CHALFONT ST PETER
CHURCH OF ENGLAND
ACADEMY

Behaviour and Anti Bullying Policy

Bringing joy…inspiring success!

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1. Principles

Bringing joy…inspiring success!

At Chalfont St Peter Church of England Academy (CSPA), we bring joy and inspire success knowing that Jesus said, *I have come that they may have life, and have it to the full (John 10:10).*

At CSPA we are committed to creating a school learning environment where excellent behaviour is at the heart of everything that we do. We aspire to create a safe, inclusive and supportive community of children, families and staff where diversity is celebrated and equality is promoted. We have the highest expectations for every young person's achievement and are united by our aim to help all to excel.

This policy guides staff, children and families on our approach to behaviour management, sets out our expectations and the standards we aspire to in all aspects of behaviour, and demonstrates the provision and purpose of support for children.

We believe learning is life enhancing and should be enjoyable and challenging; best behaviour for learning will enable our students to be successful learners. We are proud that our school has a strong Christian vision which is established through our values and in our understanding of John 10.10. We value mutual respect and collaboration and we promote self-discipline to enable our school community to 'achieve life in all its fullness'.

2. Aims

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management that is applied equally to all pupils
- Define what we consider to be unacceptable behaviour, including bullying and discrimination

3. Legislation, statutory requirements and statutory guidance

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

Behaviour in schools: advice for headteachers and school staff 2024

Searching, screening and confiscation: advice for schools 2022

The Equality Act 2010

Keeping Children Safe in Education 2026

School Suspensions and Permanent Exclusions

Restrictive Interventions, including use of reasonable force in schools

Advice for Preventing and Tackling Bullying

Supporting pupils with medical conditions at school

Special Educational Needs and Disability (SEND) Code of Practice

Sharing nudes and semi-nudes: advice for education settings working with children and young people

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 to 94 of the Education and Inspections Act 2006, which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and gives schools the authority to confiscate pupils' property

DfE guidance explaining that academies should publish their behaviour policy and anti-bullying strategy

This policy complies with our funding agreement and articles of association.

4. Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework (where the work is within the pupil's ability/capability)
- Poor attitude
- Incorrect uniform

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Serious misbehaviour includes any form of child-on-child abuse, including physical abuse, sexual violence, sexual harassment, abuse in intimate personal relationships, upskirting, initiation or hazing-type behaviour, and the creation or sharing of inappropriate sexual imagery, including images generated or altered using artificial intelligence. Misogynistic, misandrist and other discriminatory behaviour will also be challenged.
- Sexual violence, such as rape, assault by penetration or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
    - Sexual comments
    - Sexual jokes or taunting
    - Physical behaviour such as interfering with clothes
    - Online sexual harassment, such as sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos (including pseudo-images, which are computer-generated images that otherwise appear to be a photograph or video and AI generated or altered images), or sharing of explicit content
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited/banned items. These are:
    - Knives or weapons
    - Alcohol

- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- E-cigarettes or vapes
- Fireworks
- Pornographic images
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

5. Anti Bullying

Statement of Intent

Chalfont St Peter Church of England Academy (CSPA) is committed to providing a supportive, caring and safe environment in which all children are free from the fear of being bullied. As a school we take bullying and its impact seriously. Bullying of any form is not tolerated in our school, whether carried out by a child or an adult. Staff, children and parents or carers will be made aware of the school's position on bullying. Bullying behaviour is unacceptable in any form. The school has high expectations of outstanding behaviour and we consistently challenge any behaviour that falls below this. Anyone who knows that bullying is happening is encouraged to tell a member of staff. Any child who is a victim of bullying will be supported and dealt with in a sympathetic manner. If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff informed, and then discussed with a senior leader. A clear account of the incident will be recorded on CPoms. All staff will be informed so that close monitoring of the victim and bully can begin. Parents of both parties will be informed.

What is bullying?

We recognise that many children and young people will experience conflict in their relationships with other children and young people and as a school we are committed to developing empathy and the skills to manage relationships in a peaceful way that does not harm others. At CSPA, our definition of bullying is: "The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online"



Why is it important to respond to bullying?

There is considerable evidence to show that bullying has both short term and longer term impact on pupils. Bullying impacts on pupils' wellbeing, can impact on attendance and become a significant barrier to learning. Bullying is associated with lower levels of school engagement and achievement both in primary and secondary schools and can lead to mental health concerns such as anxiety and depression. Bullying is unacceptable. Our school will respond promptly and effectively to reported incidents of bullying. In our school community, everybody has the right to be treated with respect. Everybody has the right to feel happy and safe. No-one deserves to be a target of bullying. Pupils who bully need to learn different ways of behaving.

