.

Managing Behaviour- Version in classrooms- more child friendly		
Level	Behaviour seen at this level	What will happen?
1	Disrupting the learning of others. Inappropriate use of equipment Not being kind- name calling.	Spoken to by staff member Comment in book Moved down learning ladder
2	Continuing to disrupt learning in class Continuing to not be safe, kind or listening. Inappropriate behaviour – playing roughly fighting Not using equipment correctly Refusing	Moved down the learning ladder Time out given Parents spoken to
3	Continuing to disrupt learning in class Refusal	Move down learning ladder Moved in classroom Sent in to see SLT.

	Continuing to not be safe, kind or listening. Continuing inappropriate behaviour – playing roughly or fighting Repeated inappropriate use of equipment	Parents spoken to Behaviour chart
If a child goes to the bottom of the learning ladder and lands on the red, they are sent to Senior Leadership Team. The SLT will decide whether to implement stage 4 or 5.		
4	Reaching the bottom of the learning ladder. Refuses to apologise or lies about incident Sustained poor behaviour which affects the learning of others Still not completing Home Learning Regularly after contact with parents. Mis-use of technology	Pupil sent to SLT. Expecting work to be completed at break or lunchtime. Playtime or breaktime is missed. Telephone call to parents to inform them and behaviour is logged. SLT involvement
5	Fighting Vandalism Leaving the classroom without permission Directed unacceptable language	Limited playtime/ no playtime Behaviour contract Lunch club Report Parent Meeting
In line with our Anti-Bullying Policy we take all matters of Homophobia, Racism, discrimination and Bullying very seriously. If a situation occurs with will initially be investigated by the Class Teacher and SLT will be involved. The appropriate consequence will then be applied and behaviour will be logged.		
If a child has regular occurrences of a behaviour in a short period of time a greater level can be applied. **If behaviour is persistent over time an internal seclusion or suspension can take place, this will be implemented for the most serious behaviour.** Internal Seclusion is a consequence used for serious or repeated poor behaviour. During this time, children attend school but are not taught in their usual classroom alongside their peers. Instead, they work independently in a Senior Leadership Team office, supervised by a member of staff. They will still have access to break times, but these will be taken separately from their classmates. Internal Seclusion may last for a morning, an afternoon, or a full day, depending on the nature of the behaviour. Parents will be contacted regarding this consequence.		
This is not a comprehensive list of all behaviours- levels and consequences may need changing, this will be shared through discussion with parents.		

Response to unacceptable behaviour (UKS2): To support the transition to secondary school

NB/The Learning Ladder will only be used, for certain children, to acknowledge positive consistent learning behaviour

If a pupil's behaviour is not at a level expected by the class team for learning (refusal, talking, shouting, wandering, excessive fidgeting, rudeness, defiance, intimidation, bullying towards staff / peers) then the following will be implemented….

<u>Step 1</u>

Class team (teacher, TA, HLTA) will quietly remind the pupil of the learning behaviour expectations. The team will also ask if they need any help to continue the task appropriately.

Step 2

If the undesired behaviour continues then the class team (teacher, TA, HLTA) will quietly pick up the pupil's books and relocate them to a different learning space where the pupil will be expected to take time to reset and settle. The pupil will be welcome to return to the class when they feel able. The class team will monitor them and support them with their learning. The pupil will not be expected to explain their behaviour unless they are wanting to do so.

Step 3

If the undesired behaviour continues then a member of SLT will be called to sit in the different learning space and work quietly alongside the pupil. Again, the expectation is that the pupil will reset and settle to their task in order to return to the class.

Step 4

If the undesired behaviour continues then SLT will take the pupil to an alternative learning space / their office where the pupil will be expected to reset and settle to their task. Returning to the class will occur after the pupil has explained their behaviour and discussed how it can be different next time.

Step 5

If the undesired behaviour continues beyond one teaching session then a phone call home will be made and a meeting held to discuss the behaviour of the pupil at the end of the day.

If Step 5 is reached 3 times in a term then an internal seclusion will be implemented with a clear phased return to class.

7.2 Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school.

