



Behaviour and Attitudes Policy

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1. Aims

In common with all schools in the GFM, we aim to maintain a secure, caring and stimulating environment in which learners are encouraged to have respect for themselves and each other. It is imperative that our pupils are committed to learning, know how to study effectively, are resilient to setbacks and take pride in their achievements. In order to achieve this we recognise that we need an environment where pupils feel safe, relationships between teachers and pupils reflect a positive and respectful culture, that we have a zero tolerance approach to bullying, peer-on-peer abuse and discrimination in place.

In addition, we expect our pupils and students to display positive attitudes to learning - to aspire to be greater and have the ambition to go further with their learning and development. We use the *Gosport Futures* framework to develop pupils' ambition, self-awareness, perseverance, innovation skills, resilience and empathy.

In this school we expect leaders and staff to create a safe, calm, orderly and positive environment, which has a positive impact on behaviour and attitudes. We expect to see:

- Clear routines in the school and classroom
- A strong focus on attendance and punctuality, including clear and effective attendance policies that staff apply consistently and fairly
- Pupils who are committed to learning, know how to study effectively, are resilient to setbacks and take pride in their achievements
- An environment where pupils feel safe
- Relationships between teachers and pupils that reflect a positive and respectful culture
- Zero tolerance for bullying, peer-on-peer abuse and discrimination
- Staff dealing with issues quickly and effectively (where they occur), and to not allow them to spread

This policy aims to:

- Provide a **consistent approach** to the development of character and 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

3. Definitions

We expect our pupils to behave with consistently high levels of respect for others. They play a highly positive role in creating a school environment in which commonalities are identified and celebrated, where difference is valued and nurtured, and bullying, harassment and violence are never tolerated. We expect our pupils to have consistently positive attitudes and commitment to their education. We expect them to be highly motivated and persistent in the face of difficulties. In addition, we expect our pupils to make a highly positive, tangible contribution to the life of the school and/or the wider community. We also expect our pupils to actively support the wellbeing of other pupils. However, we recognise that young people sometimes make mistakes and incidents of misbehaviour and serious behaviour may occur.

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

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
- 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 and related paraphernalia (e.g. lighters, tins, filters, vape machines)
 - 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 behaviour abuses an imbalance of power to repeatedly and intentionally cause emotional or physical harm to another person or group of people' (Torfaen, 2008).

Bullying is, therefore:

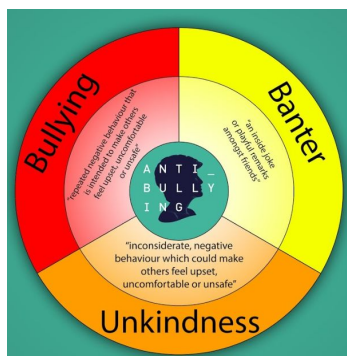
- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

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

Anti-Bullying Strategy

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying strategy.



Incidents of bullying are extremely rare at Bay House School and when they do occur they are dealt with swiftly using the school behaviour policy. Our peer on peer abuse initiative seeks to recognise the difference between acts of unkindness, banter and bullying. This is achieved by asking staff, when dealing with these situations, to follow up with a written record of the incident. This allows for the pastoral and safeguarding team to have an oversight of the behaviours and can identify patterns of behaviour that can be a 'one off', or appear targeted and repetitive by either the perpetrator or the victim. This helps us distinguish between what is bullying, banter and unkindness and most importantly allows us to support those pupils who most need support whilst dealing with those whose behaviours need to be challenged.

5. Roles and responsibilities

5.1 The governing board

The secondary phase committee has delegated responsibility from the GFM board and is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

5.2 The headteacher

The headteacher is responsible for reviewing and approving this behaviour policy.

The 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
- The senior leadership team will support staff in responding to behaviour incidents through the 'backup' and Same Day Detention (SDDT) system.

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

6. Pupil and Sixth Form student code of conduct

As part of the GFM admissions process, pupils agree to a code of conduct: Pupils are expected to:

- Behave well in lessons, outside of lesson times and on the way to and from School
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Move sensibly 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
- Come to school fully equipped and to seek help from the Year Office when required
- Attend and be punctual every day
- to follow instructions from staff and accept any consequences for inappropriate behaviour

In the Bay House Sixth Form, students sign a student agreement which is published separately.

7. Rewards and sanctions

This policy makes it clear that it is entirely appropriate to use rewards for positive behaviour, as well as sanctions, such as detentions and internal isolation, where behaviour does not meet our expectations.

