

Test Valley Relationship Policy

Test Valley Rewards

Test Valley uses rewards to recognise and promote the excellence our pupils display, giving them encouragement and praise.

Praise is a key component of effective teaching and strong pupil/teacher relationships. **Good behaviour is best promoted and developed by drawing attention to and rewarding the well behaved and hardworking pupils.**

Praise needs to be used genuinely, sincerely and linked to real evidence of a pupil's strengths. Our rewards structure aims to support the effective use of praise and to that effect staff should aim to issue 3 positive Class Chart points for every negative.

Teachers should award Class Charts points when pupils meet the expectations as set out in the **Test Valley Expectations of Pupils:**

- 1. I always try my hardest and learn to the best of my ability**
- 2. I always do as I am asked, the first time I am asked**
- 3. I am in the right place at the right time doing the right thing**
- 4. I take pride in the presentation of my work, all exercise books, my classrooms and the school site**
- 5. I take responsibility for my learning and support the learning of others – this means I work well independently and within a team**
- 6. I respect others, their opinions, and their personal space at all times, including outside of school**
- 7. I always have the correct equipment, look smart and am ready to learn**

Students' reward for good behaviour should be first and foremost their own self pride as members of the Test Valley family and as model citizens in our school, city, national and global communities.

In addition to the above, students have further opportunities to be rewarded at Test Valley for good behaviour through a number of avenues:

- 1) Positive Class Charts points for good behaviour
- 2) Positive Class Charts points for good work and thinking
- 3) Positive Class Charts points for excellent attendance
- 4) Positive Class Charts points for excellent reading
- 5) Rewards trips and events
- 6) Headteacher Awards – weekly
- 7) Key Stage Lead Awards
- 8) Certificates and Hegarty Awards
- 9) House competitions and trophies
- 10) Recognition in public & Community support
- 11) Election to student leadership roles
- 12) Year group specific awards and prizes as designed by the Head of Year ; This includes Hot Chocolate with HOY, Awards Assemblies and trips
- 13) Half termly Platinum Head teacher Awards
- 14) Hero Awards annually

It is possible for a pupil to be awarded a positive and negative in the same lesson. If a pupil was working well initially you may have awarded a *Ready to learn*. However, the behaviour may have unfortunately deteriorated, and you Reminded – Warned – but unfortunately had to Remove. This would necessitate a negative mark and perhaps sanction in the same lesson. It could act as an opportunity to remind the pupil that you are looking to reward them when they do meet your expectations.

Test Valley Behaviour expectations & procedure in lessons

Test Valley is committed to creating an environment where every pupil can work towards excellence whilst feeling safe. Strong relationships built on trust are at the heart of feeling safe and it is our aim that every member of the school community is committed to this value.

To build strong relationships that enable learning in the classroom every teacher follows the same routine (see Staff expectations). Every lesson begins with:

1. **Meet & Greet at the door** - Teachers welcome pupils with a smile and ensure they enter the classroom in a positive, calm manner, reminding pupils to take off their coats, get out their equipment and begin working.
2. **Do Now** - A retrieval activity is ready for the pupils to complete in silence to set the right tone for the lesson.

To maintain a purposeful atmosphere and have compliance from everyone Teachers use **Pre-Emptive Strategies**. These include

- **narrating the positive** – “I can see Sarah is silent and ready. Just waiting for two more”
- **considering body position and scanning regularly for compliance** – once pupils working silently, pick the optimal place to actively scan the room and quietly redirect any off-task activity
- **non-verbal cues** – smiles, fingers to lips, walking over to stand near the behaviour, using eyes
- **considering voice** – directing the class as to which ‘voice’ to use when with working with a partner/individually/in silence/listening

Our school is inclusive, and we want every child, as far as possible, to be taught in the classroom with their peers. Teachers take every opportunity to make this happen. However, when the behaviour of a pupil is disrupting learning with continual low-level disruption, the procedure to follow is:



1. **Remind** pupils of behaviour expectations, name the unwanted behaviour and identify a time when they have previously met expectations.
2. **Warn** pupils in a calm, assertive way, this may include a seat change if the teacher deems this necessary or appropriate. Voices remain calm.
3. **Remove** pupil to avoid further disruption. This may be, firstly:

- i. a brief **Time Out** if pupils need this. Pupils can speak to the teacher away from others, boundaries can be reset, brief reflection can occur, and a final opportunity is given to reengage with the learning. This should be no longer than **3 minutes** and only one pupil. If disruption persists, then
 - ii. the duty On Call will be contacted and the pupil **Removed** to a neighbouring classroom.
 - a) Classroom teacher to give work to the pupil for them to complete.
 - b) Classroom teacher to record the pupil removed on Class Charts and then arrange a **restorative conversation** with the pupil as soon as possible after the event.
4. Where an incident is more serious, or there are more than two incidents of needing to be removed in a day, a pupil may be placed in **Internal Inclusion**. This is at the discretion of SLT.
 5. Tutors, Heads of Department and Key Stage Leads monitor Class Charts for removal weekly. Where a child is being removed from the same subject more than three times in a fortnight contact should be made with the parents and recorded on Class Charts.

