



# Underwood West Academy

## Behaviour Policy

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## Statement of intent

Underwood West Academy believes that, in order to facilitate teaching and learning, acceptable behaviour must be demonstrated in all aspects of school life.

We are committed to:

- Promoting desired behaviour.
- Promoting self-esteem, self-discipline, proper regard for authority, and positive relationships based on mutual respect.
- Ensuring equality and fair treatment for all.
- Praising and rewarding good behaviour.
- Challenging and disciplining bad behaviour.
- Providing a safe environment, free from disruption, violence, discrimination, bullying and any form of harassment.
- Encouraging positive relationships with parents/carers.
- Developing relationships with our pupils to enable early intervention.
- A shared approach which involves pupils in the implementation of the school's policy and associated procedures.
- Promoting a culture of praise and encouragement in which all pupils can achieve.

Signed by:

*Laura Jones*

Principal

Date: 26/01/2024

## 1. Key roles and responsibilities

- 1.1. The Local Academy Governors has overall responsibility for the implementation of this policy and the procedures of name of school.
- 1.2. The Local Academy Governors has overall responsibility for ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, ethnicity/national origin, culture, religion, gender, disability or sexual orientation.
- 1.3. The Local Academy Governors has responsibility for handling complaints regarding this policy, as outlined in the school's Complaints Policy.
- 1.4. The Principal will be responsible for the day-to-day implementation and management of this policy and the procedures of the school.
- 1.5. Staff, including teachers, support staff and volunteers, will be responsible for following the policy and for ensuring pupils do so too. They will also be responsible for ensuring the policy is implemented fairly and consistently.
- 1.6. Staff, including teachers, support staff and volunteers, will create a supportive and high-quality learning environment, teaching positive behaviour for learning and implementing this policy.
- 1.7. Parents/carers will be expected to take responsibility for the behaviour of their child(ren) inside and outside of school.
- 1.8. Parents/carers will be expected to take responsibility for promoting positive behaviour for learning and modelling acceptable behaviour in the home.
- 1.9. Pupils are responsible for their own behaviour both inside school and out in the wider community.
- 1.10. Pupils are responsible for their social and learning environment and agree to report all undesirable behaviour to their class teacher or staff member.

## 2. Definitions

- 2.1. For the purpose of this policy, the Academy defines "serious unacceptable behaviour" as: any behaviour which may cause harm to oneself or others, damage the reputation of the Academy within the wider community, and/or any illegal behaviour, including, but not limited to:
  - Discrimination – not giving equal respect to an individual on the basis of disability, gender, race, religion, age, sexuality and/or marital status
  - Harassment – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals
  - Vexatious behaviour – deliberately acting in a manner so as to cause annoyance or irritation

- Bullying – a type of harassment which involves criticism, personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual
- Cyber bullying – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature
- Possession of legal or illegal drugs, alcohol or tobacco
- Possession of banned items
- Truancy
- Refusing to comply with disciplinary sanctions
- Theft
- Swearing, racist remarks or threatening language
- Fighting/head butting/scratching or aggression with intent to hurt others
- Spitting and biting
- purposefully break toys and equipment
- Incite radicalism
- Make racial comments
- Make homophobic comments
- Use threatening behaviour
- Make malicious allegations towards staff
- There is a zero tolerance for any derogatory language (for example, homophobic, racist) in the school environment

2.2. For the purpose of this policy, the school defines “low level unacceptable behaviour” as: behaviour which may disrupt the education of the perpetrator and/or other pupils, including, but not limited to:

- Lateness
- Shouting in class
- Talking when others are speaking
- Swinging on chairs
- Fidgeting
- Running around the classroom or school
- Inappropriate body language with others, such as not keeping hands to oneself
- Throwing items either in the classroom or on the playground
- Failure to complete class work and not concentrating on tasks
- Rudeness and not using manners
- Telling lies
- Lack of correct equipment
- Answering back
- Refusing to listen
- Interrupting others to gain attention
- Are defiant
- Disrupt/distract others deliberately

- behave in an unsafe manner (e.g. running out of the building or grounds, throwing furniture and/or equipment)
- act in a manner that requires the class to be removed from the setting/situation
- Not following classroom rules
- Disruption on public transport
- Use of mobile phones
- Graffiti

2.3. “Unacceptable behaviour” may be escalated as “serious unacceptable behaviour” depending on the behaviour breach.

