



## B.02 Behaviour for Learning (in school) Policy

### Standards and Regulations

National Minimum Standards	
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 to promote positive behaviour all staff;

- identify and respond flexibly to the needs of each individual student.
- are approachable and listen to every student.
- recognise strengths and build confidence and independence.
- have high expectations, encourage hard work and build resilience.
- are clear and consistent about behaviour expectations and act accordingly.

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

We aim to help each child/young person to achieve a level of behaviour that is consistent with our ethos and to promote a safe and healthy learning environment where we can all enjoy learning and achieving.

We aim to encourage and promote positive behaviour at all times and to support children/young people when behaviour is not acceptable. By fostering respect, good manners and good behaviour, we achieve an atmosphere in which learning is a pleasurable experience for all.

### **How are we going to achieve these aims?**

This document sets out:

- our shared expectations for positive behaviour for learning
- rewards for children/young people when they meet these expectations
- sanctions that may be applied and the route we follow when a child/young person needs additional support to meet these expectations.

## **Our Shared Expectations – THE GOLDEN RULES**

Our Golden Rules were drawn up in consultation with the School Council. These form the basis for a Code of Conduct and help define our basic expectations of work and behaviour during school hours. They are communicated throughout the school and printed in the pupil planners.

*At St John's pupils are expected to:*

**Show respect to all people, places and property**  
**Listen to staff and follow reasonable instructions**  
**Try hard to achieve with class work and homework**  
**Bring the right equipment for listening and learning**  
**Help each other to be happy, healthy and safe**  
**Take pride in our school and pride in ourselves.**

## **Rewards**

We actively look for good behaviour and recognise this in a variety of ways as this helps generate a sense of self-worth and place in our community. We praise and reward achievement and positive behaviour in the following ways:

- Frequent positive comments and verbal praise for building self-esteem and rewarding behaviour for learning.
- Rewarding consistent effort in class and regular recognition of other ways pupils have helped promote our positive ethos.
- Congratulating children and young people at whole school presentation assemblies.
- Awarding merit stamps. These are accumulated over each academic year and presented on a monthly basis
- Displaying work in classrooms, on corridors, on-line and in the school reception area.

## Monthly Awards

Merit certificates are awarded at whole school assemblies – usually Friday afternoon. The awards are as follows:

- 100 stamps - Bronze Award
- 200 stamps - Silver Award
- 500 stamps - Gold Award
- 1000 stamps - Super Gold Award
- 1500 stamps - Platinum Award
- 2000 stamps - Diamond Award

In addition two special awards are given each month:

**Most stamps for the month** – this person receives a certificate, £10, a letter home and they can wear their own clothes for a day.

**Second most stamps for the month** – this person receives certificate, letter home and a £5 reward.

## Annual awards

Further awards are presented at the end of the academic year and a trophy is presented to the child/young person who gains the most merit stamps over the year.

## Other privileges

All educational and sporting trips are a valuable privilege for our child/young persons. It is expected that child/young persons will meet certain standards in their behaviour to be included in such events and to represent the school.

## **Behaviour Management Plans**

Some children/young people find it very hard to manage their own behaviour without consistent help from staff. These children/young people may need their own behaviour management plan.

This plan is usually drawn up by staff most familiar with the child/young person. Where possible, the child/young person or carer should also be involved in the process so they are engaged and understand the intended outcomes. Behaviour plans consider the main issues, help identify agreed targets, indicate things which work well for the child or young person and things which are known to trigger negative reactions. The plan may also identify specific sanctions and rewards which are more meaningful and effective at helping the child/young person manage their behaviour on a day to day basis.

When a child/young person has their own behaviour plan it is shared with all staff, parents/carers and saved in a shared location. This helps ensure all staff are aware and are able to follow the behaviour plan rather than the general procedures in this policy – because we know this works better.

We are always aiming to improve difficult situations for children and young people which means we need to be flexible and forward looking. Behaviour plans are usually updated on a termly basis so they remain current, relevant and help the child/young person to reflect on progress. The aim is to help the child/young person manage their own behaviour better and understand how general school and community rules, rewards and sanctions become relevant to them over time.

## **Generic Sanctions**

All staff are pro-active in anticipating and pre-empting disruptive and challenging behaviour and always help to diffuse situations before they escalate. This helps to ensure sensible behaviour and good learning can continue. Staff should use their professional judgement as to the first course of action. Non-verbal and verbal reminders of the Golden Rules are often enough to encourage positive choices for good behaviour. Other strategies include tactical ignoring, moving a child/young person within the class or perhaps giving the child/young person an opportunity to have a few minutes to think and reflect during time out with a learning support assistant.

When a child/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.

On some occasions, the natural progression through stages of the sanctions process may need to be omitted.

## **Level 1 – Low Level Sanctions**

**These are low level sanctions which are usually effective in maintaining good order in our school community. These may be applied by any member of staff to encourage appropriate behaviour for learning.**

### **1a - Verbal Warning (not recorded)**

The child/young person's attention is drawn to the Golden Rules and they are reminded positively to make a good choice.

Children/young people are always encouraged to make a good choice, but when this is not the case a verbal warning is given.

### **1b - Written Warning (Red Comment recorded in child/young person's planner)**

If the child/young person is unable to change their behaviour, the sanction is progressed to a Red Comment (written warning). This is recorded in the planner in RED ink and recorded on the electronic Pupil Behaviour Record.