7.1 List of rewards and sanctions

Positive behaviour will be rewarded with:

- Praise
- Letters or phone calls home to parents
- Special responsibilities/privileges
- An extensive list of positive behaviours can be rewarded through classcharts. We encourage staff to reward the essential skills - Our Gosport Futures, as well as giving staff the option to reward attitudes and engagement in activities such as sport.

Positive

Negative

Current behaviours

(click on behaviour to edit or remove it)



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

- A verbal reprimand
- Sending the pupil out of the class
- Expecting work to be completed at home, or at break or lunchtime
- Detention at break or lunchtime, or after school
- A Same Day Detention (SDDT)

- Referring the pupil to a HOD, HOY or senior member of staff
- Letters or phone calls home to parents
- Agreeing a behaviour contract
- Putting a pupil 'on report'
- Pupils completing reflective work

Back-Up

Teachers are asked to call for back-up in any situation where it would be impossible for the lesson to continue with the pupil still present. Examples include;

- A fight
- A racist incident
- A homophobic incident
- Foul and abusive language directed at the teacher or other member of staff
- Threatening behaviour to a pupil or teacher
- An incident placing the pupils or teacher in danger

A pupil receiving a back-up will be placed in Same Day Detention (SDDT).

Same Day Detentions

If a pupil's behaviour in a lesson is so poor that they need to be removed from that lesson, they will sit a detention on the same day, for eighty minutes, which will be managed by the School Leadership Team (SLT). Poor behaviour outside of a lesson could also result in a same day detention. A SDDT is triggered because of:

- A back-up
- A phone confiscation where a member of SLT (or any second adult) is called to assist
- Truancy
- Punctuality concerns (see separate section)
- Defiance/running away
- Entering the school's E-Room without permission
- Where a member of the School Leadership Team applies a tariff sanction (see below)

Pupils who have received a SDDT will not be able to attend lessons until they have completed it, unless there is an error and a pupil was not picked up at the end of the day. If a pupil was not picked up in error, they are allowed to attend their lessons but will be expected to attend the SDDT the next day.

Tariff Sanctions

On the very rare occasions that a pupil is involved in a serious incident that puts themselves or others at risk, or seriously undermines the running of the School, we may decide that they cannot attend school for a period of time (exclusion). To support a pupil returning positively to school, every exclusion will include a day in our internal inclusion room (which runs for 80mins beyond the school day) to allow the pupil to reflect on their behaviour before returning to lessons.

We recognise that the above will only be experienced by a small proportion of our pupils, as the vast majority want to do their best, come to school ready to learn and engage positively in lessons. However, if one of the sanctions listed in this policy has been put in place to support a child to reflect on their behaviour, we request that parents support the positive culture of the school.

Our approach to deciding on the number of days' exclusion is based on a 'tariff' system. This means that the first exclusion is for one day, the second is for two and so on. This avoids us having to decide what is an appropriate length of exclusion for a particular 'mistake/misdemeanour'. It also brings consistency that can be explained when we are challenged by a parental or staff perception that the punishment did not "fit the crime".

Where an incident is so serious that applying the above 'rule' seems insufficient, it means that we have to consider how tenable it is for the pupil to remain on the roll at the school. In this case we should exclude for 'five days in the first instance' (5DITIF) to allow time for proper and due consideration of the final outcome of the exclusion. At the end of the five days a decision has to be made whether or not to permanently exclude. If the decision is not to permanently exclude then it may be to impose a longer FTE, which could be up-to 45 days (the maximum allowed within one academic year).

Tariff Stage	Mistake/Misdemeanour	Sanction
n/a	Less Serious Mistake	Same Day Detention
Tariff 1	1 st incident	1 day ERoom and integrated DT until 4.30
Tariff 2	2 nd incident	1 day FTE + 2 day ERoom and integrated DT until 4.30
Tariff 3	3 rd incident	2FTE + 2 day ERoom and integrated DT until 4.30
Tariff 4	4 th incident	2FTE + 3 day ERoom and integrated DT until 4.30
Tariff 5	5 th incident	3FTE + 2 day ERoom and integrated DT until 4.30
Tariff 6	6 th incident	4FTE + 1 day ERoom and integrated DT until 4.30
n/a	'Severe Clause'	5DITFI FTE

If the number of days of exclusion accumulated in one term (for any number of exclusions) exceeds 15 days then a Governors Pupil Disciplinary Committee (GPDC) has to be convened. This GPDC works in exactly the same way as one convened in the instance of a permanent exclusion. It may be that the pupil is readmitted after the initial five days and is therefore back in school when the GPDC takes place. Part of the process for a 'five days in the first instance exclusion' involves a meeting with the parent(s) during the initial five days in order to contribute to the process of coming to a final decision. The final decision is not made until the fifth day to ensure due and proper consideration has been given to a most serious decision.

