



St. John Vianney School

Steps to Independence & Education for Life

THE MISSION STATEMENT OF SAINT JOHN VIANNEY SCHOOL

Saint John Vianney School recognises and accepts that each individual is unique and of equal value in God's eyes.

We set out to provide a friendly and encouraging environment in which all are expected to give their best.

We promote the dignity and wholeness of all our children and young people.

Responding to the examples of Jesus Christ, we are a community of joy and sharing, encouraging everybody to learn and achieve.

Document Control	
Title	POSITIVE BEHAVIOUR AND DISCIPLINE POLICY
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Positive Behaviour and Discipline Policy

This Policy relates to and should be read in conjunction with the following School policies:

- **Safeguarding/Child Protection**
- **Special Needs**
- **Anti-bullying**
- **E-Safety**
- **Care and Control – managing allegations of child abuse**
- **Staff Code of Conduct**
- **Staff Disciplinary (adopted by CES)**
- **Whistle Blowing**

Defining Behaviour

Behaviour can be defined as everything we do. It is everything about an individual we can observe. Behaviour is learned from every interaction with the environment and other people. As part of the Saint John Vianney ethos, we believe that the school's physical and emotional environment has an important impact on the child/young person. It is therefore crucial that we create an environment that promotes positive life experiences and learning.

1 At Saint John Vianney we aim:

- To provide a happy secure learning atmosphere in which our children/young people can develop their abilities and make progress. Through recognising their individual needs and development level, we will maximise their learning in all areas; including the development of appropriate social and emotional behaviour
- To be fair, respectful, person centred and consistent in our relationship and approach with all our children/young people, taking into account their many varied needs
- To encourage the raising of independence and self-esteem through respecting independent thought and action.
- To encourage the participation of our children/young people in target setting and monitoring, with the aim of building self-management skills
- To encourage our children/young people to pursue personal areas of interest and to make their own choices and decisions
- To celebrate the positive achievements of all our children/young people and value the diverse contributions that they all make to the life of the school
- To promote equal opportunities for all children; young people and staff members, regardless of ability, race, gender, sexuality, or culture

2 Introduction

**'Emotional well-being must be a larger part of any learning and by association, the educational agenda.....Schools may be the optimum sites for buffering the impact of stress, building resilience and enhancing individual capacities for learning'
*The important role of schools (Nagel 2009)***

In order to create an environment that nurtures emotional health and well being, there needs to be a balance of proactive and reactive techniques. The school environment is part of multiple environments in a child/young person's life and as such staff have a responsibility to identify elements that may add to unhelpful levels of arousal and changes in behaviour that can create a barrier to appropriate learning and generate conflict. These levels will differ for each child/young person and should be addressed within a person centred plan that can track and identify behaviour changes and the necessary steps to further support positive change such as making planned environmental changes, involving periods of necessary assessment and monitoring to ensure that needs are being addressed and any strategies are having a positive impact.

This positive behaviour policy addresses the key areas for both proactive and reactive measures, focusing heavily on the development of systems that promote well-being. It sets the standards for staff/pupil interactions. This will be monitored by the Senior Leadership Team.

3 Intake and initial assessment

Prior to pupil intake

A nominated member of the class team will be identified as the child/young person's key worker. The key worker and the class teacher will gather and refer to information from relevant sources. This will include parental input, pupil input where appropriate, along with other reports from education, health and social care, including the Education Health and Care Plan and current outcomes

Initial assessment period:

All new children/young people joining Saint John Vianney will have an initial assessment period. This period allows the staff to learn about the child/young person's history, observe them; considering their everyday interactions; whilst developing relationships and gathering the necessary information leading to a greater understanding of what their behaviour is attempting to communicate. Are there significant communication, emotional or social difficulties? If so, what impact may this have on their ability to access the school environment?

Each child/young person's voice must be heard from the outset in whatever way is developmentally possible for them from augmented communication to the written completion of a '*voice of the child/young person*' proforma which can be updated on a regular basis.

The above information is pivotal to the correct assessment of a child/young person newly admitted to St John Vianney. School staff will assist the process by providing ongoing observational data. The assessment period may involve other professionals such as a Speech and Language Therapist and/or Occupational Therapist and where necessary, additional input from an Educational Psychologist and/or Behaviour Analyst.

Initial assessments should be completed within a half term of a child/young person joining the school.

End of assessment period:

A Person Centred Support Plan (PCSP) including a one-page pupil profile and communication passport will be completed along with a risk assessment and more detailed behaviour plan where necessary.

