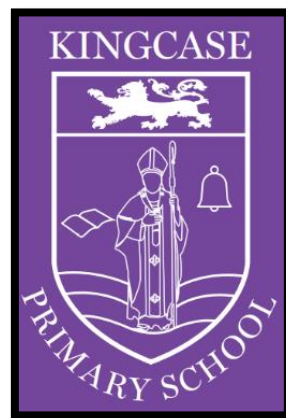


# Kingcase Primary and EYC

## 'The Kingcase Way'

Our approach to relationships and behaviour within  
PI-P7.



Created: March 2023

Updated with changes: August 2024



# The Kingcase Way:

## Our Motto:

From August 2024, our school Motto is: '*Soaring to Excellence*'. This was created in partnership with our entire school community because of a very positive recent HMle inspection. We now want to be ambitious for our 'next chapter' and this reflects this. We are also based close to an Airport, so our children felt this was very fitting.

## Our Values:

Here at Kingcase Primary, we pride ourselves on our positive school ethos, which is underpinned by a shared set of values that ensure that each child is at the centre of all that we do.

We aim to ensure our shared values are steeped in the culture of our school.

**Honesty, Compassion, Equity, Responsibility and Respect.**



## The Kingcase Vision is:



Create a safe, happy, caring and inclusive school where we work together, learn from each other and share ideas.



Have high hopes and expectations and believe in ourselves and each other.



Focus on improvement and remember every gain is a victory!



Embed quality learning, teaching and assessment into daily practice and value the importance of continual self-evaluation and reflection.

## The Kingcase Aims are to:

Ensure that all pupils fulfil their potential as:

Successful learners

Responsible Citizens

Effective Contributors

Confident Individuals

through engaging fully with school life and embedding our vision and values in our practice.

## The Aims of this policy:



- ✓ To create a culture where exceptionally good behaviour is **taught, modelled** and **expected** from all at Kingcase.
- ✓ To promote a school ethos where loving and nurturing relationships are central to what we do in Kingcase. High expectations are central to this.
- ✓ To support the emotional, mental and physical needs of all children in Kingcase.
- ✓ To enable all Kingcase children to take responsibility for their own behaviour.
- ✓ To empower all adults working with children in Kingcase to support children, and to ensure that the Kingcase Team are fully **consistent** in their approach.

**Consistency** is key!

## Roles and Responsibilities:

- Parents/Carers are the first educators of their children. We ask that they prepare children for formal-schooling by regularly teaching and reviewing expectations.
- In school, Teachers are responsible for the implementation of the policy within their own classroom and, when necessary, within the dining area, corridors and playground. Teachers should take time to remind children of rules and consequences at the start of each new session and as necessary throughout the year.
- Teaching and non-teaching staff should refer any behaviour concerns to the appropriate Principal Teacher in the first instance. Principal teachers will follow this up as soon as is possible.
  - EYC & Primary 1: Mrs Afrin
  - Primary 2 & 3: Mrs Smith
  - Primary 4/5/6: Mrs Fulton
  - Primary 7: Mrs Afrin
- Principal Teachers will follow this up with Head Teacher or Depute Head Teacher where required. In the event of a serious incident requiring to be followed up when the PT is in class, DHT/HT will intervene.
- School assemblies will be used to reinforce the school's Behaviour policy, values and to celebrate achievements.
- Non-Teaching staff and S.L.T will share the responsibility for the implementation of the policy within the playground and dining hall.
- Visitors to the school, parent volunteers should not be asked or expected to implement the behaviour policy but should be encouraged to inform the class teacher of any observed inappropriate behaviour.
- Non-Teaching and teaching staff will have equal authority within the classroom to reward and remind pupils, but care should be taken to ensure that a high level of professionalism is shown in such situations and respect for a colleague's decision is essential. Disagreements on implementation should not be discussed in front of pupils.
- Pupils who are within the school's Staged Intervention process will be highlighted to class teachers. Although the guidelines should be implemented consistently, there remains some element of flexibility to ensure such pupils are supported and challenged effectively about their behaviour management.

