

Behaviour Policy and Statement of Behaviour Principles

“We aim for all our children to develop a love of learning that will last them a lifetime, caring for and respecting the world around them, valuing differences and broadening moral values”
The Solent Schools, Vision, Values and Aims

Responsibility for policy review	Local Governing Body
Date reviewed	20 July 2021
Review cycle	Annually. Next review: July 2022
Linked Policies	See Section 12
Signature:  Chair of Governors	20 July 2021 Date



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1. Aims

This policy aims to:

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

2. Legislation and Statutory Requirements

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

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

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

In addition, this policy is based on:

- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy online

This policy complies with The De Curci Trust funding agreement and articles of association.

3. Definitions

At The Solent Schools **misbehaviour** is defined as:

- Disruption in lessons, collective group times, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or home learning
- Poor attitude
- Incorrect uniform



- Not adhering to school guidelines regarding use of mobile phones or technology whilst on school sites

Serious misbehaviour is defined as:

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

4. Bullying

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

Bullying is, therefore:

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



Bullying can include:

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

Bullying can happen to anyone and can be related to race, religion, nationality or culture, SEND, sexual orientation, sexist, sexual and transphobic. Whatever its form, it is not tolerated at The Solent Schools and has no place in our community.

The approach taken at The Solent Schools is based on DfE guidance 'Preventing and Tackling Bullying' July 2017 and supporting documents. It also takes into account the DfE statutory guidance 'Keeping children Safe in Education' 2020. The school has read Childnet's 'Cyberbullying: Understand, prevent and respond: Guidance for Schools'.

The Solent Schools are committed to developing and maintaining an anti-bullying culture where children and adults feel safe at all times and are able to learn and fulfil their potential. In order to do this, our community:

- Monitors and reviews our behaviour policy and practice on a regular basis.
- Supports staff to promote positive relationships, to help prevent bullying.
- Recognises that some members of our community may be more vulnerable to bullying and its impact than others; being aware of this will help us to develop effective strategies to prevent bullying from happening and provide appropriate support, if required.



- Will intervene by identifying and tackling bullying behaviour appropriately and promptly.
- Ensures our pupils are aware that bullying concerns will be dealt with sensitively and effectively; that everyone should feel safe to learn and abide by the behaviour policy.
- Requires all members of the community to work with the school to uphold the behaviour policy.
- Reports back to parents/carers regarding concerns on bullying, dealing promptly with complaints.
- Seeks to learn from good anti-bullying practice elsewhere.
- Utilises support from The De Curci Trust and other relevant organisations when appropriate.

Responding to Bullying

The following steps may be taken when dealing with all incidents of bullying reported to the school:

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached or witnessed the concern.
- The school will provide appropriate support for the person being bullied – making sure they are not at risk of immediate harm and will involve them in any decision-making, as appropriate.
- The Head of School (Designated Safeguarding Lead) or another member of leadership staff will interview all parties involved.
- The Executive Headteacher (Designated Safeguarding Lead) will be informed of all bullying issues where there are safeguarding concerns.
- The school will inform other staff members, and parents/ carers, where appropriate.
- Sanctions (as identified within the other sections of the school behaviour policy) and support for individuals will be implemented, in consultation with all parties concerned.
- If necessary, other agencies may be consulted or involved, such as: the police (if a criminal offence has been committed) or other local services including early help or children's social care (if a child is felt to be at risk of significant harm).
- A clear and precise account of the incident will be recorded by the school in accordance with existing procedures. This will include recording appropriate details regarding decisions and action taken.



Cyberbullying

When responding to cyberbullying concerns, the school will:

