

St. John's School - Behaviour Policy

PART 1 – ETHOS AND RULES

STATEMENT OF BELIEF

The School is engaged in a process of encouraging and enabling its students to develop a personal control system that comes from the individual's own desire to conform to socially acceptable behaviours. Some students will come to us with few effective internal control systems and they will be heavily reliant on the external controls provided by the School to get them safely through the day. By example, by instruction and by allowing students' increasing independence we will enable students to develop acceptable personal and social behaviours.

The successful acceptance of responsibility for personal behaviour will largely rest on the quality of relationships between staff and students and the consistent application of our own agreed standards within School.

The following section spells out the 'Four steps to Good Behaviour' that as far as possible should be known and understood by every student in the School. The section on 'Good Practice' outlines those standards and expectations that the governors and senior management team have jointly agreed.

FOUR STEPS TO GOOD BEHAVIOUR

Get on well with others

Always do your best

Keep the School tidy

Respect the property of others

These 'steps' should be displayed prominently in words and pictures throughout the School and **rehearsed with the students when they are being observed** as well as on those occasions when they are not.

GOOD PRACTICE

- Acceptable standards** of behaviour, work and respect depend on the example of us all.
- All have positive contributions to make.
 - Expect to give and receive respect.
 - Treat everyone as an individual who need your time and care.
- Good order** has to be worked for: it does not simply happen.
- Set high standards.
 - Expect good behaviour.
 - Apply rules firmly and fairly.
- Relationships** are vital: relationships between everyone and at every level. Take the initiative:
- greet and be greeted
 - speak and be spoken to
 - smile and relate
 - communicate
- Problems** are normal where students are learning to develop their own controls and testing the boundaries of acceptable behaviour
- Our success** is tested not by the absence of problems but by the way we deal with them.
- Don't react** address the problem:
- avoid confrontation
 - listen
 - establish the facts
 - judge only when certain
 - use sanctions sparingly
- Celebrate Success** is an integral part of all we do and is an important aspect of the value added quotient.

PART 2 – REWARDS AND SANCTIONS

STATEMENT OF BELIEF

The establishing of an internalised personal control system will not be an easy process for many of our students. We need to do much to build feelings of self-confidence and self worth. The guiding principle for all our contact with students is that we expect them to behave well and we expect to find early opportunities to praise them. Be extravagant with praise at all appropriate opportunities - it will make expressions of disapproval all the more meaningful. **Catch students being good.**

REWARDS

1. Be quick to recognise good behaviour and acknowledge it publicly in front of the whole group.
2. Find opportunities during the day to take students aside and give them quiet verbal encouragement for any act of kindness, tidiness, or effort (the three positive steps to good behaviour in Part 1).
3. Use the Merit system consistently and wherever possible involve the student in assessing their own behaviour and judging the number of 'merits' gained.
4. Send 'Praise Letters' to the parents of every student (one from teachers and another from care staff) every term.
5. Use whole group rewards where appropriate.

SANCTIONS

1. **Disapproval:** this will carry enhanced effectiveness if praise is used on a regular basis. Disapproval should always be of the action and not of the student.
2. **Restitution:** paying something towards the cost of making things good – a token or symbolic amount.
3. **Reparation:** doing a chore to compensate for misbehaviour, a chore that is relevant to the situation and appropriate to the student. Chores should not be demeaning or futile and should usually benefit the community rather than an individual.
4. **Restrictions:** students can be 'kept in' for reasonable periods as a sanction or not allowed out unsupervised.

This will also include a detention system agreed by all teaching staff.

PART 3 – BEHAVIOUR MANAGEMENT PROGRAMMES

STATEMENT OF BELIEF

It is important that the School does not focus on poor behaviour and indeed many students will respond positively to the consistent and caring structures and relationships offered by St. John's School. However, for some students the structure of a Behaviour Support Programme (BMP) will be needed.

One of three criteria is necessary before deciding to construct a BMP:

- it is required to fulfil Part 3 of the student's statement of special educational needs;
- the student's persistent difficult and/or challenging behaviour suggests the need of such a programme;
- the student has displayed a sudden and significant change in behaviour;

GOOD PRACTICE

1. The BMP will be drawn up following a post admission conference or following a conference called to discuss the behaviour of a particular student.
2. The Assistant Headteacher is responsible for drawing up the BMP and communicating and coordinating the programme to other staff.
3. The BMP will recognise and address:
 - underlying causes (where this is feasible);
 - establishing baseline behaviours;
 - specify desired behaviours,
 - construct targets;
 - identify strategies for achievement of targets;
 - identify necessary human and physical resources;
 - set date for review;
4. Parents of any student on a BMP will be kept fully informed.

