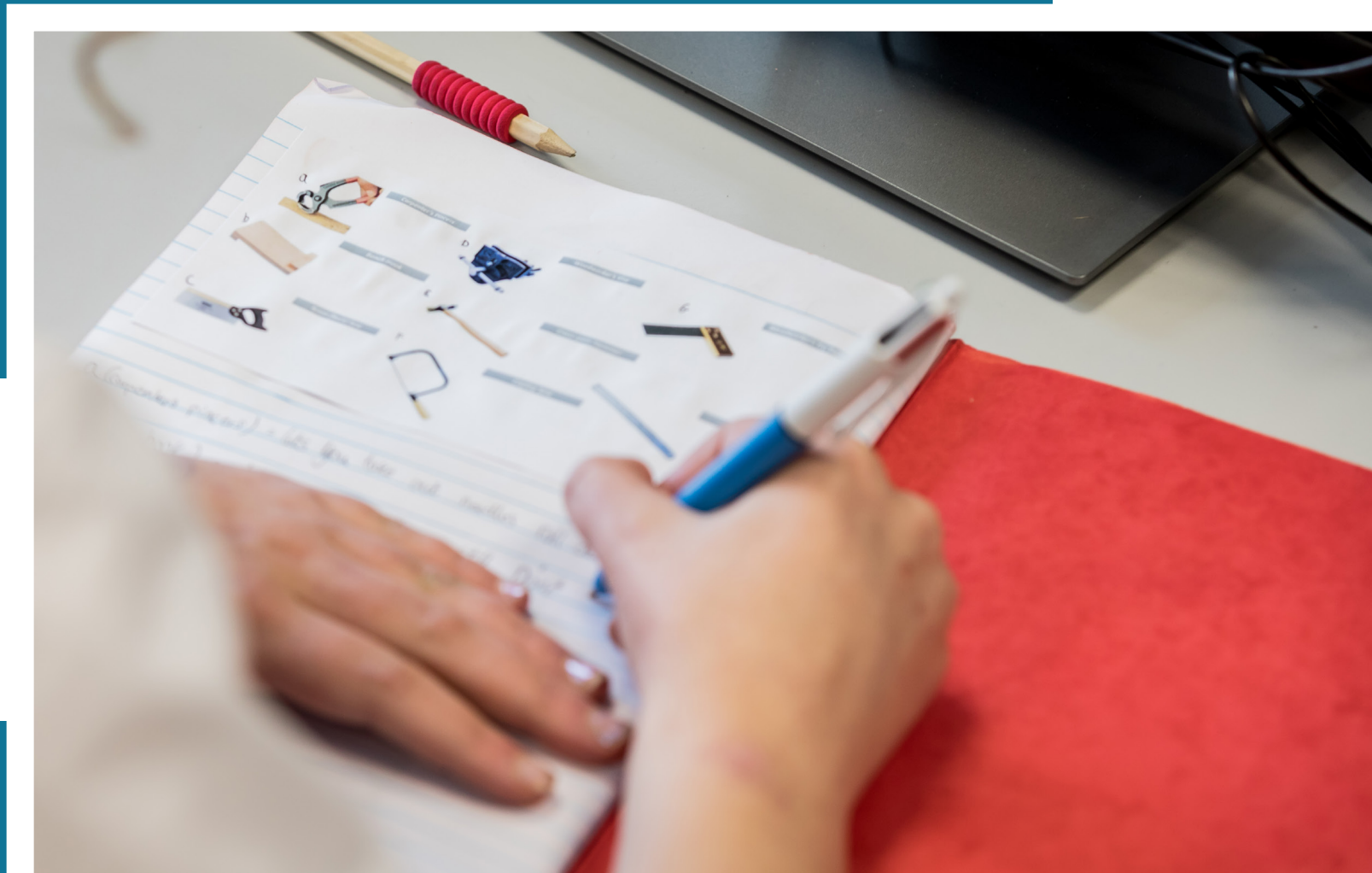


Testbourne's Behaviour for Learning and Anti-bullying Charter

A guide for all students, staff and parents.

While reading this booklet, you should refer to the Behaviour for Learning, Anti-bullying and School Communication policies that can be found on our website. You may also wish to read the Behaviour in Schools guidance produced by the DfE.