### **3. Training of staff**

- 3.1. At the Academy we recognise that early intervention can prevent bad behaviour. As such, teachers will receive training in identifying problems before they escalate; this can be behavioural problems in the classroom or during playtime/lunchtime.
- 3.2. Teachers and support staff will receive training on this policy as part of their new starter induction from the Lead Behaviour Professional.
- 3.3. Teachers and support staff will receive regular and ongoing training as part of their development from the Lead Behaviour Professional.

### **4. Pupil expectations**

- 4.1. Pupils and parents/carers will be expected to follow our Academy’s Code of Conduct which requires pupils to:
  - Conduct themselves around the premises in a safe, sensible and respectful manner.
  - Arrive to lessons and school on time and fully prepared.
  - Follow reasonable instructions given by teachers and support staff both in the classroom and on the playground without further prompting.
  - Behave in a reasonable and polite manner towards all staff and pupils.
  - Follow classroom rules and procedures.
  - Listen carefully to each other without interruption
  - Show respect for the opinions and beliefs of others.
  - Talk not shout
  - Tell the truth
  - Share with each other
  - Be kind and caring towards each other
  - Complete class work as requested.
  - Report unacceptable behaviour.
  - Show respect for the school environment and for equipment and property by looking after it carefully and tidying away appropriately.

- Hand their mobile phones and/or smart watches to class teachers to be kept in a drawer. These items will be returned to pupils when leaving school at the end of the school day.

4.2. The Academy will ensure that pupils follow our Code of Conduct by teaching them how to behave sensibly, such as how to:

- Line up in groups when entering or leaving the classroom or school premises.
- Sit appropriately on school chairs, carpets, hall floors, etc.
- Use appropriate voice levels and language, including manners.
- Raise their hands when they wish to speak in class or assemblies.
- Model good behaviour to other pupils.
- Work as a team and respect others' views, beliefs and faiths when engaging in tasks.
- Stop and listen when a listening signal is used.

## **5. Rewarding good behaviour**

We aim to teach the children to behave in an acceptable and appropriate manner through a variety of strategies including:

demonstration  
positive reasoning  
discussion  
reminder  
consistency

modelling  
showing respect for each other at all times

Friendship Clubs  
Buddy Systems  
Learning Mentor initiatives  
ELSA  
School Counsellor  
TA support  
Nurture and Nurturing/Life-skills group  
SMSC activities  
Mental Health Team support  
PSHE/RSE lessons and activities  
RE lessons and activities  
Assemblies  
Use of a calming down area outside of the classroom (refer to protocol)  
Use of Restorative Justice approach  
Listening signals  
Reward systems – House Points/Class DOJOs  
Behaviour contracts  
Reward charts  
Home/Academy books between parents and class teachers

5.1. The Academy recognises that pupils should be rewarded for their display of good behaviour.

5.2. The school will use the following rewards for displaying good behaviour:

- Verbal praise
- Star of the Week
- Stickers and certificates
- Displays of good work and acceptable behaviour
- Targeted activities
- Class rewards – class DOJOs
- House point system
- Celebration assemblies

Parents will be informed of their child's successes through:

- Praise
- Stickers/charts
- Newsletters to parents
- Formal and informal discussions e.g. Parents Evenings/formal and informal conversations/telephone conversations/behaviour books
- Reports
- Behaviour contracts
- Displays



## 6. Unacceptable behaviour

- 6.1. Unacceptable behaviour will not be tolerated at the school.
- 6.2. Breaking any of the rules laid out in our Code of Conduct will lead to sanctions and disciplinary action.