PART 4 – GUIDELINES ON THE USE OF PHYSICAL RESTRAINT

STATEMENT OF BELIEF

In every aspect of School life we must contribute to the physical and psychological security of our students. The promotion of good behaviour will involve more than taking measures to reduce the incidence of poor or inappropriate behaviour. The ethos of St. John's promotes a view that control should be based on mutual respect and the maintenance of good personal and professional relationships between all those who are part of the School.

GOOD PRACTICE

1. No situation should arise when it is acceptable for an individual to act aggressively towards another.
2. Staff who act in a professional manner and within published guidelines will always be supported.
3. Many aggressive situations are avoidable because they are predictable. Misunderstanding the incident or using inappropriate strategies can escalate situations.
4. Time and/or distance from the student can, on occasion, obviate the need for physical restraint.
5. Sometimes it may be appropriate to use physical restraint to reduce the level of violence or danger:-
 - where students are in imminent danger of causing physical injury to themselves;
 - where students may cause physical injury to other students or to staff;
 - where a student is causing damage to property and the member of staff considers that physical restraint will not place themselves, the student or any other person at risk.
6. It is acceptable to hold a student by the hand or arm or by putting an arm around the shoulder to direct that student elsewhere, to prevent self-injury or to divert away from destructive or disruptive behaviour. Staff should employ the Team Teach model for Individual Escort or Two Person Escort.
7. Wherever possible clearly and calmly explain to the student what action you intend to take. Never personalise the action.
8. Wherever possible ensure that another adult witnesses the action you take and assists by talking to the student in order to calm and de-escalate the situation.
9. As soon as possible after the event inform a senior member of staff of the action taken and record in the 'sanctions and incident book and make sure it is dated, timed and signed by

yourself and the witness. **Where you have been involved in any Physical Intervention you must complete a report in the PHYSICAL INTERVENTION INCIDENT RECORDING BOOK fully answering ALL sections**

10. Serious misbehaviour should always be followed by a planning meeting designed to establish an agreed action plan geared at re-establishing more positive behaviour.

THE "TEAM-TEACH" PROGRAMME

Since 2000 the school has moved from the SCIP approach towards the Team Teach model.

The Team Teach system of behavioural management is a specifically developed programme developed out of 20 years experience of caring / educating children from 8-18 years of age mostly within the residential education environment. Our neighbouring LEAs, East Sussex, Brighton & Hove and Kent also adopt the Team Teach approach.

Team Teach will reinforce the essential verbal and non-verbal skills required in a crisis situation. It will make staff groups more aware of the necessary intervention strategies appropriate to a particular level of behaviour reached by the child. It will also offer a post-incident structure that supports the child and members of staff following an incident. These techniques combine the best practice elements of a variety of training programmes used in the USA and have been modified and made suitable for use in the United Kingdom.

Team Teach will provide staff groups with the knowledge, understanding and physical skills, required for their personal safety and for control of the children in their care. These techniques have been modified specifically for children. The physical skills taught in the Team teach programme are moderated by the 'Childrens Services Section of C&R [General Services]

Following intensive, supportive and practical Team Teach training, staff should feel more confident about what they are doing and as a result offer an improved level of care and educational delivery. Staff are more able to use a considered judgement about what assessment, analysis and action needs to take place; the concept and practice of team work is enhanced and reinforced; children sense a calmer and more secure atmosphere; there are less incidents occurring that require physical controls as staff become more skilled and confident at utilising verbal and non-verbal strategies, defusing and de-escalating where and when possible.

All staff at the school and college are required to undertake TEAM TEACH training. The school has trained and employed four senior staff to become trainers in the process. TEAM TEACH training is scheduled for every training day in the school calendar to enable all staff to be kept up to date with TEAM TEACH. Attendance at the training opportunities should be noted in individual Staff CPD files.

Please see the Appendix to this policy for further information on TEAM TEACH.

Please see 'Positive Handling Policy'.