Testbourne
Community
School

Achievement • Excellence • Integrity



We have always been immensely proud of our students and the way in which they conduct themselves in school. Visitors to the school, and others who see our children on trips and visits always comment on how articulate, polite, friendly and helpful our students are. The vast majority of our students do not present any behaviour challenges, willingly follow the rules and work hard in lessons.

Our aim is to maintain the highest possible standards of behaviour at Testbourne Community School.

This is important so that the school is a warm, caring, friendly, safe and happy place where learning can flourish. Students' behaviour around the school should be of the highest standard and every lesson should be characterised by a relentless focus on learning. Learning should be free from distractions and disruption so that our students can achieve the highest standards of which they are capable.

Every member of staff and every student should be confident in the fact that their working environment is one where people are always kind, courteous and respectful.

We have very high expectations of our students and a belief that every student can meet them. We have rules because we need them to ensure that the students' right to learn in the best possible conditions is preserved. Much like driving on the nation's roads, everyone must follow the rules so that the systems work and everyone benefits. Following community and societal expectations and rules is an important life lesson for being successful adults and good citizens.

The purpose of this booklet is to serve as a guide to the expectations of the Behaviour for Learning policy and should



therefore be read in conjunction with the Behaviour for Learning policy which can be found on our website.

The ways in which we manage behaviour at Testbourne have been developed across a large number of schools and are shown to be effective. These methods are based on the principle that once students know the rules and the consequences, they can make the right choice for themselves and for others. A key component of children thriving at school and at home is clear boundaries and consequences. Good discipline is completely compatible with a caring and happy atmosphere and

is, in fact, the cornerstone of a safe and happy school.

At every school, in every situation where there are rules, students either choose to follow them or to break them and face the consequences. Our aim is to ensure that rules are clear and consequences are consistent so that children have the best chance to make the right choices. Additionally, our philosophy is to take the time to teach students to reflect on their behaviours, build positive relationships and engage in restorative meetings.

While we must use consequences for poor behaviour in some cases, we also

recognise good behaviour especially where students are consistently meeting the Testbourne Standards of Excellence. In summary, we have a duty to maintain good order in the school, using consequences as needed to reinforce expectations, so that children can be safe, happy and can experience lessons free from disruption.

Page 13 of this booklet explains how our approach to behaviour for learning is adapted for those with Special Educational Needs and Disabilities.

**Governors and Leaders of
Testbourne Community School**

STANDARDS OF EXCELLENCE

"Pupils are supported to be confident and articulate. They embrace the school's value of personal integrity, building a sense of responsibility for their own choices and their learning." - Ofsted, November 2023

One of our key aims is to ensure that we prepare children for their future beyond Testbourne Community School. **The Standards of Excellence** underpin our school's culture and ethos. Our aim is to promote these Standards of Excellence because we know that children who consistently demonstrate them will be kind, honest, independent and resilient and thus develop characteristics that will serve them well in the future. Students who do not meet these standards will face consequences to help them understand that their behaviour is not acceptable.

In addition, we expect children to:

Be ready to learn by arriving on time with the right equipment and correct uniform and by being ready within two minutes of entering the classroom. Students that are not ready to learn disrupt learning for others.

Follow instructions without question or answering back. Students that do not follow instructions cause significant disruption and waste a lot of time. They impact negatively on staff and their fellow students, adversely affect learning and consume large amounts of staffing resource.



THE TESTBOURNE STANDARDS OF EXCELLENCE



KINDNESS AND RESPECT

We treat others, ourselves and our environment with respect. We are kind and caring towards others. We never use prejudicial language or bully or harass people because of their gender, religion, ethnicity, race, sexuality, disability or other protected characteristic. We value equality.



AMBITIOUS LEARNER

We can work independently, we are resilient when the work is difficult, we respond positively to challenge, we are motivated, we seek improvement, we work hard, we are organised and we have the correct equipment and resources to learn.



HONESTY AND INTEGRITY

We do what is right, even when no-one is looking. We tell the truth and we admit our mistakes and learn from them.



LEADERSHIP

We are positive members of the school community and, to others, we are a good example of the Testbourne Standards of Excellence.