National research has shown that some groups of pupils are particularly vulnerable to bullying. These include pupils with SEND, looked after children, pupils from minority ethnic groups or faiths, young carers, LGBT pupils and those perceived to be LGBT.

Types of bullying behaviour

Bullying can take many forms:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: Racial Faith-based Gendered (sexist) Homophobic/biphobic Transphobic Disability-based Bullying based on a perceived characteristic, even if the pupil does not actually have that characteristic.	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, sharing of nude or semi-nude images and/or videos (including pseudo-images, which are computer-generated images that otherwise appear to be a photograph or video), or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video, or

	written content generated by artificial intelligence (AI), including AI-altered images, impersonation and deepfakes.
Financial sextortion	Recognise threats to share intimate imagery to demand money or other actions as a safeguarding concern.

Preventing Bullying

We foster a clear understanding that bullying, in any form, is unacceptable. We believe that preventing bullying is the responsibility of our whole school community and when there are incidents of bullying we will work together to deal with the situation and to learn from what has happened.

At CSPA, we do this by:

- Involving the school community in developing our policy including a child/ pupil friendly version of our policy.
- Using assemblies and circle time in class to ensure that pupils understand the differences between relational conflict and bullying.
- Building a positive ethos based on respecting and celebrating all types of difference in our school.
- Creating a safe and happy environment, with consequent positive relationships that have an impact on learning and achievement.
- Having a positive ethos that all pupils, staff and parents understand.
- Work in school which develops empathy, social skills and emotional understanding e.g. PSHE, Citizenship, social and emotional learning programmes, circle time, peer mentors and buddies.
- Secure the safety of the target of bullying.
- Take actions to stop the bullying from happening again.
- Whole school learning - reflection on what we have learnt.
- Think about any safeguarding concern and report concerns to the Designated Safeguarding Lead.
- Provide assurances to the child that concerns have been listened to and action will be taken.
- Consider who else is involved and what roles they have taken.
- Send clear messages that the bullying must stop.
- Work with both parties to find solutions.
- Identify the most effective way of preventing recurrence and any consequences.
- Reflect and learn from bullying episodes –consider what needs to happen next to prevent future bullying e.g. PSHE, training etc.
- Raising awareness of online bullying through regular e-safety lessons.
- Adopting a social model approach to bullying.
- Diversity is valued and everyone is included in our school.
- Focussed work with individuals and groups of pupils where required to support understanding and development of social skills e.g. social skills groups, ELSA (Emotional Literacy Support Assistant), social stories, nurture, play therapy.
- Ensuring playground supervisors are trained and we have a range of activities at lunchtime to promote positive play.
- Offering training to all school staff around bullying, including specific guidance on those groups who are most likely to be bullied.

Reporting bullying

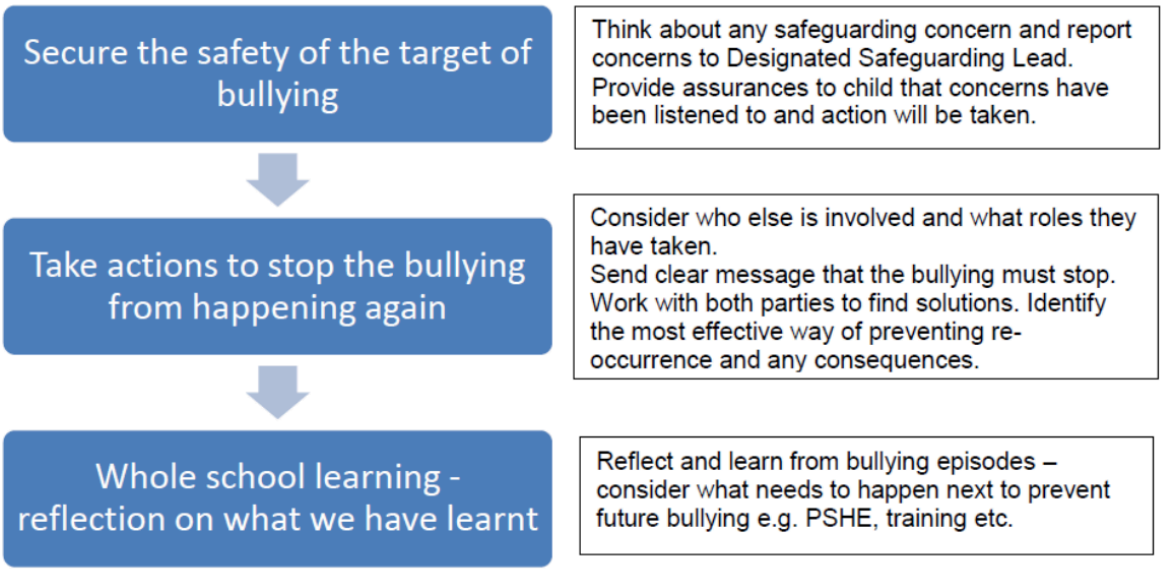
At CSPA, pupils are encouraged to talk to staff when they are unhappy or have concerns. Pupils in our school understand that they have a right to feel and be safe and a responsibility to support others to feel and be safe. Pupils are encouraged to report bullying to:

