



Head of School: Ms C Lowing

Initial policy date	July 2018	Next scheduled review	October 2023
Governor approved	12 October 2022	Key person/people	HT
Model policy		Model localised	
Pupil leadership team review		Y / N / N/A	

Behaviour and Suspension (including School Exclusion)

At Test Valley School we believe in supporting the whole community in its "Pursuit of Personal Excellence" and recognise the need for effective systems to facilitate a safe and orderly environment, underpinned by strong and healthy relationships.

Principles

Everyone learns effectively, and is likely to achieve "personal excellence", if they accept and understand the importance of partnership. The school recognises that a system of recognition, consequence and restorative work will be effective in encouraging pupils' self-regulation.

The school will work in partnership with pupils, families and external agencies to employ its best endeavours in meeting the needs of all children – making reasonable adjustments where necessary and working under the principle that the effective safeguarding and wellbeing of **all** members of the school community is the school's primary concern with respect to our approach to managing behaviour.

The School will:

1. Communicate expectations for acceptable behaviour at all times (PRIDE) and use our best endeavours to support children in learning self-regulation;
2. Ensure that every pupil is able to gain maximum benefit from all aspects of the education provided and that their learning is not affected by the inappropriate behaviour of others;
3. Through partnership with parents, create a supportive and disciplined environment to the mutual benefit of pupils and colleagues alike;
4. Ensure consistency in practice whilst being mindful of individual needs and circumstances so far as reasonably possible;

5. Ensure early intervention, using a range of internal and external resources, in order to support pupils to behave well.

The School believes in a restorative, empathetic approach, with boundaries. A firm but kind approach to behaviour in School will enable pupils to have the opportunity to reflect on their behaviours and learn from experience. It is our overarching aim that pupils leave Test Valley with a strong understanding of how to function as a positive member of society, understanding the values necessary to form strong and appropriate relationships with others and to achieve personal and economic wellbeing.

Practice – Overarching principles for implementation

1. The School actively seeks to celebrate and promote pupils' achievements and participation in a range of contexts.

2. *Positive behaviour will be rewarded with:*

- *Verbal praise*
- *A positive achievement point on Class Charts*
- *Communication home via email, call or postcard*
- *Celebration on social media*
- *Invite to celebration with Headteacher.*
- *Invite to half termly celebration events.*

3. Partnership from parents/carers is expected. Minor difficulties will often be dealt with internally, whereas more serious concerns will promptly be shared with parents/carers and their support enlisted. The school expects both staff and parents/carers to be open to polite, calm and honest discussion, with the aim of resolving the majority of issues as swiftly as possible, agreeing actions all parties will take to secure the pupil's good behaviour going forward.

4. When appropriate, referrals to other agencies will be used with regard to individuals or groups causing concern so that they can engage in additional support.

5. A system of positive recognition and consequence will be used that is appropriate to the age and stage of pupils' development.

6. The School will follow DfE advice and guidance for 'searching, screening and confiscation' (January 2018) where we suspect a pupil may have or has brought banned items or substances onto the school site.

Banned items include:

- Weapons
- Alcohol
- Knives of any kind
- Illegal substances
- Legal Highs
- Illicit/pornographic images or material
- Cigarettes, tobacco or vaping paraphernalia
- Materials that might be used for the preparation and/or consumption of illegal substances
- Medicines other than those prescribed by a doctor and used in consultation with the School Welfare Officer

Mobile/electronic devices will also be banned if used inappropriately. It is our expectation that mobile phones are not used by pupils within the school day unless explicitly linked to learning and agreed by the class teacher.

This list is not exhaustive and any item which is not appropriate for school, or that is used with the intention to cause harm, will be banned from the school site and may be subject to confiscation.

7. As a last resort, members of staff can use reasonable force to prevent pupils from committing an offence, injuring themselves/others or, damaging property.

8. The school will endeavour to implement all DfE and HCC advice on social distancing to ensure the safety of pupils and adults in school. Pupils are expected to adhere to necessary adjustments and take individual and collective responsibility for adhering to these measures without negotiation.