Sanctions relating to Punctuality

It is imperative that pupils arrive at school on time ready to learn. A child who is 30 minutes late to school each day would miss the equivalent of 4 weeks of school across the course of a year.

To encourage excellent punctuality the following systems are now in place:

- Morning registers are taken at 8.45am (for pupils in Year 7, 8 and 9) and at 9.00am (for pupils in Year 10 and 11).
- If a pupil arrives after this time, they are considered late to their lesson which will result in a late mark being recorded on the register.

- If a pupil then receives another late mark to a subsequent lesson or tutor time during the same day, this will result in the pupil receiving a SDDT.
- If a pupil arrives more than 15 minutes late to their first lesson (9.00am for pupils in Years 7, 8 and 9 and 9.15am for pupils in Years 10 and 11), this is considered truancy and will result in an automatic SDDT.
- Pupils accruing more than one late to period 1 in a week will receive a SDDT; then SDDT for every subsequent P1 late that week (regardless of how late).

We may use the E-Room in response to serious or persistent breaches of this policy. Pupils may be sent to the E-Room during lessons if they are disruptive, and they will be expected to complete the same work as they would in class.

Pupils who do not attend a Same Day Detention (SDDT) for any reason will also attend the E-Room until they have completed their detention.

The E-Room is managed by the School Leadership Team (SLT).

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 on the bus on the way to or from school.

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 headteacher will discipline the pupil in accordance with this policy.

Please refer to our safeguarding policy for more information on responding to allegations of abuse.

The headteacher will also consider the pastoral needs of staff accused of misconduct.

8. Behaviour management

We expect teachers to manage behaviour effectively to ensure a good and safe learning environment and to:

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

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
- Display the pupil code of conduct or 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 good behaviour
- Concluding the day positively and starting the next day afresh
- Having a plan for dealing with low-level disruption
- 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
- 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

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, if appropriate.

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

Mobile Phones

All devices should be turned off and put into school bags, together with earphones, before entering the school site. Mobile devices and earphones are likely to be confiscated if seen by a member of staff. Confiscated items can be collected after school and will require collection from a parent on second and subsequent occasions. There may be occasions where teachers will allow pupils to use mobile devices in lessons with their express and explicit permission. Internet enabled devices, such as watches, will also be confiscated if they are a distraction to learning, and/or being used to communicate or listen to music. All confiscated items will be dropped into an envelope (so that they are not handled by staff) by the pupil and placed in the main reception for collection.

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, as part of their induction process and through the trust's Institute of Education (IOE). Behaviour management will also form part of continuing professional development.

11. Monitoring arrangements

This behaviour policy will be reviewed by the headteacher and secondary phase committee annually. At each review, the policy will be approved by the headteacher.

12. Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Safeguarding policy
- Anti-bullying strategy
- GFM PD strategy

13. COVID-19 Addendum (September 2020)

We do not believe that the return from the Covid-19 period of closure means that we change our clear, reasonable and proportionate standards of behaviour. The 'new normal' in the school will, however, necessitate entirely new routines, habits and systems. It is our goal in this period of great change and uncertainty to keep things as simple as possible so that the plans can be remembered and understood easily by everyone.

When a pupil travels to school, we would also ask them to maintain social distancing from other pupils (especially those outside of their 'bubble') and adults wherever it is possible to do so.

In addition, we would expect our pupils to adhere fully to the law regarding face coverings on public transport. The advice is clear that people should continue to avoid taking public transport where possible, but by mandating the use of face coverings the government is asking passengers to play their part in helping to protect each other as the numbers of people travelling gradually start to rise across the country. On arrival to the school site face coverings should be worn until pupils arrive at their classrooms/tutor bases. Face coverings should be washed each day for hygiene reasons.

Hygiene Practices

Organising small groups or 'bubbles' of children and staff are a central part of the governments reopening guidance. Bubbles work as a protective measure to help reduce potential transmission of COVID-19 by keeping the same children together. Pupils will be asked to wear a coloured lanyard as part of their school uniform to help quickly identify which bubble to which they belong. Each pupil will be permitted to take their breaks and lunch times in their own designated 'zones' in the school and will enter and leave the site through

specific, colour-coded entrances and exits. Each year group is split in three bubbles whilst inside buildings. These sub-bubbles will be indicated on their lanyard (e.g. Orange 1, Orange 2 and Orange 3).

Pupils deliberately breaching the zoning or entrance/exit procedures will need to be gently reminded of the rules and routines. Persistent and deliberate breaches will result in sanctions in the usual way that breaches of indiscipline are dealt with via the behaviour policy. Please seek support from peers or senior staff in these situations and remember to maintain a 2m distance from pupils.