General points:

- Teachers should use every available strategy to help a pupil remain in the classroom. This is the priority.
- Every pupil is different, and some pupils have particular needs that mean following this structure is not straightforward. Teachers need to know their classes, use pupil support plans, and give sanctions that are appropriate to the needs of the pupil, making reasonable adjustments where necessary (particularly for SEND and pupils with SEMH needs).
- Sanctions (detentions, restorative conversations, phone calls home and concerns) must be recorded on Class Charts.
- The Teacher who removed a pupil must follow up this action with a Restorative Conversation recorded on Class Charts.
- Whole-class sanctions should not be given.

Test Valley Sanctions

At Test Valley pupils are expected to follow our routines and expectations. If pupils do not meet these expectations, sanctions will be put in place to help the pupil reflect upon and recognise the effects of their choices. Sanctions work as a complimentary intervention to rewards to reinforce positive behaviour. The Sanctions we may impose on a pupil include:

Behaviour	Action: Detention
No equipment (Timetable/stationary/reading book/calculator etc.)	Tutor responsibility: 1 st Concern logged on Class Charts - notes 2 nd Negative Class chart point 4 Negatives points in 1 week (30-minute detention)
Incorrect uniform	1 st chance, centrally logged on Class Charts by KS Lead, reasonable time knowing family circumstances. Tutor to monitor through Class Charts, contact home if necessary 2 nd 15-minute detention by tutor, if appropriate for circumstances

<p>Piercings/Hair Colour/Nails/Jewellery</p> <p>Poor line-up behaviour (assembly/fire-drill)</p>	<p>Treat each case on an individual basis. The expectation is to remove items and pupils retain. Repeat offenders send jewellery to office. Record concerns on Class charts notes, contact KS Lead for further guidance</p> <p>15-minute detention</p>
<p>Anti-social behaviour in social times/out of bounds</p> <p>Dropping litter</p> <p>Inappropriate language in general</p> <p>Rough/Physical play</p>	<p>Duty teacher to Remind-Warn-Remove to a Centralised 30-minute detention (after school) – Rota, teacher use of hall laptop to register</p> <p>Litter-picking during time social times</p> <p>Pastoral break/lunch detention</p>
<p>Accumulated low-level disruption that constitutes parking, this could include:</p> <ul style="list-style-type: none"> Calling-out Off-task talk Talking over the teacher Questioning teacher decision or instruction Distracting others (this could be talking, making noises, writing notes) Unkindness Rudeness – disrespectful, <i>pupil may think you're over-reacting or too sensitive</i> Physical contact Refusal to follow instructions Shouting Refusal to complete work Throwing an object Leaving seat without permission 	<p>Class Teacher</p> <p>Restorative Conversation (10 minutes)</p> <p>Record on Class Charts</p> <p>Ideally same day as the incident</p> <p>Positive conversation</p>

<p>Eating in class (including chewing gum)</p> <p>Continual swinging on a chair</p> <p>Coughing/making noises deliberately to distract the learning</p> <p>And other such behaviour that disrupts learning</p>	
<p>Incompletion of homework (following a reasonable chance)</p> <p>Lack of PE kit/Food & Tech equipment</p>	<p>Class teacher</p> <p>30 mins</p> <p>Recorded on Class Charts, automatic escalation to centralised detention if not attended</p> <p>1 X chance, 10 min detention, escalated to 30 min detention for nonattendance</p>
<p>Failure to attend Restorative Conversations (1 chance) or RC is unsuccessful & poor behaviour immediately continues</p> <p><i>Lateness (including repeated) to school beyond reasonable explanations (traffic) at discretion of KS Lead/SLT</i></p> <p>Truanting (internal) – identified by On Call</p> <p>Defiance</p> <p>Repeated unsafe/rough play</p> <p>Persistent uniform infringement, if appropriate</p> <p>Defiance – specifically refusal to hand-in mobile phone</p> <p>Defiance – specifically refusal to be parked in appropriate place</p>	<p>Centralised 30-minute detention (after school) – Rota, teacher use of hall laptop to register</p> <p>TLR holders X 2 sessions, MPS X 1 session</p> <p>Recorded on Class Charts</p> <p>Staff who set the detention to provide work and meet with the pupil in the detention to clarify work and restore relationship.</p>
<p>Missing a 30-minute detention</p> <p>Graffiti/Vandalism/deliberate destruction of school property</p> <p>Having smoking/vaping equipment on your person</p>	<p>Centralised 60-minute detention (after school) – Rota, teacher use of hall laptop to register</p> <p>TLR holders X 2 sessions, MPS X 1 session</p> <p>Recorded on Class Charts</p> <p>Staff who set the detention to provide work and meet with the pupil in the detention to clarify work and restore relationship.</p>
<p>Missing a 60-minute detention</p> <p>Disrupting a centralised detention</p>	<p>SLT detention</p> <p>60+ minutes – Friday, but could be scheduled as required</p>

If a pupil attends a detention, but their behaviour during the detention is disruptive, or they use their mobile phone, parents will be informed and they will be required to repeat the detention.