9. The school does not permit inappropriate physical contact in school. Pupils are expected to ensure that they act in a sensible manner and do not engage in activity that could lead to harm. Any behaviour which either through negligence (or wilful defiance) causes potential harm to others will be treated as a serious breach of policy.

10. This school has a zero-tolerance approach to sexual violence and sexual harassment. We are clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up. Further details of the school's approach can be found on page 10 of the school's Safeguarding Policy on the school website.

11. In many cases, pupil behaviour beyond the school gates and outside of the school day is the responsibility of parents/carers. However, the school will take all matters in which pupils' behaviour brings the school into disrepute or causes harm to another pupil very seriously and will work with parents and carers to implement appropriate sanctions

and restorative actions. DfE guidance of 2014 provides the following examples of when the school is entitled to take action:

Misbehaviour when the pupil is:

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

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

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

12. When engaging in learning online at the direction of the school, pupils will be expected to adhere to the school's high standards for behaviour and conduct as would be the case if they were physically in school.

13. When participating in learning online, pupils (and parents/carers) must not record adults nor can they share pre-recorded lessons or invite others to join the group.

14. In the interests of safeguarding, adults in school will record live lessons and, where pupils' names are mentioned, these will be deleted after one month.

15. As a last resort, or where behaviour is such that it causes harm, or potential harm, to another person or, to the reputation of the school or, if there is a breach of any other policy relating to pupil conduct and after all mitigating factors have been considered, the school will use fixed term exclusions as a means of reframing a pupil's behaviour in school. In cases of persistent or very serious breaches of policies that are intended to protect the education and welfare of pupils and adults, the school will consider permanent exclusion as a last resort.

16. The School has a robust system for issuing fixed term exclusions that includes a full review of the child's circumstances, consideration of the impact of the exclusion and detailed process for restoration.

Practice – Types of behaviour and responsibility

The management of good behaviour and promotion of positive pupil conduct is the responsibility of every member of staff within the school. It will be the case that a great many lower-level issues will be satisfactorily resolved by the classroom teacher or, in the case of behaviour around school and at social times, the teacher on duty. At times, classroom behaviour may be referred on to the Subject Leader and behaviour around

school referred to the Key Stage Leader, if it is deemed that a pupil's conduct requires a more serious sanction. In cases where severe disruption or more serious behaviour occurs, this will be referred to a member of the school Senior Leadership Team.

Types of behaviour are categorised by five 'levels' of increasing seriousness. These are listed below, alongside the position of the member of staff who will usually deal with the issue. Where the behaviour of a pupil requires discussion between a member of staff and parent/carer, it is almost always the case that this discussion will be most appropriate between the parent/carer and the suggested member of staff.

Level 1 Behaviours – low level disruption	
Responsibility of:	Type of poor behaviour demonstrated
Class Teacher	<ul style="list-style-type: none"> • Talking/interrupting teacher • Leaving seat without permission • Interfering with others' personal space/equipment • Failing to start work/settle to work; refusal to work; head on desk, 'sleeping' • Eating/chewing • General lack of attentiveness, e.g., turning round, swinging on chair etc. • Swearing
The teacher present at the time or Key Stage Leader	<ul style="list-style-type: none"> • Lateness to school • General low level anti-social behaviour around school (e.g. litter, water fight, out of bounds) • Swearing (warning first time, detention second time) • Missing items of uniform
Class Teacher (or if persistent, Subject Leader)	<ul style="list-style-type: none"> • Non-completion of work • Non-completion of Homework
Tutor initially and class teacher	<ul style="list-style-type: none"> • Missing equipment (to be checked by tutor)
Tutor and class teacher (or if persistent, Subject Leader or Key Stage Leader)	<ul style="list-style-type: none"> • Lateness to lesson
Class teacher	<ul style="list-style-type: none"> • Refusing to sit where asked

Level 2 Behaviours – more serious disruption	
Responsibility of:	Type of poor behaviour demonstrated
Class teacher	<ul style="list-style-type: none"> In classroom - Throwing things/running around/other dangerous behaviour including physicality/horseplay
Subject Leader or Key Stage Leader	<ul style="list-style-type: none"> In classroom - Verbal abuse, including potentially offensive language, of or serious physical interference with another pupil
The teacher present at the time	<ul style="list-style-type: none"> Mobile phone use