In addition to the existing behaviour policy it will be expected that pupils:

- follow the routines for arrival or departure (staggered times may change on a weekly basis as more pupils return to school)
- follow the school instructions on hygiene, such as regular handwashing and hand sanitising when requested
- Learners are to sanitise hands when entering and leaving school premises at the hand wash stations provided
- follow instructions on who they can socialise with at school within their own group (bubble)
- respect the space of others
- move around the school as per instructions (for example, one-way systems, out of bounds areas, queuing 2 metres apart and use of playground zones)
- follow the sneezing, coughing, tissues and disposal ('catch it, bin it, kill it') and avoiding touching their mouth, nose and eyes with hands
- tell an adult immediately if they are not feeling well
- Do not to share any equipment with others
- Do not bring in any items, other than coat and lunch/snack from home
- bring in their own drinking bottles every day and take them home to be washed every day
- follow the maximum number at a time in the toilet rule
- never cough or spit at or towards any other person

Transitions between Lessons and Lunch/Break Routines (including Face Coverings)

The site team has organised space so that any necessary transitory contact is significantly reduced and is as brief as possible. Shared corridors are marked with the flow of travel and one way systems clearly indicated.

In line with government guidance, in GFM schools where Year 7 and above are educated, we encourage face coverings to be worn by adults and pupils when moving around, such as in corridors and indoor communal areas where social distancing is difficult to maintain. It will not usually be necessary to wear face coverings in the classroom, where protective measures already mean the risks are lower, and they may inhibit teaching and learning.

We believe that our young people will now have access to face coverings due to their increasing use in wider society, and Public Health England has made available resources on how to make a simple face covering. However, where anybody is struggling to access a face covering, or where they are unable to use their face covering due to having forgotten it or it having become soiled or unsafe, we will have a small contingency supply available to meet such needs.

Some individuals are exempt from wearing face coverings. For example people who cannot put on, wear or remove a face covering because of a physical or mental illness or impairment, or disability, or if they are speaking to or providing assistance to someone who relies on lip reading, clear sound or facial expression to communicate. The same exemptions will apply in GFM schools, and our teachers and other staff will be sensitive to those needs.

Coronavirus (Behaviour Severe Clause)

We recognise that there will be significant anxiety around unsafe behaviours such as deliberate coughing (police reports indicate that coughing and spitting offences have increased by 74 per cent during lockdown in England and Wales).

If a child's behaviour is deemed high risk, for example, refusing to adhere to safety measures, such as, hand washing, social distancing, remaining in their group/cohort/bubble or deliberate actions that put themselves or others at risk, such as spitting, misusing sanitiser or cleaning products, or intentionally coughing at people, the following sanctions and disciplinary procedures could be used:

- Conversation(s) with pupil(s) which could include a verbal warning, moving seats if logistically possible and other behaviour management strategies in line with our current behaviour policy.
- Once all appropriate behaviour management strategies have been exhausted (e.g. Same Day Detention SDDT), contact will be made with the pupil's parent/carer.
- If it is deemed that the health and safety of other pupils and staff members are put at risk then the parent/carer will be expected to collect the pupil and a fixed term exclusion will be applied in line with the school's behaviour policy

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 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 governing phase committee and GFM Board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

Appendix 2: letters to parents about pupil behaviour – templates

SDDT – *for Back up, defiance, uniform/lanyard, refused to hand over mobile, persistent truancy*

Dear Parent/Carer,

I am writing to advise you that [SHORTSTUDENTNAME] has received a 'same day' detention which will be for 80 minutes after school today with the Senior Leadership Team (SLT). They have received this detention because {they were backed up from a lesson}.

During the detention [SHORTSTUDENTNAME] will be spoken to by senior staff about the reason they were placed in detention. Same day detentions are used to:

- avoid any misconduct escalating to a point where it disrupts the learning of others
- respond in a timely manner to misconduct
- allow pupils who face sanctions for misconduct to catch up on lost learning time
- ensure all pupils can fully engage with learning in every lesson

Should you have any further questions please do not hesitate to contact any member of your child's Year Office Team.

Day in Internal Exclusion room:

«Parental_addressee»
«AddressBlock»

DATE

Dear «Parental_Salutation»

I am writing to advise you that «Forename» will be spending today in the school's internal exclusion room until 4.30 pm as a result of missing a 'same day' detention with the Senior Leadership Team (SLT) on

The detention was set because he [was backed up from a lesson/truanted from a lesson/ failed to hand over his/her mobile phone in-line with the school's policy/displayed defiant behaviour/was persistently late to lessons.]

