



Testwood School Behaviour For Learning Policy	
Key Responsibility area:	PW
Last Review:	May 2024
Next Review:	May 2025
Article 28	(right to education) Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child. Discipline in schools must respect children's dignity and their rights. Richer countries must help poorer countries achieve this.

Revision History

Version	Date	Amendments	Initials
V1.1	21/03/2018	Amended references to TSC to Testwood School	AS
V 2	23/04/2021	Added Inclusion Support Programme	DM
V 2	23/04/2021	Annex A) The Testwood Way	DM
V 3	30/03/2022	Add 16 statutory DfE exclusion reasons	DM
V 4	27/04/23	Focus on Restorative Practice Replace FOCUS with Ready, Respectful, Responsible Replace Detention with Repair Time Replace Exclusion with Suspension	DM DM DM DM
V5	01/05/24	Addendum to behaviour policy during Covid-19 removed and revision dates updated	PW

A) Introduction

Good learning takes place in a disciplined environment and we encourage very high standards of behaviour at Testwood School. Our school reinforces good behaviour and attitudes through the use of reward and encouragement. Each teacher aims to create the right atmosphere for learning by setting clear boundaries, developing good positive working relationships, using verbal and written praise and, if necessary, appropriate sanctions.

Our Behaviour for Learning policy depends upon building and sustaining positive relationships between all in the classroom, recognising and rewarding appropriate behaviour and tackling inappropriate behaviour through restorative practice. All learners are respected, regardless of their behaviour. Therefore, adult behaviour will never be compromised by learner behaviour.

Through restorative practice, our aim to teach students positive behaviour skills, encouraging them to accept responsibility for their actions, and, when needed, teach them how to make amends to restore relationships. Through making these routine, it also identifies ways in which we endeavour to remove barriers to learning and promote self-reliance and independence.

Every teacher in Testwood School takes an active role in supporting positive behaviour

for learning. This behaviour management policy consists of a number of strategies, skills and ideas to support a positive working environment within the framework of the school's aims.

We believe that everyone has the right:

- 1) to feel safe
- 2) to enjoy and achieve
- 3) to be treated with respect and consideration
- 4) to learn/teach without unnecessary interruption
- 5) to be listened to
- 6) to work in a pleasant environment for learning
- 7) to be treated fairly

We seek to create an effective learning environment in our school by:

- 1) promoting good behaviour and discipline
- 2) promoting self-esteem, self-discipline, proper regard for authority and positive relationships based on mutual respect
- 3) ensuring fairness for all
- 4) encouraging consistency of response to positive or negative behaviour
- 5) promoting early intervention in response to negative behaviour
- 6) providing a safe, caring environment free from disruption, violence, bullying and any form of anti-social behaviour
- 7) encouraging a positive relationship with parents and carers

B) Purpose

This policy aims to create clear expectations for positive behaviour management. It is also the responsibility of all those with an interest in maintaining good behaviour to

- 1) create an environment where there is mutual trust, respect and care for one another
- 2) ensure that students have a clear understanding of The Testwood Way: The 3 Rs

Ready: Being present, on time, equipped and in uniform. Student's attitude is positive and ready to learn

Respectful: Talking kindly, listening carefully and being silent when asked. Treating all staff, students and the environment considerately

Responsible: Following instruction and considering our actions at all times. Showing awareness of everyone around us and being accountable for our choices.

- 3) provide support for students and staff whenever needed
- 4) reward students for positive behaviour and good work

C) Rewards

It is recognised that positive behaviour and good attendance is more likely to be fostered in a climate of rewards and encouragement. House (Achievement) Points are awarded to students by teachers to provide a means of supporting academic, extra-curricular and social development and are recorded on Arbor.

Suggested criteria for awarding a House Point to students are:

- 1) Producing a quality piece of class work or homework
- 2) Sustained improvement in the standard of their work
- 3) Sustained improvement in attendance, punctuality and attitude
- 4) Helping another student to make progress
- 5) For being an excellent ambassador for Testwood School

Other positive recognition includes:

