



Promoting Positive Behaviour Policy

Adopted by the Governing Body on.....

Signed by Chair of Governors.....

Next Review Date May 2021

Promoting Positive Behaviour Policy

All staff at St. John's School who have contact with students, their parents and carers should have a detailed knowledge of this policy. Whilst students will not be familiar with the details of this written policy document they will be made aware of its contents through their day to day interactions with staff.

Copies of this policy may be obtained from:

- The School web site www.stjohnsrcschool.co.uk
- It is available as a hard copy on request from the school office
- Teachers' Store

Other documents relevant to this policy are:

- The Education Act (1996)
- The Use of Force to Control or Restrain Pupils (DCSF,2010)
- Positive Handling Strategies for Pupils with Severe Behavioural Difficulties (DfEE 2001)
- Use of Reasonable Force (DfE 2013)
- Behaviour and discipline in school (DfE 2014)

Ethos

At St John's School we have a responsibility to support students, in a positive manner, to manage and understand their own behaviour and also to teach new and alternative skills to deal with their behaviour.

The school aims to provide a safe, supportive and caring environment in which to work, to equip our pupils with a range of life skills - academic, social, creative, sporting and moral, to build confidence and self - esteem and prepare our students for the next step in their education.

The school provides an environment that supports the learning style of individual students with varying needs. All educational settings within the school are designed to maximise the physical and emotional wellbeing of each student. Our aim is to support students to make progress and positive change over time.

We have an expectation of reasonable and co-operative behaviour from all adults and all students and of mutual respect and support for each other, thus an ethos of respect is developed throughout the school.

All students' behaviours both positive and negative should be recorded on SIMS and the data collected is regularly reviewed and monitored by staff.

Fair rules

Students are much more likely to follow rules they understand and believe to be fair. The behaviour expected of students and the school's rules are discussed and reviewed regularly in their tutor groups. An atmosphere of mutual respect which encourages good behaviour is created by valuing everyone.

Student voice

If students believe a rule should be changed or reviewed, they may submit a proposal via the Student Council to be considered by the senior leadership team. Students can air their views and concerns or their problems with any member of staff at any time during the school day

Recognition

We show that students, and all members of the St. John's community are valued by celebrating birthdays and achievements outside the School as well as within it. Thursday assembly (Golden Folder) is used as a celebration of achievement. Each tutor group will also run its own reward system. Reward systems will vary depending on pupils' ability and considerations of age appropriateness.

Students are entered for various public exams in which they have a likelihood of success and encouraged at every step.

There are a number of subject awards given at the annual prize giving for progress and effort, and for positive behaviour. Individual pupils in the upper school may also be nominated for Jack Petchey awards.

Managing negative and unacceptable behaviour

At St John's, we accept that it is the responsibility of the adults to help to manage challenging behaviour and to seek to respond to behaviours with sensitivity, and with a view to the pupil's level of understanding. Some strategies for pupils may include:

- a) Re-directing the student to the task at hand allowing take up time
- b) Re-state the re-direction and ask if the student needs assistance to complete the task.

c) Remind the student of the expected standard of behaviour, explain why it is necessary, and ask him/her to comply or to ask for assistance if needed. (This should be done quietly if possible so the student does not feel embarrassed to ask for assistance if it is needed.)

d) Give the student the choice to return to task or face further sanctions such as a lunchtime detention to catch up on work missed.

e) Apply a consequence such as:

- Moving the student to another seat
- Take away any object he/she is misusing (to return at end of the session).
- Ask the student to stay on at the end of the lesson - or to see you during a named break to discuss what can be done to improve the situation. (If this option is chosen, you must actually see the student), find out what caused the behaviour, and assign a task to try to prevent it happening in future. If a student leaves a lesson, the staff resource available to the teacher should be deployed to ensure the student is safe. The teacher concerned should follow up the incident with a discussion and make sure that time is set aside to ensure the work is completed. (This should be a break or lunch time).

If at any time during this procedure the student becomes verbally or physically abusive towards another student or the teacher, or if he/she poses a physical danger to him/herself, a teaching assistant or another student, a senior member of staff should be contacted. The senior member of staff then asks the student whose behaviour is causing concern to go with him/her out of the lesson. If it should ever happen that a student refuses to leave a lesson and continues to pose a danger to him/herself or others, the teacher will remove the rest of the class, leaving the senior member of staff to deal with the student's behaviour within the classroom. In some instances when the threshold has been reached a physical intervention may be appropriate to either redirect a student or prevent further harm. This would be as a last resort and should be reasonable, proportionate and necessary within the context of the behaviour being exhibited.

More serious breaches

More serious breaches of the standards of expected behaviour result in the student being asked to leave the lesson immediately, accompanied by a teaching assistant who will ensure the student concerned works away from the group until such a time as they can return to either the teacher or the lesson.