- A trusted adult
- Their class teacher/LSA
- Peer mentors or buddies

Some classes may have a 'worry box' where children can report their concerns if they do not feel confident speaking to an adult. Children are taught that it is important to talk to a trusted adult if bullying is taking place outside of school. In addition we adopt the 'Stay Safe, Speak out' message from the NSPCC. Parents are also encouraged to report concerns and bullying to named individuals. This is normally the class teacher. When pupils report their concerns our staff are trained to LISTEN and to BELIEVE. We involve children as far as possible in finding solutions.

Parents can report concerns, including online incidents outside school hours.

Responding to Bullying



We monitor and review all bullying incidents to determine any patterns or trends that may require further action. On a regular basis we give pupils the opportunity to feedback on how safe and happy they feel at school, we do this through pupil questionnaires and pupil voice meetings.

Procedures for parents

If a parent has any concerns about their child they should speak to the class teacher immediately. If a parent thinks bullying is the issue, the matter will be referred to the headteacher. The headteacher is always informed of any bullying concerns at CSPA and monitors the situation carefully.

If a parent feels unable to talk to the class teacher, they can make an appointment to speak directly with the Headteacher. The school will work with both the child and the parents to ensure that any bullying is stopped and that support is given where needed.

Parents should not confront the bully or their parents. This can complicate the situation and distress the pupil. The school will deal directly with all children involved and their parents directly. Parents will be kept informed of any actions the school is taking. If parents feel that their concern has not been dealt with appropriately they should follow the schools complaints policy.

6. Roles and Responsibilities

6.1 The governing board

The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation, this includes ensuring appropriate filtering, monitoring and cyber security arrangements, and for considering online safety and the risks associated with generative AI within safeguarding and related policies.

6.2 The headteacher

The headteacher is responsible for:

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

6.3 Staff

Staff are responsible for:

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly (CPoms)
- Challenging pupils to meet the school's expectations
- Recognise emerging online harm
- Respond appropriately to misogynistic or misandrist content
- Use de-escalation strategies and minimise the need for restrictive interventions.

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

6.4 Parents and carers

Parents and carers, where possible, should:

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

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

6.5 Pupils

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

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy
- The CSPA expectations and routines
- The rewards they can earn for meeting the behaviour standards, and the consequences they will face if they don't meet the standards
- The pastoral support that is available to them to help them meet the behaviour standards
- Pupils should report discriminatory behaviour and harmful online content, and seek help from one of their trusted adults.

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

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

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

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

7. School Behaviour Curriculum

Our CSPA Golden Rule

Everyone will act with gentleness and respect to

others at all times. We will keep ourselves and others safe.



Pupils are expected to:

- Behave in a calm and respectful way
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Move quietly and calmly 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 or online
- Report discriminatory incidents and harmful online material.
- Understand misogyny and misandry at an age-appropriate level and report any incidents.
- Challenge harmful behaviour safely, without putting themselves at risk.

Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all pupils can meet behavioural expectations in the curriculum.

Children who are walking to and from school without an adult may bring a mobile phone to school. However, we ask that the following expectations are met:

- To maintain a high level of safeguarding and in line with the Smartphone Free Childhood Campaign, our ***preference*** would be for children not to bring smartphones to school and that parents instead give their children a basic, 'brick' phone for the purpose of texting/making phone calls when walking to/from school.
- All phones (no smartphones) must be switched off and handed in to the class teacher by the child.
- When arriving at school before handing the phone to their teacher and leaving at the end of the day once their phone has been returned to them, all phones must be in school bags. They should not be visible on the playground and will be confiscated if used at school.
- Phones should not be given to children if they are simply meeting an adult at the car park.