- Act as soon as an incident has been reported or identified.
- Provide appropriate support for the person who has been cyberbullied and work with the person who has carried out the bullying to ensure that it does not happen again.
- Encourage the person being bullied to keep any evidence (screenshots are not looking at image) of the bullying activity to assist any investigation.
- Take all available steps where possible to identify the person responsible. This may include:
 - looking at use of the school systems;
 - identifying and interviewing possible witnesses;
 - Contacting the service provider and the police, if necessary.
- Work with the individuals and online service providers to prevent the incident from spreading and assist in removing offensive or upsetting material from circulation. This may include:
 - Support reports to a service provider to remove content if those involved are unable to be identified or if those involved refuse to or are unable to delete content.
- Confiscating and searching pupils' electronic devices, such as mobile phones, in accordance with the law and also the school searching and confiscation policy.
- Requesting the deletion of locally-held content and content posted online if they contravene school behavioural policies.
- Ensure that sanctions are applied to the person responsible for the cyberbullying; the school will take steps to change the attitude and behaviour of the bully, as well as ensuring access to any additional help that they may need.
- Inform the police if a criminal offence has been committed.
- Provide information to staff and pupils regarding steps they can take to protect themselves online. This may include:
 - advising those targeted not to retaliate or reply;
 - providing advice on blocking or removing people from contact lists;
 - helping those involved to think carefully about what private information they may have in the public domain.



Supporting pupils

Pupils who have been bullied will be supported by:

- Reassuring the pupil and providing continuous support.
- Offering an immediate opportunity to discuss the experience with their teacher, the designated safeguarding lead, or a member of staff of their choice.
- Being advised to keep a record of the bullying as evidence and discuss how respond to concerns and build resilience as appropriate.
- Working towards restoring self-esteem and confidence.
- Providing ongoing support; this may include: working and speaking with staff, offering formal support from ELSAs or emotional literacy lead staff, engaging with parents and carers.
- Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this could include support through Early Help or Specialist Children's Services, or support through Child and Adolescent Mental Health Services (CAMHS).

Pupils who have perpetrated the bullying will be helped by:

- Discussing what happened, establishing the concern and the need to change.
- Informing parents/carers to help change the attitude and behaviour of the child.
- Providing appropriate education and support regarding their behaviour or actions.
- If online, requesting that content be removed and reporting accounts/content to service provider.
- Sanctioning, in line with the wider school behaviour
- Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this may include involvement from the Police or referrals to Early Help, Specialist Children's Services, or Child and Adolescent Mental Health Services (CAMHS) as appropriate.

Supporting adults

Our schools take measures to prevent and tackle bullying among pupils; however, it is equally important to recognise that bullying of staff and parents, whether by pupils, parents or other staff members, is unacceptable.



Adults (staff and parents) who have been bullied or affected will be supported by

- Offering an immediate opportunity to discuss the concern with the designated safeguarding lead, a senior member of staff and/or The Head of School / Executive Headteacher.
- Advising them to keep a record of the bullying as evidence and discuss how to respond to concerns and build resilience, as appropriate.
- Where the bullying takes place off school site or outside of normal school hours (including online), the school will still investigate the concern and ensure that appropriate action is taken in accordance with the schools' behaviour policy.
- Reporting offensive or upsetting content and/or accounts to the service provider, where the bullying has occurred online.
- Reassuring and offering appropriate support.
- Working with the wider community and local/national organisations to provide further or specialist advice and guidance.

Adults (staff and parents) who have perpetrated the bullying will be helped by:

- Discussing what happened with a senior member of staff and/or The Head of School/Executive Headteacher to establish the concern.
- Establishing whether a legitimate grievance or concern has been raised and signposting to the school's official complaints procedures.
- If online, requesting that content be removed.
- Instigating disciplinary, civil or legal action as appropriate or required.

Preventing bullying

Environment

The whole school community will:

- Create and support an inclusive environment, focused upon The Solent Schools' six core values, which promotes a culture of mutual respect, consideration and care for others, which will be upheld by all.
- Recognise that bullying can be perpetrated or experienced by any member of the community, including adults and children (peer on peer abuse).
- Openly discuss differences between people that could motivate bullying, such as: religion, ethnicity, disability, gender, sexuality or appearance related difference. Also, children with different family situations, such as looked after children or those with caring responsibilities.



- Challenge practice and language which does not uphold the values of tolerance, non-discrimination and respect towards others.
- Be encouraged to use technology, especially mobile phones and social media positively and responsibly.
- Work with staff, the wider community and outside agencies to prevent and tackle concerns including all forms of prejudice-driven bullying.
- Actively create “safe spaces” for vulnerable children and young people.
- Celebrate success and achievements to promote and build a positive school ethos.