RECOGNITION

“Positive reinforcements and rewards should be applied clearly and fairly to reinforce the routines, expectations, and norms of the school’s behaviour culture.” - Behaviour in Schools Guidance, February 2024, Department for Education

At Testbourne Community School, we believe in recognising positive behaviours rather than rewarding them. This is an important distinction as we feel that any reward that we can give most students will have little value. Recognising good behaviour, defined as students exemplifying our Testbourne Standards of Excellence, however, has far more meaning and value.

When we issue recognition points in school, there are automatic notifications to parents and carers. This means that families can help celebrate success of their children in school and allows positive dialogue about school at home.



“The school is a calm and purposeful environment. Pupils feel safe and most behave very well. They are respectful of each other and have warm relationships with staff. Pupil’s voices are heard.” - Ofsted, December 2023

Students are recognised for their achievements in the following ways:

- ◇ Recognition points with automatic parent notification
- ◇ Positive phone calls
- ◇ Positive letters or emails home
- ◇ Certificates and commendations
- ◇ Lunch queue passes
- ◇ Non-uniform days
- ◇ Weekly Hot Chocolate Friday
- ◇ Tea with Headteacher
- ◇ Headteacher’s recognition letters
- ◇ Attendance at our Prize Giving event in Winchester Guildhall

REFLECTION AND CONSEQUENCE

“Positive reinforcement and sanctions are both important and necessary to support the whole-school culture.” - Behaviour in Schools Guidance, February 2024, Department for Education

We believe in giving the opportunity for children to reflect upon their behaviour whenever possible. Some behaviours can be resolved by a moment to think and an opportunity to discuss what has gone wrong and what needs to happen to improve. Often warnings and reflective conversations are enough to resolve an issue.

Where children are engaged in more significant poor behaviours, we must implement a consequence. This

consequence can include an after-school reflection (ASR), a senior leadership detention or a day in reflection with members of staff. In each of these cases, reflective conversations form part of the purpose of the consequence.

It is important to note that our preference to resolve issues through reflective practice and building relationships does not mean that children can be defiant and disruptive with impunity. In those cases, the highest levels of consequence must be implemented so that the school is able to maintain a safe, learning-focused environment for all.

Sometimes, when reflection does not work, we may need to use

suspension as a strategy. A student who has been suspended has a readmission meeting on their return to school. The purpose of this meeting is for a discussion with the parents and the student to reflect on where things went wrong, understand how they need to change their behaviours going forwards and identify any support that is needed.

Of course, the majority of our students never receive consequences for behaviour as they consistently demonstrate our Standards of Excellence to the highest levels.

IMPLEMENTATION IN THE CLASSROOM

“For all schools, establishing and maintaining high standards of behaviour is not only vital in ensuring that teachers can deliver the curriculum, but also plays a critical role in ensuring that the school is a safe environment for all pupils.” - Behaviour in Schools Guidance, February 2024, Department for Education

TCS CLASSROOM EXPECTATIONS

We don't talk when the teacher or another student is talking to the class

We respect each other's right to learn and never disrupt learning

We complete our work to the best of our ability

We work silently when directed e.g. Silent 20

We use quiet 'indoor' voices for group or paired work

We keep ourselves and others safe

We always strive to meet the Testbourne Standards of Excellence



AMBITIOUS LEARNER



HONESTY & INTEGRITY



KINDNESS & RESPECT



LEADERSHIP

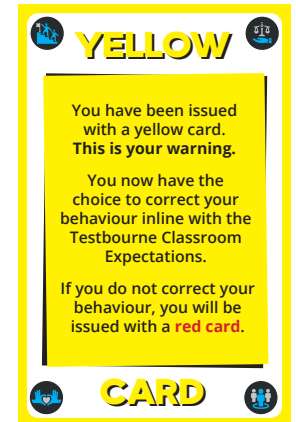
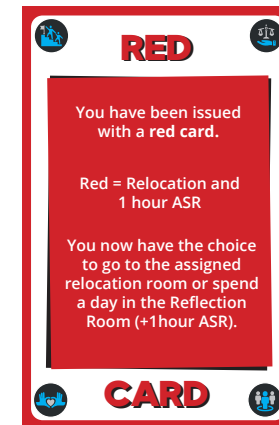
Our TCS Classroom Expectations supplement the TCS Standards of Excellence and outline our expectations for all students in all lessons. Teachers refer to the TCS Standards of Excellence and Classroom Expectations when issuing praise and recognition, and when redirecting behaviours.