# Roles and Responsibilities:

## Leadership Team

- Support staff in the consistent implementation of the policy and guidelines,
- Share with parents, via newsletters and the website, the school's expectations in relation to pupil behaviour.
- Track carefully, the children who receive purple cards, and after two, invite parents into school to discuss and agree plan to move forwards.
- Issue letters, where appropriate, to parents to raise concern about their child's behaviour.

## Class Teachers

- Ensure social skills are explicitly taught and how these link to behaviour expectations in school.
- Remind children of expectations around their behaviour in school
- Speak with parents/carers in the first instance if a pattern of behaviour emerges.
- Complete and monitor behaviour tracking sheets
- Alert members of SLT (initially designated PT) to any child for whom behaviour is causing concern – email.

## School Assistants

- Work with class teachers to implement the guidelines when working with groups of children.

## Parents

- Familiarise themselves with the school's guidance on managing behaviour
- Support class teachers at an early stage, where concern is raised around a child's behaviour
- Acknowledge by signing and returning any letters sent home regarding behaviour

## Children

- To have a full understanding of the school rules and expectations of behaviour in school
- Show respect and manners to staff, visitors and peers
- Act out the school's values in their actions and words
- Work, as part of a team, to secure success in house point competition

# 'The Kingcase Way'

## First Attention to the Best Conduct

PIP – Praise in Public

RIP – Reprimand in Private

Recognition Boards used by all staff

'Walking with Pride'

Positive Calls Home.

HT awards (wider achievements)

Tickled Pink Friday award (weekly)

Value Champs (Monthly)

House Points (termly treat)

## Relentless Routines

Meet and Greet

Walking with Pride

Visible staff presence before and after school and during transitions

Daily discussion with individuals and whole class of school vision and values

## Follow up

Use of Behaviour Tracker

Restorative Chat follow up with SLT during break (if incident is before break or after lunch from previous day), or lunch if the incident was during break.

Strong partnership with parents/carers

Consideration of barriers to learning/ASN.

# Nurture at Kingcase:

**Every kid is  
one caring  
adult away  
from being a  
success story.**

What Nurture is not:

- ☒ Something that only happens in the Nurture Class.
- ☒ Only the responsibility of staff who believe in Nurture Approaches.
- ☒ Removing all high expectations of behaviour and effort.
- ☒ Stopping teaching children right from wrong.
- ☒ Removing structures and expectations.

What Nurture is:

- ✓ Seeing each child as an individual, and being mindful of this when planning for them, and supporting them with emotions and behaviour.
- ✓ The responsibility of everyone, in every part of the school.
- ✓ Support and strategies are based on needs analysis and strong assessment of a child (Boxall, Wellbeing web, Leuven Observations)
- ✓ Creating a safe, predictable and highly organised learning environment for all children, in every space of the school.
- ✓ High (but realistic) expectations of all learners.

The key principles of Nurture are:





# Expectations and Routines of Behaviour around the School:

## Procedures for Moving Around the School

The following procedures have been put in place to ensure that children enter the building in a responsible manner. To ensure everyone's safety, fire doors should only be opened by an adult for the purpose of children leaving or entering their class. The fire door should be held open by one pupil as a class moves through.

## All Classes

When the bell rings pupils will be expected to line up in their designated areas. Once in line they will stand quietly while waiting for teachers to arrive. Teachers should ensure they are at lines promptly at 9am, 11am and 1.30pm.

Teachers should have high expectation of 'line behaviour' before moving inside. A calm transition is very important for safety and wellbeing of all children.

After morning interval and lunchtime, staff on playground duty will encourage the pupils to follow school procedures while lining up and standing in line. Reminders will be given to pupils who fail to do so. Teachers should ensure that the children fulfil the school's expectations of high standards of behaviour as they enter the building and proceed to their classrooms.

## Primary 1-3

Class teachers will bring in their own lines, supervise the pupils while they hang their jackets up and escort them to the class. Teachers will ensure that the children fulfil the school's expectations of high standards of behaviour and in ensuring all coats are on named pegs and that cloakroom areas are kept tidy.

## Rooms 7, 11, 13 and 14 – 9am, 11am and 1.30pm lines.

Class teachers will work on a rota basis as follows: one staff member at the lines, and one standing between cook station and library, supervising cloakroom area. Teachers will ensure that the children fulfil the school's expectations of high standards of behaviour and in ensuring all coats are on pegs and that cloakrooms are kept tidy.