Level 3 Behaviours – persistent defiance	
Responsibility of:	Type of poor behaviour demonstrated
Class teacher (or if persistent, Subject Leader)	<ul style="list-style-type: none"> Refusal to attend lesson/internal truancy Additional information for PE lessons – PE will follow agreed internal system of warnings and sanctions for pupils who forget kit and <i>willingly</i> borrow spare. For those who refuse to borrow kit, this will be seen as refusal to attend lesson and the same sanctions will apply as for other subjects
The teacher present at the time	<ul style="list-style-type: none"> Refusal to follow instructions regarding aspects of health and safety (e.g. poor conduct during fire drill)
The teacher present at the time (or if persistent or more serious, Subject or Key Stage Leader)	<ul style="list-style-type: none"> Refusal to follow instructions from staff outside of classroom/teaching area – i.e. between lessons, at break and lunch time, before and after school, in the community when in uniform
Key Stage Leader or SLT	<ul style="list-style-type: none"> Theft
Key Stage Leader or SLT	<ul style="list-style-type: none"> Graffiti/defacing school property
Key Stage Leader or SLT	<ul style="list-style-type: none"> Smoking, vaping, associating with smokers, possession of smoking paraphernalia in school

Level 4 Behaviours – serious, dangerous	
Responsibility of:	Type of poor behaviour demonstrated
Key Stage Leader or SLT	<ul style="list-style-type: none"> • Verbal abuse to or about member of staff • Homophobic/racist or otherwise prejudicial or defamatory language • Swearing directed to/at staff
The teacher present at the time and Key Stage Leader or SLT	<ul style="list-style-type: none"> • Fighting
Class teacher (or if more serious Key Stage or Subject Leader)	<ul style="list-style-type: none"> • Damage/vandalism/serious breach of health and safety
The teacher present at the time (or if more serious Key Stage or Subject Leader)	<ul style="list-style-type: none"> • Dangerous behaviour – e.g misuse of PE/Technology/Science equipment with disregard for others safety, serious physical horseplay which risks injury of others
SLT	<ul style="list-style-type: none"> • Aggressive or threatening behaviour towards staff
SLT	<ul style="list-style-type: none"> • Physical assault on pupil

Level 5 Behaviours – rare, extreme	
Responsibility of	Type of poor behaviour demonstrated
SLT	<ul style="list-style-type: none"> • Possession of drugs in school (no intent to supply)
SLT	<ul style="list-style-type: none"> • Sale or distribution of drugs in school
SLT	<ul style="list-style-type: none"> • Serious physical assault of member of staff
SLT	<ul style="list-style-type: none"> • Possession of weapon in school
SLT	<ul style="list-style-type: none"> • Use of weapon in school

Sanctions

It will be the case at times, that pupils will receive a sanction as a result of poor behaviour. Before issuing sanctions, teachers and school staff will have attempted to use their professional skills and training and the relationships they have built with pupils to try and resolve situations. School assemblies and PSHE lessons will have been used, amongst other strategies, to inform pupils about, and give them the opportunity to discuss, those types of behaviour which the school and society deems the most serious. Pupils are expected to engage with these opportunities and to use their developing understanding to discriminate between what is, and what is not, appropriate behaviour.

Sanctions used by the school to manage pupils' behaviour are as follows:

Detentions

Detentions are issued by class teachers, tutors, Subject Leaders, Key Stage Leaders and members of the school SLT. They can take place at break or at lunch time (pupils are given the opportunity to use the toilet and eat), or after school. The school takes logistical travelling issues into account when setting detentions.

Removal from lessons to another classroom

When a pupil's behaviour in a lesson is disruptive to the extent that to remain in the lesson would mitigate against other pupils' opportunity to learn, the pupil will be removed to another room to work. This will usually be within the same department or a nearby department and with an experienced member of staff with a class of a different year group.

