

# Millbrook Primary School



## Pupil Discipline and Behaviour Policy

Date policy reviewed: December 2017

Policy review period: 2 Years

Date of next review: December 2019

## **Organisation of the behaviour and discipline policy**

This policy includes the following aspects

**Day to day expectations of behaviour**

**School procedures for dealing with behaviour incidents**

**Rewards and sanctions**

**Multi-agency support for Pupils**

**Behaviour beyond the school gates and school day**

**Searching and Confiscation**

**The use of reasonable force**

**Pastoral Care for School Staff**

### **Aims of the policy**

- To create a welcoming and safe learning environment in which everyone can be successful.
- Develop a consistent approach across the school which all children know and understand.
- Create an atmosphere where social, moral, spiritual and cultural values are learnt and developed.

### **School values**

- Everyone has a right to feel safe at school. The staff and governors at Millbrook are committed to ensuring that every child is protected from harm.
- Everyone is of equal value and will be valued equally regardless of whether or not they have a disability, whatever their ethnicity, culture, religious affiliation, national origin or national status, whatever their gender and gender identity and whatever their sexual identity.
- It is everyone's responsibility to help make our school a happy place where everyone can be successful.
- We expect that the behaviour of children will enable teachers to teach, and each other to learn.
- Everyone is responsible for his/her own behaviour.
- Our expectations are for good behaviour.
- Good behaviour will be celebrated and rewarded.
- The education of the majority of children will be protected from disruption by a minority of unacceptable behaviour.
- Unacceptable behaviour will be met with consequences.
- Parents will be informed about the expectations of the school and about the consequences if their child behaves inappropriately.
- We have rules in our school because they provide a code about working and being together.

## Rules

Our main rules are:

1. We listen and follow instructions from members of staff
2. We work hard and don't waste our time
3. We don't hurt anyone with words or actions
4. We speak politely to all the children and adults
5. We use Hands-Off play
6. We walk sensibly about the school
7. We look after our school and everything in it – we don't waste or damage things

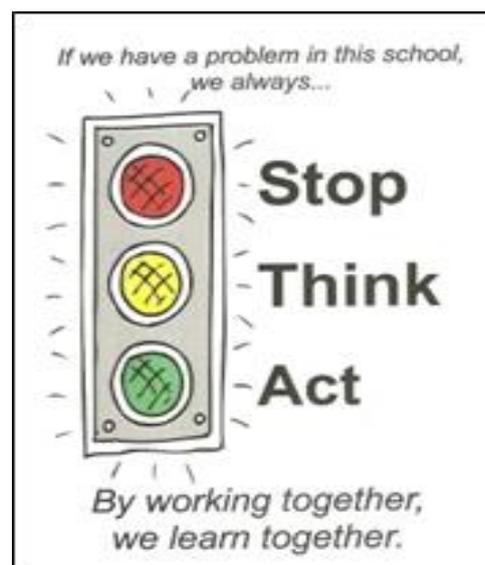
These rules are condensed into **The Golden Rules** which are displayed prominently around school. Staff working with younger children wear lanyards with visual representations of the rules which can be used as cues in discussions about behaviour.

We also have a visual representation of **Hands-Off Play** that is discussed regularly with children and reinforced in assemblies.

For older children, the **Stop, Think, Act** procedure is used to help them manage disagreements and is referenced in all situations requiring adult intervention. Again this procedure is regularly reinforced during assemblies and PSHE sessions.



### Hands Off Play



## **Promoting Good Behaviour**

Good behaviour is helped when everyone remembers to do what is expected of them:

- Staff praise children when they see good behaviour.
- Staff focus on the positive behaviour they see.
- Staff tell children clearly what is expected of them.
- Children remember what is expected of them.
- School and classroom rules are consistent, fair, and kept.
- Rules are regularly reviewed with staff and children together.
- Coaching strategies are used to support pupils; the strategies help pupils to change patterns of behaviour and beliefs.
- Responsibilities, expectations, and activities are matched to the individual Child's age, needs and development.
- Staff regularly inform children's parents of good behaviour or achievement
- When children have worked hard on a task and produced excellent work this is displayed as an example.
- In P.S.H.E. and R.E. lessons children are taught the reasons why good behaviour is essential in our society and how bad behaviour can spoil the lives of others and restrict their own life opportunities.
- In assemblies children are encouraged to think about and empathise with others and learn the importance of respecting the rights of others.
- The school council regularly discuss behaviour issues and views are sought and shared from all pupils through the Safety Squad and School Council.