## Corridors

Classes should be instructed by the teacher to walk on the left-hand side of the corridors and to stop and wait at designated points e.g. the end of the corridor/fire door/entrance to hall etc. There are green and red spots on the fire doors which are visual reminders for children to use for following the rules for moving around the school.

## Unsupervised Pupils

Pupils moving around the school unsupervised e.g. on an errand to the office/ going to music tuition, nurture room etc. should be made aware of the expectation of responsible behaviour when moving around the school.

## Children Arriving Late

The definition of late for the purposes of school registers is once the relevant entrance doors have been closed for security purposes. Pupils arriving after the school bell has gone and all doors are secured, should enter by the main entrance. Names are recorded and registers marked accordingly.

## Packed Lunch Boxes P1-3

Children should be trained to place their packed lunch box in their class box and take it down to designated area (outside resource cupboard). Nominated helpers can collect this box at 1.30pm when the bells rings and return it to their class. There should be no need for children to go into lunch boxes at times out with lunchtime. Snacks for morning interval should be collected from school bags on the way into the playground.

### Packed Lunch Boxes P4-7

To reduce the number of children who are going into classroom during lunchtimes – we will adopt the same system for P4-7. Each class will have boxes which will be clearly labelled. These large boxes will remain in classrooms. AT 9AM, all children should place their packed lunch in one of the larger boxes. These boxes will be carried out to the open area (Art Area) at 12.45. Children will collect their boxes on their way past and leave it here on their way back to the playground. At 1.30 Monitors, will bring these boxes back into the classroom.

### Toilets

All pupils in Kingcase are expected to help keep the toilets clean and tidy by ensuring that they are used appropriately and all litter is placed in the bins provided. Any pupil finding toilets in a mess should report this immediately to class teacher / support assistant. All class teachers should have in place, a system for recording when individual children leave the classroom to go to the toilet, please note only one child out at the time. Where staffing allows, a member of staff will monitor the infant and upper classrooms at break and lunch.

P1-3 pupils use toilets in the Infant department during class time and at Intervals/Lunchtimes.

P4-7 pupils use Upper toilets during class time and at Intervals/Lunchtimes.

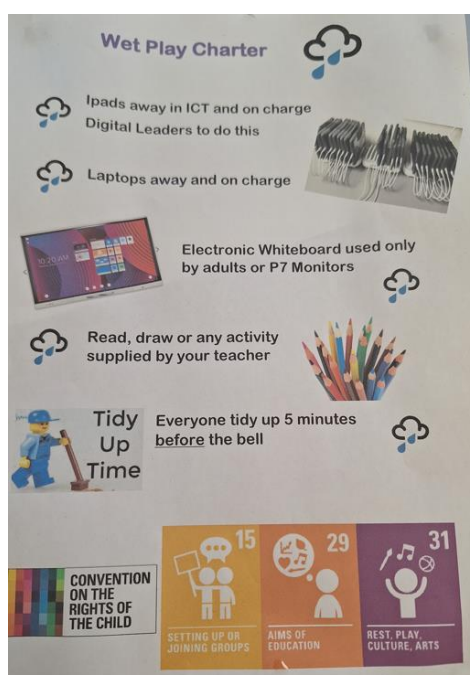
### Intervals

Pupils are expected to exit the school by their own designated door at morning interval, lunchtime and at the end of the day. On no account should pupils re-enter the school unless to make use of the toilets, in which case they should do so by the designated doors. Pupils found to be in the school, unless authorised to do so will have consequences in place.

### Wet days

If the weather is deemed to be too severe for pupils to be in the playground during interval/lunchtime then 3 bells will ring. Pupils should then remain in class where they will be supervised by staff and P7 monitors. Monitors allocated to each class will participate in training to ensure they are aware of rules and boundaries and to suggest ways to manage children across the school.

If wet play is cancelled and tidying up is completed, monitors will, after a supervising adult has given the go ahead, lead the children in an orderly fashion to the playground.



