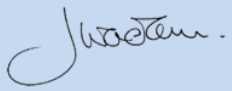
Relationships and Behaviour Policy

October 2026

"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 October 2026
Review cycle	Annually. Next review October 2027
Linked Policies	See Section 8, page 15
Signature:  *Chair of Governors*	**20 October 2026** *Date*

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1. Aims

This policy aims to promote high expectations of behaviour and achievement for all pupils by taking a relational approach in all our interactions.

We do this by:

- putting positive relationships at the heart of everything that we do – understanding that behaviour is a form of communication - and taking care not to damage those relationships
- promoting a 'restorative approach' based framework for conversations, designed to de-escalate and defuse potential conflict and to promote relational repair (see Appendix 2: Principles of Relational and Restorative Practice)
- acknowledging that the needs of the individual pupil need to be understood and strategies developed to promote positives changes in behaviour where appropriate
- promoting good behaviour and a safe environment, self-discipline and respect, using positive recognition as well as sanctioning where appropriate
- supporting staff so that they can be consistently calm and kind
- providing a 'common language' of rights and values which should be considered when speaking with pupils about their behaviour, positive or negative
- ensuring consistency in the way all staff, pupils, parents and carers promote positive 'attitudes for learning' in the classroom and throughout the school, leading to effective progress being made by all pupils
- making it clear that an effective attitude to learning in lessons is predominantly the responsibility of the classroom teacher, with all teachers being 'good at managing and improving children's behaviour'
- supporting pupils in the development of their social and emotional skills, along with explicitly teaching them the behaviour we want to see
- making it clear that there is a direct link between responsible and respectful behaviour and effective learning, with pupils taking responsibility for their learning
- working to prevent bullying, in all its forms, and ensuring it is dealt with swiftly where it does happen

The Governors will ensure that Solent Infant School and Solent Junior School are positive, safe and inclusive schools. The schools safeguard and promote the welfare of all pupils because of the high expectations they have for the pupils, parents and carers, and staff.

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. Rationale

This policy recognises the importance of high standards of behaviour for the Social, Moral, Spiritual and Cultural (SMSC) development of pupils. It also acknowledges the school's legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs or disabilities (SEND).

Behaviour for learning is behaviour that allows for and encourages learning to take place. Good behaviour needs to be taught, modelled and rewarded. This is underpinned by our philosophy that "Behind every challenging behaviour is an unsolved problem or skills that have not yet been learned" (Ross Greene). Therefore, it is important to identify any needs not yet met and explicitly teach the behaviour we need to see, along with a programme to meet individual additional needs.

Our relational behaviour policy must be considered fair by all stakeholders but, equally, the implementation of it should be differentiated to reflect the needs of individual pupils. All pupils learn best in a safe and purposeful environment. It is important that staff increase the pupils' feelings of safety (particularly for those who have had Adverse Childhood Experiences - ACEs) and so reduce feelings of fight, flight and freeze which can lead to negative behaviour cycles. This can be achieved with clear, well-communicated routines, high expectations and explicit and fairly applied consequences but, in addition, where relationships are at the core of school systems.

We believe that good behaviour is essential to allow all of our pupils to achieve their full potential and is fundamental to success in the classroom for both pupils and teachers.

Positive behaviour promotes effective learning; effective teaching and learning promote positive behaviour. No pupil should be allowed to behave in a manner which adversely affects the learning opportunities of others. We believe in a culture of inclusion, equal opportunities and respect for all members of our community and in the importance of self-discipline and self-esteem. The self-esteem of all pupils is enhanced by praise, reward and celebration; early, meaningful and consistent positive recognition is key to success.

Discrimination in any form will not be tolerated, and it is a clear legal duty upon us as a school to respond to such incidents as per the Equality Act 2010. This relational behaviour policy must be easily understood by our pupils, their parents and carers, and the school staff. We believe that each individual pupil's behaviour should be monitored and that their parents or carers should be kept informed.

The Governors and the Senior Leadership Team of The Solent Schools School are committed to maintaining high standards of behaviour in school and will support school staff, parents and carers, and pupils in doing so.

4. Definitions

At The Solent Schools **misbehaviour or inappropriate behaviour** 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
- Persistently wearing 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)

5. 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 2026. This policy has been informed by 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 Relationships and 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 (Deputy 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 bought 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 developing 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.

6. Roles and Responsibilities

The Solent Schools recognises that all its members have rights. High expectations help to create an outstanding climate for learning where, for all members of the school's community, rights are protected. These expectations are made clear and constantly reinforced during lessons and assemblies. Explicit teaching of positive relational behaviour takes place both formally and informally.