8. Zones of Regulation

In order to enhance our therapeutic approach to behaviour we use the Zones

of Regulation, by Valarie Steinhardt. The simple use of colours to describe emotions and feelings helps to give children a simple language with which to acknowledge and communicate how they feel. Using these colours and the language of the Zones of Regulation, we are able to have regular check-ins with the children to gauge their mood and emotional well being.

The children are asked at various points during the day which coloured zone they are in. This is also asked when a teacher or child feels that a child is not behaving in a prosocial way or that they are behaving in an unusual manner.

A zones of regulation poster is displayed in each learning space so that children and staff can frequently refer to the pictures, colours or words as part of their daily routine.



9. Responding to behaviour

9.1 Classroom management

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

They will:

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

9.2 Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

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

9.3 Responding to good behaviour

First and foremost, an integral part of all our practice is to support children to reflect on positive learning behaviours. Positive strategies will be used consistently by all adults in the school. They are designed to ensure 'first attention goes to best conduct' and to create clear, simple routines and

expectations that make children feel valued members of our community and motivated to always give their best effort. Staff use clear and explicit praise so that the child has no doubt what they have done well. Children are also being encouraged to reflect on each other's achievements. Assemblies are used to acknowledge achievements in positive learning behaviours and to promote the values that are important in our school.

Praise is only given to those whose efforts and standards are above and beyond, this creates a culture where there is no limit to their excellent behaviour. Positive Praise that staff will use include:

- Immediate Verbal Feedback;
- Raffle tickets given to the child;
- Positive postcards given to the child;
- Positive emails or phone calls to families;
- Excellent work being displayed;
- Year Group celebrations;
- Nominations for termly celebration assemblies (Diamond Awards and Golden Awards)
- Chocolate Treat Friday

See Appendix 3 for further details of positive praise used

9.4 Responding to misbehaviour

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

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

De-escalation techniques can be used to help prevent further behaviour issues arising, such as the use of pre-arranged scripts and phrases. See Appendix 4 for restorative scripts used by staff.

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

When giving behaviour consequences, staff will also consider what support could be offered to a child, and where applicable their family, to help them to meet behaviour standards in the future.

On the playground, a child may be given a yellow card by a staff member should the child's demonstrated behaviour indicate it might fall short of expectation. This will act as a warning to the child and result in some 'time out' to reflect, be calm and reset. For more serious misbehaviour or repeated misbehaviour, a child may be given a red card by a member of staff. This means they should leave the playground and report to the school office where a senior member of staff will be notified. This will result in an instant removal from the playground and further consequences.

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

- A verbal reprimand and reminder of the expectations of behaviour
- Asking the child to sit in an alternative space in the classroom
- Setting of written tasks such as an account of their behaviour
- Expecting work to be completed at home, or at break or lunchtime
- Time out (detention) at break or lunchtime
- Loss of privileges
- Loss of Golden Time
- School-based community service, such as tidying a classroom
- Referring the pupil to a senior member of staff

- Letter or phone call home to parents/carers
- Agreeing a behaviour contract
- Putting a pupil 'on report'
- Removal of the pupil from the classroom

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

9.5 Further consequences

Our consequence system is used if a child has failed to respond to de-escalation techniques used by staff to give them what they need to succeed by providing timely intervention which allows them to process and reflect on what has happened. The consequence will then focus on equipping them with the skills and values to enable them to better meet the school's expectations and allow them to move on positively from the incident.

Consequences may be communicated with families.

The school may use one or more of the following consequences:

Loss of playtime or lunchtime: This will involve an opportunity for restorative practice to happen by a member of staff to help children realise how their behaviour impacts others and themselves, explore what appropriate behaviour looks like and equip the child with tools they can use to avoid a similar incident occurring in the future.

Behaviour points: These will be issued to children for repeated misbehaviour and for more serious misbehaviour. Behaviour points will result in a loss of Golden Time, parents will be informed and a Friday lunchtime detention with the headteacher/deputy headteacher issued.

Internal exclusion: This be used following a serious incident where a school leader has decided that this is the most appropriate intervention. This may be for part of a single day, or for a single day. ***Parental consent is not required to set an inclusion room day.*** The child's time out of class will involve session/s on school expectations, mentoring, a reintegration meeting with a school leader and appropriate level school work. At the end of the time set, if staff recognise that the child has processed, reflected on and is ready to return to the main school environment and not disrupt their, or the learning of others, then the child will return to lessons.