During the day senior staff will speak to «Forename» to clarify the reason for him being placed in detention and he will have the opportunity to explain why he missed it. It is our policy that pupils do not return to their lessons until they have completed their detention in order to:

- avoid any misconduct escalating to a point where it disrupts the learning of others
- respond in a timely manner to misconduct

- allow pupils who face sanctions for misconduct to catch up on lost learning time
- ensure all pupils can fully engage with learning in every lesson

Should you have any further questions please do not hesitate to contact the Year Office.

Yours sincerely

Tariff 1

Dear

I am writing to confirm the School's decision to place { } on the first stage of our tariff of sanctions, where he will spend **DATE** in our internal exclusion room until 4.30 pm. This was as a result of **ADD REASON**

The decision to put a sanction in place was taken by myself and the Head of Year because { } behaved in a way where we had to carefully consider the possibility of a formal exclusion from School. As this is the first time that he has challenged the expectations of the school, on this occasion the sanction will be served in the school's internal exclusion room.

If it were necessary for us to move to stage two on our tariff, this would result in a fixed term exclusion (FTE) away from the School site as well as a programme of reintegration. Any further breaches of the school's behaviour policy would result in exclusions which would be recorded on Harvey's school record and reported to Hampshire County Council Inclusions. We very much hope, however, that this will not be necessary and that Harvey will take the opportunity to make a fresh start.

The Year Office will be in touch shortly to arrange a readmission meeting. In this meeting we will discuss how best we can support Harvey and how we can help to promote positive behaviour choices in the future. Should you have any further questions please do not hesitate to contact me or any member of the Year Office Team.

Yours sincerely

Assistant Headteacher
Head of School Year

Tariff 2 - FTE

Dear Parent/Carer,

I am writing to confirm that «Forename» has been excluded from School for << give details of incident >>. The decision to exclude «Forename» has been taken due to the serious nature of this incident. On this occasion, the exclusion will be for one school day, <<insert dates>>. We hope that «Forename» will learn from this that the School will not tolerate this behaviour and that there will be no further incidents of unacceptable conduct. If, however, there are further incidents that warrant exclusion, any subsequent exclusions will be for a longer period. During this exclusion, «Forename» should complete any outstanding school work/homelearning and any work that has been set.

I have to inform you that as directed in the Government's regulations regarding exclusions, you have a duty to ensure that your child is not present in a public place in school hours during this exclusion unless there is reasonable justification for this. I must advise you that you may receive a penalty notice from the local authority if your child is present in a public place during school hours on a day when he is excluded. If so, it will be for you to show reasonable justification.

I should be grateful if you would bring «Forename» in to School on <<date and time>> to meet with <<names>> to discuss his readmission. He should attend in school dress and bring his books for the day. If the time suggested is not convenient, please telephone the School to arrange an alternative.

If you feel that the School has acted unfairly in excluding «Forename» you may make representations to the Local Governing Committee in person and/or by writing about the exclusion. If you wish to do this you should inform the Clerk to the Local Governing Committee by writing to them, at the School. Whilst the Local Governing Committee has no power to direct reinstatement, they must consider any representations you make and may place a copy of their findings on your child's school record.

You should be aware that if you think the exclusion has occurred as a result of discrimination, you may make a claim under the Equality Act 2010 to the First Tier Tribunal (Special Educational Needs and Disability), in the case of disability discrimination, or the County Court, in the case of other forms of discrimination (<http://www.justice.gov.uk/tribunals/tribunals/send/>). A claim of discrimination made under these routes should be lodged within six months of the date on which the discrimination is alleged to have taken place, e.g. the day on which the pupil was excluded.

You may wish to contact the following sources of advice about exclusion from school:

The County Inclusion Officer, telephone number 023 9244 1527 can be contacted at the following address, Education Inclusion Service, Children's Services, Hampshire County Council, 2nd Floor, Elizabeth II Court North, The Castle, Winchester, Hampshire SO23 8UG. The Inclusion Officer is available to advise parents/carers about exclusion. Information for parents about exclusion from school can also be found on the Hampshire website at: <http://www3.hants.gov.uk/education/parents-info/education-exclusions.htm> (please be aware that some details are different for academies)

The Child Law Advice Service has information about exclusion from school at <http://childlawadvice.org.uk/information-pages/school-exclusion/>. The Child Law Advice Service provides a limited telephone service on 0300 330 5485.

Department for Education Statutory Guidance on exclusions is published online at <https://www.gov.uk/government/publications/school-exclusion>

Yours sincerely