Pupils:

- have the right to learn and achieve in an environment that is safe and supportive of their needs, without the fear of being bullied or victimised
- have the right to have any SEND taken into consideration when reviewing and reflecting upon an incident where behaviour has fallen short of that which is acceptable
- must respect the school's agreed rules:
  1. **READY** - We always follow instructions from a known adult in school.
  2. **RESPECTFUL** - We always speak kindly and respectfully to each other.
  3. **SAFE** - We always keep ourselves safe and we never hurt others.
- must represent the school to the best of their ability, not bringing it or themselves into disrepute
- must respect each other and all members of the school community, as well as the environment in which they learn
- have the right to access effective support strategies and procedures to enable them to learn effectively
- have the right to receive support in helping them model good behaviour and modify their behaviour should this be necessary
- must ensure that they are punctual to school and follow the uniform policy of the school

Parents and Carers:

- have the right to be informed of the schools' Relationships and Behaviour Policy and are requested to respect it
- have the right to discuss rewards and consequences applied to their child
- have the right to be informed about the behaviour of their child

- must ensure that their child attends school, on time, and encourage them to behave appropriately
- must ensure that their child attend school with all the required equipment, in correct uniform, and that they are ready to learn

Staff:

- have the right to fulfil their role within the school community, given every opportunity to teach effectively
- model positive relationships (eg respectful and active listening, positive language, including body language, and effective conflict resolution)
- model consistent, calm adult behaviour
- must promote the achievement and welfare of all pupils in an environment that is safe and supports their needs
- must implement the school's Relationships and Behaviour Policy in a fair way, recognising success and sanctioning pupils appropriately, taking into account SEND and other factors that affect the development of skills in this area
- must report to parents and carers the attitude to learning and progress made by their child
- must actively develop positive relationships with learners including the effective use of PACE (see Appendix 3) and the use of a relational and restorative approach (building and maintaining healthy relationships)
- have the right to support and to develop skills needed to ensure effective behaviour but also to have the responsibility to seek support should it be needed
- must pay attention to their self-care and take steps to ensure their behaviour and emotional health is such that interactions are positive and do not adversely affect the behaviour of the students (de-escalation is key to relational success and leads to positive behaviour change)
- must ensure they understand barriers to learning and develop strategies to support needs (SEND, Mental Health, Attachment, ACEs, etc)
- use 'Restorative Approaches' when pupils find themselves in conflict with other pupils/are struggling with relationships. This enables pupils to reflect on their behaviour, and its impact on other people, and to make sincere amends. Staff promote a 'no blame' approach, to allow pupils to change their behaviour without creating opportunities for resentment, or by using punitive responses which can damage relationships.

Recognising success: Through the completion of good work, contribution to school and/or community life, and for good behaviour, pupils should achieve success and this can be recognised in a variety of ways.

These can include:

- Verbal praise: public and/or private (research shows that private often works best)
- Acknowledged improvement during lesson i.e. effort
- Stickers/ House points
- Through written feedback in books

- Communication home – phone calls, postcards, emails, certificates
- Class displays
- Governor Shield Awards and/ or Golden Child to celebrate continued academic success or excellent effort
- Class Star of the Week

Consequences: When inappropriate behaviour is identified, consequences should be implemented fairly, taking into account any individual pupil's needs. Sanctions are used to support pupils in modifying their behaviour. (see current Sanction Flowchart in Appendix 1).

These can include:

- a restorative and relational conversation including pupils and staff
- a verbal warning/ reprimand
- being instructed to move seats or completing classwork away from peers (eg in a partner class)
- loss of privileges (for example - withdrawn from school events)
- withdrawal of opportunity to represent the school in sporting
- intensive monitoring of behaviour, eg behaviour chart, daily/weekly communication book or email
- personal/ pastoral support plan with involvement of outside agencies to support
- fixed term suspension
- permanent exclusion.

Procedures for staff: Staff have a duty to be vigilant and challenge unacceptable and inappropriate behaviour around the school in order to maintain high standards and a learning ethos. Intentional use of a warm and open face, positive body language and tone of voice allows regular interactions with pupils to build strong connections, along with ensuring a consistent approach which supports all staff to be better able to play their part.

De-escalation Techniques: Staff should always seek to de-escalate a situation where a pupil has become dysregulated. This can be done in a number of ways (but first staff will risk assess the situation). Then staff should:

- give the pupil a short amount of take up time and, if appropriate, a limited choice of next action
- give clear instructions and positive feedback if these are followed
- increase personal space – stand side on with an open palm gesture
- have a calm, firm voice
- use change of face if required
- remember that maintaining connection is more important than "making a point"
- communicate with the pupil that they have been heard/ understood and that they are safe
- avoid the use of sarcasm, humiliation or any language of shame
- not shout
- keep professional conversations to appropriate times and places
- employ the principles of the PACE approach (Appendix 3)

7. Monitoring Arrangements

This policy will be reviewed annually. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing body.