## **Rewards**

We believe that good behaviour should be consistently rewarded:

- Staff will praise a child immediately for their good behaviour and say why they are pleased with the child.
- Staff will regularly inform each other and the child's parents of small

praiseworthy actions.

- Staff may give small privileges to children who behave consistently well, and to children otherwise who have made a special effort to do so.
- Children can be recognised in Achievement Assembly
- Classes nominate a child each week to receive a special award
- When appropriate, staff will reward a whole group for their co-operative support of individuals or each other, for good behaviour or achievement.
- Exemplary behaviour or achievement will be commended by staff and will be rewarded via the class reward scheme (Class Dojo)
- Staff may phone the child's parents to express how pleased they are with his/her behaviour.
- Staff can send a postcard of praise home detailing their child's success

## Millbrook Primary School - A school based graduated response to behaviour issues

Stage	Lead	What types of behaviour might be displayed?	What is involved?	Next Steps
<b>1</b>	CT with support and advice from Inclusion Manager and Team Leader	<p><b><u>Low-level disruption</u></b></p> <p>These are behaviours which are not overtly confrontational or challenging, but which distract from teaching and learning.</p> <p>There are generally five broad categories of low level disruption:</p> <ul style="list-style-type: none"> <li>• talk</li> <li>• movement</li> <li>• time</li> <li>• pupil-pupil relations</li> <li>• teacher-pupil relationships</li> </ul>	<p>Class teacher responsible for the pupil identifies a concern regarding behaviour or conduct in class or on the playground.</p> <p>Initial discussion with pupil about issues. SMART targets and behaviour strategies are put in place for defined period with success criteria. Reinforcement of school code.</p> <p>Class teacher to seek advice from the Inclusion manager if necessary and inform team leader.</p>	<p>If satisfactory progress is not made, teacher to discuss with inclusion mentor and/or team leader.</p> <p>The class teacher to involve parents at this stage to inform them of the difficulties and what needs to be done. This should be done in a positive, learning focussed way.</p>
<b>2</b>	CT with	A continuation, escalation	The teacher responsible for the child informs	Most pupils

	<p>support and advise from Inclusion Manager and Team Leader</p> <p>If required: Learning Mentor/ SENCO</p>	<p>or increased frequency of low-level disruptive behaviours from Stage 1.</p>	<p>the SENCO and inclusion manager about their continued concerns and what has already been tried. IM to observe child and teacher and make suggestions and recommendations. IM to set a date to review and evaluate.</p> <p>If the concern is thought to be related to a potential Special Educational Need, the SENCO is informed. Potential difficulties are investigated at this stage.</p> <p>CT arranges meeting with parents/ carers to discuss issues and draw up an Individual Behaviour Plan, which is implemented in the class.</p> <p>Suggestions for support at home are considered with the parents/carers. Regular meetings with parents to monitor situation.</p> <p>Additional and/or different activities/resources are used to meet the needs of the pupil if necessary (e.g. Learning Mentor, SENCO etc.)</p>	<p>should make progress with the targeted support. If progress is not made, meeting with parents is arranged to complete CAF and start TAC process.</p>
<b>3</b>	<p>CT with support and advise from Inclusion Manager and Team Leader</p> <p>If required: Learning Mentor/ SENCO/ SLT</p>	<p>A continuation, escalation or increased frequency of low-level disruptive behaviours from Wave 1 or the escalation to high-level disruption.</p> <p><b><u>High-level Disruption</u></b> High level disruptions are more serious and are overtly confrontational and challenging. These behaviour patterns include:</p> <ul style="list-style-type: none"> <li>• challenges to authority</li> <li>• refusal to obey rules</li> <li>• frequent verbal abuse</li> </ul>	<p>A CAF is completed within 1 week and support requested from outside agencies e.g. CAMHS, EHS etc. A TAC date is arranged for within six weeks of the CAF to review progress. Documents should be sent off within one week of the meeting being held.</p> <p>SENCO to source support from outside agencies e.g. BSAT, EP etc.</p> <p>A new IBP is devised from the additional guidance given and the teacher involved delivers the plan of action, with support from Mentors. Advice from outside agencies is acted upon, monitored and reviewed.</p> <p>Parents are fully informed and a behaviour contract is implemented with clear success criteria and reviewed weekly with parents. (CT, IM and a member or SLT)</p> <p>Support for home is considered through Early Help and Support. IBP is reviewed regularly.</p>	<p>The majority of pupils will make progress with the further advice and intervention but if the targets and strategies do not result in adequate progress all the parties involved will contribute evidence to support a request an Education Health and Care Needs Assessment (EHCNA). At this stage, consideration will be given to referral to Fair Access Panel.</p>

