Behaviour Policy

Approved by:	**Wendy Killilea**
Position:	**Head of School**
Last reviewed on:	**May 2025 (Corne' de Beer)**
Next review due by:	**April 2026**

We will put the best interests of the child at the centre of all we do and actively promote the key rights respecting values of non-discrimination, participation, safety and personal development. We believe that every child has the right to say what they think in all matters affecting them and to have their views taken seriously.

All staff 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.

Legislation and Statutory Requirements

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

This policy complies with all relevant regulations and other legislation as detailed, including:

- 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)

Aims

- To support students, in a positive manner, to manage and understand their own behaviour.
- To teach new and alternative skills to deal with their behaviour.
- To provide a safe, supportive and caring environment in which to work and equip our pupils with a range of life skills -
- To promote a positive ethos of respect that supports all students.
- To agree and adopt practices which bring clarity and consistency to the ways in which we celebrate achievement, reward effort, and manage pupils positively
- To reduce the frequency and intensity of incidents of behaviours that may challenge
- To develop safer management of pupils and to keep everyone safe
- To improve pupils' self-esteem and their attitudes to learning

- To underpin the climate in which all pupils feel safe and are free from concern for physical or emotional abuse and all forms of harassment
- To ensure all staff recognise that physical restraint may only be used as a last resort, in exceptional circumstances and always in the best interest of the student
- To ensure that the environment and staff interactions (e.g. tone of voice, body language used etc.) are carefully planned to promote positive behaviour

Definition of Behaviour (Challenging/ Difficult behaviour)

- Behaviour is a means of communication and all behaviour has a functional element. Behaviour that **challenges/ is difficult** can be described as a communication of 'unmet need'. When supporting someone who is exhibiting behaviour that may challenge us, we need to look at what message the student is attempting to convey. We therefore need to interpret these behaviours with care to try and consider the underlying cause (such as pain or distress).
- These behaviours need to be addressed as it:
  - Prevents participation in social and educational activities
  - Isolates the student from their peers
  - Affects the learning and functioning of themselves and/ or others
  - Reduces the student's opportunities for involvement in ordinary community activities
  - Causes significant stress and additional demands on school family and carers
  - Places the pupils or others in physical danger
  - Damages property
  - Could be self-injurious

Positive Behaviour support

We believe that it is the responsibility of the adults to help manage challenging/ difficult behaviour and to respond to behaviours with sensitivity and understanding. Behaviour support aims to prevent some of the difficult behaviours. We will provide the following to support our students:

- An understanding of the impact of special educational needs on pupils learning and behaviour
- High quality and teaching environment matched to the students' needs
- Structured activities for active participation
- Use visual and organisational support

- Predictable routines
- Meaningful tasks with appropriate level of challenge
- Communication support, incl. Augmentative communication
- Modified goals
- Interpersonal support (SCERTS) and Mutual regulation (SCERTS)
- Low arousal environment
- In-depth knowledge of every child's strengths and level of development (5 P Approach)

<u>Positive Behaviour is encouraged through:</u>

- Creating an atmosphere of mutual respect whereby everyone is valued.
- Providing a consistent approach, setting clear boundaries, and managing change so that the environment is secure, stable, and predictable, using methods such as class timetables, daily and individual schedules
- Provision of positive role-models
- Developing positive self-esteem
- Establish positive group dynamics and class rules devised with pupils
- Using Zones of regulation to support students with self-regulation

We follow a personalised approach to positive behaviour support that focuses on looking for triggers and de-escalation techniques. Staff are aware of signs of anxiety, dis-regulation and stress that can cause an individual's behaviour to escalate and have interventions planned and ready to be put in place to distract and redirect pupils when they are becoming distressed or dis-regulated.

Positive behaviour Strategies

We reward positive behaviour through a robust, individualised reward system. Our approaches are based upon rewarding positive behaviour rather than a sanction-based system.

Some strategies for students may include:

- The use of clear, simple language allowing pupils time to process and respond
- The use of non-confrontational positive language e.g. "we are going to. ……then we are …." Rather than" If you don't.... you won't be able to…." "Don't do ". We avoid negative language
- The use of non-confrontational body language (e.g. standing off midline / bringing our self-down to pupil's eye level remaining relaxed), smiling, having a cheerful disposition, as appropriate

- The provision of choices and alternatives in a positive way, e.g. visual schedules, now and next, choice boards
- 'Working for …' cards
- Praise of success and celebrate when pupils are being helpful and cooperative
- Respect personal space
- Provision of the space and opportunity for pupils to have an honourable exit and stand down in difficult situations
- Celebration of achievement and success
- Provision of support for making the better choices for example: choosing to go to a different learning environment, requesting a sensory processing activity

Behaviour Management

1) Universal support

Support given by all staff in and out of class as described in the Positive Behaviour support section. Staff use 5P Approach documents to create a profile for the students and to offer a supported environment. Behaviour incidents are logged on Safeguard for Senior leadership team and Mentors to be aware of.

2) Targeted Support

Data from Behaviour reports are analysed and specific behaviour support plans with targeted strategies and scripts are devised by the Mentors.