### Lunchtime Activities

Teachers /parents responsible for lunchtime activities should arrange to meet pupils at an agreed time and designated door and accompany them to where the lunchtime club is taking place.

### Sick & Injured Pupils

Almost all Support Assistants and EYPs are trained first-aiders and carry a first-aid kit with them while in the playground. First aid will be administered where possible, in the playground, and when required, in the First Aid room. The library should not be used for sick/injured pupils. They should be provided a designated space at one of the picnic benches in the playground. Any pupil considered unfit to sit at one of the picnic benches outside while they recover should be referred to a member of the management team.

### Good Behaviour in the Dining Hall

All children will be encouraged to have good social manners and behaviour in the dining hall at lunchtimes.

all children should remember to:

- enter and leave the hall quietly
- walk at all times, in the dining hall
- finish what they are eating before they speak
- remember to say 'please' and 'thank you'
- put their hands up to ask to leave the hall
- put rubbish in the bin as they leave the hall
- report any spillages to an adult

### Behaviour in the Playground

Non-Teaching staff and S.L.T. will share the responsibility for the implementation of the policy within the playground. Pupils should be taught Playground Rules and be aware of consequences.

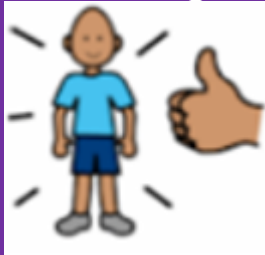




### Our Playground Rules – Follow the same rules as classroom – Ready, Respectful and Safe

#### Consequences/Sanctions for Playground

1. Verbal warning – To be used as a learning opportunity to explain to children about their behaviour and remind them of the consequences.
2. 'Time Out' (5 minutes) – the child should walk beside the support assistant or should sit in a designated area of the playground.
3. Serious misdemeanours e.g. fighting, deliberate destructive act, hurting, swearing, racial remarks should be reported immediately to a member of SLT. A letter will be issued, and the pupil will miss time in the playground. The child who is involved – is brought into SLT – to be investigated.

Where staff supervising in the playground notice children or groups making positive choices, they may choose to issue house points to the child(ren) or use the recognition board for following the playground rules.

# Ready, Respectful and Safe at Kingcase

	Ready	Respectful	Safe
			
	<p>Walking quietly around the school and classroom.</p> <p>Settling down quickly to listen/work</p> <p>Stopping talking when someone is ready to talk.</p> <p>Being on time and having everything you need.</p>	<p>Listening when someone is talking</p> <p>Helping someone.</p> <p>Looking after each other.</p> <p>Looking after belongings and property.</p>	<p>Keeping hands, feet and unkind words to yourself.</p> <p>Walking around the classroom/school.</p> <p>Following instructions from adults – first time.</p>
		<p>Not listening when someone is speaking.</p> <p>Showing up late.</p> <p>Distracting other people from learning.</p>	<p>Talking over someone.</p> <p>Walking away when someone is stuck or upset.</p> <p>Breaking things or destroying something.</p> <p>Hurting someone</p> <p>Using bad or unkind words (including racist remarks).</p> <p>Running around the classroom or school.</p> <p>Not following an instruction first time.</p>

## Implementing this Approach:

Our High Expectations of behaviour are based on the three Rules of Ready, Respectful and Safe. Our priority is to always identify and recognise when children display these in their actions.

### Recognition when a child follows the rules – PIP – Praise in Public:

- ✓ Non-verbal: Class Recognition Board (it is our expectation at Kingcase, that this is used in every lesson). Teachers can decide what their 'behaviour/social focus' is.
- ✓ Non-verbal: a smile or thumbs up.
- ✓ Verbal recognition: 'Thank you XX for being ready by stopping on the clap'
- ✓ House Points – used by all staff, including the catering team and Janitor.
- ✓ 'Soaring to Excellence' note home for children who are going 'above and beyond'.
- ✓ Within the class tracking sheet, a column has been added, to highlight children who have demonstrated "Soaring to Excellence Learner". These children will be recognised at weekly assemblies. NCCT teachers will identify, where appropriate, an "Soaring to Excellence Learner" from each class. Children who reach "Soaring to Excellence" should receive 5 house points.
- ✓ Recognition of where children are making good/and great choices through use of House Points.  
(Teachers should NOT use individualised approaches, such as Class Dojo points etc, but should instead link their approach to the House System).

