



ST JOHN'S SCHOOL BEHAVIOUR POLICY

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Review Date: September 2018

ST JOHN'S SCHOOL

BEHAVIOUR POLICY

1. Philosophy and Aims:

St John's School aims to promote education by encouraging and facilitating self-managing behaviour, appropriate communication, collaborative problem-solving and the development of meaningful relationships for all pupils. As such, the school will promote an ethos which enables all staff and pupils to feel safe, pupils to learn effectively and have full access to a personalised curriculum.

In order to ensure the development of self-discipline and respect for others, the school has clear expectations of all pupils and an agreed whole school approach towards behaviour support.

All staff at St. John's will:

- present positive role models
- work consistently as a team
- value, respect and work collaboratively with all pupils, parents, carers and other professionals
- endeavour to ensure that all pupils in school are safe, free from bullying or abuse of any kind

All pupils at St John's are encouraged to:

- be respectful of others, both pupils and staff
- work and play co-operatively with others
- behave appropriately and safely when moving around the school
- use resources and equipment with care

Further information and advice on implementation of this policy is available within the School Behaviour Support Access Document and from members of the Behaviour Support Team (BST) (refer appendix 1)

Please also refer to other related school policy statements/guidance:

- Safeguarding
- Anti-bullying
- Intimate Care
- Risk Assessment
- Physical Intervention

2. Principles

This policy is underpinned by the following principles:

- all approaches towards behaviour support must maintain the dignity of the pupil
- all individual approaches towards behaviour support must be discussed with parents/carers, staff, and pupils where appropriate
- all planned behaviour support will be monitored, recorded and reviewed on a regular basis and reported on at the Annual Review meeting.

3. Practices and Procedures

It is understood that most appropriate behaviours are promoted and much challenging behaviour avoided or minimised by ensuring that:

- an appropriate match between activity and ability/interest
- all staff approach pupils in an agreed consistent manner, and communicate clearly and calmly
- pupils are appropriately supervised
- all relevant staff have a clear understanding of what constitutes acceptable/non-acceptable behaviour for individual pupils
- noise levels are kept to a level appropriate to the activity
- rules and routines are made clear to all (pupils and staff) and are applied and followed consistently
- students and volunteers are briefed on pupil behaviour.
- The emphasis will be upon helping pupils learn appropriate social behaviour through positive reinforcement, including the use of rewards, both intrinsic and tangible. Sanctions should always be viewed as Secondary options to that of rewards. (see BSAD for more information)
- Transitions within the class, and upon change of school / placement, will be carefully considered and managed at an individual level, appropriate to the individual.

In a small number of cases problem behaviour may become defined as 'severely challenging' and require an individualised approach to ensure effective and safe management. A behaviour support plan (BSP) will, in such cases, be devised. A BSP is a documented systematic approach towards:

- assessing causes of the behaviour
- understanding what is reinforcing or maintaining the behaviour
- planning, implementation and evaluation of intervention

Behaviour support plans (BSP) should:

- be based on careful assessment of the functions served by the behaviour in question

- remain the responsibility of the class teacher who devises it in collaboration with staff who work daily with the pupil and also a named member of the BST. The active involvement of staff from different disciplines (e.g. Educational Psychologist) or aspects of school life (e.g. MSAs) may be needed to devise the plan initially or maintain consistency of approach across different settings
- work systematically towards promoting behavioural self-control utilising positive teaching strategies
- be clear in terms of the behaviour(s) it aims to reduce and emphasise skills to be learned that will decrease the likelihood of the problem behaviour occurring
- determine aspects of the environment that needs to be altered to decrease the likelihood of the problem occurring
- include full details of methods of measuring and recording behaviour
- have a specified time limit and include regular review meetings of the staff involved in order to look at the data, discuss results and make any necessary amendments
- be discussed and agreed with the pupil's parents/carers and in certain cases their active support requested
- be included and fully reported at Annual Review in writing

4. Physical intervention:

Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom

All class-based staff will receive training in the principles and practise of physical intervention. Recommended training for all such staff is that of Team Teach as well as regular training on positive behaviour support.

Please refer to the St. John's school Policy on Physical Intervention for further guidance.

Please note:

- Corporal (physical) punishment is never to be used.
- basic sustenance such as dinner and the right to physical comforts such as warmth and appropriate clothing are never to be denied

5. Exclusion

There are exceptional circumstances when the school will exclude a pupil. Essentially the school will exclude in response to a serious breach, or persistent breaches of the school behaviour policy, or where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in school.

When exclusion is imposed the parents will be informed immediately and given a full explanation of the :-

- reason for the exclusion
- duration of the exclusion
- steps taken to avoid the exclusion
- arrangements for appeal against the decision to exclude

6. Policy production, promotion and review:

This policy is available on the school web-site and in the Handbook of Information.

This policy has been distributed to all teaching staff and is part of the whole school training and induction programme for all staff, students and volunteers.

This policy is reviewed every three years by the Personnel and Curriculum Committee of the Governing Body.

We acknowledge the Schools legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with Special Educational Needs (SEN)

Appendix 1

Behaviour Support Team (BST)

The BST is led by SLG and is supported teachers with additional knowledge, experience and interest in challenging behaviour. The team meets on a regular basis to revise, monitor and improve policy, procedure and practice in this area of school activity.

The BST remit includes:

- contributing towards the strategic development of school policy on promoting positive behaviour;
- monitoring and evaluating the effectiveness of behaviour support systems available to teachers;
- co-ordinating provision including Educational Psychology input aimed at securing whole school and individual classroom delivery of good practice in line with agreed policy;
- liaising directly with and advising teachers and support staff on drafting, implementing and evaluating behaviour strategies and support plans;
- leading the school's continuing professional development programme based on the Behaviour Support Access Document and Team Teach basic and refresher courses.