3) Specialist support

Data from Behaviour reports are analysed and focused intervention support is provided by Mentors.

The Use of Specific Consequence Interventions

Strategies based on the reinforcement of appropriate behaviour are the preferred interventions. There are times when reinforcement is not working and consequences, such as withholding the reinforcement is put is place, e.g. a student playing football as a reward, but every football session ends up in a fight.

At times, however, it may not be appropriate to withhold the reinforcement for some behaviours e.g. letting the student have the iPad as withholding will result in dangerous or self-injurious behaviour. In other cases, the reinforcement may be internal e.g. self-stimulatory or self-injurious behaviour and therefore cannot be withheld.

Only when it is not possible to withdraw the reinforcement and the difficult behaviour is considered serious enough i.e. likely to cause harm to the individual or others or interfere significantly in the child's learning/access to the community, are consequence interventions considered. These strategies may also be employed if other strategies have been unsuccessful at reducing a particular behaviour or range of behaviours.

Types of consequences interventions:

- Loss of specific amount of reinforcement e.g. token being taken away
- Additional reinforcement is made available which can be removed if difficult behaviour occurs, e.g. losing extra computer time
- Time out from reinforcement, e.g. the opportunity to access reinforcement is withdrawn or access to reinforcers is lost for a specific period of time
- A verbal reprimand is given
- Following a difficult behaviour, the student is required to complete the appropriate behaviour e.g., throwing a puzzle on the floor results in having to pick up the pieces
- In circumstances when a student has not responded to all interventions the parents/carers will be contacted to come and collect the pupil if the school considers that there is a risk to other students or members of staff.

Roles and responsibilities

The Governing Board

St John's governing body and Charitable Board of Trustees is responsible for reviewing and approving the written statement of behaviour principles that underpin our work. They will also review the behaviour policy in conjunction with the Head of School and monitor the policy's effectiveness.

The Head of School/ School leaders

The Head of School/ School leaders is responsible for reviewing this behaviour policy in conjunction with St John's governing body The Head of School will also approve this policy. The Senior leadership team will ensure that the school environment encourages positive behaviour and that staff deal effectively with difficult behaviour, and will monitor how staff implement this policy to ensure all students are supported with their emotional well-being and difficult behaviours.

Staff

All staff have high expectations of our pupils in regard to their behaviour and they strive to ensure that all pupils work to the best of their ability.

It is the responsibility of class staff to ensure that the aims and expectations of this policy are upheld in their classes.

The class teams work together to ensure that consistent and positive approaches are in place to support the pupils.

The purpose of this consistent approach is to identify concerns and antecedents to develop targets and positive support strategies that lead to positive behaviour. Parents /carers and the pupils will be involved in this process where appropriate.

It is the role of the class teacher to inform the parents/ carers of any behaviour incidents, bullying or searches. Parents should also be informed of the actions and outcomes of any incident reported to them.

Parents

The role of parents/carers is crucial in helping the school to develop and maintain high expectations in the education and emotional well-being of our students. Parents and carers are asked to contribute information about their young person's profile. Where a parent/carer has any concerns, they should raise this directly with the school while continuing to work in partnership with them. We build and maintain positive relationships through open channels of communication: the use of home-school books, email and telephone conversations. External support may be provided to help parents and carers respond to behaviour that may challenge in the home environment.

Students

All students deserve to learn in an environment that is calm, safe, supportive and where they are treated with dignity. To achieve this, every student is made aware, in line with their individual capacity, of the school rules and expectations. Students are given the opportunity to contribute to the school community via the school council.

Bullying

Please refer to our **Anti-bullying policy**

The school operates a zero-tolerance approach to all forms of bullying. Any such incidents should be reported to staff and logged on Safeguard. Parents would be informed and involved.

Searching and Confiscation

Searching, screening and confiscation is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

https://www.gov.uk/government/publications/searching-screening-and-confiscation

- Searches can only be carried out by the Head Teacher or a member of staff who has been authorised to do so by the Head Teacher.
- A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the student is in possession of a prohibited item or any item that is likely to be used to commit an offence, cause personal injury or damage property.
- The authorised member of staff carrying out the search will be of the same sex as the student and another member of staff will be present as a witness.
- The search should take place in an appropriate location; preferably away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the student.
- Any prohibited or dangerous items found in a student's possession will be confiscated. These items will not be returned to the pupil.

Prohibited items:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- E-cigarettes or vapes
- Fireworks

Mobile phones

We recognise that our students use electronic devices, including mobile phones, during transport time. These devices need to be handed into the school office upon arrival, or be locked away in a lockable cupboard in the classroom.

*(See our **Child protection policy** for more information on the use and online safety of mobile phones and other technology.)*

Positive handling and Physical intervention

Please refer to our **Positive handling and physical intervention policy**

We accept 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.

Fixed Term and Permanent Exclusions

Exclusion must be used as a very last resort, once all other school resources have been exhausted. The Head teacher has the responsibility for giving fixed-term exclusions to individual pupils. For more information on DfE guidance in relation to exclusions please refer to:

https://www.gov.uk/government/publications/school-exclusion