Policy and Support

The whole school community will:

- Provide a range of approaches for pupils, staff and parents/carers to access support and report concerns.
- Regularly update and evaluate our practice to take into account the developments of technology and provide up-to-date advice and education to all members of the community regarding positive online behaviour.
- Take appropriate, proportionate and reasonable action, in line with existing school policies, for any bullying brought to the schools’ attention, which involves or affects pupils, even when they are not on school premises; for example, when online, etc.
- Implement appropriate disciplinary sanctions; the consequences of bullying will reflect the seriousness of the incident, so that others see that bullying is unacceptable.
- Use a variety of techniques to resolve the issues between those who bully, and those who have been bullied.

Education and Training

The school community will:

- Train all staff, including: teaching staff, support staff (e.g. administration staff, lunchtime support staff and site support staff) and pastoral staff, to identify all forms of bullying and take appropriate action, following the school’s policy and procedures (including recording and reporting incidents).
- Consider a range of opportunities and approaches for addressing bullying throughout the curriculum and other activities, such as: through displays, assemblies, peer support, the school/student council, etc.



- Provide systematic opportunities to develop pupils' social and emotional skills, including building their resilience and self-esteem.

Involvement of pupils

We will:

- Involve pupils in policy writing and decision making, to ensure that they understand the school's approach and are clear about the part they have to play to prevent bullying.
- Regularly canvas children and young people's views on the extent and nature of bullying.
- Ensure that all pupils know how to express worries and anxieties about bullying.
- Ensure that all pupils are aware of the range of sanctions which may be applied against those engaging in bullying.
- Involve pupils in anti-bullying campaigns in schools and embedded messages in the wider school curriculum.
- Publicise the details of internal support, as well as external helplines and websites.
- Offer support to pupils who have been bullied and to those who are bullying in order to address the problems they have.

Involvement and liaison with parents and carers

We will:

- Take steps to involve parents and carers in develop policies and procedures, to ensure they are aware that the school does not tolerate any form of bullying.
- Make sure that key information about bullying (including policies and named points of contact) is available to parents/carers in a variety of formats.
- Ensure all parents/carers know who to contact if they are worried about bullying and where to access independent advice.
- Work with all parents/carers and the local community to address issues beyond the school gates that give rise to bullying.
- Ensure that parents work with the school to role model positive behaviour for pupils, both on and offline.
- Ensure all parents/carers know about our complaints procedure and how to use it effectively, to raise concerns in an appropriate manner.



5. Roles and Responsibilities

5.1 The Local Governing Body

The Local Governing Body is responsible for monitoring this behaviour policy's effectiveness and holding the Head of School and Executive Headteacher to account for its implementation.

5.2 The Executive Headteacher

The Executive Headteacher is responsible for reviewing and approving this behaviour policy.

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

5.3 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents (see appendix 3 for a behaviour log)
- The senior leadership team will support staff in responding to behaviour incidents.

5.4 Parents

Parents are expected to:

- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Respect the schools' approach to behaviour, decisions made and sanctions given
- Use social media respectfully without bringing the school into disrepute by using the school, its pupils or staff names

6. Pupil Code of Conduct

All pupils and parents are expected to read and sign the home school code of conduct upon starting at Solent Infant School and then Solent Junior School. As part of the code of conduct, it is expected that pupils will:

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



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

7. Rewards and Sanctions

The Solent Schools behaviour policy is primarily based upon positive reinforcement and rewards. These rewards are based upon recognising when a pupil has demonstrated that they are applying one or more of The Solent Schools' six core values:

- ❖ **Perseverance**
- ❖ **Teamwork**
- ❖ **Aspiration**
- ❖ **Respect**
- ❖ **Friendship**
- ❖ **Responsibility**

These core values were created by The Solent Schools community in Spring 2018, and outline what they believe to be, the fundamental ingredients that result in a positive and cohesive school environment.

The focus from staff within school, will always be placed upon those that are following the school rules, thus making good choices.