## 7. Sanctions

- 7.1. At Underwood West Academy teachers have the freedom to impose sanctions as they see fit depending on the behaviour, and age, of the pupil:
  - In the first instance, the teacher will tell the pupil to stop the behaviour, explaining to the pupil why their behaviour is unacceptable.
  - If the pupil does not stop immediately, the teacher will give a second warning.
  - If the pupil continues to behave badly, the teacher will give a final warning, advising that if they continue, they will remove the pupil from the classroom.
  - Sanctions will be dependent on the seriousness of the misdemeanour.
  - If a pupil is sent to another classroom, misses playtime or receives another sanction, a senior member of staff may contact the pupil's parent/carer to advise them of this, when appropriate, and may invite them to discuss their child's behaviour.
  - If a pupil misbehaves on the playground, the same process will be followed and the pupil will be sent inside to spend the rest of their playtime/lunchtime indoors, after receiving a final warning.
  - Any pupils that are sent indoors will be supervised by an adult at all times.
  - If further incidents of poor behaviour occur at lunchtimes then parents will be asked to collect their child for the duration of lunchtime and return to school for the afternoon session (lunchtime exclusion)
- 7.2. At Underwood West Academy we recognise that at primary level, pupils may not understand why their behaviour is inappropriate, and therefore, it may be unintentional.
- 7.3. Teachers will use their judgement when issuing sanctions, taking into account whether they believe the pupil's behaviour was intentional, especially if it is the first time the pupil has displayed this behaviour.
- 7.4. At all times, teachers will discuss the behaviour with the pupil to ensure the pupil understands why it is inappropriate and to prevent any reoccurring behaviour.

- 7.5. The Academy will use a number of different sanctions, which will be used depending on the behaviour displayed by the pupil, including the following:
- Providing a verbal warning
  - Removing of House points/Dojo points
  - Using time-outs
  - Loss of privileges - losing playtime/lunchtime
  - Removing the pupil to another classroom/calming down area
  - Reporting the behaviour to the Phase lead and/or Lead Behaviour Professional and/or Principal
  - Phoning or sending a letter home to parents/carers
  - Speaking to parents/carers at the end of the school day
  - Contacting external agencies such as social services
  - the completion of work which the pupil has refused to do
  - home-Academy liaison book
  - Meetings with parents
  - Pupils writing letters of apology
  - School imposed task - rectifying any damage caused, e.g. tidy the classroom
  - Confiscation of inappropriate pupil property, where appropriate
  - Individual timetable
  - 1:1 support
  - Special arrangements for arrival/leaving school
  - Restriction of school visits
  - Restriction of school-based activities
  - In exceptional circumstances, calming area, for a limited period of time – as a time out, calming down or safeguarding strategy (Appendix D)
  - Lunchtime exclusion
  - Excluding the pupil – fixed term exclusion
  - Any other sanction deemed reasonable and proportionate to the context/circumstances of the incident and behaviour
- 7.6. Serious incidents must be reported using CPOMs with appropriate paperwork completed (such as Team Teach book) and relevant members of staff will be informed.
- 7.7. The Principal and Lead Behaviour Professional will keep a record of all reported incidents.
- 7.8. The Academy does not take serious unacceptable behaviour lightly. We will not hesitate to act in the best interest of the pupils within the school.
- 7.9. Following an allegation of serious unacceptable behaviour, the pupil will be placed in another classroom or in a quiet, calm area outside of the classroom whilst an investigation by the Principal takes place.

7.10. If, following an investigation, the allegation is found to be true, the Principal will issue the appropriate disciplinary action.

## **8. Items banned from school premises**

- Liquid correction fluid
- Chewing gum
- Vapes
- Caffeinated energy drinks
- Aerosols including deodorant and hair spray
- Any other toys which are deemed hazardous.

## **9. Searching**

9.1. Staff members may use common law to search pupils, with their consent, for any item, including their pockets, backpacks, lockers and classroom trays.

- 9.2. A pupil's possessions will only be searched in the presence of the pupil and another member of staff, unless there is a risk that serious harm will be caused to any person(s) if the search is not done immediately, and it is not practicable to summon another member of staff.
- 9.3. Following a search, the Principal will contact the parents/carers to advise them of the procedures which were undertaken.