Disruption to learning

Our aim is to resolve issues in the classroom without the need for further consequence by redirecting the child's behaviour and reminding them of expectations. If a child continues to disrupt the learning of others, the teacher must take action to ensure that learning can continue for all. Our card system provides a clear visual cue to students that their behaviour is disrupting learning.

Yellow card - Issuing a yellow card provides the child with a clear warning that their behaviour is disrupting others, and that if they continue to cause disruption, they will be removed from the lesson. Parents will receive an automated email when a yellow card has been issued.

Red card - A child will be issued with a red card if they continue to disrupt learning following a yellow card. This means that they will be relocated to an alternative classroom for the duration of the lesson and will be issued with a one hour after school reflection.



IMPLEMENTATION OUTSIDE OF THE CLASSROOM

Students are expected to behave safely, and with courtesy and respect for others at all times, both around the school and on the journey to and from school. Our expectations of behaviour also apply to school trips and visits and, at times, out of school. The Headteacher is empowered to take behaviour out of school into account when considering behaviour consequences including suspensions.

These expectations are communicated to students through tutor time, assemblies and by staff on duty. Students that are engaging in low level behaviours out of lesson are dealt with using the SMART card. This is explained later in this booklet.

Outside of the classroom, any member of staff, irrespective of their role, has the authority to uphold our expectations and rules by marking students' SMART cards, setting an After School Reflection or referring to a member of the pastoral team to consider one day of reflection or suspension for more significant incidents.

In all areas of the school, students should meet the expectations below:

- Correctly wear full uniform. It is acknowledged that this might have different meanings for a very small number of children due to agreed uniform adjustments.
- No electronic devices to be used on the school site until the final bell of the day.
- No littering
- Clear away debris after using the Theatre Hall, canteen, or any other spaces.
- No pushing, shoving or pushing in, especially in lunch queues.
- Follow instructions from members of staff first time and without argument.
- Use indoor voices without shouting outside classrooms and near residential areas.
- Cross roads safely, carefully and in a disciplined manner
- No swearing or other inappropriate language
- No running or causing "swarming."
- Keep hands, objects and inappropriate comments to yourself.
- Do not gather in large groups – especially in toilets.
- Do not eat food or loiter in the toilets.
- Be mindful of the vape detectors and refrain from vaping on the school grounds.



BEHAVIOUR IN CORRIDORS



Any member of staff, irrespective of their role, has the authority to affirm our rules and expectations by marking students' SMART cards, setting an After School Reflection (ASR) or referring to a member of the pastoral team for more significant incidents.

Our corridors are busy but calm and orderly. This is because students and staff understand the rules for corridors.

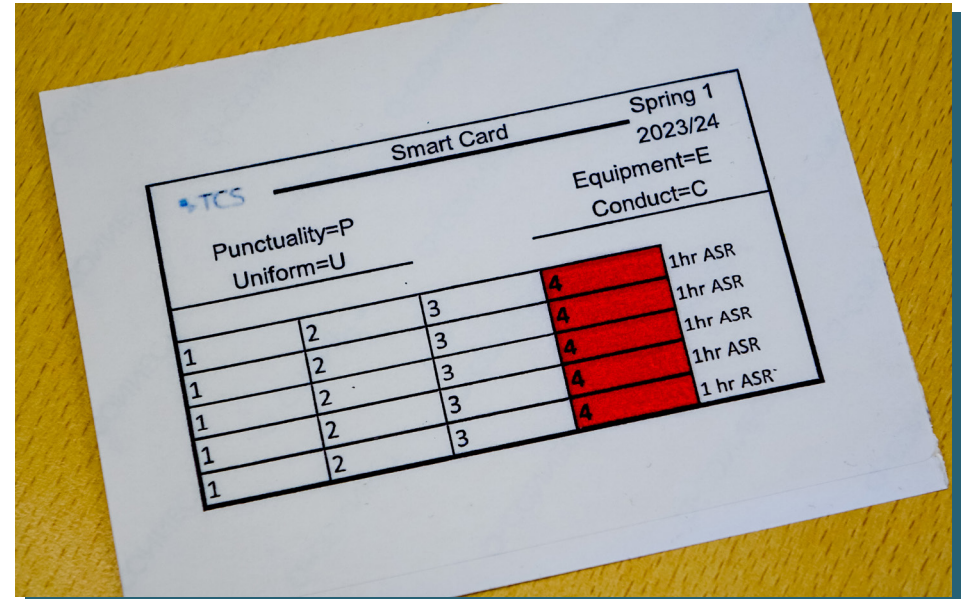
- Correctly wear full uniform
- Use indoor voices – do not shout.
- Move in an orderly and quiet fashion.
- Queue sensibly outside rooms
- Enter and leave rooms quietly and calmly.
- Observe any one-way systems in place.
- Keep left wherever possible.
- Keep hands, objects and inappropriate comments to yourself.