Internal Isolation

Where persistent disruption of lessons or around school occurs, or where a pupil exhibits more serious poor, abusive or dangerous behaviour, the pupil will be placed in the school's internal Isolation Room to work for a fixed period of time. During this time, the pupil will be given the opportunity to eat and use the toilet but will not have the same breaktimes as their peers.

Fixed -term exclusion and Permanent exclusion

As a last resort, or where behaviour is such that it causes harm, or potential harm, to another person or, to the reputation of the school or, if there is a breach of any other policy relating to pupil conduct and after all mitigating factors have been considered, the school will use fixed term exclusions as a means of reframing a pupil's behaviour in school. In cases of persistent or very serious breaches of policies that are intended to protect the education and welfare of pupils and adults, the school will consider permanent exclusion as a last resort.

Reasonable Adjustments

The school believes strongly in inclusive practice and makes reasonable adjustments for all pupils, those with Special Educational Needs and those with protected characteristics. In respect of this behaviour policy and in alignment with the SEN policy, reasonable adjustments may include (although are not exhaustive) the following:-

- Additional adult assistance.
- Adaptations/tools to support communication (such as visual aids);
- Use of time-out cards.
- Adaptations to the timetable.
- Adaptations to pupil groupings.
- Additional mentoring.
- Contact with parents/carers during the day.
- Variations in the application of uniform policy where it is significant in overcoming a barrier.
- Changes to seating plans in class or methods used to facilitate interaction and reduce anxiety.
- The use of report cards/communication books and other tools for home/school liaison.
- Additional meetings with parents and carers.
- Support from Pupil Support Team.
- Inviting parents/carers to support events in school.
- Support from external agencies where available.
- Use of risk assessments.
- Specific risk assessments for children for whom social distancing is particularly challenging.
- Where resources allow, additional measures will be in place to support children for whom social distancing is particularly challenging.

The school will take positive action to enhance the inclusion of groups of pupils who may otherwise be facing barriers to participation- such as through the use of Pupil Premium funding. Test Valley School defines reasonable adjustments as those which are practically possible taking in to account the following:-

- The resources of the school – including financial and access to external agencies (such as CAMHS);
- The practicality of the adjustment.
- The interests of other and future pupils.
- The likely impact of such adjustment.

In every case, reasonable adjustments do not override the school's primary duty in safeguarding and ensuring Health and Safety ('Equality and Human Rights

Commission: Technical Guidance 2014'). The application of a reasonable adjustment will be evaluated in terms of the likely impact and within the scope of the efficient education of all children.

Flexible Learning Centre

For those pupils who require more intensive short term support to succeed at school, the school **may** place them, with the agreement of parents/carers, in the school's Flexible Learning Centre. This is not a provision that can be requested by parents/carers or pupils, but one which senior leaders in school can use in a small number of very appropriate cases.

The core purpose of the Flexible Learning Centre is to provide personalised learning experiences and self-support strategies for pupils, to enable them to survive and cope with the personal and academic challenges and barriers they face in school. The focus is twofold. Firstly, to provide intensive literacy and numeracy support and wider curriculum intervention to enable pupils to feel confident in their learning so they can return to normal lessons, Secondly, to facilitate the development of practical behaviour management strategies and techniques that young people can use in school, to avoid making poor decisions which bring negative consequences. Pupils will be supported to develop a sense of belonging to the school community, a sense of self-worth and competence and of empowerment to make decisions about their life in school.

Possible reasons for placement in the Flexible Learning Centre

The Flexible Learning Centre will provide support for pupils:

- who are at risk of exclusion
- whose behaviour has deteriorated despite the existence of a strategic plan and numerous interventions to improve behaviour, such as off-site respite support, internal isolation, daily reports etc
- who are suffering severe anxiety and possible mental health issues who are currently unable to access mainstream lessons and require emotional support
- on a managed move from another school who require assessment and successful integration.
- on a reintegration from Education Centres such as Smannell Field and Inclusion Hampshire
- who may face permanent exclusion from school and who need immediate respite provision
- who need additional support to return to school after lengthy periods of absence
- who are failing to access certain lessons adequately
- entering school on in – year fair access protocols where poor behaviour has been a feature in previous settings

Linked policies

This policy should read alongside:

SEN Policy

Safeguarding Policy

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