## **10. Confiscation**

- 10.1. A staff member carrying out a search can confiscate anything they have reasonable grounds to suspect is a prohibited item.
- 10.2. If the pupil has possession of illegal items, the police will be called for the removal of the item(s).
- 10.3. Parents/carers will be informed of any confiscated item and may be required to collect the item from the Academy office.

## **11. Outside school and the wider community**

- 11.1. Pupils at the Academy must agree to represent the school in a positive manner.
- 11.2. The guidance laid out in the Code of Conduct applies both inside school and out in the wider community, particularly if the pupil is dressed in school uniform.
- 11.3. Complaints from members of the public about bad behaviour by pupils at the Academy, are taken very seriously and will be dealt with in accordance with the Complaints Policy.

## **12. Monitoring and review**

- 12.1. This policy will be reviewed by the Principal, Lead Behaviour Professional, and Local Academy Governors on an annual basis, who will make any necessary changes and communicate this to all members of staff.
- 12.2. This policy will be made available for inspection and review by the chief inspector, upon request.

## APPENDIX - Behaviours

These behaviours can be sub divided as follows (not in priority order):

Minor	Moderately Serious	Very Serious
	Answering back and defiance	Purposefully hurting others, including adults (e.g. biting, kicking, hitting, head butting/scratching)
		Bullying – Verbal / Physical
Inability to line up		Spitting
Lying deliberately	Use of inappropriate language towards children and adults – including homophobic and racist language	Persistent use of inappropriate language towards children and adults – including homophobic and racist language
	Purposeful non- response to instructions - being defiant	Deliberate acts of vandalism including throwing stones etc
	Deliberate defacing of another child's work	Purposefully damaging equipment  Deliberately damaging the classrooms, building and school grounds
Lack of respect for property and others including adults	Deliberate lack of respect for property and others including adults	Persistent lack of respect for property and others including adults
Interrupting / shouting out	Persistently interrupting/shouting out	Stealing
Running, shouting in and around school	Persistently running and shouting around classes and on/off site	Purposeful disruption of class activities  Leaving the school site
	Inappropriate social/physical behaviour towards others (1 <sup>st</sup> time)	Persistent inappropriate social/physical behaviour towards others
Inappropriate table manners	Inappropriate lunch-time behaviour including throwing food, shouting in the hall	Persistent lunch-time behaviour including throwing food, shouting in the hall
		Racial incidents
		Use of threatening behaviour towards peers and /or staff – including malicious allegations towards staff

Responding to Behaviours – it is the duty and responsibility of all staff to respond to an incident based on its circumstance and context.

	<b>Minor</b>	<b>Moderately Serious</b>	<b>Very Serious</b>
<b>Who should respond initially</b>	Adult involved	Adult involved.	Adult involved. Investigation of incident if not seen to determine circumstances and involvement of child  Removal of pupil  Removal of pupil property
<b>Initial response</b>	Discussion re appropriateness of behaviour  Discuss cause and consequence  Give expectations  Warning  Positive reinforcement	Incident reported to class teacher  Investigation of incident  Give expectations  Cooling off period if appropriate ~ child removed from situation within classroom for up to 5 mins ~ hold adult's hand etc at play time (EYFS & KS1 pupils)  Stand with adult (KS2 pupils)  Implement Sanctions steps -  Step 1 – removal of dojo/house point	Incident reported to class teacher  Principal/Vice Principal/Behaviour Lead/SLT member – Phase Lead informed and involved  Implement Sanctions steps – at the appropriate step
<b>Follow up action</b>	None required if behaviour rectified.  Praise positive behaviour / right choice	Positive reinforcement  Discussion of consequences if behaviour continues  Give expectations  Warning  Speak to parents on day of incident  Continue with Sanctions steps  Step 2 - misses part or whole of their playtime/last one to leave the classroom for lunch or at the end of the school day	Discussion and time-out with Principal, or adult in charge/SLT – Phase Lead/Lead Behaviour Professional  Appropriate task set e.g. letter of apology.  Parents informed ~phone call or letter sent home. Letter handed to parent by class teacher.  Discussion with parent and child with class teacher and /or member of SLT – Phase Lead  Continue with Sanctions steps – at the appropriate step
<b>Action to be taken if behaviour persists</b>	Move to strategies for moderately serious behaviours  Speak to parents	Send to another colleague  Complete behaviour log  Move to serious strategies if behaviour continues	Meeting with parents if required  Removal of privileges for pupil  Involvement of other agencies and strategies including Nurture Group/Learning