### When behaviour falls short of our expectations:

Consequences of not making Positive Choices:

1. Verbal reminder x2 including thinking card (at green, then level 1)
2. Time Out in class (level 2)
3. SLT called – missed time in the playground (3)
4. Purple card – letter issued – loss of time in the playground (4). This can be reached without steps 1-3 being reached if the behaviour is physical or involves inappropriate or racist language.

This should be recorded by the teacher on the behaviour record sheet. This sheet is stored on the teachers' desk and is not public. Teachers should continue to use the tracking sheet, which can provide useful evidence to parents and members of SLT should an on-going problem emerge. Please leave a copy in the folder within the main office on Friday by 3.15pm. The HT/DHT will monitor this before Monday to identify any patterns which may require immediate intervention.



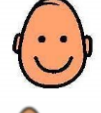

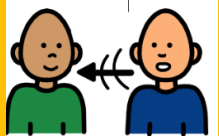


When a child receives a Number 3 or 4 on the Behaviour Tracker:

- ✓ A phone-call home will be made.
- ✓ In the first instance, a Letter 1 will be issued to the parent/carer. A phone-call will hopefully have taken place before this comes home to pre-empt the discussion which will take place at home.
- ✓ If there is an unfortunate need for a second instance of a Number 3 or 4 being reached, then a Letter 2 will be sent home. Letter 2 will lead to a meeting between school-parents/carers. Our hope is that at this stage, a strong partnership between home and school will lead to a clear plan being created to support on-going behaviour.

# Quick Guide to Behaviour System:

	Level	Why	What is adult doing/saying?	Follow up
	Soaring to Excellence ***	The child will receive this award for showing excellent behaviour, which will also be reflected through their work.	Child will be given a positive praise note to take home Child will receive acknowledgement at whole school assembly. Child will receive 5 house points.	Ensure this is recorded on Behaviour Record Children reaching Outstanding Learner – receive a positive praise letter home
	Making great choices **	Recognised positive behaviour and effort with work	Acknowledging positive behaviour/hard work – the why? - A child can move automatically to Outstanding Learner on some occasions.	House point awarded
	Making good choices *	Recognised positive behaviour and effort with work	Acknowledging positive behaviour/hard work – the why? - A child can move automatically to Outstanding Learner on some occasions.	House point awarded
<b>EVERY CHILD STARTS HERE!</b>	Ready to Learn 0	All children start here each day, and it is reset at break and lunch unless the child gets to SLT	A child/group of children can receive a verbal prompt/reminder of expectations at this level... i.e. <i>"some children are still talking,, I am looking for everyone to be quiet and ready to listen, thanks."</i>	<b>Nothing recorded</b> Any child who has not moved below 0 will receive an Outstanding Behaviour sticker every Friday by their CT.
BEFORE ANY CHILD REACHES A NUMBER 1 ON THE TRACKER, THE TEACHER WILL HAVE PROVIDED A WHOLE CLASS REMINDER ABOUT EXPECTATIONS, AS WELL A DIRECT REMINDER TO AN INDIVIDUAL CHILD WHO THEN HAS TIME TO CORRECT BEHAVIOURS.				
	Verbal Reminder 1	Child not following expected behaviour which is disruptive to class – this is usually low-level at this point – such as shouting out, talking while others are, not following adult instruction, out of seat – wandering in class.	Clear direct short interaction with the child which uses language linked to the expected behaviour. <i>"XXXX, this is a verbal reminder as you are not being respectful and continuing to talk – I am looking for you to be quiet and ready to learn."</i> <i>"XXXX, that is distracting when you are making that noise – eyes and ears this way, thanks"</i> Child has access to visual <u>think card</u> <u>Teacher will ensure they have reviewed all aspects of the class environment, pupil's work, other potential factors which may influence the child's behaviour</u>	Teacher marks level 1 for child on Behaviour Record  Praise for shifting behaviour and making better choices
	Time Out in class 2	Child continues to display behaviour which is not respectful of the learning in class – such as Talking over others, shouting out, making inappropriate noises, negative actions or words, not co-operating.	Child will have 'time out' from group – still within the classroom – consider the most appropriate space for this to happen.  <i>"XXXX, your behaviour is not respectful because you are continuing to talk and make noises after a verbal reminder – use this time out to think about your choices."</i>  As above, ensure you have reviewed all factors for this child. The child will have a visual timer– 2minutes Access to Think Card	Teacher marks Level 2 on Behaviour Record If a pattern of this behaviour is repeated on several occasions – The CT will make a phone call home to gather information – then speak to the designated PT to discuss next steps for this child.
	SLT Miss Time in Playground 3	After time out, the child continues to display repeated behaviours without any change, improved cooperation or respect.	Use Dove card to request assistance from SLT  SLT will speak to CT to get details of incident  Decision made on 1:1 time with CT to discuss incident with the child.  CT will inform the child why they will miss time in the playground.	SLT engaged at this level Letter Home to report the incident Child will miss time in the playground Think Sheet completed during missed time Parent returns letter with comment.
	Purple Card 4+	<u>Purple card</u>  issued for violence, vandalism, swearing, racism	Adult will pass information onto SLT regarding any incidents – to allow investigation to take place. Child will have designated time with SLT Child will complete thinking sheet and reflect on their choices. Child will have a meeting with SLT and their parent to discuss the incident Discussion around participation at other school events/trips will take place at this meeting.	Letter Home Miss time in playground Meeting with parent Miss out on Term Treat and other school events. Teacher will mark Level 4+ on Behaviour Record