7.1 List of rewards and sanctions

At Solent Infant School positive behaviour will be rewarded with:

- Praise
- Points
- Star of the Week Award – lunch with the Head of School and/or Executive Headteacher
- Letters, postcards or phone calls home to parents and carers
- Special responsibilities/privileges
- Raffle tickets at lunchtimes

At Solent Junior School positive behaviour will be rewarded with:

- Praise
- House points
- Star of the Week Award





- Golden Child Award
- Governor's Shield
- Letters, postcards or phone calls home to parents
- Special responsibilities/privileges including; senior pupil, head boy or girl, play pals and sports leaders
- Raffle tickets at lunchtime

The Solent Schools use very clear lines of escalation when implementing sanctions in response to unacceptable behaviour. These include:

- A verbal reprimand
- Sending the pupil out of the class to their partner class.
- Expecting work to be completed at home, or at break or lunchtime
- Spending break or lunchtime with a teacher or senior leader in the school
- Referring the pupil to a senior member of staff
- Letters, emails or phone calls home to parents
- Agreeing an individual behaviour plan
- Putting a pupil 'on report' or 'reward card'

See Appendix 4 for sample letters to parents and carers about their child's behaviour.

We may use the Headteacher's meeting room or office in response to serious or persistent breaches of this policy. Pupils may be sent to the Headteacher's meeting room or office during lessons if they are disruptive, and they will be expected to complete either a reflective piece of work or the same work as they would in class.

The escalation and response diagram, for each of The Solent Schools, can be seen in full in Appendix 5.

7.2 Off-site behaviour

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



7.3 Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the Executive Headteacher will discipline the pupil in accordance with this policy. Please also refer to our Safeguarding Policy for more information on responding to allegations of abuse.

The Head of School or Executive Headteacher will also consider the pastoral needs of staff accused of misconduct.

8. Behaviour Management

8.1 Classroom management

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

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Their own classroom rules
- Develop a positive relationship with pupils, which may include:
 - Greeting pupils in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting positive behaviour choices
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption or misbehaviour within school (as described in section 3)
 - Using positive reinforcement

8.2 Physical restraint

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

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible (in line with restraint guidelines)
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents (see appendix 3 for a behaviour log)



8.3 Confiscation

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

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

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

8.4 Pupil support

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

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

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

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

9. Pupil Transition

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

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



10. Training

Our staff are provided with training on managing behaviour, including proper use of restraint, as appropriate and deemed necessary by The Head of School. Behaviour management will also form part of continuing professional development. A staff training log can be found in *Appendix 2*.

11. Monitoring Arrangements

This behaviour policy will be reviewed by the Executive Headteacher (in consultation with pupils and parents / carers) and Local Governing Body annually. At each review, the policy will be approved by the Executive Headteacher.

Monitoring and review: putting policy into practice

- Any issues identified will be incorporated into the school's action planning.
- The Head of School will be informed of behaviour or bullying concerns, as appropriate.
- The named Governors for bullying (John Wademan at Solent Junior School and Karen Howe at Solent Infant School) will report on a regular basis to the governing body on incidents of bullying, including outcomes.

12. Links with Other Policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Safeguarding policy
- ICT Acceptable use policy

Useful links and supporting organisations

- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
- Childline: www.childline.org.uk
- Family Lives: www.familylives.org.uk
- Kidscape: www.kidscape.org.uk
- MindEd: www.minded.org.uk
- NSPCC: www.nspcc.org.uk
- The BIG Award: www.bullyinginterventiongroup.co.uk/index.php
- PSHE Association: www.pshe-association.org.uk
- Restorative Justice Council: www.restorativejustice.org.uk
- The Diana Award: www.diana-award.org.uk
- Victim Support: www.victimsupport.org.uk
- Young Minds: www.youngminds.org.uk
- Young Carers: www.youngcarers.net
- The Restorative Justice Council: www.restorativejustice.org.uk/restorative-practice-schools



SEND

- Changing Faces: www.changingfaces.org.uk
- Mencap: www.mencap.org.uk
- Anti-Bullying Alliance Cyberbullying and children and young people with SEN and disabilities: www.cafamily.org.uk/media/750755/cyberbullying_and_send_-_module_final.pdf
- DfE: SEND code of practice: www.gov.uk/government/publications/send-code-of-practice-0-to-25

Cyberbullying

- Childnet International: www.childnet.com
- Digizen: www.digizen.org
- Internet Watch Foundation: www.iwf.org.uk
- Think U Know: www.thinkuknow.co.uk
- UK Safer Internet Centre: www.saferinternet.org.uk
- The UK Council for Child Internet Safety (UKCCIS).
www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis

