



St. John Vianney School

Steps to Independence & Education for Life

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Statement of Intent

We believe that in order to achieve the aspirations of St John Vianney School, and to enable effective teaching and learning to take place, good behaviour in all aspects of school life is necessary.

St John Vianney School's Behaviour for Learning Policy aims to develop a pupil's sense of responsibility and independence for their own actions, and to ensure that they do not affect the education of others due to poor behaviour.

Each member of staff has responsibility for upholding standards of behaviour in school, both within their classroom and around the school site, as well as implementing this policy both fairly and consistently.

This policy will be abided by staff members and pupils at all times, and reviewed at regular intervals.

1. Legal framework

This policy has due regard to statutory legislation, including, but not limited to, the following:

- The Education Act 2011
- The Equality Act 2010
- The Education and Inspections Act 2006
- The Health Act 2006
- The School Information (England) Regulations 2008, and the amendments made in 2012 (as amended)

This policy also has due regard to DfE guidance, including, but not limited to, the following:

- DfE 'Behaviour and discipline in schools' 2016

This policy should be used in conjunction with the following school policies:

Exclusion Policy
Home-School Agreement
School Code of Conduct
Uniform – Procedures and Expectations

2. Definition

- 2.1. The phrase 'behaviour for learning' conceptualises the following three relationships experienced by a C&YP
 1. Their relationship with themselves, e.g. their self-confidence as a learner
 2. Their relationship with others, e.g. how they socially interact
 3. Their relationship with the curriculum, e.g. how best they learn
- 2.2. In order to foster a positive learning environment in St John Vianney School, these relationships must be developed and supported.
- 2.3. Most social, emotional and behavioural skills are learned, with behaviour for learning being a theoretical approach to the learning experience.
- 2.4. The behaviour for learning approach puts value on positive behaviours, which enable and maximise learning.
- 2.5. At SJV it is recognised that behaviour is a valid form of communication. We seek to adopt where necessary a trauma-informed approach to addressing behaviour

- 2.6. This approach helps C&YP understand the behavioural skills they need, what the teacher wants them to do, and why this will help them to learn.

3. Roles and responsibilities

Staff members will:

- Implement the school's Behaviour for Learning Policy at all times.
- Maintain a positive and well-managed learning environment.
- Be positive ambassadors of the school at all times, through their professional behaviour and conduct.
- Use the school's reward system and hierarchy of sanctions to promote good behaviour.
- Use the rules and consequences outlined in this policy clearly and consistently.
- Treat all C&YP fairly and equally, seeking to raise their self-esteem and develop to their full potential.
- Undertake comprehensive planning to provide challenging, interesting and relevant lessons, which are appropriate to the age, ability and individual needs of C&YP.
- Record all behavioural events, both positive and negative, on the school's SIMS management information system, by following the correct reporting procedure.
- Raise any concerns regarding a CorYP's behaviour with, respectively, the form teacher, key stage coordinator, behaviour support manager and, when required, the SLT.
- Take the necessary steps to effectively manage C&YP's behaviour.
- Support other members of staff with behavioural issues involving individuals or groups.
- Liaise with other members of staff, the behaviour support manager and the senior leadership team (SLT) in order to implement effective behaviour management.
- Organise and manage behaviour consequences where appropriate.
- Intervene promptly when they encounter poor behaviour or unexplained absence.
- When necessary, seek a trauma-informed perspective of the exhibited behaviour or incident, from within their staff team, key stage, or with behaviour support team.
- Consider the emotional age of the child rather than their chronological age when assessing behaviour and sanctions.
- Immediately contact the senior leader with responsibility for behaviour, (or another member of the SLT), when there has been a serious breach of the school's Code of Conduct.
- Contact parents/carers regarding their C&YP's behaviour where necessary.
- Continuously keep parents/carers informed of any behavioural management issues concerning their C&YP.
- Act in accordance with the school's Exclusion Policy when dealing with more serious breaches of school conduct.