There will be joint working with other professionals and with parent/carers to ensure the person centred approach is being implemented consistently.

Key periods of transition:

School recognises that its child/young person cohort has a diverse set of needs and as such transitions can be particularly difficult and can precipitate some behaviour changes.

Key periods of transition need to be highlighted and planned for. These include changes in teaching staff, classroom or indeed key stages. Should new key workers be needed there will be a plan to transition early to allow a new trusting relationship to develop.

It is expected that adopting the methods necessary to develop a person centred approach will create an environment that will benefit all pupils. Staff will be able to deliver a curriculum that nurtures learning as they will develop an awareness of what causes unnecessary arousal and conflict for children/young people that have limited communication skills and complex needs. This will then lead to the improving of reciprocal and respectful communication and the teaching of new skills.

4 Parents and Carers/School Partnership

At St John Vianney we place a high priority on establishing positive links with parents/carers and encouraging a genuine partnership between home and school.

School operates an 'open door' policy. This allows parents/carers to see the Head teacher/member of staff at any time. Although it does recognise that there will be times when staff are unavailable and offers an appointment system to ensure that parents feel supported.

All children/young people have a home/school diary, which forms the initial means of communication between home and school. Parents and carers can use this to relay any necessary information to the teaching team that may be useful in ensuring that their child's day will run smoothly. All diaries must be read by the class team on arrival to ensure that this information is gathered promptly.

To support parents/carers further, school offers highly regarded five monthly Riding the Rapids* courses for parents on site. This is a behavioural intervention based on well-researched principles on social learning theory and functional analysis.

Over weekly sessions, the course enables parents to understand their child/young person's behaviour in the context of their additional needs and apply strategies to support positive behaviours. It also helps parents to develop stress management strategies and confidence in managing behaviour. All of which contributes to emotional health and well-being.

****Riding the Rapids: Living with Autism or Disability is the intellectual property of Central Manchester University Hospitals NHS Foundation Trust***

5 Pupil Participation

All children/young people are encouraged to care for each other and to value the contribution each individual makes to the life of the school. Staff are expected to promote each young person's feeling of self-worth by acknowledging and praising positive progress, by 'capturing the moment' and delivering a bespoke reinforcing response.

The management of behaviour is an integral part of the curriculum. Appropriate and relevant social skills are taught, enabling pupils to participate fully in the life of the school.

See attached Guidelines for Managing Pupil Behaviour.

In order to help children/young people to develop the necessary skills to reach their full potential as life-long learners, outcomes from the Education Health and Care Plan and ongoing teacher assessment, are embedded in the daily curriculum and monitored through joint working with key workers, class teachers and the class team. These outcomes are formally reviewed bi-termly and at the Annual Review.

School recognises that planned outcomes may need to be changed to represent the most up to date learning profile. In addressing the development of social, emotional and independence skills only then will a child/young person's academic progress be fully supported.

Areas of additional need or concern that arise during the year prompt further planning and intervention and in exceptional circumstances, an Interim Review may be called.

In accordance with good Autism Practice, any pupils identified with ASC will have desired outcomes addressing each element of the triad of needs: *communication and language, flexibility of thought and social and emotional understanding*

The identified key worker should meet regularly with their children/young people to talk through their areas of need and aspirations - as set out in their EHCP and Person Centred Support Plan. In discussion with the class teacher, short term outcomes will be identified in order to create a bespoke, targeted individual plan, with the well-being of the child/young person at its core.

Reviewed half-termly, the class teacher sets and measures between two and four SMART outcomes per area of need. These will be shared by any other teachers involved in the daily interactions of the same pupils.

Additional strategies and resources are sometimes used to support a pupil's behaviour in the class, or in the achieving of outcomes.

These are in Guidelines for Managing Pupil Behaviour below.

6 Rewards and Sanctions

Saint John Vianney recognises the need to reward a child/young person's progress or participation. Participation can however, vary from and can change frequently given the diverse needs of the cohort. Reward systems therefore have to be varied; but can range from highly individualised, to small group and whole class systems.

Occasionally, sanctions are required. These sanctions need to be as individualised as rewards and need to reflect the nature of the change required.

According to age and ability, child/young person participation is encouraged in setting these systems as the overall aim should be to develop self-regulation. School also recognises the need to monitor the effectiveness of any systems implemented as if they are to promote behaviour change, they should be motivating.

Details of these are to be found in Guidelines for Managing Pupil Behaviour below.