4	SLT	A continuation, escalation or increased frequency of high-level disruptive behaviours from Stage 3.	IBP regularly monitored. Daily review with CT. Request for EHCNA submitted. Consideration given to modified timetable to maintain placement. Modified teaching arrangements considered. Alternative in-school provision considered and request for external alternative provision made to FAP. In extreme circumstances, permanent exclusion considered.	If no progress is made, consideration given to requesting a managed-move via FAP.
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### Outside the classroom

#### Breaktimes:

#### When a pupil does not follow the school rules an adult will:

- remind the pupil of the rule which is being broken
- tell the pupil what the consequence will be if they do not change their behaviour
- Generally a warning will be given first.
- **Consequence of continuing not to follow school rules at break will be to miss the next breaktime or undertake some “helping hands” activities such as litter picking or tidying up. .**

If the above does not change the pupil’s behaviour the adult will report the matter to SLT. A log will be created on CPOMs for repeated offences or when a pattern is suspected.

Exceptions:

***Swearing: if a pupil uses offensive language the adult will tell the pupil that is it unacceptable and a detention will be given in without further warnings.***

***Physical violence: if a pupil uses physical violence the adult will tell the pupil that it is unacceptable and the matter will be reported to a DSL or SLT who will create a log on CPOMS.***

### Equal Opportunities

Equal opportunities is about ensuring that every member of the school community is regarded as being of equal worth and importance, irrespective of culture, race,

gender, gender orientation, sexual orientation, learning abilities, sensory or physical impairment, social class or lifestyle; it is about recognising differences, meeting individual needs and taking positive action, so that everyone has equal access to the educational opportunities offered by the school; it is also about regularly monitoring that each child has the opportunity to achieve.

### **The power to discipline beyond the school gate**

Disciplining beyond the school gate covers the school's response to all non-criminal bad behaviour and bullying which occurs anywhere off the school premises and which is witnessed by a member of staff or reported to the school. The governing body must be satisfied that the measures proposed by the head teacher are lawful. (see appendix 1)

### **Searching and confiscation**

The Headteacher, Deputy Headteacher and other senior members of staff have a statutory power to search pupils or their possessions, without consent, where they suspect the pupil has certain prohibited items. The items that can be searched for under this power are knives or weapons, alcohol, illegal drugs and stolen items. School staff can seize any banned or prohibited item found as a result of a search or is considered to be harmful or detrimental to school discipline. (see appendix 2)

### **Physical Intervention**

The use of physical intervention is rare and is, wherever possible avoided. There may be occasions where the use of physical restraint is appropriate; for example if a child is hurting him/herself and/or others or making a threat to injure using a weapon. Any intervention used will always be minimal and in proportion to the circumstances of the incident. All physical intervention will be undertaken by staff trained in MAPA techniques, except where there is immediate danger of harm, when all staff have the right to use reasonable force.

### **Pastoral care for school staff**

If an employee is accused of misconduct and pending an investigation, the governing body will instruct the Headteacher to draw on the advice in the 'Dealing with Allegations of Abuse against Teachers and Other Staff' guidance when setting out the pastoral support school staff can expect to receive if they are accused of misusing their powers.