THE SMART CARD

Students at Testbourne Community School are required to carry a SMART card. The card is stuck in their planner and has the purpose of providing easy, conflict free accountability for the basics of uniform, punctuality, equipment, and general conduct outside of the classroom.

Should a student have incorrect uniform, be late to a lesson, have missing equipment or be engaged in inappropriate behaviour outside of the classroom, the member of staff present will fill in a box on the SMART card. The tutor checks SMART cards. When there have been four separate SMART card marks, the student is set an After School Reflection.

At approximately the end of each half term, or when the SMART card is full, it is replaced with a new one.



MANAGING STUDENTS REFUSING TO FOLLOW STAFF INSTRUCTION (IN OR OUT OF THE CLASSROOM)

Society works because most people follow the established rules and understand there are consequences when they do not. If we do not ensure that students follow rules and instructions, the school cannot operate, would not be safe for students and staff and learning would not be able to happen. Defiant children, if allowed to, can take up a huge amount of staff time. It is important that proportionate amounts of time are spent on children who are being defiant. They must learn that there are expectations of them in our school and one such expectation is that they follow instructions without argument.

The steps below outline the school's likely response to continued refusal to follow staff instruction. Please note that this is not a prescriptive guide, and staff will use their professional judgement in the context presented.

1

Child refuses reasonable instruction of an adult e.g. to comply with a mobile phone confiscation or with relocation.

- Reminder of expectations and that refusal will result in On Call request.
- Child is given a few moments to make the right choice.
- Member of staff gives a final opportunity to comply before calling On Call.

2

On Call support

- On Call restates expectation and escorts child to Return to Learning.
- If the child refuses to go to Return to Learning the likely outcome is suspension. Return to Learning itself is not a consequence and is designed to help children make the right decisions and quickly get children back to lessons after having time to regulate and process instruction.

3

Return to learning (*see later in this booklet for more information*)

- The child is given a short time and resources to help them to regulate themselves.
- When regulated, a member of staff will speak with them, going through what has occurred and what must happen next.
- If the child is then able to follow the instruction, they will follow it and return to lessons or to the location they are required. The member of staff involved at the beginning will set a consequence for the initial issue.
- If the child is still refusing the instruction, the likely outcome is suspension.

RETURN TO LEARNING

Return to Learning is a facility to enable students to de-escalate and regulate. If a child is dysregulated, they will be taken to *Return to Learning*. *Return to Learning* is staffed largely by our learning support team and all staff have had training in de-escalation strategies.

In the room, the child will be able to briefly access equipment that may help them to regulate. This includes everything from fidget toys to weighted blankets. When the child is calm, a member of staff will talk to them about what has occurred, helping them to process information and understand what needs to happen next, including any consequence that may be applied.

If attendance at *Return to Learning* is successful, the likely outcome is an ASR set by the appropriate member of staff. This may be the subject teacher if disruption occurred during a lesson. Should a child not be able to regulate themselves or should they continue to refuse to engage with staff, the outcome is likely to be suspension. This is to ensure that the resource of *Return to Learning* does not get overwhelmed.

In our experience, in the right environment, children can regulate themselves quite quickly and can be rapidly helped to understand the situation. This usually takes 5-10 minutes.

Students cannot electively take themselves to *Return to Learning*. It will be On Call or Support Hub staff who will take them in person.