9.6 Restrictive interventions, including the use of reasonable force.

Restrictive intervention: a means to prevent, restrict, or subdue movement of the body, or part of the body, of a pupil. This is the umbrella term to describe both physical and non-physical actions aimed to restrain pupils in different ways.

Reasonable force: a term used in legislation which includes physical restrictive interventions. All members of school staff have the legal power to use reasonable force in limited circumstances. Reasonable means using no more force than is necessary for the least amount of time, the application of which will depend on the circumstances.

Significant incident: any incident where the use of force goes beyond appropriate physical contact between pupils and staff as described in 'Other physical contact with pupils' within this policy. This includes when physical force is used to implement a non-physical restrictive intervention.

Seclusion: a non-disciplinary intervention in any situation which involves keeping a pupil confined to a place away from others, and preventing them from leaving either by physical obstruction, blocking

the exit, a member of staff positioning themselves to stop exit or creating a belief that leaving will result in punishment.

Restraint: a term used in legislation referring to a non-disciplinary intervention which immobilises a pupil or limits their movement. This may or may not include direct physical contact. For example, holding a pupil's arms to their sides or removing a pupil's crutches would both be considered forms of restraint.

The various restrictive interventions above are defined for completeness and clarity, not to endorse their use in our school. Most will not be relevant. Please refer to our 'Restrictive interventions, including the use of reasonable force' policy (updated April 2026).

10. Confiscation and searches

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

Confiscation

Any prohibited items (listed in section 4) found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil. We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents/carers, if appropriate.

Searching a pupil

Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher, or by the headteacher themselves. Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search.

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

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

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

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

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

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

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

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

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

If they still refuse to cooperate, the member of staff will contact the headteacher / designated safeguarding lead (or deputy) , to try to determine why the pupil is refusing to comply.

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

The authorised member of staff can use reasonable force to search for any prohibited items identified in section 4, but not to search for items that are only identified in the school rules.

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

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

'Outer clothing' includes:

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

Searching pupils' possessions

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

- Desks
- Lockers
- Bags

A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items (listed in section 4) and items identified in the school rules.

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

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

Informing the designated safeguarding lead (DSL)

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

- Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed in section 4
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items (listed in section 4), including incidents where no items were found, will be recorded in the school's safeguarding system.

Informing parents/carers

Parents/carers will always be informed of any search for a prohibited item (listed in section 4). A member of staff will tell the parents/carers as soon as is reasonably practicable:

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

Support after a search

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

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

Strip searches

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

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

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

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

Communication and record-keeping

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

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

Who will be present

For any strip search that involves exposure of intimate body parts, there will be at least 2 people present other than the pupil, except in urgent cases where there is risk of serious harm to the pupil or others.

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

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

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

No more than 2 people other than the pupil and appropriate adult will be present, except in the most exceptional circumstances.

The appropriate adult will:

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

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

Care after a strip search

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

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

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

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

11. Suspected criminal behaviour

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police. When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the headteacher / member of the senior leadership team will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action. If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

12. Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored. Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

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

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

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
    - Manage the incident internally
    - Refer to early help
    - Refer to children's social care
    - Report to the police

The school does not dismiss harmful sexual behaviour as 'banter', 'boys being boys' or an inevitable part of growing up. Child-on-child abuse includes harmful behaviour that occurs online. AI-generated or altered intimate imagery is included in safeguarding responses. Concerns involving financial sextortion are referred promptly to the DSL.

The school considers the safeguarding needs of all children involved, alongside proportionate disciplinary responses.

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

13. Malicious allegations

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

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

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

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

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.

14. Off-site behaviour and expectations

Sanctions may be applied where a pupil has not met the school expectations off-site when representing the school. This means misbehaviour when the child is:

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

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

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

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

15. Online misbehaviour

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

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

CSPA recognises that harmful online behaviour may include cyberbullying, discriminatory content, online misogyny or misandry, AI-generated or altered images, deepfakes, impersonation, the non-consensual sharing of intimate images and financially motivated sexual extortion. Such incidents will be addressed through the school's behaviour and safeguarding procedures, with concerns referred to the Designated Safeguarding Lead where appropriate. Pupils will be supported to report harmful online content safely.

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

16. Serious sanctions

16.1 Detention

Pupils can be issued with detentions during break and/or lunchtime. The school will decide whether it is necessary to inform the pupil's parents/carers.