The Pupil Planner is vital for passing information between school, care and home so everyone is aware of issues. Planners are monitored by form teachers and care staff so red comments can be discussed with the child/young person during form period and after school. The electronic record gives long term details and allows oversight by SLT who can intervene if necessary. It also provides valuable data for tracking behaviour patterns over time.

### **1c - Detention**

For each set of three red comments per half term, a child/young person is given a lunchtime detention. The Form Teacher will inform the Deputy Head when this has been reached.

A member of SLT will supervise detention. This is a minimum 30 minute detention 1.50-1.20 in a quiet room.

This detention is recorded in the detention section of the Pupil Behaviour Record by the Deputy Head. If appropriate, work missed during lessons should be given to the Deputy Head for the child/young person to complete during detention.

## **Other Low Level Sanctions**

Fines - Children/young people may be asked to contribute towards damage to school property when it is clear that damage was a result of a deliberate action. Under these circumstances a letter would be sent home.

## **Level 2 – Medium Level Sanctions**

**A child/young person who continues to choose inappropriate behaviour will move on to this stage. As a general principle the sanction should follow as soon after the event as is practical. Occasionally this will depend on the child/young person's attitude to consequences at the time and a recovery period may be required before it is reasoned and addressed. Above all it is the certainty of a consequence that is important.**

### **Behaviour Meeting and Report Form**

The child/young person has a meeting with the Form Teacher and Deputy Head. The focus of the meeting is to ensure the child/young person is aware of the issues surrounding their behaviour and the importance of taking responsibility and positive action. Suggestions are given and the child/young person is encouraged to seek assistance in managing their own behaviour and where relevant, given advice and support on seeking reconciliation for previous issues.

Following this meeting the Form teacher or Deputy Head sets up a report form to help the child/young person improve the specific behaviour and to help focus on meeting these positively – broken down into lesson by lesson timeframes.

The Deputy Head will speak the child or young person's parents in order to inform them of the issues and to seek assistance in getting the child/young person's behaviour back on track. At this stage, as in all others, the child/young person is given positive encouragement to achieve their best and praised for small step behaviour improvements.

### **Level 3 – High Level Sanctions**

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

#### **3a - Quiet work away from other pupils**

This is when it is felt best for the child/young person to work in a quiet classroom away from others. All subject teachers are expected to send any work that is necessary to keep the child/young person on track with their learning and so they are not missing any learning and the child/young person is expected to complete this with assistance if necessary. Additional activities may include reflective discussions, exercises or worksheets related to the reason the child/young person has been given this sanction.

Sessions are supervised by members of the Senior Leadership Team wherever possible and/or by timetabled members of staff during the day. The Deputy Head will arrange a supervision timetable.

The Deputy Head has a phone discussion with parents to inform them of the sanction and to seek support and assistance where possible to ensure positive progress can be made.

#### **3b - Internal Exclusion**

This is isolation from lessons (as above) with the added sanction of isolation from social contact with peers (ie break and lunch times) for a fixed period – usually no more than a day. Child/young person may need to work in a quiet room as above but breaks and a lunch are taken in a residential sitting room or kitchen/dining room away from other child/young persons.

Again, the Deputy Head has a phone discussion with parents to inform them of the sanction and to seek support and assistance where possible to ensure positive progress can be made.

#### **3c - Letter / meeting with Parents and Behaviour Management Plan**

If a child/young person fails to improve after frequent periods of isolation/internal exclusion, parents will be invited to school to discuss ways of assisting the child/young person to achieve a more acceptable form of behaviour.

At this point, a Behaviour Management Plan may be necessary with input from all relevant professionals (which may include Form Teacher, members of Senior Leadership Team, Care Staff, Deaf CAMHS) and parents. The Deputy Head will monitor the targets and review the plan 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 reports.

## Level 4 – Exclusions

**These may only be given by the Head Teacher and usually only when all previous attempts have failed and a child/young person continues to choose inappropriate behaviour. Sometimes it may also be due to a single very serious incident.**

### 4a - Fixed term exclusion

This is a very serious stage for any child/young person. A meeting will be held in school usually involving the Head Teacher and/or other member of the Senior Leadership Team and parents (face to face or by phone) to discuss the fixed term exclusion. The LEA will also be informed.

Upon return to school, the child/young person will meet with a member of the Senior Leadership Team to discuss problems and provide an opportunity for repairing relationships. An individual pastoral support plan may also be required to reduce the risk of further exclusion. This will include a period of intensive pastoral support and oversight by the Deputy Head. Intervention strategies may include a short term personalised timetable, individual form time, intensive support at break or lunch or additional LSA support in class.

The Headteacher will request an interim review if it becomes clear that a placement is at risk of breaking down.

### 4b - Permanent Exclusion

In exceptional circumstances and/or after frequent fixed term exclusions, the Head Teacher and Governing Body may permanently exclude the child/young person. This is an exceptional situation and only arises if we are unable to support and change the behaviour up to this point despite our best efforts.

The Chair of Governors, and the LEA are informed of the exclusion as soon as is practically possible. Parents may choose to appeal the decision through the Governing Body.

### 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
September 2019	July 2021	K Harrington