PART 5 – CIRCLE TIME

STATEMENT OF BELIEF

A Circle Time approach used with all students and adults involved in the School creates a conducive learning climate.

Circle meetings are initiated to help students and adults understand the concept of self-esteem and its relevance to behaviour, learning and relationships.

Points to consider (from the Elton Report)

- All parties involved in the planning, delivery and evaluation of the curriculum should recognise that the quality of its content and the teaching and learning methods through which it is delivered are important influences on student behaviour.
- Students should be given every opportunity to take responsibilities and to make a full contribution to improving behaviour in School

GOOD PRACTICE

1. Circle Time will be a timetabled activity and all staff and visitors are actively discouraged from interrupting a session once it has started. However, all staff and visitors are encouraged to take part for the full session.
2. All staff both teaching and non-teaching will undertake in-service training in Circle Time. Circle Time training will form part of the Induction Training Programme for all new staff.
3. Further information regarding Circle Time is readily available.

PART 6 – STRATEGIES FOR THE ENCOURAGEMENT OF POSITIVE BEHAVIOUR

STATEMENT OF BELIEF

The successful acceptance of responsibility for personal behaviour and standards will largely rest on the quality of relationships between staff and students and the consistent application of our own agreed standards in College.

GOOD PRACTICE

To assist staff to put our policy into practice the College has adopted the following strategies :

Merit System

1. All classes will be involved in the system.
2. Each class will have a Points Book which will be taken to every lesson by a named student.
3. Staff may award a maximum of 4 points per lesson. It is important for the students to know and understand how to gain points eg. Class rules, completing work. Making some sort of contract is important. This can be achieved by reminding students of how they can gain points in that particular session. Never take away points honestly earned. At the end of the session involve the students in agreeing the points they have earned.
4. Points gained will be recorded in the Points Book. At 3.30 each day the points book will be presented to the class teacher who will total up the points for each student. Some classes may like to adopt a points chart as a visual record.
5. When a student achieves 150 points they will receive a bronze certificate. Silver will be awarded for 300 and gold when a student has reached 500 points. A letter to parents will be sent when a student reaches each gold standard and the student will also receive WH Smith Vouchers.
6. Certificates will be presented each week at the Merit Assembly. This will be led by the Assistant Headteacher and we will ensure that we publicly celebrate students' achievements. Certificates will be posted on a notice board for public display.

PART 7 – STRATEGIES FOR COPING WITH DIFFICULT BEHAVIOUR

To assist staff with meeting the demanding needs of students who may be proving to be difficult at that time the following guidelines will be of use:

PART 8 – MINIMISING BULLYING

STATEMENT OF BELIEF

At St. John's School we try to foster an atmosphere based on friendship, mutual trust, respect and consideration for each person in our School.

We recognise that from time to time incidents of bullying may occur.

It must be clearly understood that bullying is not tolerated at St.John's School under any circumstances

GOOD PRACTICE

We will try to eliminate bullying by:

promoting high morale among students and staff at all times;

defining standards of behaviour and discipline which are clearly set out and communicated and are consistently acted upon;

encouraging an atmosphere of openness between students and staff;

ensuring that opportunities exist within the curriculum for students and staff to consider issues of relationships

monitoring the possible prevalence of bullying within the School

providing from time to time, staff training to help them deal with bullying and to give training to new staff as part of their induction programme

providing all staff with support in dealing with incidents

The School will publish the above indicators as it's Charter for Bullying.

Providing a Model for the student'

Students will be encouraged at all times to be assertive and the following charter will be rehearsed as part of the 24 Hour Curriculum

Students' and Young Person's Charter at St.John's College

Be Kind
Do not make fun
Leave property alone
Do not threaten
Avoid gossip
No play fighting
Think first, act last
Listen carefully
Report Bullies
Make friends

PART 9 – Learning Zone

An Inclusive Education Policy

RATIONALE

At St. John's College we recognise that there will be times when the student will be unable to cope with stressful situations. This may be due to a variety of causes, some of which may be external. In all cases it is likely that the student's own strategies and mechanisms for dealing with their own behaviour are at a low point. Admission to Learning Zone will principally be under the following criteria;

1. Non-compliance with reasonable requests over a substantial period of time.
2. Self-exclusion over a substantial period of time.
3. Disruptive behaviour over a substantial period of time.
4. Some students upon admission to the College may require a gradual re-integration programme particularly where peer group relationships and / or long periods out of College have contributed to their difficulties.