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

- Compromise the pupil's safety
- Conflict with a medical appointment
- Interrupt the pupil's caring responsibilities

16.2 Removal from classrooms

In response to serious or persistent breaches of this policy, the school may remove the pupil from the classroom for a limited time. Pupils who have been removed will continue to receive education under the supervision of a member of staff. This education will be meaningful, but it may differ from the mainstream curriculum.

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

Removal can be used to:

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

Pupils who have been removed from the classroom are supervised by a senior leader, and will be removed for a specified period. Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the headteacher.

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

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

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

- Use of teaching assistants
- Long-term behaviour plans
- Pupil support units
- Multi-agency assessment

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

16.3 Suspensions and permanent exclusions

The school adheres strictly to the Law in relation to exclusion and it has regard to the appropriate guidance issued by the Secretary of State, Exclusion from maintained schools, academies and student referral units in England.

Only the Headteacher, or Deputy Headteacher in the absence of the Headteacher only, can suspend or exclude a child from school. We are committed to following all statutory exclusions procedures to ensure that every child receives an education in a safe and caring environment. More information can be viewed in the Suspensions and Exclusions Policy.

Suspensions: The decision to suspend a child for a period of time will be taken only:

- In response to serious or persistent breaches of the school's behaviour expectations, and
- If allowing the child to remain in school would seriously harm the education or welfare of others.

Before deciding whether to suspend a child the Headteacher will consider all the relevant facts and evidence, allow the child the opportunity to give their voice on the events and consider any additional needs that the child may have.

Families will be informed of a suspension by a phone call and a letter. Children who have been suspended from school for a fixed time period will return to lessons following a successful reintegration meeting with a school leader.

The school's expectation is that this reintegration meeting is attended by the child and an adult family member. During a suspension, students must be in the home under the direct supervision of the parents/carers during the hours of 8.45am to 3.20pm every day. Suspended children must not be on or near the school site. The school will ensure that work is provided for the suspended child to complete at home. The completed work must be returned to the appropriate teacher.

Permanent Exclusion: The decision to permanently exclude a child is at the discretion of the Headteacher, in conjunction with the Governing Board. A permanent exclusion will be taken as a last resort and we will ensure all statutory duties are complied with.

Before a child is permanently excluded, the school will have explored as many possible interventions and consequences as is practicable and available. However, it is essential that the school offers an uninterrupted education and ensures the safety of the child and staff body and consequently there will be times when permanent exclusion is necessary.

17. Responding to misbehaviour from pupils with SEND

17.1 Recognising the impact of SEND on behaviour

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

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

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

- Taking reasonable steps to avoid any substantial disadvantage to a disabled pupil being caused by the school's policies or practices (Equality Act 2010)
- Using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014)

- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must cooperate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring. Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

Our approach to anticipating and removing triggers of misbehaviour may include:

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

17.2 Adapting sanctions for pupils with SEND

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

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

If the answer to any of these is 'yes', it may be unlawful for the school to sanction the pupil for the behaviour. The school will then assess whether it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

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

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

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

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

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

The provisions set out in the EHC plan must be secured and the school will cooperate with the local authority and other bodies. If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the matter. If appropriate, the school may request an emergency review of the EHC plan.

Following misbehaviour and/or consequences, the school will consider strategies to help children to understand how to improve their behaviour and meet the expectations of the school.

Following more serious consequences, which include internal exclusions and suspensions the child will follow a reintegration process to support their successful return to the school environment.

Behaviour trends are monitored by Year Leaders and the SENDCo and any child receiving frequent sanctions will start an individual behaviour support plan. This plan escalates supportive measures if behaviours do not improve.

18. Supporting children following misbehaviour

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

In order to reintegrate pupils following removal from the classroom, time spent in a pupil support unit or in another setting under off-site direction, or following suspension. CSPA will adopt measures such as:

- Reintegration meetings
- Daily contact with a specified member of staff to check on the impact of the actions taken
- A behaviour plan with personalised behaviour goals

19. Pupil transition

19.1 Inducting incoming pupils

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

19.2 Preparing outgoing pupils for transition

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

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

20. Training

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

- The proper use of restraint (for specified members of staff)
- The needs of the pupils at the school
- How SEND and mental health needs can impact behaviour
- Recognising and responding to emerging online harms, including AI-generated content and sextortion.
- Responding to misogyny, misandry and discriminatory online material.
- Prevention and de-escalation.
- The safe and lawful use of restrictive interventions, including reporting and post-incident support.
- How staff can access advice, coaching or additional support with behaviour management.

