

Initial Policy date	July 2018	Next scheduled review	October 2022
Governor approved	6 July 2022	Key person/people	HT
Model Policy		Model localised	Y
Pupil leadership team review		Y/N/N/A	

Behaviour and Exclusions (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 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 safeguarding 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 (Values) 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 with behaviour.

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.

Practice:

1. The School actively seeks to celebrate and promote pupils' achievements and participation in a range of contexts.
2. The use of Class Charts is integral to monitoring and communication. Positive behaviour will be rewarded with:
 - Verbal praise
 - A positive behaviour point in Class Charts
 - Communication home via email or telephone call
 - Celebration on social media
 - Invite to celebration with Headteacher.
 - Invite to half termly celebration events.
3. Partnership from parents is expected. Minor difficulties will often be dealt with internally, whereas more serious concerns will be shared with Parents/Carers and their support enlisted.
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
- Cigarettes, tobacco or vaping paraphernalia
- Medicines other than those prescribed by a doctor and used in consultation with the School Welfare officer.

This list is not exhaustive and any item that is used with the intention to cause harm will be banned from the School site and maybe subject to confiscation.

7. 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. Mobile phones will be confiscated and placed in the School Office for safekeeping if they are seen.

8. As a last resort, members of staff can use reasonable force to prevent pupils from committing an offence, injuring themselves/others or, damaging property.
9. The school will endeavour to implement all DfE and HCC advice on social distancing when necessary 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.
10. Pupil behaviour beyond the School gates and outside of the school day is the responsibility of parents/carers. 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.
11. 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.
12. 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.
13. 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.
14. 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.
15. 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.

Reasonable Adjustments

Reasonable adjustments will be made to ensure the inclusion of pupils with protected characteristics. The nature of a pupils' protected characteristic, together with support and intervention in place for a pupil, such as a Pastoral Support Plan, will be considered when issuing rewards and sanctions.

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.

