# Testbourne Community School

Behaviour and Consequence Thresholds Chart

This document is to provide guidance to staff on our management of behaviour and consequence in the school. Its design has been influenced by the Hampshire Safeguarding Thresholds chart.

What are the key principles that underpin this chart?

- All staff, and particularly, teaching colleagues, have a responsibility to manage the behaviour of our students.
- All staff have a responsibility to support and model our behaviour and learning ethos and values.
- We recognise the behaviour of most of our students is exemplary, but we do have a minority of persistent repeat offenders. This approach is designed to provide a consistent standard in how we support these students to improve.
- Behaviour management is about learning and modelling to students, to help them modify their actions and thrive. It should never be about asserting authority or punishing for its own sake.
- Leadership of behaviour management is through Heads of Department, Heads of Year, and the Senior Leadership Team.
- Successful behaviour management is achieved through having consistent standards and ensuring that if a consequence is required it is at an appropriate level and has immediacy. Prompt logging of incidents in Behaviour Watch also help with this.
- We should expect all students, irrespective of need, to have the same high standards of behaviour and attitude to learning.
- Vulnerable learners, for whatever reason, may need to be supported in being able to meet our high expectations. This does not mean, however, that they can avoid an appropriate consequence.
- The routines of life have been significantly disrupted by the COVID-19 pandemic. Research shows that recovery is best achieved through re-establishing routines and the values of a school. This is important where behaviour is concerned. We must teach some of our students how to do this again.
- The Thresholds chart provides guidance to staff. It can never be an exhaustive list, but it can signpost what is an appropriate level of consequence, intervention, and support.

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| Threshold | Level 1 | Level 2 | Level 3 |
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| | Routine management | Additional intervention | Significant intervention |
| What sorts of incidents or situations does this involve?<br><br>What are the typical 'flags' in terms of attitude and behaviour? | All colleagues are responsible for supporting the behaviour and learning ethos of the school through challenging unacceptable conduct and logging appropriately. Including but not exhaustive:<br><br>• Low level disruption/lack of focus<br>• Discourteous/rude behaviour – to peers or staff<br>• Failing to follow reasonable instructions – including any related to current COVID-19 measures.<br>• Lateness to lessons<br>• Non-completion of homework<br>• Uniform and equipment issues<br>• Use of mobile phones | Any Level 1 behaviour that is not improving after intervention and/or:<br><br>• Persistent disruption to lessons and/or lack of focus (subject level)<br>• Verbal abuse towards peers or staff (subject/social level)<br>• Persistent failure to follow reasonable instructions (subject/social level)<br>• Persistent lateness to lessons (subject/social level)<br>• Truancy from lessons<br>• Persistent non-completion of homework<br>• Persistent uniform and equipment issues<br>• Persistent use of mobile phones (subject/social level) | Any Level 2 behaviour that is not improving after intervention and/or:<br><br>• Persistent issues across multiple subject areas<br>• Persistent or significant issues at social time<br>• Physical assault – against peers or staff<br>• Persistent verbal abuse – against peers or staff.<br>• Prejudicial language directed towards peers or staff.<br>• Sexualised language directed towards peers or staff<br>• Harmful sexual behaviour towards peers or staff<br>• Bullying – individuals or as a group<br>• Possession/dealing of illegal, harmful or banned substances |