8. Links with Other Policies

This policy links to our policies on:

Safeguarding and Child Protection Policy
Suspensions and Permanent Exclusions Policy
Equalities Policy
SEND 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
- PSHE Association: www.pshe-association.org.uk
- Restorative Justice Council: www.restorativejustice.org.uk
- Victim Support: www.victimsupport.org.uk
- Young Minds: www.youngminds.org.uk
- Young Carers: www.youngcarers.net

SEND

- Changing Faces: www.changingfaces.org.uk
- Mencap: www.mencap.org.uk
- DfE: SEND code of practice: SEND Code of Practice practice-0-to-25

Cyberbullying

- Childnet International: www.childnet.com
- 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.srtrc.org/educational

LGBT

- Barnardos LGBT Hub: www.barnardos.org.uk/what_we_do/our_work/lgbtq.htm
- 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
- Disrespect No Body: www.gov.uk/government/publications/disrespect-nobody- campaign-posters

Appendix 1: Sanction Flow Chart

Cases will be moved straight to Tier 3 where they are considered to fall into 'serious misbehaviour' category. 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 Relationships & 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. Letter 1 requests that parents and carers are expected to reinforce message from home.

At all points above a restorative and relational conversation should happen regarding the situation and impact this has had on members of the school community.

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 (defined in section 3 of The Solent Schools Relationships & Behaviour Policy)

- Class teacher will issue letter 2 asking parents / carers into 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

At all points above a restorative and relational conversation should happen regarding the situation and impact this has had on members of the school community.

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 Relationships & Behaviour Policy) or persistently misbehaves (having covered all actions in Tier 1 and 2 above)

- The class teacher will issue letter 3. At this point the Head of School and/or SENDCo 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.
  - An alternative timetable or provision within school.
  - Suspension 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.

At all points above a restorative and relational conversation should happen regarding the situation and impact this has had on members of the school community.

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.

Current letters are being reviewed by SLT to ensure that they follow a relational and restorative approach and will be added to the Appendix.

Appendix 2: Relational and Restorative Practice

Restorative conversations must be built on a foundation of relational practice with values and rules being used to frame the conversation. This approach is used to allow two people to better understand each other's point of view and where possible to develop an agreed way forward. It involves including both parties in finding a solution to the problem and focuses on reflecting on reasons, causes, responsibilities and feelings.

Key principles of Relational and Restorative Practice:

1. Promoting social relationships
2. Being responsible for one's own actions and their impact on others
3. Respecting other people, their views and feelings
4. Empathy with others
5. Being committed to fair processes
6. Being actively involved in decisions about their own lives
7. Willingness to create opportunities for reflective change. The key to a successful restorative conversation is both the environment (walk and talk works well) and careful preparation such as thinking about where people will sit and how the conversation will be structured.

Key questions that might be asked:

1. What happened?
2. What were you thinking at the time?
3. What have you thought since?
4. How did this make people feel?
5. Who has been affected?
6. How have they been affected?
7. What should be done to put things right?
8. How can we do things differently in the future?

Appendix 3 – PACE Approaches

Effective use of PACE to build trust and connection was developed by Dan Hughes as a central part of the attachment focused family therapy. The principles are informed by our knowledge of the impact of trauma, particularly the early experiences of developmental trauma. These principles offer us a framework for building trusting relationships within our school community.

PACE refers to Playfulness, Acceptance, Curiosity and Empathy.

PLAYFULNESS brings fun and laughter to relationships. It provides reciprocal enjoyment and, in the process, helps a child/young person to learn to experience and regulate positive emotions. A sad reality is that traumatised children and young people have difficulty regulating positive emotions. Playfulness helps with this process. Along the way, playfulness conveys a sense of confidence and hope for the future. It is about connecting, chatting and enjoying being together. It reduces the sense of threat and that means fewer challenging incidents and confrontations.

ACCEPTANCE creates psychological safety. The focus is on communicating acceptance of the internal experience of the child or young person – the thoughts, feelings, wishes, beliefs, desires and hopes. In accepting the internal experience of the child or young person, we are communicating our understanding of this experience and that we are not going to disregard or challenge it. Phrases like "*help me understand what you were feeling/thinking/scared about*" are helpful here. It is important to take time and not jump in and problem solve. Active listening is key. We may not tolerate particular behaviours but we will accept the experience underneath the behaviour. Pupils experience this acceptance as respect and so respect also increases from them towards staff.

CURIOSITY is directly connected to understanding. If staff are curious, students will develop curiosity about themselves, other people and the world. This leads to self-awareness and self-awareness leads to self-control. When we curiously explore within a relationship, we are expressing interest in the other person and a desire to know them more deeply. Wondering out loud can help here "*I wonder if you feel……*" "*what if*". The student then becomes more open to a trusting relationship and becomes stronger in the process. As a bonus – curiosity breeds curiosity – great for learning!

EMPATHY communicates our curiosity or acceptance. We stand in the others' shoes and recognise and respond to their emotional experience. Behaviour is communication and what is often being communicated is anguish or grief – it helps if the adult knows their back story but if not, listen and think carefully about empathetic body language – mirroring, interested posture. Give the child the feeling you are alongside them, this will alleviate fear and open the door to taking risks with learning.