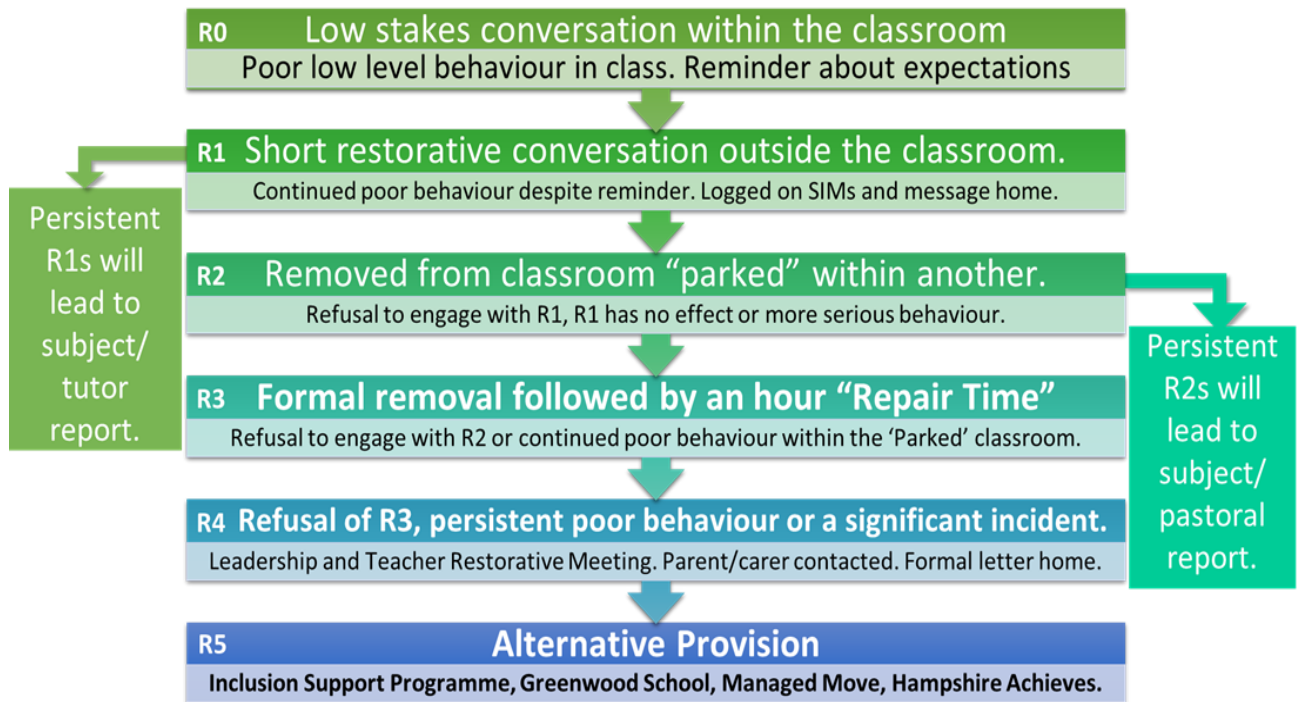
- 1) positive feedback (oral and written)
- 2) note in planner
- 3) praise postcards
- 4) certificates
- 5) display of good work
- 6) badges

Every week, certificates are awarded in assembly for individual students who have achieved the most House Points as well as other achievements (for example, player of the match awards). Also, certificates are awarded for the tutor group with the best attendance. Termly praise assemblies and prize draws are held to celebrate and reward achievement and effort. Occasional reward activities are organised for worthy students.

D) Sanctions

Testwood School will consider each negative incident individually and will consider very carefully the implications of any action it may take. The use of sanctions must be reasonable and proportionate to the circumstances of the case. It seeks to balance the interests of the student involved, the other members of the school and the local community.

The structure to manage classroom behaviour, as well as support and intervene with students with behaviour issues is as follows:



If a student is removed from a lesson, this will lead to a removal which will lead to an hour after school Repair Time. Every lesson there is a teacher on call to deal with the removal.

During their Repair Time, the student would be expected to have a restorative conversation with their classroom teacher, to encourage reflection on their behaviour and to repair the teacher/ student relationship.

A student who is removed three times in one day will be placed in the Inclusion Unit. In out of class incidents, the member of staff on duty will inform the Year Leader who will issue a sanction, for example, a half hour detention.

The Testwood Approach to Managing Behaviour provides guidance and structure to support and intervene with students with behaviour issues. A student who is on any level support will be placed onto a report as follows:

- Level 1 Subject teacher or Tutor
- Level 2 Head of Department
- Level 3 Year Leader
- Level 4 Deputy/Assistant Head
- Level 5 Headteacher

At each stage, parents and carers are informed and incidents are recorded on the school intervention record.

Repair Time

When a student has been removed from a lesson by a park or removal, they will be expected to attend a Repair Time. Parents/carers should be informed that their child has been given a Repair Time after school, why it has been given and when, where and for how long it will take

place. It is acceptable in law to inform parents/carers by 'any effective method', which includes 'student post', by telephone, fax, e-mail or, of course, by letter.