### **Resources available in school**

- Behaviour strategy sheets personalised for individual children
- Raffle tickets
- Stickers
- Postcards

### **Outside Agency Support**

- CAMHS
- Behaviour Support Service

- Support from Local Authority
- The Linden Centre Pupil Referral Unit
- Hadley Castle Early Help and Support (01952 387183)
- Family Connect (01952 385385)

**Further reading and guidance**

Millbrook Anti-Bullying Policy (2017)

Safeguarding and Child Protection Policy (2017)

Governors' written statement of behaviour principles (2017)

Principles governing the management of behaviour at Millbrook Primary School (2015)

Managing allegations against school staff (2016)

Millbrook Single Equalities Scheme (2017)

Creating a culture: how school leaders can optimise behaviour (DfE 2017)

Behaviour and Discipline in schools (DfE 2016)

<b>Policy- Document Status</b>			
<b>Date of Policy Review</b>	<b>December 2017</b>	<b>Named Responsibility</b>	
<b>Review due</b>	<b>December 2019</b>	<b>Named Responsibility</b>	
<b>Date of Policy Adoption by Governing Body – January 2018</b>			

## **Appendix 1**

### **The power to discipline beyond the school gate**

Disciplining beyond the school gate covers the school's response to all non-criminal bad behaviour and bullying which occurs anywhere off the school premises and which is witnessed by a member of staff or reported to the school. The governing body must be satisfied that the measures proposed by the head teacher are lawful.

Any bad behaviour when the child is:

- taking part in any school-organised or school-related activity or
- travelling to or from school or
- wearing school uniform or
- in some other way identifiable as a pupil at the school.

Or, misbehaviour at any time, whether or not the conditions above apply, that:

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

As a result of any of these behaviours, the Headteacher will collect witness statements from both adults and children who have witnessed the event. The parents of the child involved will be contacted and invited into school to discuss the matter. Sanctions for the bad behaviour will follow those issued by the school for bad behaviour during the school day. Parental support will be sought for sanctions which they are able to administer outside the school day.

Following any incident, the Headteacher will consider whether it is appropriate to notify the police or Community Support Officers of the actions taken against a pupil. If the behaviour is criminal or poses a serious threat to a member of the public, the police will always be informed. If there is any concern that the behaviour may be linked to the child suffering, or being likely to suffer, significant harm, Safeguarding procedures would be followed.

## **Appendix 2**

### **Searching and confiscation**

The Headteacher, Deputy Headteacher and two senior members of staff have a statutory power to search pupils or their possessions, without consent, where they suspect the pupil has certain prohibited items. The items that can be searched for under this power are knives or weapons, alcohol, illegal drugs and stolen items. School staff can seize any banned or prohibited item found as a result of a search or is considered to be harmful or detrimental to school discipline.

### **Searching with consent**

#### **Schools' common law powers to search:**

School staff can search pupils **with their consent** for any item which is banned by the school rules.

1. The school does not need to have formal written consent from the pupil for this sort of search – it is enough for the teacher to ask the pupil to turn out his or her pockets or if the teacher can look in the pupil's bag and for the pupil to agree.
2. Items which are banned in school include, mobile phones, electronic games or devices, any item which could be used as a weapon, matches, any form of drugs (including medicines, which have not been prescribed and a medical form completed), knives, firearms, sprays, alcohol or stolen items.
3. If a member of staff suspects a pupil has a banned item in his/her possession, they can instruct the pupil to turn out his or her pockets or bag and if the pupil refuses, the teacher can apply an appropriate punishment as set out in the school's behaviour policy.
4. A pupil refusing to co-operate with such a search raises the same kind of issues as where a pupil refuses to stay in a detention or refuses to stop any other unacceptable behaviour when instructed by a member of staff – in such circumstances, schools can apply an appropriate disciplinary penalty.

### **Searching without consent**

#### **What the law says:**

#### ***What can be searched for?***

1. Knives or weapons, alcohol, illegal drugs and stolen items (referred to in the legislation as 'prohibited items').

#### ***Can I search?***

2. Yes, if you are the Headteacher, Deputy headteacher or a senior member of staff.  
But:
  - a. you must be the same sex as the pupil being searched; and
  - b. there must be a witness (also a staff member) and, if at all possible, they should be the same gender as the pupil being searched

### ***When can I search?***

3. If you have reasonable grounds for suspecting that a pupil is in possession of a prohibited item.

### **Authorising members of staff**

The Headteacher, Deputy Headteacher and two Senior members of Staff are authorised to use these powers.

1. Teachers can only request a senior member of staff to undertake a search without consent if they have reasonable grounds for suspecting that a pupil may have in his or her possession a prohibited item. The teacher must decide in each particular case what constitutes reasonable grounds for suspicion. For example, they may have heard other pupils talking about the item or they might notice a pupil behaving in a way that causes them to be suspicious.