Test Valley operates an **Internal Exclusion** room. Pupils are placed in IE as a final opportunity to remain in school following poor behaviour choices. It is not a respite or safe space for pupils, and only SLT can place pupils into IE. The Lead Behaviour Mentor will monitor and support the pupils that are placed in IE to ensure that work is completed, and behaviour is addressed.

Behaviour	Action: Internal Exclusion
<ul style="list-style-type: none"> More than 2 instances of being parked Bullying Persistent disruption/defiance – covering a minimum of two lessons Swearing, inappropriate language at staff Threatening & intimidating behaviour Racism/Homophobia/offensive/misogynistic comments or behaviour against those with protected characteristics Dangerous or violent behaviour (fighting) Truanting 2+ lessons (internal) Truanting (off site) Vaping (the act) Low-level crime of any sort, such as theft Malicious accusations against staff Refusal to handover a mobile phone 	<p>SLT</p> <p>A number of consecutive lessons & social times, dependent on the behaviour extent</p>

On occasions a pupil's behaviour is more significant and/or there are repeated behaviours from above. When this happens the consequence is likely to be a period of suspension, the length of which will be determined by the Headteacher, or for dangerous or extreme behaviour a permanent exclusion will be sought

Behaviour	Action: Suspension
<ul style="list-style-type: none"> Being involved in fighting Making racist, sexist, homophobic or discriminatory comment Involvement in racist, sexist, homophobic discriminatory behaviours and child on child bullying Sexual harassment of another child, including online sexualised comments and/or requests for explicit photographs or comments Assault Bringing/consuming alcohol to site Threatening or becoming physically aggressive to a member of staff Vandalism Breach of the prohibited use of social media and/or filming in school 	<p>Headteacher</p> <p>A period of time determined by the Headteacher. This may include internal or external suspension. Repeated misdemeanours will result in external suspension determined by the Headteacher</p>

Refusal to attend Internal exclusion Seriously disrupt the Internal exclusion room In school and intoxicated (with drugs/alcohol or other substances that cause delirium) Thought to be under the influence of drink/drugs Committing (initiating or are complicit in) acts of criminality against the school such as: cause criminal damage/break in and enter the school building	
Behaviour	Action: Permanent Exclusion
<p><i>If you commit these behaviours, you are likely to be permanently excluded:</i></p> <p>Burgle (definition- deprive the school of any property through theft or breakage) Sending explicit photos of yourself or sharing explicit photos of other children Committing sexual violence, such as rape, assault by penetration or sexual assault Assaulting a member of staff Assaulting another student that leads to physical or emotional harm Have in your possession or distribute illegal substances in school including all Cannabis based products</p> <p><i>If you are repeatedly suspended for significant behaviours and breaches of the school / behaviour policy including any of the above</i></p>	

Rules for Internal Exclusion

- There are a maximum of four pupils in IE at a time. If any incident occurs above this where a pupil needs isolating they will be placed with a member of SLT or KS Lead.
- Parents and staff will be given 24 hours' notice of when a pupil will be placed in IE, except under exceptional circumstances.
- There are four laptop stations in IE. Teachers will post work for the pupil in IE on their Team area for the morning. Work must be appropriate for the ability of the pupil and instructions clearly sequenced so it can be completed.
- Pupils will have three chances to behave appropriately in the room. If they are unable to meet these expectations, they will be suspended and instructed to repeat IE when they return.

If a pupil is placed in IE they will:

- Attend their normal tutor first, to be registered.
- Hand in their mobile phone upon entry to the room and receive it back at the end of the day.
- Place their bags & coats at the front of the room away from the desks.
- Work in silence during lesson time
- Have opportunities to use the toilets and be taken to the canteen.
- Be taken for walks to get fresh air, if in IE for an extended time.

- Spend break and lunchtime in IE but will be allowed to talk.

If IE is closed, any pupil who commits a dangerous/illegal behaviour that warrants IE will be isolated with a member of SLT

Mobile Phones

Test Valley is a no mobile school. Pupils are permitted to keep them in their possession but must be switched off and kept in their bags. **Any phone seen at any time on the Test Valley site once school has begun (8.30am on entering the school site onwards) will be confiscated.**

- This includes mobile phones, electronic devices, air pods and earphones.
- If a mobile is confiscated, it will be kept in reception and the pupil can collect it at the end of the day, at 3.20pm.
- Failure to submit a phone when asked will result in the pupil being sent to IE and parents contacted to come and collect the device.

Recognising the impact of SEND on behaviour

Test Valley recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices (Equality Act 2010)
- Using our best efforts to meet the needs of pupils with SEND (Children and Families Act 2014)
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be met as far as possible and the school co-operates with other appropriate bodies

As part of meeting these duties, staff are encouraged to anticipate, as far as possible, the likely triggers of misbehaviour, and put in place support to prevent these from occurring.