Target and target setting

All students have negotiated targets, whether academic, or behavioural. Where young people have significantly challenging behaviour as evidenced on SIMS, then they should be subject to a Behaviour Intervention Plan, which is created by the class team and shared with all involved with the young person including parents. Further guidance on creating behaviour plans is provided in the accompanying document, Promoting Positive Behaviour.

Each incident judged individually

Incidents vary by degree and by motivation and are dealt with accordingly. Each case will be judged individually according to the prevailing circumstances and the student's needs. It would be inappropriate, for example, to punish a student who has a history of refusing to attend school with a suspension or exclusion.

Positive expectations: looking beyond the behaviour

We make an assumption in our school that all behaviour will be desirable and acceptable; problems are in the past and we are all - parents, students and staff – driven by what is in the best interests of the student in order to promote their success and happiness. We encourage positive behaviour by valuing everybody - staff, students, and parents alike. Our belief is that unacceptable behaviour is best dealt with by using an approach which looks beyond the behaviour to take account of the causes which lie beneath it.

Consequences –rewards and sanctions

St John's uses a system of rewards and praise to encourage good behaviour and sanctions to discourage behaviours that are interfering with the safety, happiness, and/or learning of an individual student or his/her group. However, if it transpires that a student will not conform to St John's rules and the safety of our school community cannot be guaranteed, then the student concerned may as a last resort be permanently excluded, in accordance with DfE guidance and the Exclusion Policy.

Staff

All members of staff are expected to show by example the standards of behaviour expected from students. Please also cross reference to our Code Of Conduct. They should dress appropriately and treat students with the same respect and good manners which they expect in return. They should follow the rules of prevention consistently and deal with students who do not meet expected standards of behaviour promptly and according to the guidelines set down in this policy document. They should encourage and reward good behaviour from students and avoid confrontational approaches to unacceptable behaviour whenever possible, looking past the behaviour to try to find its emotional source. They should always disapprove of the bad behaviour, not the student, whose low self-esteem is often a partial cause of the behaviour in the first place. It is vital that the distinction between the behaviour and the student as a person is made clear and the language used in such matters must be carefully chosen. Where there is any indication of confusion in the mind of the student it is the responsibility of the member of staff to go back to the student when the situation is calm to resolve the matter.

Prevention

Unacceptable behaviour in the classroom is discouraged and incidents are often prevented by teachers following the rules of prevention: All staff are expected to be ready on time and in the classroom to receive each class with a lesson prepared which achieves balance, pace, and differentiation. Staff are expected to make appropriate arrangements for an orderly entrance to the classroom, for seating and movement. Staff are aware of the individual personalities, learning styles, and needs of the students as well as the social dynamics within each teaching group. They are expected to take them into account in the planning and delivery of lessons. All behavioural problems are anticipated (as far as is possible) and defused as quickly as possible when they arise using the agreed strategies set out in this policy document.

Breaks, social and unstructured time

Unacceptable behaviour during breaks and before and after school hours is discouraged and prevented by providing supervision and activities during breaks designed to capture students' interest and keep them constructively occupied. Various clubs are offered at different times of the year, Staff supervise according to a duty rota. Some students benefit from a one to one supervision. Arrangements may need to be made during break times for students known to antagonise each

other. For example ,the students may be either kept apart or engaged with by an adult with the intention of trying to resolve their differences.

Racial harassment/homophobic or other bullying.

The school operates a zero tolerance approach to all forms of bullying. Any such incidents which are fortunately rare should be reported immediately on the behaviour section of SIMS and should be the subject to intervention by SLT. Parents would be informed and involved. Please refer also to the school's Anti-bullying policy

Physical Intervention and Positive Handling

St John's accepts that an emergency response involving physical intervention or "reasonable force" is acceptable for a difficult situation. St John's staff are trained in the use of Team Teach. Please refer to the separate *Physical Intervention* policy.

Health & Safety

All staff have a duty of care to keep all our students safe. Students with patterns of behaviour that put them at risk, require additional monitoring, supervision, programme planning and risk assessment to support their individual needs. This is particularly true in consideration of offsite, residential and other activities.

We recognise the serious implications for all concerned during incidents of challenging behaviour and acknowledge the stress and anxiety that is experienced by students, families and staff.

Child Protection

All staff have a duty of care to protect our students from harm or abuse. We recognise that the use of physical interventions, in particular, is distressing to all involved and can lead to concerns, allegations or complaints. Indeed, it is the duty of all staff to immediately refer any child protection concerns to a Designated Child Protection Coordinator who will follow agreed Child Protection procedures. Students and parents may also raise concerns .

Due to the sensitivity of the use of physical interventions, and our commitment to reducing them, it is vital that relevant staff are familiar with guidance set out in an individual student's Behaviour Plan. Opportunities for de-briefing following an incident (staff and students) are also an important behaviour support tool.

