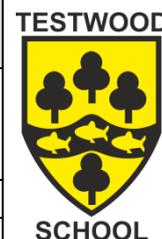


Testwood School Behaviour For Learning Policy



Key Responsibility area:	DM/PCW/S/2
Last Review:	March 2017
Next Review:	March 2019

[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.

A) Introduction

Good learning takes place in a disciplined environment and we set 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 working relationships, using verbal and written praise and, if necessary, appropriate sanctions.

Our behaviour policy depends upon recognising and rewarding appropriate behaviour and tackling inappropriate behaviour. Our behaviour policy aims to develop in students an acceptance of responsibility for their own learning and behaviour. It also identifies ways in which we endeavour to remove barriers to learning and promote self-reliance and independence. Every teacher in Testwood Sports College 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 classroom rules and the consequences of breaking them
- 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 SIMS.

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. It seeks to balance the interests of the student involved, the other members of the school and the local community.

In classrooms, the students will follow the FOCUS guidelines:

- F Face the speaker
- O Organised and ready to learn
- C Communicate appropriately
- U Understand the task
- S Sit up, listen and engage

If a student is given 3 strikes, this will lead to a removal which will lead to an hour after school detention. Every lesson there is a member of the SLT on call to deal with the removal.

A student who is removed twice in one day will be placed in the Inclusion Unit.

In out of class incidents, the member of staff on duty will complete a consequence slip which will be passed on to the Pastoral Team. This will result in a half hour detention.

The TSC Stepped 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 or Assistant Progress Leader
Level 3	Progress Leader
Level 4	Deputy/Assistant Head
Level 5	Headteacher

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

E) Detentions

Parents/carers should be informed that their child has been given an after school detention, 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. Detention 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 detention will result in further sanctions. This might include re-setting the detention, an internal or external exclusion.

F) Inclusion Unit

The philosophy behind the Inclusion Unit 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 exclusion, we believe that a period in the Inclusion Unit 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.

G) Behaviour Contracts

Students who persistently cause concern and are under threat of exclusion/ alternative placement/ managed moves will be given a behaviour contract. This is a contract between the school, the student and their parents/ carers. The contract will clearly indicate the expectations and the time frame for improvement to be made. This will be reviewed regularly

during the allocated time frame (between 4-6 weeks) with a final review meeting to determine the next step.

H) 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 Governors in very serious situations when no alternatives are deemed possible.

The Governors 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.

I) General Roles and Responsibilities

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 FOCUS poster in room.
- 5) Using FOCUS 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 SIMs.

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 SIMs.
- 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 with particular regard for the stepped approach to behaviour.

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
- 3) and students.
- 4) To ensure that the behaviour and SEND policies are consistently implemented.
- 5) To ensure that a climate of reward and praise is upheld within the department.
- 6) To monitor the attendance, behaviour and learning of individuals and groups of
- 7) students within the department especially, looked after children, ethnic minorities
- 8) and gifted and talented students.
- 9) To administer sanctions and rewards for stage two behaviours and record
- 10) outcomes via SIMs.

Progress 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:
- 3) making and maintaining appropriate interventions and communicating these to parents and staff tracking the student's behaviour/achievement
- 4) liaising with appropriate local governing body members as required;
- 5) identifying disaffected and under achieving students and use stepped approach to administer sanctions and rewards for stage two behaviours, recorded via SIMs.
- 6) Investigate reported incidents and incidents of poor behaviour, making judgements about stage 1/2 behaviours.
- 7) Inform appropriate staff regarding necessary actions to be taken or those that have been taken following investigations.
- 8) Contact parents where appropriate.
- 9) Implement and monitor the behaviour tracking system and provide regular reports from SIMs to relevant staff.
- 10) Monitor attendance
- 11) Administer appropriate sanctions.
- 12) Supervise after-school detentions
- 13) Liaise with and have knowledge of outside agencies

Teaching Assistants

- 1) To support SEN 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.