Repair Time at break and during the lunch-hour in cases where students are on the school site anyway would be an exception to this requirement.

Failure to attend a Repair Time will result in further sanctions. This might include re-setting the Repair Time, an increase in Repair Time to two hours, an internal or external exclusion.

Inclusion

The philosophy behind Inclusion is that students whose behaviour warrants a serious sanction should be excluded from the normal activity and social interactions of school life, yet be expected to work and learn under close supervision. As an alternative to a short fixed term suspension, we believe that a period in Inclusion is a more effective deterrent and sanction.

The following criteria will be applied when considering a placement in the Inclusion Unit:

- 1) to keep a student out of circulation while an incident is investigated, pending a decision about appropriate action
- 2) persistent poor behaviour in a number of lessons
- 3) failure to comply with reporting requirements to a senior member of staff
- 4) serious misdemeanours which would previously have warranted an external exclusion of up to five days
- 5) infringement of uniform code that cannot be rectified by sending the student home to change

Testwood School will follow the procedures laid down in the DfE guidance with regard to good practice and the parental right to appeal to an independent appeal panel against an exclusion.

Inclusion Support Programme

Students who have been identified as being on Levels 4 and 5 of the Testwood Stepped Approach to Behaviour will have a period of time, on the Inclusion Support Programme.

The core purpose of our Inclusion Support Programme will be to support students and provide practical behaviour strategies for them to survive and cope with the challenges and barriers they face in school, in their lessons, with their teachers and with their peers. Students will be supported to develop their sense of belonging to the Testwood School community, a sense of self-worth and competence and of empowerment to make decisions about their life in and out of school. Central to this will be the development of literacy and numeracy skills through the work completed in the unit. This will underpin and support behaviour management work in and beyond the school.

In particular it will provide support for:

- Students referred by Year Leaders whose behaviour has deteriorated despite the existence of a strategic plan to improve behaviour
- Students referred by Year Leaders who may face permanent exclusion from school and who need immediate respite provision
- Students referred by Year Leaders who need additional support to return to school after lengthy periods of absence

- Students referred by Year Leaders following consultation with Curriculum Leaders whose behaviour in some lessons has continued to cause significant disruption despite support to improve behaviour.
- Students who are failing to access certain lessons (but not for students who simply drop subjects)
- Students on a managed move from another school. This will allow assessment and successful integration.
- Students on a 6th day provision following exclusion from another school.
- Students entering school on in – year fair access protocols where poor behaviour is a feature.
- Students returning to LSA from short stay schools

Inclusion Support will provide a highly structured environment for students. There will be consistency of expectation and clarity about the use of rewards and sanctions. Because there will be an emphasis on developing the social skills of students, young people will sit together and work together, not in isolation or in silence. The focus will be giving students the survival skills needed to cope in our school - there will be every intention that students will re-integrate back into their mainstream lessons.

Referrals for Inclusion Support, with all relevant information regarding support and interventions, will be made by Year Leaders.

Fixed-term or Permanent Exclusion

Where a decision is taken to exclude a student, it is invariably done on the grounds that the student's behaviour constitutes such a serious challenge to the good order of the school that other punishments are not sufficient. Permanent exclusions can only be recommended to the Trustees in very serious situations when no alternatives are deemed possible.

The Trustees recognise that misdemeanours which can result in exclusion include:

- 1) violence, whether expressed in actions or threats, towards other people on the premises
- 2) actions or words to a member of staff, or in the presence/hearing of a member of staff, which are judged to have the effect of seriously undermining their authority
- 3) offensive written material which is judged to have the effect of undermining the authority of a member of staff
- 4) persistent misbehaviour (e.g. refusal to comply with reasonable instructions) which prevents other students from learning
- 5) bringing in, or handling, items likely to endanger the safety of other people. This includes weapons of all kinds and any dangerous substances, including alcohol, illegal drugs and volatile substances
- 6) attending under the influence of alcohol, illegal drugs or volatile substances
- 7) acts of major and/or malicious damage
- 8) actions likely to cause significant disruption
- 9) being in persistent or serious breach of a previously drawn-up contract of behaviour.

