



St. John Vianney School

Steps to Independence & Education for Life

| Document Control | |
|-----------------------------------|--|
| Title | BEHAVIOUR POLICY |
| Supersedes | Positive Behaviour And Pupil Discipline including Anti-Bullying Policy Spring 2017 |
| Author | P McLoughlin |
| Owner | P McLoughlin |
| Area of Governance | Pupil Progress |
| Date | March 2019 |
| Related Documents | Exclusion Policy, Behaviour Principles Written Statement, Staff Code of Conduct, |
| Circulation | All Staff, GB |
| Status | Ratified |
| View by Staff | March 2019 |
| Date of ratification by Governors | 19 th March 2019 |
| Review | 2022 3 years |
| Distribution | SJV server, Main Office, Trust Governor Portal, Website |
| Amended | Approved amendments 10.03.2020 |



SAINT JOHN VIANNEY R C SCHOOL



**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.

Contents:

Statement of intent

| | |
|--|---------|
| 1. Legal framework | Page 3 |
| 2. Definition | Page 3 |
| 3. Roles and responsibilities | Page 4 |
| 4. Classroom behaviour | Page 5 |
| 5. Rewards and praise | Page 8 |
| 6. Disciplines and sanctions | Page 9 |
| 7. Exclusions | Page 10 |
| 8. Monitoring and review | Page 10 |
| Restrictive Physical Intervention Report | Page 11 |

Statement of Intent

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

St John Vianney RC 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 is 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 RC 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 RC 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 RC 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 emotional and physical well-being of others at all times.
- Duty of care, ensuring they do not endanger the safety of others.

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 RC 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 RC School's decisions regarding their C&YP's behaviour.
- Ensure that their C&YP correctly presents themselves as a pupil of St John Vianney RC 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 where required, Individual Risk Assessment and Behaviour Support Plan, reviewed by their Class Team 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 will be given to the following:

- temporary withdrawal from lessons
- 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 RC 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
 - Positive reward tokens
- 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. An 'above and beyond' reward scheme allows staff to celebrate and recognise the positive behaviours displayed by our pupils. Tokens are awarded for going 'above and beyond', accrued and used to 'purchase' set rewards.
- 5.8. 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.
- 5.9. Termly award assemblies are held to award form, pastoral and Head teacher prizes.
- 5.10. 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 rewards
 - withdrawal from lessons
- 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 RC 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 three years.

Restrictive Physical Intervention Report



| Setting details | | | |
|-----------------|--|----------|--|
| Student Name | | Location | |
| Class | | Date | |
| Report by | | Time | |

| Reasons for use of physical intervention. (Tick all that apply): | | | |
|--|--------------------------|------------------|--------------------------|
| Harm to self | <input type="checkbox"/> | Harm to children | <input type="checkbox"/> |
| Property damage | <input type="checkbox"/> | <i>Other</i> | <input type="checkbox"/> |

| Additional witnesses | |
|----------------------|--|
| Staff | |
| C&YP | |

| De-escalation techniques employed | | | |
|-----------------------------------|--------------------------|----------------------------------|--------------------------|
| Verbal advice and support | <input type="checkbox"/> | Offering services of other staff | <input type="checkbox"/> |
| Calm talking | <input type="checkbox"/> | Informing consequences | <input type="checkbox"/> |
| Distraction | <input type="checkbox"/> | De-escalation script | <input type="checkbox"/> |
| Reassurance | <input type="checkbox"/> | Clear instruction/warning | <input type="checkbox"/> |
| Humour | <input type="checkbox"/> | Withdrawal from activity | <input type="checkbox"/> |
| Negotiation | <input type="checkbox"/> | Diversion | <input type="checkbox"/> |
| Offering choices and options | <input type="checkbox"/> | <i>Other</i> | <input type="checkbox"/> |

| Description of how de-escalation techniques were employed | |
|---|--|
| No. 1 | |
| 2 | |
| 3 | |
| 4 | |
| 5 | |

| Brief overview of the incident. THERE IS A SEVEN LINE LIMIT – approx. 100 words Include: restraint techniques used, sequence and duration of techniques, staff involved. T Wrap, Single elbow, Double elbow, Figure of four, Steering away, Arm waltz, Rail waltz, Separating a fight |
|--|
| |

| Physical marks | | | |
|---|--|---|--|
| Has use of physical intervention caused any visible mark or harm? | | If 'Yes'....has the CorYP indicated that this was caused by the use of the physical intervention? | |

| Additional checks | |
|--------------------------|---|
| First Aid administered | If 'Yes' complete an Evolve report |
| Damage to property | If 'Yes' add to SIMS report |
| SIMS | Ensure the physical interventions are accurately identified in the report |
| Head teacher | Who informed the Head/Asst Head teacher? NAME: |
| Parents/carers | Who informed the parents/carers? NAME: |

| Participants 'Voice' | | |
|-----------------------------|-----|--------------|
| 'Voice' of the child | Y/N | Give details |
| 'Voice' of the staff | Y/N | Give details |

| Evaluation | | |
|--|-----|--|
| Have any 'triggers' been identified? | Y/N | |
| Identify any interventions that have been put in place to prevent re-occurrence? | Y/N | |
| Has the Individual Behaviour Plan been reviewed or updated? | Y/N | |

| Verification of incident | | | |
|---------------------------------|--|------|--|
| Reporting staff | | Date | |
| Head/Asst Head teacher | | Date | |