2. The powers allow school staff to search regardless of whether the pupil is found after the search to have that item. This includes circumstances where staff suspect a pupil of having items such as illegal drugs or stolen property which are later found not to be illegal or stolen.

### **Location of a search**

1. Searches without consent can only be carried out on the school premises or, if elsewhere, where the member of staff has lawful control or charge of the pupil.

2. The powers only apply in England.

### **During the search**

#### **Extent of the search – clothes, possessions and trays**

#### **What the law says:**

The person conducting the search may not require the pupil to remove any clothing other than outer clothing. **‘Outer clothing’** means clothing that is not worn next to the skin or immediately over a garment that is being worn as underwear but ‘outer clothing’ includes hats; shoes; boots; gloves and scarves.

**‘Possessions’** means any goods over which the pupil has or appears to have control – this includes trays and bags. A pupil’s possessions can only be searched in the presence of the pupil and another member of staff. The power to search without consent enables a personal search, involving removal of outer clothing and searching of pockets.

#### **Trays**

Under common law powers, schools are able to search trays for any item provided the pupil agrees. Pupils will have a tray on condition that they consent to have it searched for any item whether or not the pupil is present.

If a pupil does not consent to a search then it is possible to conduct a search without consent but only for the “prohibited items” listed above.

## Use of force

Reasonable force may be used by the person conducting the search (see appendix 3).

## After the search

### The power to seize and confiscate items – general

#### What the law allows:

Schools' general power to discipline, as set out in Section 91 of the Education and Inspections Act 2006, enables a member of staff to confiscate, retain or dispose of a pupil's property as a disciplinary penalty, where reasonable to do so.

1. The member of staff can use their discretion to confiscate, retain and/or destroy any item found as a result of a 'with consent' search so long as it is reasonable in the circumstances. Where any article is thought to be a weapon it must be passed to the police.

2. Staff have a defence to any complaint or other action brought against them. The law protects members of staff from liability in any proceedings brought against them for any loss of, or damage to, any item they have confiscated, provided they acted lawfully.

### Items found as a result of a 'without consent' search

#### What the law says:

- A person carrying out a search can seize anything they have reasonable grounds for suspecting is a prohibited item (that is a weapon/knife; alcohol; illegal drugs or stolen items) or is evidence in relation to an offence.
- Where a person conducting a search finds **alcohol**, they must retain it for return to the parent.
- Where they find **controlled drugs**, these must be delivered to the police as soon as possible.
- Where they find **other substances** which are not believed to be controlled drugs these can be confiscated where a teacher believes them to be harmful or detrimental to good order and discipline.
- Where they find **stolen items**, these must be delivered to the police or returned to the owner, providing it is safe to do so.
- Any **weapons or items which are evidence of an offence** must be passed to the police as soon as possible.
- It is school policy to always deliver stolen items or controlled drugs to the police. If the owners of the items are known and do not pose a threat to the pupil, these will be returned to the owner.

### Telling parents and dealing with complaints

Schools are not required to inform parents before a search takes place or to seek their consent to search their child.

1. There is no legal requirement to make or keep a record of a search, however as good practice the sheet below will be completed whenever a search and/or confiscation has taken place.

2. The school will always inform the individual pupil's parents or guardians where alcohol, illegal drugs or potentially harmful substances are found along with any other banned items which might be found.

3. Complaints about screening or searching will be dealt with through the normal school complaints procedure.

## **Appendix 3**

### **The use of reasonable force**

#### **What is reasonable force?**

- (i) 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.
- (ii) 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.
- (iii) 'Reasonable in the circumstances' means using no more force than is needed.
- (iv) 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.
- (v) 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.
- (vi) School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

#### **2 Who can use reasonable force?**

- (i) All members of school staff have a legal power to use reasonable force
- (ii) This power applies to any member of staff at the school. It can also apply to people whom the head teacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.

#### **3 When can reasonable force be used?**

- (i) Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.
- (ii) In a school, force is used for two main purposes – to control pupils or to restrain them.
- (iii) The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.
- (iv) The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

#### **Schools can use reasonable force to:**

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;

- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and restrain a pupil at risk of harming themselves through physical outbursts.