Race, religion and nationality

- Anne Frank Trust: www.annefrank.org.uk
- Kick it Out: www.kickitout.org
- Report it: www.report-it.org.uk
- Stop Hate: www.stophateuk.org
- Tell Mama: www.tellmamauk.org
- Educate against Hate: www.educateagainsthate.com/
- Show Racism the Red Card: www.srrtc.org/educational

LGBT

- Barnardos LGBT Hub: www.barnardos.org.uk/what_we_do/our_work/lgbtq.htm
- Metro Charity: www.metrocentreonline.org
- EACH: www.eachaction.org.uk
- Proud Trust: www.theproudtrust.org
- Schools Out: www.schools-out.org.uk
- Stonewall: www.stonewall.org.uk

Sexual harassment and sexual bullying

- Ending Violence Against Women and Girls (EVAW)
www.endviolenceagainstwomen.org.uk

A Guide for Schools:

www.endviolenceagainstwomen.org.uk/data/files/resources/71/EVAW-Coalition-Schools-Guide.pdf

- Disrespect No Body: www.gov.uk/government/publications/disrespect-nobody-campaign-posters





Appendix 1: Written Statement of Behaviour Principles

Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others

All pupils, staff and visitors are free from any form of discrimination

Staff and volunteers set an excellent example to pupils at all times

Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy

The behaviour policy is understood by pupils, parents or carers and staff

The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions

Pupils are helped to take responsibility for their actions

Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

The Local Governing Body also emphasises that violence or threatening behaviour towards any pupil or staff member will not be tolerated in any circumstances.



Appendix 2: Staff Training Log

Training received	Date completed	Trainer/training organisation	Trainer's signature	Staff member's signature	Suggested review date



Appendix 3: Behaviour Log



Behaviour Log

To be completed and referred immediately after incident.

This log is to be used in all cases that are being escalated to **Tier 3** - to be reported to senior leadership. This log must be copied to the class teacher by the person reporting the incident. Senior Leaders will action and copy to the Head of School for collation in the behaviour file or individual pupil's file.

Section 1 to be completed by person reporting			
Pupil's Name		Class	
Name of person reporting			
Date		Time	
Where did the incident take place?			
What happened? <i>Factual clear notes</i>			
Who was involved? <i>Full names and classes</i>			
What actions were taken? <i>Including any immediate sanctions</i>			
Section 2 to be completed by senior leadership			
Is any follow-up action required? <i>If so, who will action and lead and when?</i>		Action taken (dated)	
Number of previous entries in log -			
People Informed <i>Staff, parents, police, governors</i>			



Appendix 4: Letters to Parents about Pupil Behaviour

First behaviour letter – Class Teacher (Tier 1)



THE SOLENT SCHOOLS

SOLENT INFANT SCHOOL, EVELSGH RD, PORTSMOUTH, HANTS, PO4 1DH - POSTBOX@SOLENT-INF.PORTSMOUTH.SCH.UK-TEL: 023 9237 1973
SOLENT JUNIOR SCHOOL, SOLENT RD, PORTSMOUTH, HANTS, PO4 1HJ - OFFICE@SOLENT-JUN.PORTSMOUTH.SCH.UK-TEL: 023 9237 5459

First behaviour letter

Dear parent/carer,

Recently, your child, _____, has not been behaving as well in school as they could or are expected to for the following reasons;

•

It is important that your child understands the need to follow our pupil code of conduct, and I would appreciate it if you could discuss their behaviour with them.

If your child's behaviour does not improve, I will contact you again and suggest that we meet to discuss how we can work together. However, at this stage I am confident that a reminder of how to behave appropriately will be sufficient.

Yours sincerely,

Class teacher name:

Date:

Behaviour letter – return slip

Please return this slip to school to confirm you have received this letter. Thank you.