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| | • Low level/silly behaviour at social time.<br>• Being 'out of bounds' – single incidents.<br>• Language or behaviours - prejudicial, sexualised language, harmful sexual behaviour etc – not directed to specific students or staff but indicative that challenge/education is required. | • Persistent social time behaviour issues<br>• On Call and Relocation<br>• Deliberate damage to school property, equipment, or that of others etc<br>• Persistent language or behaviours - prejudicial, sexualised language, harmful sexual behaviour etc – not directed to specific students or staff.<br>• Persistently out of bounds. | • Persistent (or single incident and significant) anti-social behaviour – individuals or groups<br>• Persistent (or single incident and significant) dangerous behaviour – individuals or groups<br>• 2 or more SOC in a half term – this leads to an automatic IE.<br>• Refusal to follow the instructions of SOC – this leads to an automatic IE.<br>• Persistent truancy from lessons. |
| Typical consequences and/or other appropriate interventions | • Teacher challenging – universal behaviour techniques.<br>• Moving seat<br>• Change seating plan<br>• Use of SEND strategies (as appropriate)<br>• Use of agreed behaviour strategies (as appropriate) | Detention options: non-attendance will lead to escalation as per our Behaviour Policy<br>• After School Detention (30 mins) – reach 3 FW threshold<br>• Middle Leader detention (60 mins) – reach 6 FW threshold<br>• SLT detention (120 mins) – reaches 9 FW threshold | • Suspension – followed by readmission meeting with HOY/SLT.<br>• Readmission support plan (HOY/SLT)<br>• HOY/SLT meetings with parents and carers.<br>• Internal exclusion<br>• Respite with another school<br>• Managed Move to another school |

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| <br>• Positive tutor report (in discussion with tutor/HOY)<br>• Log on Behaviour Watch:<br>• Formal warning issued: after reasonable opportunity given to modify behaviour<br>• Teacher contacts the parent/carers to discuss concerns – log on BW.<br>• HOD talks to student.<br>• Tutor isolation – uniform or equipment.<br>• Minor but deliberate damage<br>• Social isolation with teacher – break and lunch) | • Middle Leader detention – due to SOC/relocation.<br>• After School Detention – set by HOD/HOY/SLT<br>• Middle Leader Detention- set by HOD/HOY/SLT<br>• SLT detention set by HOD/HOY/SLT<br><br>Other strategies<br>• HOD contact and/or meet parents (subject related issues)<br>• HOY contact and/or meet parents (social related issues)<br>• HOD report (subject) or HOY report (social)<br>• HOD to arrange temporary respite from lessons and or class change.<br>• Social isolation organised by HOY<br>• Subject behaviour support plan<br>• Social behaviour support plan. | • Referrals for Outreach work with Alternative providers<br>• Dual registration with Alternative providers<br>• Appropriate referrals to external support agencies – based on need.<br>• Behaviour Support Plan (whole school) – overseen by HOY<br>• Case conferences – Behaviour and SEND |

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| | | <ul><li>SEND strategies – review and amend as required.</li><li>Case conferences with staff to share effective techniques.</li><li>Tailored education and support programmes to address specific issues</li><li>External agency referrals as appropriate</li></ul> | |
| Who is involved? | <ul><li>Subject Teacher</li><li>Head of Department</li><li>Head of Year/tutor (for advice on behaviour plans and monitoring of tutor reports)</li><li>Pastoral Team</li><li>SEND team</li><li>DSL team</li></ul> | <ul><li>Subject teacher/tutor</li><li>Head of Department</li><li>Head of Year</li><li>Pastoral Team</li><li>SEND team</li><li>DSL team</li><li>External agencies as appropriate.</li></ul> | <ul><li>SOC</li><li>DHL or available SLT colleague.</li><li>Head of Year</li><li>PWH</li><li>Pastoral Team</li><li>SEND Team</li><li>External agencies as appropriate</li><li>HOD as required</li></ul> |
| Who monitors for potential escalation e.g., BW logs and tracking | <ul><li>HOD – subject level trends</li><li>HOY – social, equipment and uniform etc/tutor reports.</li><li>HOY/PWH – overall trends in the Year group</li></ul> | <ul><li>HOD – subject level</li><li>HOY – social, equipment and uniform.</li><li>DSL team</li><li>HOY/PWH – overall trends in the Year group</li></ul> | <ul><li>HOY</li><li>DHL (for SLT)</li><li>PWH</li></ul> |

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