7 Exclusions

Statutory requirements for exclusions are followed. Exclusion is only considered when all other proactive techniques have been followed and off site exclusion is the only way to ensure the safety of other pupils and staff.

After a period of exclusion, school recognises the need for a consistent method of re-integration. Given the nature of the sanction it is important to acknowledge the emotional impact that an exclusion can have on both the child/young person, family and school. There should be a meeting that allows all parties to discuss in a structured format the events and to set new targets to encourage moving forward. Where possible, child/young person participation is pivotal at this meeting and their input on the pace of expected behaviour change will be part of the target setting.

Staff need to be aware that some pupils may be demand avoidant and display challenging behaviour for the purpose of being excluded. Exclusion therefore may become a reward.

8 Physical Interventions

The NICE guideline on challenging behaviour and learning disabilities (2015) states that any restrictive interventions, used as part of a reactive strategy should be "accompanied by a restrictive intervention reduction programme, as part of the long-term behaviour support plan, to reduce the use of and need for restrictive interventions."

NHS England (2015) is clear that "support and interventions should always be provided in the least restrictive manner. Where an individual needs to be restrained in any way – either for their own protection or the protection of others, restrictive interventions should be for the shortest time possible and using the least restrictive means possible."

Physical intervention is recognised as a reactive method that is only considered when all other proactive techniques have been followed and intervention is the only way to ensure the safety of other pupils and staff.

All staff receive necessary annual training to ensure it is carried out to meet legal requirements.

Any physical interventions are recorded and are passed to the Safeguarding Lead.

School recognises the emotional impact that such interventions can have on all parties and as such, those involved in intervention should be given time to reflect on the incident and seek any necessary medical advice should it be necessary.

It is also crucial that all interventions are analysed annually to ensure they remain effective and are not increasing unnecessarily.

Details regarding the recording of inappropriate behaviours and physical interventions by staff are to be found in the Care and Control of Pupils Policy.

GUIDELINES FOR MANAGING PUPIL BEHAVIOUR

1. St John Vianney School Code of Conduct

To support a more proactive and positive approach to behaviour and discipline the School Code of Conduct is displayed around the school and reinforced on a regular basis.

Depending on age and developmental ability, children and young people are supported to understand and to the best of their ability, comply with the following:

- Respect themselves and each other
- Respect their property and the school environment
- Keep hands, feet and objects to themselves
- Listen and let others learn
- Keep themselves safe
- Speak politely to others
- Stay in class unless they have a pass
- Hand in mobile phones and electronic devices at the start of the school day.

Post-16:

- Lock your phone/electronic device away on arrival at school
- Keep phones and electronic devices in their locker while on the school premises

Suggested Code of Conduct emphasis and cumulative progress for children/young people:

Key Stages 1/2

- Kind hands and feet
- Kind words
- Listen to each other
- Stay in class

Key Stages 3/4/5

- Keep yourself safe
- Speak politely
- Stay in class unless you have staff permission
- Respect other people's property
- Hand in your phone/electronic device on arrival at school.

2. Proactive approaches

School has adopted a total/augmented communication approach. Staff, depending on an individual children/young people's need, use: the Picture Communication Exchange System (PECS); individual schedules; visual timetables; emotions visual prompts. For pupils with specific behaviour needs, personal profiles and interventions will be developed and regularly reviewed.

Each child/young person has a Communication Passport (CP), an Individual Risk (IRA) Assessment and a Behaviour Support Plan (BSP), to help address areas of need and identify the strategies used to support their holistic development. The plans are reviewed regularly.

3. Graded Response to behaviour:

Level 1 Universal across school

All children/young people have a Person Centred Support Plan complete with a Communication Passport, Individual Risk Assessment and Behaviour Support Plan, reviewed by their Key worker and Class Teacher and monitored by a senior member of staff. The PCSP identifies the staffing provision (ie the Team around the Child) allocated to support educational needs.

Level 2

If certain behaviours hinder a child/young person's access to learning, further consultation will take place with parents and a request for support from professionals in the Therapy Team may be made. As well as contact with outside agencies in certain cases. A supplemented/augmented behaviour support plan put in place at this stage may reduce the chance of further escalation.

The individual risk assessment will be reviewed and amended where necessary.

For pupils with social and emotional needs external to school, a Pastoral Support Plan may also be implemented.

Level 3

Where a child/young person's behaviours continue to hinder their access to learning, and/or there is an increase in unsafe behaviour, consideration needs to be given to the following:

- further multi-agency intervention
- additional individual support
- an alternative curriculum
- a planned part- time timetable
- fixed term exclusion

The individual risk assessment and the behaviour support plan will be reviewed and amended where necessary.