Name of child:

Class:

Parent name:

Parent signature:

Date: _____



Second behaviour letter – Continuing concerns – Class Teacher (Tier 2)



THE SOLENT SCHOOLS

SOLENT INFANT SCHOOL, EVELEIGH RD, PORTSMOUTH, HANTS, PO4 1DH - POSTBOX@SOLENT-INF.PORTSMOUTH.SCH.UK-TEL: 023 9237 1073
SOLENT JUNIOR SCHOOL, SOLENT RD, PORTSMOUTH, HANTS, PO4 1JG - OFFICE@SOLENT-JUN.PORTSMOUTH.SCH.UK-TEL: 023 9237 5459

Second behaviour letter – Continuing concerns

Dear parent/carer,

Following my previous letter regarding the behaviour of

_____, I am sorry to say that they are still struggling to adhere to our pupil code of conduct. The primary reasons for my concern are;

-

I would appreciate it if you could contact the school office to arrange a meeting with me, so that we are able to discuss a way forward.

Yours sincerely,

Class teacher name:

Date:



Third behaviour letter – Escalation notification from Class Teacher (Tier 3)



THE SOLENT SCHOOLS

SOLENT INFANT SCHOOL, EVELEIGH RD, PORTSMOUTH, HANTS, PO6 1DH - POSTBOX@SOLENT-INF.PORTSMOUTH.SCH.UK-TEL: 023 9337 1873
SOLENT JUNIOR SCHOOL, SOLENT RD, PORTSMOUTH, HANTS, PO6 1HJ - OFFICE@SOLENT-JUN.PORTSMOUTH.SCH.UK-TEL: 023 9337 5459

Third behaviour letter – Escalation notification

Dear parent/carer,

I am sorry to report that, despite meeting, discussing our concerns, and taking the agreed action,..... has continued to misbehave.

..... would now benefit from a structured approach to help improve their behaviour in school.

I would be grateful if you could attend a meeting with The Head of School, the Special Educational Needs lead and myself, to discuss how we can best support your child in improving their behaviour.

Please contact the office directly so that we are able to arrange a mutually convenient time for the meeting to go ahead.

Yours sincerely,

Class teacher name:

Date:



Appendix 5: Sanction Flow Chart

Cases will be moved straight to tier 3 where they are considered to fall into 'serious misbehaviour' category, as outlined in section 3 of this policy. If a pupil has an individual behaviour plan, an ECHP, or PSP these will be followed, in discussion with parents/carers rather than the steps below.

Tier 1

Pupil misbehaves (as defined in section 3 of The Solent Schools Behaviour Policy)

- Class teacher uses a range of strategies to address the misbehaviour within class setting. Warnings/rewards given in line with established classroom strategies.
- If the undesirable behaviour continues within the session, then the pupil will be sent to the identified partner class to complete work.
- If this behaviour reoccurs on a regular basis beyond this session, the class teacher will issue letter 1 (Appendix 4) – parents and carers are expected to reinforce message from home.

If the pupil continues to misbehave, having completed the steps identified above, the class teacher will escalate to Tier 2.

Tier 2

Pupil continues to misbehave (as defined in section 3 of The Solent Schools Behaviour Policy)

- Class teacher will issue letter 2 (Appendix 4) – Parents / carers are invited in to school to discuss concerns with the class teacher. The pupil will be involved in these discussions as deemed appropriate by the class teacher.
- As a result of this meeting, the class teacher may decide (in discussion with the pupil) to follow up with any number of the following:
 - A behaviour / reward chart
 - Alterations in environment or timetable within class

If the pupil continues to misbehave, having completed the steps above, the class teacher will escalate to Tier 3.



Tier 3

Pupil seriously misbehaves (as defined in section 3 of The Solent Schools Behaviour Policy) or persistently misbehaves (having covered all actions in Tier 1 and 2 above)

- The class teacher will issue letter 3 (Appendix 4). At this point the Head of School and/or Senco will take the lead, following up with a range of actions proportionate to the case. These could include:
 - Structured conversations / meetings involving the pupil, parents or carers and a named senior leader.
 - Removal from class to work in the Head of School's meeting room.
 - An alternative timetable or provision within school.
 - Exclusion from school – at this point, the Executive Headteacher will become involved and will lead the case from this point onwards. Parents/carers will be contacted immediately if this is the case.

Parents / carers will be contacted immediately when a case is escalated to Tier 3. It is an expectation that the parent / carer will work in supporting the school to respond appropriately.