Behaviour management will also form part of continuing professional development.

21. Monitoring arrangements

21.1 Monitoring and evaluating behaviour

The school will collect data on the following:

- Behavioural categories, inc internal exclusions, incidents of bullying, homophobic incidents, racist incidents)
- Attendance, permanent exclusions and suspensions
- Physical restraint and other restrictive interventions, including seclusion where used.
- Incidents involving harmful online behaviour and AI-generated content.
- Repeated classroom removals and individual pupils receiving frequent sanctions.
- Patterns of disproportionate intervention affecting pupils with SEND or other protected characteristics.
- Actions taken following the identification of concerning trends.
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Perceptions and experiences of the school behaviour culture for staff, pupils, parents and other stakeholders (via anonymous surveys)

The data will be analysed every term by the headteacher. The data may be analysed, where relevant, from a variety of perspectives including:

- At school level
- By year group
- By time of day/week/term
- By protected characteristic (where relevant)

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

21.2 Monitoring this policy

This behaviour policy will be reviewed by the headteacher and the [full governing board at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 21.1). At each review, the policy will be approved by the headteacher

22. Links with other policies

This behaviour policy is linked to the following policies:

Equality Policy
Special Educational Needs and Inclusion Policy
Charging and Remissions Policy
Attendance Policy
Safeguarding: Child Protection Policy
Exclusion Policy
Uniform Policy
Complaints Policy
Internet Safety policy

Appendix 1: written statement of behaviour principles

These are the CSPA principles for behaviour:

- Every pupil understands they have the right to feel safe, valued and respected, and to be able to learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in suspensions and exclusions
- This behaviour policy is in line with the DFE guidance regarding confiscation and searches
- Pupils are helped to take responsibility for their actions
- Families and carers are involved in the handling of behaviour incidents to foster good relationships between the school and pupils' home life
- The governing board emphasises that violence or threatening behaviour will not be tolerated in any circumstances. The governing body places a high priority on the safety of staff and their wellbeing

Appendix 2: Reporting behaviour incidents on CPoms

A behaviour log on Cpoms should include the following information:

- The location of the incident
- When the incident took place
- The detail of what happened
- Who was involved
- What actions were taken, including any sanctions
- Any follow up action
- People who have been informed

Appendix 3: Positive Praise

Staff should use positive recognition for those meeting the expected standards so that it becomes part of our culture. Where positive behaviour is rewarded, it is for efforts that consistently meet the expected standards and those that are 'over and above'. By recognising excellence this raises expectations of all children. Below are the options and methods staff can use to positively praise students.

D a i l y	● Immediate verbal recognition	Given immediately to children or groups of children that are meeting the school expectations.
	● Immediate verbal praise + ● **raffle ticket to be issued**	Given immediately to children that ***persistently*** meet the school expectations or go above and beyond. Raffle ticket added to child's House collection for later individual and/or cumulative reward.

	• Immediate verbal praise + • **Positive phone** calls/email to parents.	Made at an appropriate time for children that persistently meet the school expectations or go above and beyond.
W e e k l y	• Raffle tickets selected at random in Year Group assembly	Prizes/treats awarded.
	• Positive recognition given in Year Group assembly or class assembly	In various ways, teachers may nominate or recognise children who have met or exceeded expectations in specific academic or pastoral areas.
	• 'Chocolate Treat Friday' nomination	Class teachers choose 1 child who has consistently demonstrated the Golden Rule throughout the week. Child to receive a certificate, verbal praise from the Headteacher and a small chocolate treat. Names published in the weekly school newsletter. Emails sent to parents.
M o n t h l y	• Whole School Achievement celebration assemblies	Academic certificates 'Diamond Awards' issued in recognition of academic success, excellent progress, outstanding behaviour, meeting CSPA expectations, showing aspects of our CSPA Rainbow, stand-out achievement. Pastoral certificates 'Golden Awards' issued in recognition of excellent conduct and behaviour at lunchtime. Names published in the weekly school newsletter.
A n n u a l l y	• Year 6 Leavers Achievement celebration assembly	At least x2 Subject and Pastoral awards **(certificates and some trophies/shields)** handed to each child in recognition of their contribution to CSPA. Year 6 parents invited to attend.