		<p>Record incidents and any actions on CPOMs</p> <p>Implement Sanctions steps –</p> <p>Step 3 - goes to a partner year group class for an agreed period of time</p> <p>Step 4- goes to partner year group class for remainder of the morning/afternoon session</p> <p>Step 5- sent to the Phase Lead (SLT) for remainder of the morning/afternoon session</p> <p>Step 6 - works in isolation outside Principal/Vice Principal's room for the remainder of the day (or following day morning if incident occurs in the afternoon). Letter sent home to parents to state that if inappropriate behaviour occurs again, then they will be invited in to a formal meeting to discuss their child's behaviour and attitude with Lead Behaviour teacher/Principal</p> <p>Behaviour book/chart put in place – Lead Behaviour teacher to implement and to manage this and liaise with staff and child. From step 3 onwards – it is class teacher's responsibility to contact and inform parents to make them aware of their child's behaviour and to complete CPOMs</p>	<p>Mentor/Counsellor/outside agencies</p> <p>Internal exclusions</p> <p>Individual timetable to be implemented if required</p> <p>Continue to implement sanctions steps – at the appropriate step.</p> <p>Record incidents and any actions on CPOMs</p>
<b>Record Keeping</b>	Comment on daily plans/children's work if necessary	<p>Continue behaviour log, behaviour charts/ diary/home-school book if appropriate</p> <p>Complete CPOMs</p>	<p>Parents invited to meet with Principal and Lead Behaviour Professional / SENDCO</p> <p>SEN Support Plan written if required</p> <p>PHP/RA written if required</p> <p>Introduce behaviour book/contract/home-school book</p> <p>Complete CPOMs</p>
<b>Parental Involvement</b>		<p>Discussion with parents ~ kept informed of child's behaviour</p> <p>Record meeting and any actions on CPOMs</p>	<p>Letter sent home or telephone call to parent warning of exclusion and procedure explained</p> <p>Meeting with Principal/Vice-Principal or Lead Behaviour</p>



			Professional /Phase Lead - SLT member  Record meeting and actions on CPOMs
<b>Supporting Colleagues</b>	Consistent approach to behaviour management	Consistent approach to behaviour management  Accepting children for cooling off period  Observation of children by Behaviour Lead	Consistent approach to behaviour management  Accepting children for cooling off period  Observation of children by Behaviour Lead  CPOMs list monitored by Inclusion Manager/Lead Behaviour Professional/Phase Lead - SLT

The effectiveness of these strategies will be monitored by the Lead Behaviour Professional through:

- a. Reports to SLT
- b. Classroom Observations and classroom observations as part of performance review
- c. Regular discussion at staff meetings
- d. Records/Reports
- e. Principal's Report to Local Academy Governors
- f. Monitoring of class reward boards/house points system/DOJOs
- g. Level of behaviour observed around the Academy
- h. OFSTED reports
- i. External and internal observations
- j. Analysis of policy and protocols
- k. Analysis of exclusions
- l. Co-ordination of behaviour training for staff, including Team Teach
- m. Reviewing of Positive Handling Plans and Risk Assessments for individual pupils

Guidelines for Behaviour Management:

Code of Behaviour/school attributes

- We show kindness and fairness towards others and our environment.
- We show self-belief through always trying our best.
- We have enquiring minds which we show through the curiosity we have in the world around us.