STUDENTS WITH SPECIAL EDUCATIONAL NEEDS

“Schools with good behaviour cultures will create calm environments which will benefit pupils with SEND, enabling them to learn.” Behaviour in Schools Guidance, February 2024, Department for Education

Students with Special Educational Needs must also follow the rules and the instructions of staff so that the school can function. With over 100 children being supported by our SEND team, without these definitive expectations, school would soon descend into chaos, learning would be disrupted and we could not keep students safe. When dealing with behaviour, we must balance the needs of the individual with the need to maintain good order and keep everyone safe so that we can provide a good education for all our students and their families.

“Pupils are supported to be confident and articulate... High expectations are set for what they can achieve. This includes pupils with special educational needs and/or disabilities (SEND). The individual needs of these pupils are known and met.” - Ofsted, November 2023

At Testbourne, we provide as much support as possible for our students. They get bespoke support through a range of strategies, listed on their EHCP or One Page Profile and the support they receive should allow them to manage effectively in the mainstream school environment. In fact, over the years, the vast majority of SEND students have been very successful integrating in our school and achieving fantastic outcomes. Almost all SEND children manage to navigate school without exhibiting challenging behaviour.

We may make adjustments to the application of the behaviour policy for children with SEND. Children with SEND will benefit from the additional take up time and “change of face” (when the member of staff dealing with the child is changed to someone

else) afforded by our staff in *Return to Learning*. These strategies are recognised as helpful for children who struggle to process information or follow instructions. As with all students, we deal with SEND students in a calm manner and we always give ample warnings and take up time before a consequence is implemented. For a very small number of children, we make reasonable adjustments to our uniform requirements to help them with sensory or other needs. We must balance all of these adjustments with the aim of maintaining high



standards and good order in the school, and with the time and resource being used, as while several staff may be dealing with one student, many other students, some of whom will have significant needs, are not getting the help they need or deserve.

We know that sometimes children with SEND, like all children, can make poor choices. We also know that on occasion, some children with SEND can become dysregulated and this may influence their behaviour. Fortunately, we have a highly experienced team of staff, including those who are trained primary teachers; those who have previously worked in special schools; and several whose own children have special educational needs. This means we are usually able to determine if there was dysregulation before poor behaviour, or whether dysregulation has occurred because of being challenged for poor behaviour.

For all children, clear boundaries and consequences are vital if they are to understand and make positive choices about their behaviour. Developing understanding of the societal expectations of following rules and instructions is also very important in preparing students for their successful future beyond school. That is why we recommend that if your child has SEND, you go through this booklet together.



“A school should not assume that because a pupil has SEND, it must have affected their behaviour on a particular occasion – this is a question of judgement for the school on the facts of the situation.” - Behaviour in Schools Guidance, February 2024, Department for Education

BANNED ITEMS AND CONFISCATIONS

To ensure that students and staff are kept safe from harm, bullying and intimidation, to keep students free from distractions and to maintain good discipline we must control access to certain items and substances on the school premises.

We do not allow students to use personal technology, including mobile phones, on the school site. Mobile phones should be switched off and in bags while in school. This is to ensure that filming, photography and cyberbullying cannot occur during school time and to ensure that students are free from distractions. This rule is made clear to all and is simplified by totally banning these items from the moment a student sets foot on any part of school property, including the bus bays, until the final bell rings. If a member of staff sees a phone or other personal technology item, they are asked to confiscate it on sight. For the first offence in a term, the phone is collected from reception. For the second offence in a term, the phone must be collected by parents, carers or other adult relative. More details can be found in the behaviour policy on our website.



To help ensure that our uniform policy is followed, staff will confiscate on sight any items of clothing or jewellery that are not part of the school uniform. Examples of items include but are not limited to hoodies, necklaces and bracelets. The confiscations are logged and the same escalations apply as there are for personal technology. It should be noted that where a uniform infringement can be remedied quickly, a student will return to lessons and break times without further delay. For breaches of the uniform policy that cannot be remedied in school or by parents dropping off an item, the student will usually be kept out of circulation with their tutor until the matter is resolved. This is to ensure that uniform is consistent which in turn makes an important contribution to the ethos and culture of the school. We do loan uniform items to students but ask for parents support in ensuring that students have their blazers with them in school, the correct shoes, the right length skirt, and other items as described on our website. You can find out more about the uniform required for school, including PE kit, on our website.