Children's version with visuals:

Step	Visual	What Happens:
		Note Home 5 House Points
		House Point...Getting close to a Note Home and 5 House Points!
		House Point
0 STARTING POINT		Ready to get started!
1		Verbal Reminder from an adult 1 on record sheet
2		Time out in an area of the classroom 2 on record sheet
3		SLT will be called for Letter Home Missed Playtime 3 on record sheet
4	PURPLE CARD	SLT will be called for Letter Home Missed Playtime 4 on record sheet Miss out on House Treat at end of Term (If in Winning House)



= 4

### When a pattern emerges...

- ✓ A discussion will take place between our SLT, and possible consideration of looking at our Staged Intervention Process for children with Additional Support Needs will be considered.
- ✓ We will ask teachers to consider 'the Big 4 areas' (see below) to review classroom practises around this child.
- ✓ Although all children at Kingcase should be expected to show excellent behaviour, we acknowledge that some children will require additional support with this. For example, children with ASD, ADHD, or who have experienced trauma, or are care experienced. The DHT will work with class teachers and support staff, where particular themes or issues in behaviour are identified for these groups of children. Parents/carers will be invited to a meeting, and an individual positive behaviour plan will be written.
- ✓ Staged Intervention at Classroom Level – consider the following when a persistent behaviour or engagement issue presents, especially for a child with identified ASN or on a pathway for identification of need.

#### Current Strengths:

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#### Current Barriers to Learning:

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#### Changes to Resources:

--

#### Changes to Task Structure (Process):

--

#### Changes to Assessment (Product)

--

#### Changes to Environment:

--

#### Agreed Actions:

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## Hints and Tips for supporting excellent behaviour:

### Paul Dix Hints and Tips - Scripted Interventions

1 – **Adam, you need to ...** (be in your seat now/have your pencil ready to begin/take off your coat/stop shouting)

2 – **Sarah, I need to see you** (following the agreed routine/showing our values/showing our rule of excellence/getting ready to begin work)

3 – **Kevin, I expect...** (to see your table immaculate in the next two minutes/be on time to class tomorrow/that you show better manners tomorrow)

4 – **Ahmad, I know that you will...** (help Maria to clean up the mess you have made with her/say sorry to Sarah for being unkind)

5 – **Gloria, thank you...** (for leaving the classroom with me when I asked/letting go of her hair/let's walk and talk now...)

6 – **Mikey, I have heard what you had to say now...** (let's make a plan for after play time so that this doesn't happen again/collect your things and come and work in my office for the rest of today).

## Secondary Behaviours

The Madness of chasing secondary behaviours.