## **The Five Key Qualities of the Most Outstanding Teachers and Staff:**

- Firm, fair, clear boundaries
- Excellent interpersonal skills – able to form positive relationships
- Learning through fun, interesting, engaging lessons
- High level performance consistently
- Exude confidence

## **Teachers and Staff to use a range of de-escalation strategies:**

Verbal advice and support

Firm clear directions

Negotiation

Limited choices

Distraction

Diversion

Reassurance

Planned ignoring

Contingent touch

CALM talking/stance

Take up time

Withdrawal offered

Withdrawal directed

Transfer adult

Reminder about consequences

Humour

Success reminders

Motivation

## **Principal's checklist - ten key aspects of school practice:**

- Ensure a consistent approach to behaviour management
- Ensure strong school leadership
- Ensure staff employ appropriate and effective classroom management
- Ensure rewards and sanctions are in place and followed consistently
- Ensure behaviour strategies are implemented and the teaching of good behaviour
- Ensure appropriate staff deployment and support
- Appropriate pupil support systems are in place
- Ensure liaison between staff, parents/carers and other agencies
- Ensure pupils transition is well managed
- Ensure appropriate organisation and facilities promote appropriate pupil behaviour

## **Use of Inclusion:**

- At Underwood West Academy we adopt a policy which allows pupils to be placed in a calming area outside of the classroom away from other pupils for a limited period of time to calm or to reflect or as a time out strategy; no longer than is necessary.
- The time out strategy will be used if it reduces the risk presented by the pupil to themselves and others, and only when it is in the best interest of the pupil and when necessary.
- Staff will act lawfully, reasonably and proportionately and be present with the pupil in all cases. Staff will use de-escalation strategies to help the pupil to behave appropriately, using a calm and measured approach.

## **Use of Reasonable Force:**

All Staff are accountable, have a duty of care and must act with good intentions and in the best interest of all pupils. (Children's Act 1998 and 2004)

*1. The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.*

*2. Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.*

*3. 'Reasonable in the circumstances' means using no more force than is needed.*

*4. As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.*

*5. Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.*

Incidents are logged on CPOMs under the categories of control or restrain.

## **Team Teach:**

Trained staff will use Team Teach positive handling only when it is necessary and in the best interest of the pupil; staff will act reasonably and proportionately.

Incidents are logged on CPOMs (under the categories of control/restrain) and also in the Team Teach book.

"Team-Teach techniques seek to avoid injury to the service user, but it is possible that bruising or scratching may occur accidentally, and these are not to be seen necessarily as a failure of professional

technique, but a regrettable and infrequent side effect of ensuring that the service user remains safe”  
(George Matthews- Director).