Level 4

A small number of children/young people who exhibit persistent anti-social or dangerous behaviours will require full revision of their Individual Risk Assessment and Behaviour Support Plan by the Class Teacher, Senior Leadership Team and the Head Teacher.

Any necessary fixed term exclusions will have Personnel & Pupil Welfare Governor involvement

Frequent Fixed Term Exclusions in a term may lead to the questioning of the appropriateness of the school placement.

4. In school strategies

Pupils of the Week

A weekly accolade awarded by every form staff team. Each team decision relates to particular noteworthy efforts of a pupil in their form during the preceding week.

Small Group Time

Small group time is undertaken daily in class pastoral time across the school. It has its basis in what is traditionally understood by the term 'circle time'. However, each pastoral team adapts its delivery based on the age and needs of their particular group.

For some children/young people, solution-focused group work and the 'circle of friends' approaches can be very supportive in developing effective positive social behaviours and feelings/emotions.

Rewards/Positive Consequences

A reward is defined as something a person will 'work for'. Rewards need therefore to be person-centred.

To encourage good behaviour, it is important to emphasise positive aspects and capture examples of good behaviour and reward those who keep to their required level of School Code of Conduct compliance. Positive interactions need to be at least four times more frequent than negative interactions between pupils and staff.

A variety of easily delivered rewards can be used daily. These for example could include:

- Immediate verbal comment such as 'I like the way you'; 'Good
- Opportunity to show work to other staff
- Stars and stickers
- Choice of activity - end of the day reward in pastoral time
- Healthy treat to eat

Depending on the ability of child/young person's ability to delay receipt of their reward, the following may be used:

- Entries in Home School Diary
- Certificates / extra merits
- Praise post cards
- Pupil of the week
- Outings for winning house and highest merit winners in the Summer Term
- Half termly Perfect Day trip
- Extending privileges
- More responsibility

A Celebration Assembly takes place each week recognising significant pupil efforts. Pupils of the Week and are formally recognised in the first assembly of the week.

For pupils that require a less formal, more frequent support approach, classroom-based systems can be set up to keep pupils motivated.

Class Dojo's/Sanctions

Dojo's are rewards/sanctions for behaviour in a variety of areas. After attaining 10, 20, 30, 40 Dojo's different levels of awards are achieved.

Dojo's can be removed for negative behaviours. Parents can access Dojo's rewards each day and reinforce a pupil's good behaviour and address any negative behaviours. The impact since introduction has improved home school communication and support of behaviours.

Sanctions

Sanctions are formal responses to inappropriate behaviour. The more serious the situation, the more consequential the impact is likely to be. It is important to consider the size of the sanction and its possible impact before applying the sanction. Children/young people may well have very different reactions to what is imposed. Some may enjoy the sanction thus defeating the object.

Sanctions commonly deployed include:

- oral verbal reminder
- remove pupil from a situation
- ignoring
- loss of playtime
- missing privileges for example, pastoral time
- sent to class teacher
- sent to join another year group
- loss of behaviour points
- withholding of merits

A longer term strategy may be to implement a School Improvement Book for an extended period of time for example, two weeks or half a term.

5. Incident responses

At all times members of staff are there to de-escalate situations, being firm and fair.

Staff use of emotional intelligence and appropriate body language is most critical at this time.

A focus on calming and defusing to reduce and, if possible, negate the use of physical contact is the favoured outcome when staff have to step in to manage behaviour that challenges. Spotting trigger points early, builds greater confidence in approaching and managing children/young people and adopting simple strategies to effectively de-escalate situations.

Emphasising what may seem like obvious, common sense actions can help to establish a confident team strategy for handling a potential incident of difficult behaviour:

- Be aware of the school's behaviour policy
- Stay calm
- Make sure the child/young person has an escape route
- Allow for personal space
- Think about your tone of voice - try not to raise it
- Empathise and listen to what is being said
- Don't talk over the pupil
- Try not to embarrass a pupil or make them lose face in front of others
- Don't make it personal - concentrate on the offence not the offender
- Make it easy for them to do what you need them to do
- Use a colleague in a 'take over' role, to facilitate a *supported departure* from a situation.

6. Incident referrals

When persistent, or serious misbehaviour occurs, and the 'section 5, Incident responses' have proved unsuccessful, SLT support should be sought.

As soon as possible, (before the end of the same day), an 'incident referral' should be completed on the school management system. This is to support the SLT in the making of a decision.