We have a right to search students where they have reasonable grounds to believe that a student is in possession of prohibited items defined in our behaviour policy. Although searches for prohibited items are very rare occurrences at Testbourne, if such items are found, we confiscate them, inform the police and issue a consequence up to and including permanent exclusion. This stance is essential if we are to protect students from criminal exploitation, substance misuse or harm from weapons and other harmful items and is one that most parents and students find reassuring. We will always follow the DfE guidance when conducting searches of children. It is very important that students co-operate with searches as it is important that we can act on information we receive to keep everyone safe from harm. Where students do not co-operate with a search, we will most likely apply a significant consequence such as suspension. In our experience, students with nothing to hide are very keen to demonstrate this.

Please note that banned items such as vapes, sugary drinks, energy drinks and other items are not returned. School will safely dispose of these items to ensure that they do not pose a risk to students.

THE IMPORTANCE OF PARENTAL SUPPORT

Our partnership with parents is extremely important. Where we have the support of parents, we are usually quickly and effectively able to manage any behaviour issues that occur. To support us with managing behaviour for everyone's benefit you can:

1. Talk to your child about expected behaviours.
2. Encourage children, praise them, and talk about their achievements especially when they have received praise in school such as recognition points.
3. Reinforce boundaries, rules and consequences at home. This is always easiest when started at a younger age.
4. Be careful not to undermine school staff when discussing behaviour of your child in school. If your child hears you saying negative things about a member of staff or an action the school has taken, they are more likely to repeat the behaviour.
5. Be aware that teenagers can lie to deflect from behaviours for which they are in trouble. Professional staff have little motivation to fabricate behaviour issues, especially as these usually create more work for them. Talk to us to find out what has happened.
6. Support the school by implementing consequences in the home setting for poor behaviour in school.
7. Consider the appropriate parental controls for any smart phone or other device that can access the internet



"Parents have an important role in supporting the school's behaviour policy and should be encouraged to reinforce the policy at home as appropriate." - Behaviour in Schools Guidance, February 2024, Department for Education

ANTI-BULLYING CHARTER

“Pupils are understanding of and value diversity. They are not concerned about bullying and know that discrimination is never tolerated.” - Ofsted, November 2023

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group where there is an imbalance of power.

At Testbourne School we are committed to preventing and responding to bullying. We also believe in equalities, acting when students are bullied or abused because of their ethnicity, gender, sexuality, disability or any other protected characteristic. That is because we seek to:



Understand:

All staff, students, parents and carers understand what bullying is and what it isn't.

Listen:

All students and parents and carers are listened to and influence strategies and approaches to prevent, report and respond to incidents of bullying.

Include:

All students, including those with SEND, are included, valued and participate fully in all aspects of school life.

Respect:

All students, staff, parents and carers are role models to others within the school in how they treat others.

Challenge:

All forms of prejudicial language or behaviour e.g. racist, homophobic, transgender or disablist are seriously challenged by everyone.

Celebrate difference:

Difference is actively and visibly celebrated and welcome across the whole school.

Believe:

All students, and their parents and carers are acknowledged, believed and taken seriously when reporting incidents of bullying.

Report:

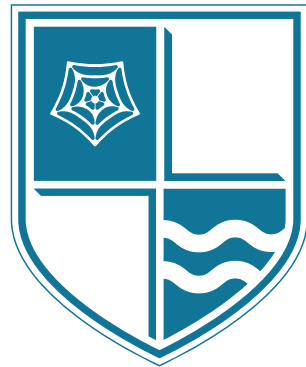
All students within the school and their parents and carers understand how to report incidents of bullying.

Act:

We respond quickly to all incidents of bullying. All students participate fully in decisions made about them and help to formulate appropriate action to respond to incidents of bullying.

Have clear policies:

Our school's anti-bullying policy reflects these principles and is embedded within other school policies. They are widely and actively promoted to school staff, students and their parents and carers.



Testbourne Community School

Achievement • Excellence • Integrity



Testbourne Community School

Contact us on 01256 892 061
or visit

<https://www.testbourne.school/home/contact/>

“Students act with integrity; achieve excellence together; enjoy and value their education; feel and demonstrate respect for themselves and others and become highly skilled learners prepared for a successful future.”



Testbourne’s Behaviour for Learning and Anti-bullying Charter

A guide for all students, staff and parents.



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Achievement • Excellence • Integrity

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