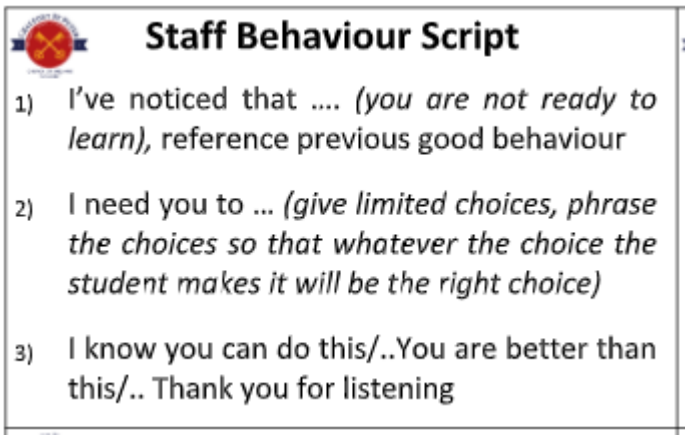
Appendix 4 – Restorative Behaviour Scripts

The 30-Second Scripts will be used to reinforce expectations when behaviour shown is not reflective of our school values. The purpose of this script is to provide a quick, consistent and non judgmental

dialogue with the child to encourage positive choices to be made. The scripted response should be delivered in an emotionless tone, designed to prevent escalation.

A copy of the scripts is kept in each member of staff's lanyard for easy and quick reference.

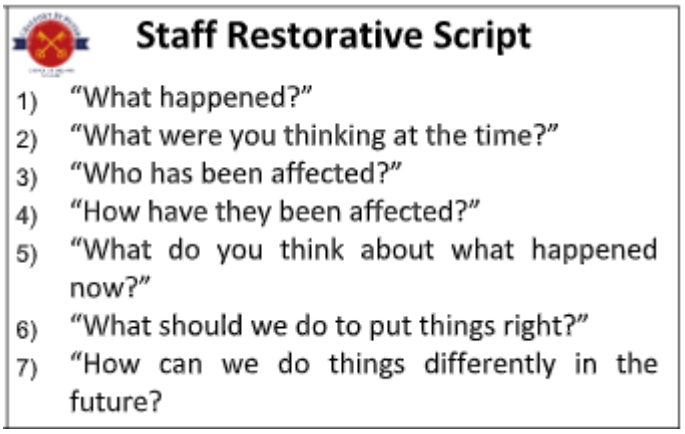
To be used when addressing misbehaviour:



Staff Behaviour Script

1) I've noticed that …. *(you are not ready to learn),* reference previous good behaviour
2) I need you to … *(give limited choices, phrase the choices so that whatever the choice the student makes it will be the right choice)*
3) I know you can do this/..You are better than this/.. Thank you for listening

To be used after an incidents of misbehaviour and/or setting consequences:



Staff Restorative Script

1) "What happened?"
2) "What were you thinking at the time?"
3) "Who has been affected?"
4) "How have they been affected?"
5) "What do you think about what happened now?"
6) "What should we do to put things right?"
7) "How can we do things differently in the future?

Appendix 5 – Communication templates

Behaviour point template

Dear parent,

I am writing to inform you that I have had to issue (child's name) with a behaviour point.

This is because… (brief explanation of the behaviour). The behaviour point was given to (child's name) following (briefly describe action already taken).

Although this is disappointing, I hope that the action taken and with your support, (child's name) can turn this behaviour around and we will see improvement. Should there be any further concerns, I will of course contact you.

I appreciate your support. Thank you.

(Teacher's name)

Behaviour slip

Child's name:	Class :
Teacher completing behaviour slip:	
Lesson:	
Description of behaviour:	
Action already taken:	

Positive behaviour template

Dear parent,

I am delighted to share some wonderful news with you! (Child's name) has shown exemplary behaviour/created an excellent piece of work/been an outstanding CSPA role model/shown our CSPA values (add a reason for the news and add any additional detail).

I am so very proud of them and wanted to let you know so you could celebrate at home. (Child's name) also went to show/tell (add member of staff's name if relevant).

Congratulations (child's name)!

With kind regards,

Uniform template

Dear parent,

I am writing to share my concern that your child is repeatedly not wearing the right school uniform/PE kit and I am having to regularly remind them to…(add more detail here).

We have spare items of uniform for occasional instances where children may forget a particular item, but we ask that on a regular basis children are wearing the right school school uniform or PE kit.

If the school can be of any further support to you with this matter, please don't hesitate to get in touch.

With kind regards,