### Examples

**Primary Behaviour** – child doesn't engage in task

**Secondary Behaviour** – begins to swing on chair, shouts across classroom, starts to move around the room.

**Primary Behaviour** – child hits another child

**Secondary Behaviour** – starts to run away when adult approaches to deal with it and then shouts abuse at approaching adult.

**Primary Behaviour** – child leaves room without permission because they are angry

**Secondary Behaviour** – child slams door to make a point

As adults, we become a bit stressed and frustrated because of the primary behaviour. This naturally raises our stress levels, as well as working hard to keep the rest of the class on task and engaged in the process of learning. When a secondary behaviour occurs, it often activates our 'fight' brain and we become the second child, and end up chasing the secondary behaviour.

'Look at me when, I am talking to you'

'I'm really not happy with the way you're speaking to me'

'Don't you tell me to .....

## 10 Ways to manage Secondary Behaviours. . .

- Don't bite back with words
- Refuse to engage in power play
- Use choice if you can but not if it inflames the situation
- Refuse to bring up the past 'This is the 10<sup>th</sup> time you have done this. . .'
- Don't follow angry children if they walk away unless you must. For example your classroom goes onto a main road. Keep an eye on them from a distance if possible, or ask a colleague to support.
- Focus on the outcome you want (a change in the behaviour) not the argument
- Ask questions
- Focus on what is to happen next
- Where possible, move the student to a safe place out of the public view of others (remember you don't want to create a celebrity culture)
- Shift into listening mode. This is not the time for lengthy speeches.

Refer at all times during this process to the de-escalation process.

**Kingcase Primary School and EYC**

Head Teacher: Mr R.J.Delaney

Kingcase Primary and Early Years Centre

Nursery Avenue, Prestwick.

KA92DG

Telephone: 01292 473451



Twitter: @KingcasePS

Website: [www.kingcase.sayr.sch.uk](http://www.kingcase.sayr.sch.uk)

**Our Motto is:** *'Soaring to Excellence'*

**We value:** *Honesty, Equity, Compassion, Responsibility and Respect.*

**Letter to Parent regarding a child's behaviour – LETTER I**

Dear **XX**

As you know it is the policy of the school to keep you fully informed about your child's progress and behaviour.

**XX** was involved in the incident outlined below.

I'm sure you'll agree that this is not how we would expect our pupils to behave and would ask for your co-operation and support in reinforcing with **XX** the importance of making good choices in relation to how they behave.

Unfortunately, a member of the SLT had to become involved which has resulted in your child missing time in the playground to discuss their behaviour.

I would be grateful if you could complete the slip below and return it to school as soon as possible.

Many thanks for your continued support.

Yours sincerely

R.Delaney  
Head Teacher

✂ \_\_\_\_\_

Kingcase Primary School  
Pupil Behaviour

NAME:

CLASS:

INCIDENT:

ACTION TAKEN:

PARENTAL COMMENT:

Signed \_\_\_\_\_

Date \_\_\_\_\_

## Kingcase Primary School and EYC

Head Teacher: Mr R.J.Delaney  
Kingcase Primary and Early Years Centre  
Nursery Avenue, Prestwick.  
KA92DG  
Telephone: 01292 473451



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Website: [www.kingcase.sayr.sch.uk](http://www.kingcase.sayr.sch.uk)

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## Letter to Parent regarding a child's behaviour – LETTER 2

Dear Parent/Carer of

### Pupil Behaviour in Kingcase Primary School

As you are aware, in Kingcase Primary, we strive to ensure parents are kept fully informed about their child's progress, achievements and behaviour.

It is with sadness I write to inform you that JJ has now been involved in behaviours which we deem unsafe or inappropriate for school. JJ has also had a Letter 1 for behaviour.

In line with our behaviour policy, I would ask you accompany XX to school tomorrow morning at xx to meet with one of the management team. If this time does not suit, please call or email the school office with a time that you are able to come into school.

At this meeting, we will discuss this behaviour and agree how we can work together to support XX in making more positive choices with their behaviour in the future.

Many thanks in anticipation of your support.

Yours sincerely

R.Delaney  
Head Teacher