### **Schools cannot:**

use force as a punishment – **it is always unlawful to use force as a punishment.**

### **Using force**

A panel of experts identified that certain restraint techniques presented an **unacceptable risk** when used on children and young people. The techniques in question are:

- the ‘seated double embrace’ which involves two members of staff forcing a person into a sitting position and leaning them forward, while a third monitors breathing;
- the ‘double basket-hold’ which involves holding a person’s arms across their chest; and
- the ‘nose distraction technique’ which involves a sharp upward jab under the nose.

### **Staff training**

Training is provided for inclusion staff so that they are able to support staff across the school. A senior member of staff will always support other staff across the school.

### **Telling parents when force has been used on their child**

All incidents of reasonable force are recorded in order to support the child and staff involved. (see sheet below)

### **What happens if a pupil complains when force is used on them?**

- All complaints about the use of force should be thoroughly, speedily and appropriately investigated.
- Where a member of staff has acted within the law – that is, they have used reasonable force in order to prevent injury, damage to property or disorder – this will provide a defence to any criminal prosecution or other civil or public law action.
- When a complaint is made the onus is on the person making the complaint to prove that his/her allegations are true – it is **not** for the member of staff to show that he/she has acted reasonably.
- Suspension must not be an automatic response when a member of staff has been accused of using excessive force. Schools should refer to the “Dealing with Allegations of Abuse against Teachers and Other Staff” guidance where an allegation of using excessive force is made against a teacher. This guidance

makes clear that a person must not be suspended automatically, or without careful thought.

- Schools must consider carefully whether the circumstances of the case warrant a person being suspended until the allegation is resolved or whether alternative arrangements are more appropriate.
- If a decision is taken to suspend a teacher, the school should ensure that the teacher has access to a named contact who can provide support.
- Governing bodies should always consider whether a teacher has acted within the law when reaching a decision on whether or not to take disciplinary action against the teacher.
- As employers, schools and local authorities have a duty of care towards their employees. It is important that schools provide appropriate pastoral care to any member of staff who is subject to a formal allegation following a use of force incident.

### **What about other physical contact with pupils?**

- It is not illegal to touch a pupil. There are occasions when physical contact, other than reasonable force, with a pupil is proper and necessary.
- Examples of where touching a pupil might be proper or necessary:
  - a. Holding the hand of the child at the front/back of the line when going to assembly or when walking together around the school;
  - b. When comforting a distressed pupil;
  - c. When a pupil is being congratulated or praised;
  - d. To demonstrate how to use a musical instrument;
  - e. To demonstrate exercises or techniques during PE lessons or sports coaching;
  - f. To give first aid.

**Name of child:**

**(Male/Female)**

**Class:**

**Search and confiscation Record**

**Reason for the search**

**Names of staff carrying out the search and those staff acting as witness include title**

- 1.
- 2.

**Items found**

**Other agencies involved – please list with name and title**

**Parents contacted**

**Date:**

**Time:**

**Sanctions/Next steps**

**Meeting with parent and child following the incident**

**Any further intervention or agency involvement required**

**Signed:**

**Date:**

**Designation:**

**Reasonable Force Record (Including MAPA)**

**Name of child:** \_\_\_\_\_ **(Male/Female)** **Class:** \_\_\_\_\_

**Reason for the use of reasonable force**

**Names of staff using reasonable force**

1.

2.

**Other agencies involved – please list with name and title**

**Parents contacted**

**Date:**

**Time:**

**Sanctions/Next steps**

**Meeting with parent and child following the incident**

**Any further intervention or agency involvement required**

**Signed:**

**Date:**

**Designation:**

**Behaviour Target Record**

**Name of child:**

**(Male/Female)**

**Class:**

**Reason for the behaviour meeting/discussion**

**Names/title of staff leading the meeting**

1.

2.

**Agreements made by child to modify their behaviour**

- 
- 
- 

**Parents contacted (Yes/No)**

**Date:**

**Signed ..... (Child)**

**Signed ..... (Adult)**

**Follow up meeting**

**Date .....**

**Attending:**

**Outcome/improvements in behaviour**

**Sanctions/Next steps**

**Any further intervention or agency involvement required**

**Signed:**

**Date:**

**Designation:**