Students whose difficulties fall into the following categories should not be eligible for admission as it is likely that their needs should be addressed by professionals outside of the College;

1. students with significant emotional trauma.
2. students who are assessed as having a significant psychiatric diagnosis.

ORGANISATION

The group will have a team of staff. All staff employed within the group should have experience of working with challenging behaviour, and professional development opportunities will be provided to keep abreast of current initiatives and developments both locally and nationally.

It is not intended or expected that any student referred to the group will spend all of their week “excluded” from the mainstream of St. John’s School. Each student within the first 3 days shall have included in the behaviour management programme at least one session a day where they are timetabled within the mainstream. Within 3 weeks of placement a minimum of 50% time should be in the mainstream. Placement with the group shall be reviewed weekly by all staff attached to the group in consultation with the Headteacher.

Referral to the group will be negotiated with the Assistant Headteacher and teacher in charge, and its use as a “drop zone” for difficult students will be at the discretion of the teacher-in-charge, who may consult the Assistant Headteacher as and when the need arises. Referral would normally apply to student for whom group placement was an identified strategy arising from a behaviour management meeting.

STRATEGIES

1. The group will be run as a highly structured and closely monitored regime. Students should see at all times that the staff are in charge and that the School dictates the shape of the day.
2. A token economy will underpin the drive to develop enthusiasm, motivation and willingness to learn. Success and achievement will be celebrated throughout each day. The token economy must be well thought out and in place at the start of each day. There must be no room for slippage. The School manages the economy not the student.

3. Completed work should be marked directly upon completion and the results and credits earned discussed at that time. Credits must be awarded for application to the task. Appropriateness of task will be reflected in the level of success achieved. The task must allow the student to achieve as a minimum a 75% guaranteed success criteria.
4. Students must know the shape of the day. This should be explained at 9.00 am on entry. It is essential that staff inform students that an activity is coming to an end with a four minute warning. Often it is the insecurity of not knowing what happens next that unsettles the student.
5. Each day should be timetabled in such a way that 40% of the time should be devoted to completing assignments provided by teaching staff, 40% of time timetabled, 20% of time devoted to physical activity.
6. Targets are reviewable each day with each being explained to the student. Targets must be SMART, i.e.

Specific to the student

Measurable

Attainable

Recorded

Trackable

PART 10 – Performance Indicators

An effective behaviour policy will change the behaviour of pupils and staff within a school. In order to monitor these changes the school and college will accumulate data that is relevant to its stated objectives. Data collected will be both quantitative and qualitative.

Some sources of quantitative data concerning behaviour are;

Registers,
Staff absence sheets,
Annual Reports,
Annual Reviews,
Incident Books,
Log of letters/phone calls home,
Log of letters/phone calls from home,
Log of letters/phone calls from members of the public,
Exclusion figures,
Damage reports,

Behaviour management plans,
Certificates and commendations awarded,
Log of pupils sent out of lesson to senior staff,
Log of pupils choosing to opt out.

Some sources of qualitative data concerning behaviour are;

Survey of new parents, survey of pupil/staff/parent attitudes to such matters as pride, loyalty, feelings of safety, confidence, respect and belonging.
Survey of impressions of visitors/governors to the school
Regular monitoring of classroom ethos
Pupil shadowing
Parental questionnaires
Visitors Book
OfSTED Parent questionnaire
School Council Minutes

The school and college will set targets for measuring the effectiveness of its behaviour policy. The following targets have been set for the academic year 2000-2001.

ST. JOHN'S SCHOOL

- The level of unauthorised absence shall not exceed 1%.
- Staff absence will not exceed 5 days per person as an average. The national average is currently 6 days per person as an average.
- Reducing the occurrences of physical restraint by 50% in school and in residence.
- No permanent exclusions to be enforced.
- Temporary exclusions to be reduced by 50%.
- Damage to property to be reduced by 50% including glass damage.
- Behaviour Management Plans to be effective within 6 months of first drafting.
- No pupils to be sent out of class to senior member of staff.

- Reducing the number of self-exclusions by 50% not including occasions where children use agreed place of safety as part of stress/anger management.Σ
- All pupils to receive at least one commendation per week.
- A minimum of 10 pupil shadowing days to be undertaken and recorded.

Revised June 2004
Don Kent
Chief Executive