7.3 Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will discipline the pupil in accordance with this policy.

Please refer to our safeguarding policy/ allegations of abuse against staff policy for more information on responding to allegations of abuse.

The headteacher will also consider the pastoral needs of staff accused of misconduct.

8. Behaviour management

8.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Develop a positive relationship with pupils, which will include the strategies identified above in section 7.
- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display their own classroom rules.
- Establish clear routines.
- Highlighting and promoting good behaviour.
- Concluding the day positively and starting the next day afresh.
- Using positive reinforcement.
- Follow the Level system for unacceptable behaviour.

8.2 Physical restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents- logged on school management system.

8.3 Confiscation

Any prohibited items (listed in section 3) found in pupils' possession will be confiscated. These items will not be returned to pupils.

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

Searching and screening pupils is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

8.4 Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

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

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

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

9. Pupil transition

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

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

10. Training

Our staff are provided with training on managing behaviour, including proper use of restraint, as part of their induction process.

Behaviour management will also form part of continuing professional development.

11. Child-on-child abuse

Child on Child abuse is defined as "any form of physical, sexual and emotional and financial abuse, and coercive control, exercised between children and within children's relationships, both intimate and non-intimate" (Abuse between young people: a contextual account (Routledge 2017).
All staff should be aware that child-on-child abuse takes many forms. This is most likely to include, but is not limited to:

- Bullying (including cyberbullying).
- Physical abuse. c. Sexual abuse.
- Sexual violence and sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment.
- Upskirting, which typically involves taking a picture under a person's clothing without them knowing to obtain sexual gratification, or cause the victim humiliation, distress or alarm.
- Sexting. g. Initiation / hazing type violence and rituals.
- Gender-based violence.
- Relationship abuse (including domestic violence) where abuse takes place within existing intimate relationship(s).
- Non-consensual sharing of nude and semi-nude images and videos.

All child-on-child abuse is unacceptable and will be taken seriously. Staff must be aware that young people may be abused out of school but should not minimise the potential risks of student-on-student abuse within school too.

We recognise that child-on-child abuse must be addressed in the terms of the context in which it occurs. Contextual safeguarding recognises an approach which understands the harm and abuse to which young people can be exposed beyond their families.

As the school operates a contextual approach to safeguarding, it recognises the need to work alongside a Local Safeguarding Partnership, rather than just referring young people to it.

- This means that will be aware of, and will seek to understand, the effect that wider social contexts will be having on young people.
- That we are also committed to creating a safe culture within school by implementing all the policies and procedures that address child-on-child abuse.
- That we are committed to creating healthy relationships and attitudes to gender/sexuality and all forms of difference.
- That we will provide training for staff and students on potential bias and stereotyping and commit to an inclusive approach for all members of our community.
- In working with local agencies, we will contribute to the debate and implementation of child protection decisions by challenging threshold decisions which do not seem to be in the interest of the young person and will consistently refer cases using a contextual approach.

11. Monitoring arrangements

This behaviour policy will be reviewed by the headteacher and Full Governing Body every 3 years. At each review, the policy will be approved by the headteacher.

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the Full Governing Body every 3 years.

12. Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions Policy
- Safeguarding Policy
- Anti-Bullying Policy
- Allegations against staff

Appendix 1: written statement of behaviour principles

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions

- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

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

This written statement of behaviour principles is reviewed and approved by the Full Governing Body every 3 years.

Appendix 2- Email to parents

Behaviour Concern – [Child's Name]

Dear [Parent/Carer's Name],

I am writing to inform you that [Child's Name] has been involved in an incident today that has been recorded as a Level [4/5] behaviour, in line with our school's Behaviour Policy.

This behaviour has been reviewed by the Senior Leadership Team and, as a result, [he/she/they] has received the following consequence: [Insert specific consequence here – e.g., Internal Seclusion, fixed-term exclusion, etc.]

We take incidents of this nature very seriously and aim to support all children in learning from their actions and making positive choices moving forward. If you would like to discuss this further, please do not hesitate to contact the school.

Thank you for your continued support.

Kind regards,