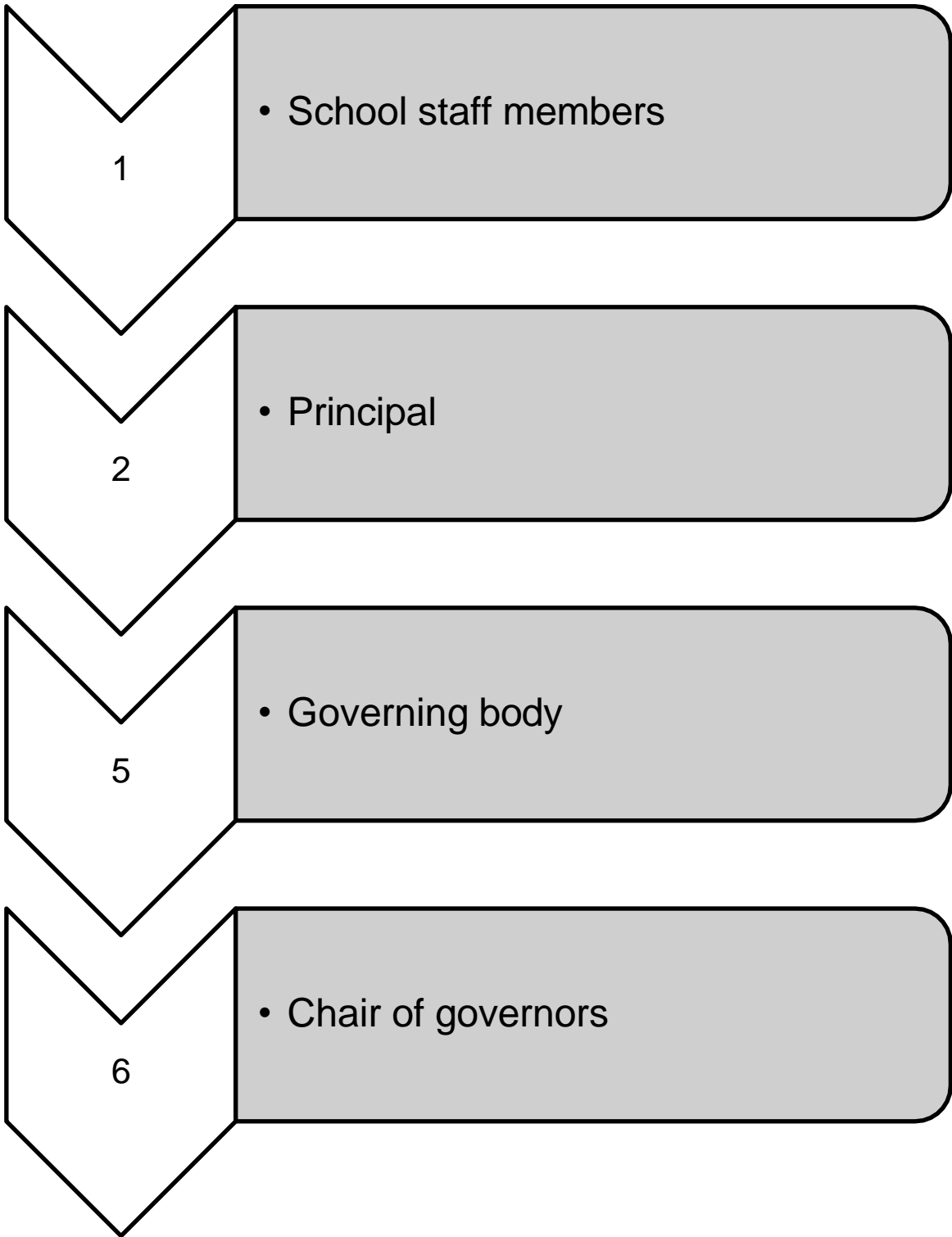
The Academy’s most vulnerable pupils are identified and staff complete and review Individual Risk Assessments and Positive Handling Plans to manage these individual pupil’s needs and to ensure appropriate support is in place.

Refer to:

Behaviour and Discipline in schools – advice for head teachers and schools

(DFE February 2014)

## **Appendix – Behavioural reporting structure**



## Appendix – Behaviour Observation Diary

<b>Name</b>	
<b>Class</b>	
<b>First Concerns/SEN Support Plan/EHCP</b>	

<b>Date/ Time</b>	<b>Behaviour</b>	<b>Signature</b>


Child's name: \_\_\_\_\_

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

Place of observation: \_\_\_\_\_

Observer name: \_\_\_\_\_

**Before the incident:** What led to the behaviour?

**Behaviour:** What exactly did the child do?

**Consequences:** What happened afterwards?

Additional comments:



## Appendix – Behaviour management observations review form

Child's name: \_\_\_\_\_ Date: \_\_\_\_\_ Key worker: \_\_\_\_\_

Does there appear to be any patterns or triggers to the child's inappropriate behaviour?

Do our existing management strategies seem to be effective?

What achievable targets could we put in place for the child to work towards?

What are the child's strengths/positives?

What effective strategies could we adopt to help the child achieve a target?

Additional comments:

## Appendix –Parent-school agreement letter

# Underwood West Academy



## Code of Conduct Agreement

As parent/carer of \_\_\_\_\_, I agree to ensure that my child abides by the terms of the school's Code of Conduct and have explained the consequences that may occur if they break the school rules.

**Signed by:**

<b>Parent/carer:</b>	<b>Date:</b>
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# Underwood West Academy



## Code of Conduct Agreement

As parent/carer of \_\_\_\_\_, I agree to ensure that my child abides by the term of the school's Code of Conduct and have explained the consequences that may occur if they break the school rules.

**Signed by:**

<b>Parent/carer:</b>	<b>Date:</b>
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