Monitor the attitude, effort and quality of the C&YP's work.
Make referrals to external agencies where necessary, e.g. the behaviour support service and therapeutic team.
Ensure that all records are kept up-to-date, such as SIMS, the pastoral register and racist incident log.
Consistently develop their understanding of behaviour for learning and relevant techniques as part of their CPD.

C&YP will:

Abide by the Home-School Agreement and the school's Behaviour for Learning Policy including the School's Code of Conduct at all times.
Act as positive ambassadors and representatives of St John Vianney School through their exemplary behaviour.
Be polite and respectful of others in the surrounding community.
Work to the best of their ability and effort at all times, whilst allowing other pupils to do the same.
Cooperate with other pupils and members of staff in order to create a positive learning environment.
Be ready to learn by ensuring regular attendance to all lessons and arriving at school with the correct equipment.
Correctly present themselves in St John Vianney School's uniform, in accordance with the school's Uniform Procedures and Expectations.
Respect and value the environment and their surroundings, as well as each other.
Act in a manner which supports the learning of others.
Consider the health and safety of others at all times – Duty of care.

Parents/carers will:

Abide by the Home-School Agreement, maximising the attendance and punctuality of their C&YP, as well as reporting any absences.
Encourage good behaviour and for their C&YP to be an ambassador of the school at all times, in line with the Behaviour for Learning Policy, by reinforcing school rules.
Share any concerns they have regarding their C&YP's education, welfare, behaviour and life at St John Vianney School with the pupil's classroom teachers, wider group of staff, or SLT.
Support their C&YP's independent learning.
Support the school's decisions in relation to behavioural issues, whilst having the right to question St John Vianney School's decisions regarding their C&YP's behaviour.
Ensure that their C&YP correctly presents themselves as a pupil of St John Vianney School, in accordance with the school's Uniform Procedures and Expectations

4. Classroom behaviour

- 4.1. A copy of the school's Code of conduct will be clearly displayed in each classroom.

- 4.2. Dealing with behavioural problems is primarily the responsibility of teaching staff.
- 4.3. Teaching staff will use seating plans and a range of de-escalation techniques to encourage good behaviour and create an effective learning environment.
- 4.4. Praise will be used to set high expectations at the start of the lesson, in conjunction with non-verbal cues and private corrections in order to focus C&YP on learning.
- 4.5. Lessons will be structured and have a focussed framework, in order to allow C&YP to understand what is being taught and how it links to what they already know.
- 4.6. The overall aim of the structure of lessons is to actively engage C&YP and to develop their learning skills systematically so that their learning becomes increasingly independent.
- 4.7. Whilst using the school corridors and surrounding area of the school building, C&YP will act in a responsible and respectful manner, as would be expected in a classroom.
- 4.8. All staff members will support C&YP'S emotional wellbeing and welfare within the learning environment by encouraging pupils to develop effective social relationships.
- 4.9. When a pupil acts in a disruptive manner or ignores instructions given by a staff member, the following three steps will be taken:
 1. Reminder – the pupil is reminded of their expectations and encouraged to make the right choices
 2. Consequences – the staff member informs the pupil of the consequences of their disruptive behaviour, such as the loss of choice time.
 3. Deferment/Removal – if the pupil's behaviour persists, the staff member may use deferment strategies to address the situation. Where there are safety concerns the staff member may seek to move the CorYP, or the group, from the classroom/situation and in extremis use a physical intervention technique to maintain the safety of the CorYP and/or, others. Use of a physical intervention must prompt contact with SLT and the completion of an intervention record sheet.

At all times, members of staff are there to de-escalate situations in a calm, firm and fair manner. Staff use of emotional intelligence and appropriate body language is crucial, in order to reduce, or negate, the need for physical intervention, when faced with the management of challenging behaviour. Spotting trigger points early builds greater confidence to adopt simple strategies to effectively de-escalate situations.

- 4.10. Staff members will remind C&YP that at each stage of the process they have the opportunity to make good choices, (rather than escalate their behaviour).
- 4.11. De-escalation techniques will be used at all times.
- 4.12. The school adopts a graded response approach when dealing with inappropriate behaviours.

