

Initial Policy date	July 2018	Next scheduled review	November 2022
Governor approved	24 November 2021	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 (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 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 Handbook and stamp system are integral to monitoring and communication. Positive behaviour will be rewarded with:
 - Verbal praise
 - A stamp in the Handbook
 - 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 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.

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 that is used with the intention to cause harm will be banned from the School site and maybe 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) of the social distancing measures which causes potential harm to others will be treated as a serious breach of policy.
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

The School believes strongly in inclusive practice and makes reasonable adjustments for all pupils 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.

Flow Diagram of Behaviour and Sanctions– Test Valley School

Use of Pupil Handbook / Quality First Teachings

- All efforts to secure an emotionally safe classroom should be made including meet and greet at the door, seating plans and clear take up time.
- In the case of Low level disruption in class the appropriate PRIDE code should be added to the pupil handbook at the end of the lesson
- In the case of repeated low level behaviour , the class teacher should contact home to discuss this behaviour with parents / carers



If this is not effective or behaviour is more Serious

Departmental action

- If a pupil continues to disrupt a lesson despite warning and take up time – they should be removed to the send out room
- A 30 minute after school detention will then be set by the class teacher
- Parents must be informed of the detention via a phone call or email
- A restorative approach should always be taken with opportunity sought to discuss behaviour and agree actions going forward

Senior Leadership action

- In the case of a continued or one of serious incident the pupil may be referred to a member of the leadership team
- A decision might be taken at this point to impose a more serious sanction such as a day's isolation in our isolation, a change to the pupil's timetable or an SLT monitoring report

Whole school action (Key Stage Leader)

- If an issue has become more serious and departmental sanctions have been used, the matter can be escalated to the relevant Key Stage Leader
- A pupil may be put in a Headteacher's detention, parents being informed of this via the Headteacher's PA
- Pupils may also be placed on a more closely monitored report with specific targets for an agreed period of time
- A pastoral support plan may be drawn up
- Pupils may be discussed as part of the Team Around the Child meeting in a Wed morning briefing slot with agreed actions
- External Agencies may be asked to support
- A restorative approach will be used at all times

Head Teacher / Governors actions

- This step will only be taken if all other steps have been trialled first OR in the case of extreme behaviour
- Sanctions which can be imposed by the Head Teacher are:

Fixed term exclusions
Governors Warnings
Permanent Exclusion