



Standards and Regulations

National Minimum Standards	12.1
Keeping Children Safe in Education	
Mission Statement in Action	

Policy Statement

At St John's our mission is to work together to communicate, learn, enjoy and achieve.

In reflecting our Mission Statement and our responsibilities to our children and young people and in order to promote positive behaviour, all staff at St Johns:

- identify and respond flexibly to the needs of each individual.
- are approachable and listen with interest to everyone.
- recognise their strengths, encourage them and work to build their confidence and independence.
- have high expectations of their potential for success.
- are clear and consistent about expectations of behaviour and act accordingly.

We support the holistic development of all our children and young people. They come from a range of diverse backgrounds, with different experiences and with a variety of expectations with regard to behaviour.

Our aims in the residential care setting are:

- to provide a homely and safe environment where our children and young people can grow towards maturity and independence
- to support those who need help to make good choices and manage their behaviour in a socially acceptable way
- to help each child and young person to achieve a level of behaviour that is consistent with the promotion of a safe and healthy environment for living
- to encourage and promote positive behaviour at all times

By fostering respect, good manners and good behaviour, we can create an atmosphere that is a pleasurable place to live and learn.

How are we going to achieve these aims?

This document sets out:

- our shared expectations for positive behaviour for living in residential care at our school
- rewards for children and young people when they meet these expectations
- Consequences that may be applied and the route we follow when a child or young person needs additional support to meet these expectations.

Our Shared Expectations

These are our Golden Rules agreed by our residential pupils through our Care council.

At St John's, children and young people are expected to:

Show respect to all people, places and property

Listen to staff and follow instructions straight away

Be part of the residential group I am in and to have a choice of whether to participate in evening activities offered.

Help each other to be happy, healthy and safe

Take pride in our school and pride in ourselves.

Participate in the weekly group meetings to help plan our activities for the week and to reward the most improved student as 'Student of the Week'

Rewards

At St John's we actively look for good behaviour and recognise this in a variety of ways as this helps raise pupils' sense of self-worth and of place in our community. We praise and reward achievement and positive behaviour in the following ways:

- Positive comments and verbal praise for building self-esteem and rewarding behaviour in the residential setting
- Weekly award of 'Student of the Week'. This award is given for doing daily group tasks such as setting the table before meals, clearing up afterwards, washing up or vacuuming the floor. In addition for positive behaviour such as doing homework without being prompted and for being kind and helpful to other group members and staff.
- For some of our children and young people who need that extra help, a variety of star charts are used with each star signifying progress and rewarding them for good behaviour. For some children the use of a 'treasure chest' initiative to reward positive behaviours has proved successful.
- For our young people in Year 10 and 11 (and others if competent) being able to visit the local amenities unescorted by staff (though in groups of two's or three's) is seen as a reward for positive contributions to group life this is an area where choice is not only earned but is viewed as a real privilege. Staff support the pupils in this with a training program to familiarise pupils with the issues involved with independent travel.
- Post 16 have a chosen Head boy and Head Girl. A title chosen on merit that gives two students a position of responsibility as spokespersons for the group.
- Positive behaviour is rewarded by our Green Raffle Ticket scheme. Tickets are given out to students who exhibit positive behaviour above their individual expectations. Tickets are entered into a draw weekly and a winner announced, a prize is then selected from unidentified envelopes. Over the term tickets are calculated to reveal overall winners for both groups.

Consequences

All staff are pro-active in anticipating and pre-empting disruptive and challenging behaviour and always help to diffuse situations before they escalate.

Staff should use their professional judgement as to the first course of action. Non-verbal and verbal reminders of how a child or young person is behaving in the residential setting is often enough to encourage positive choices for good behaviour. Other strategies include tactical ignoring, moving a pupil within the group or perhaps giving the pupil an opportunity to have a few minutes to think and reflect during time out with a member of the care team.

However when a child or young person chooses not to behave within the expected guidelines, appropriate consequences are applied and there is a clear structure to follow.

It is the certainty of the consequence rather than the severity of the consequence that is most effective.

In some instances the senior member of staff on call may be called in to help solve a difficulty.

Once a sanction has been completed the student and group quickly move on.

Our Blue comment system mirrors the Red comment system in school. Blue comments are given for persistent negative behaviour. These are given when Staffs reasonable requests and interventions have failed. When ta student receives three blue comments within a half term the Head of Care will contact parents/ carers to feedback and work on a resolution to move forward.

All sanctions are recorded in our Consequence book so there is genuine fairness, consistency and transparency in the application of this policy. Our children and young people are encouraged to reflect on behaviour and sanctions by commenting in this book.

High Level Sanctions

These are given by members of the Senior Leadership Team if a child or young person continues to choose inappropriate behaviour or when a single incident is deemed to warrant an immediate higher level sanction. Overnight issues are usually discussed at the 8.30 am SLT meeting.

Timeout / safe space

This involves a member of staff supporting a pupil for a fixed period of time apart from the group in order that they and other pupil's needs can be appropriately met.

Letter home / meeting with Parents and Behaviour Management Plan

If a pupil fails to improve after a number of internal timeouts, parents will be invited to school to discuss ways of assisting the pupil to achieve a more acceptable form of behaviour. A Behaviour Management Plan is drawn up with specific targets and with input from all relevant professionals (which may include the Head and Deputy Head of Care, other members of the Senior Leadership Team, Care Staff, Deaf CAMHS) and Parents.

The Head of Care / Deputy Head of Care will monitor the targets and review the Behaviour Management Plan half termly. Where possible, guidance is written into the plan on how best to manage difficult situations. This advice may have been gained from previous experience (i.e. what has worked and what has made matters worse) or from professional guidance.

Fixed term or permanent exclusion

These may only be given by the Head Teacher if despite all previous attempts a child or young person continues to choose inappropriate behaviour or when a single incident is deemed serious enough by the Head to warrant an exclusion.

The school will follow the guidance outlined by the DfE 'Exclusion for maintained schools, Academies & pupil referral units in England 2012'

Physical Intervention

Physical intervention is never used as a sanction. On some occasions and in certain circumstances, staff may need to physically intervene to prevent harm to self or others or damage to property. Please refer to the Physical Intervention and Restraint Policy for details.

Date of last review	Date for next review	Reviewed by	Governing Body / SLT Approval
January 2018	January 2019	Mr D Phipps Mr. M Wilson	January 2018