Level 1

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 (i.e. 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. An 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 Pupil Progress Governor involvement.

Frequent Fixed Term Exclusions in a term may lead to the questioning of the appropriateness of the school placement. If 15 days of FTE are accrued in any one term, the Head teacher has a duty to call the governors to meet to hear the case for permanent exclusion.

5. Rewards and praise

5.1. Praise will be used to help raise C&YP achievement and will be given for progress, not simply for high-quality work. We recognise that rewards and praise do not always work with C&YP complex adverse childhood experiences. Staff are attuned to individual needs and attempt to offer alternatives considering the child's developmental age.

5.2. Praise will:

- Be given in relation to a specific task or action.
- Be earned, ensuring that the recipient is clear about what they are being praised for.
- Reinforce the school's core values and ethos.
- Be given in a manner which is inclusive and supportive – and for some, necessarily discreet.
- Be used to motivate C&YP and help them to feel valued.
- Aim to have a positive effect upon others as well as the recipient.

5.3. St John Vianney School recognises that C&YP should be rewarded for displaying consistently good behaviour. Positive behaviour will be promoted and reinforced by the school's reward system. 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.

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

- Immediate comment e.g. 'I like the way you
 - Opportunity to show work to other staff
 - Stars and stickers
 - Choice activity - end of the day reward in pastoral time
 - Healthy treat to eat
- 5.5. 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/stickers/badges
 - Praise post cards
 - Pupil of the week
 - Extending privileges
 - More responsibility
 - Phone call home
 - Head teacher Awards
 - End of term whole-class rewards
- 5.6. For pupils that require a less formal, more frequent support approach, a classroom-based system, Dojos, is used to keep pupils motivated. Class Dojos are rewards for behaviour in a variety of areas. After attaining 10, 20, 30, 40 Dojos different levels of awards are achieved. Parents can electronically access the Dojo account of their C&YP each day and reinforce a pupil's good behaviour. Dojo impact since introduction has improved home/school communication and the reinforcement of C&YP's positive behaviours.
- 5.7. A Celebration Assembly takes place each week recognising significant pupil efforts. Pupils of the Week are formally recognised in the first assembly of the week.
- 5.8. Termly award assemblies are held to award form, pastoral and Head teacher prizes.
- 5.9. Reward activities are arranged for groups of pupils at the end of the year.

6. Disciplines and Sanctions

- 6.1. Sanctions and consequences will be given when a CorYP's behaviour is contrary to the school code of conduct.
- 6.2. We recognise that disciplines and sanctions do not always work with C&YP complex adverse childhood experiences. In these cases there is a need for therapeutic intervention in order to effect positive change.
- 6.3. 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 break/lunchtime
- missing privileges for example, pastoral time
- sent to class teacher
- sent to join another year group
- loss of behaviour points
- withholding of merits

6.4. The issuing of disciplines and sanctions will be recorded and the consistent use of sanctions will be monitored by Key Stage coordinators.

6.5. Sanctions and consequences will:

- Relate to a specific task or action and will be applied clearly.
- Be issued consistently and fairly, ensuring that the recipient is clear about what they are being reprimanded for.
- Reinforce St John Vianney School's core values and ethos.
- Not be given too easily or spread too widely.
- Not focus repeatedly on the same issue without progress.
- Not have a negative effect upon others.

6.6. When a detention has been issued outside of school hours, the school will ensure that the pupil's parents/carers are informed, (via phone, email, post, or face-to-face), and told why it has been given. Information regarding the time and length of the detention will also be given.

6.7. The school will consider each behavioural incident individually and issue the appropriate discipline according to each individual situation.

7. Exclusions

In cases of exclusions, whether it is internal, fixed-term or permanent, the school's Exclusion Policy will be followed at all times.

8. Monitoring and review

This policy is monitored for effectiveness by the headteacher and pastoral care team, and will be reviewed every two years.