Some examples of DfE exclusion reasons are as follows:

1. Physical assault against a student
2. Physical assault against an adult
3. Verbal abuse or threatening behaviour against a student
4. Verbal abuse or threatening behaviour against an adult
5. Use, or threat of use, of an offensive weapon or prohibited item that has been prohibited by a school's behaviour policy
6. Bullying
7. Racist abuse
8. Abuse against sexual orientation or gender reassignment
9. Abuse relating to disability

I) General Roles and Responsibilities

All staff to use "The Testwood Way" in their everyday practice

Teacher

To provide opportunities for students to learn to the best of their ability by:

- 1) Ensuring class line up in silence
- 2) Ensuring each class has a seating plan
- 3) LOs on whiteboard or embedded in every slide
- 4) Displaying "The Testwood Way: The Behaviour Plan" poster in room.
- 5) Using the 3Rs consistently
- 6) Ensuring orderly dismissal from class
- 7) Setting suitable learning challenges, including thinkers keys/ swift starters
- 8) Removing barriers to learning
- 9) Recognising diversity
- 10) To provide an environment in which students can learn
- 11) To teach positive behaviour through the language of choice
- 12) To plan and prepare engaging lessons
- 13) To teach respect by treating students with fairness and consistency
- 14) To teach interpersonal skills by promoting positive supportive relationships within their teaching groups
- 15) To administer sanctions and rewards for level one behaviour according to the stepped approach
- 16) To record aspects of positive and negative behaviour via Arbor

Tutor

- 1) To teach interpersonal skills by promoting positive supportive relationships within their tutor group
- 2) To keep a record of attendance and to monitor lateness and absence
- 3) To record aspects of positive and negative behaviour via Arbor
- 4) To maintain positive communications between home and Testwood School
- 5) To check uniform and that students have the basic equipment
- 6) To provide guidance and assistance to individual students as necessary
- 7) To support the Testwood School's behaviour policy

Subject Leader

- 1) To ensure that departmental schemes of work suggest differentiated activities
- 2) To provide a positive learning environment within the department for both staff and students
- 3) To ensure that the behaviour and SEND policies are consistently implemented
- 4) To ensure that a climate of reward and praise is upheld within the department
- 5) To monitor the attendance, behaviour and learning of individuals and groups of students within the department especially, looked after children, ethnic minorities and gifted and talented students
- 6) To administer sanctions and rewards for stage two behaviours and record outcomes via Arbor

Year Leaders

- 1) To liaise and communicate with Subject Leaders, parents/carers and outside agencies and the special educational needs coordinator
- 2) To support individual students by:
 - making and maintaining appropriate interventions and communicating these to parents/carers and staff tracking the student's behaviour/achievement
 - liaising with appropriate local trustee members as required;
 - identifying disaffected and under achieving students and use stepped approach to administer sanctions and rewards for stage two behaviours, recorded via Arbor
 - Investigate reported incidents and incidents of poor behaviour, making judgements about stage 1/2 behaviours
 - Inform appropriate staff regarding necessary actions to be taken or those that have been taken following investigations
 - Contact parents/carers where appropriate
 - Implement and monitor the behaviour tracking system and provide regular reports from Arbor to relevant staff
 - Monitor attendance
 - Administer appropriate sanctions
 - Supervise after-school detentions
 - Liaise with and have knowledge of outside agencies

Teaching Assistants

- 1) To support SEND students within the classroom
- 2) To work in collaboration with the classroom teacher to remove barriers to learning for individuals and groups of students
- 3) To help the teacher to create and sustain a positive culture for learning where praise and encouragement outweigh sanctions

Leadership Team

- 1) To support staff in managing student behaviour by ensuring that systems for managing and monitoring behaviour and attendance exist and are consistently implemented
- 2) To ensure that good practice is both developed and shared through continuing professional development ("CPD")
- 3) To ensure that Testwood School has systems in place to work with outside agencies
- 4) To ensure that Testwood School regularly communicates with parents and carers
- 5) To provide clear leadership and monitoring through the use of Arbor of the behaviour policy
- 6) To administer sanctions and rewards

Local Board of Trustees

- 1) Supports the Senior Leadership Team in the monitoring of attendance and exclusions of different groups of students including looked after children and those from different ethnic groups

Parent/Carers

- 1) To sign the home/school agreement policy
- 2) To ensure their child's regular attendance and punctuality
- 3) To encourage their child to bring the right equipment and dress appropriately
- 4) To co-operate with the school to ensure that their child follows the positive behaviour policy
- 5) To keep the Year Leaders /Tutors aware of any circumstances which may affect their child's learning
- 6) To encourage and support their child in completion of homework
- 7) To maintain regular contact with the school through attendance at parents' evenings and, as appropriate, through learning planners, letters and telephone calls

This policy should be considered alongside and in conjunction with the Special Needs Policy available on the school website: <https://www.testwoodschool.co.uk/wp-content/uploads/2022/06/SEN-Policy-V-3.0-2022b.pdf>

This policy was approved by the Board of Trustees and will be reviewed annually.