

St. John Vianney School & Children's Centre

Good Behaviour

- a Statement of Policy -

*'Lord, how often must I forgive my brother if he wrongs me?
As often as seven times?'*
Jesus answered, 'Not seven, I tell you, but seventy seven times.'
(Matthew 18:21-22)

Behaviour is only an issue in an interdependent world. Forgiveness is at the heart of any system that aims to develop such independence because it is only through mistakes that children will learn, and only by learning the need for forgiveness themselves will they be able to offer the same to others. It is rare that we as human beings learn something without practice. Good behaviour and self discipline are no different. Children need guidance, practice, patience and time to develop into the assertive, confident and self-disciplined young people that will continue the work of 'Kingdom-building'.

Legal Requirements

The Education and Inspections Act, 2006 (EIA 2006) which came into force on 1st April 2007, includes a chapter on School Discipline. This include provisions on school behaviour policies, the power to discipline, detention and confiscation. A separate chapter of the EIA 2006 sets out provisions on more specific issues around parental responsibility and excluded pupils.

Section 88 of the EIA 2006 requires governing bodies of the relevant schools to have regard to guidance from the Secretary of State for Education and Skills in making and reviewing the written statement of general principles on school discipline.

Part IV of the Disability Discrimination Act 1995 (DDA 1995) requiring 'reasonable adjustments' includes making reasonable adjustments to the statement of principles, school behaviour policy and disciplinary practices, to ensure that disabled pupils are not placed at a substantial disadvantage in comparison with pupils who are not disabled.

Approach to Good Behaviour

At St. John Vianney School & Children's Centre two principles govern the conduct of all:

The freedom to be and to feel safe

The freedom to learn

We recognise that the gift of freedom given by God to all, brings with it arduous choices and grave responsibilities. Children must learn for themselves how the choices they make have consequences both good and ill. This social learning needs: time (not essentially as discrete lessons, rather taking the time when needed); tolerance (expecting many mistakes but always practising); explicit direction (a dialogical approach to the experience of learners); restorative justice (an opportunity to make amends). And given time this brings about a growing realisation of the responsibility they have for all of their thoughts, words and actions. The acceptance of this responsibility is seen in mature and self-disciplined individuals.

We provide children with a framework of good behaviour in which they have space to learn self-discipline by making mistakes in a safe and supportive environment. By encouraging children to reflect upon these mistakes we guide them to change their own behaviour for the better and offer space to put things right. For some this critical reflection is both new and challenging, but it is central to their moral formation and conscience. Although this can be a long and sometimes difficult process, we all persevere because the rewards are reaped in a caring, considerate and civil society.

Aims of Good Behaviour

At St. John Vianney School & Children's Centre we aim to provide a positive framework that enables our children to learn to make right choices and so accept responsibility for their own actions through:

- Providing a safe environment for children to make choices and helping them to accept the resultant consequences;
- Guiding children to accept their freedom with responsibility;
- Encouraging children to critically reflect upon their behaviour to gain self-discipline;
- Developing a culture of interdependence that sustains the good behaviour of all; in order to be able to take their place as moral, self-disciplined and confident young people in our world.

Experiencing Good Behaviour

Good behaviour must be learnt and it is best experienced through the positive modelling of all adults encountered by the child. In St. John Vianney School & Children's Centre there are three ways that children can experience Good behaviour:

- Children for whom behaviour is another thing to learn - social learning. They know that life is good and that they can enjoy life best when they are at peace with themselves and their world. Maintaining this peace is the goal, but as with all learning they make mistakes. By having these mistakes pointed out to them and reflecting on them they can improve their own behaviour.
- Children for whom good behaviour is more of a challenge; they recognise that the consequences of good behaviour allow them to live their lives without interference whereas the consequences of negative behaviour mean that their freedom can be curtailed. By clarifying the consequences of negative behaviour and sharing explicit sanctions, especially involving restorative justice, these children learn to anticipate the impact that their behaviour has on both themselves and their society.
- Children who find it difficult to discriminate between good and bad behaviours; they may recognise that behaviours have consequences but do not comprehend what characterises appropriate behaviour. Many of these children seem to display attention seeking behaviour; apparently satisfied with recognition whether gained for a positive or negative behaviour. By sharing explicit consequences for both positive and negative behaviour using rewards and sanctions, these children can recognise that good behaviour affords them greater freedoms.

Serious misdemeanours are handled separately, following set procedures that involve parents and the head teacher at a very early stage. While such incidents can take a long time to resolve, immediate action as soon as such behaviours come to light, ensures that steps can be put in place quickly to bring about a satisfactory resolution. Examples of behaviours attracting this level of intervention include:

- Serious disruption to learning: behaviour that stops the learning of whole groups and damages their educational or care experience;
- Aggressive behaviour: this includes any behaviour that could result in a person being hurt by word or action or damage to equipment or the environment;
- Bullying behaviour: this includes the intentional, repetitive or persistent hurting of one person by another person, where the relationship involves an imbalance of power. It can take physical or verbal forms, be direct (face to face) or indirect (rumour spreading, exclusion, sending of text messages or emails); (See Appendix A)
- Racially Abusive behaviour: racism can take a number of different forms, all of which demean a person because of cultural or ethnic differences and/or the colour of their skin. The MacPherson report defines racist incidents as 'any incident which is perceived to be racist by the victim or any other person,' and is our working definition;
- Vandalism: the deliberate damage or destruction of property not belonging to that person;
- Stealing: the deliberate removal of another's property, with the intention of assuming possession.

All children, will experience the effects of behaviour, their own and others, both good and ill. With this experience they will recognise that all behaviour is a choice and these choices bring consequences. At St. John Vianney School & Children's Centre good choices are reinforced by rewards, be they explicit or self-contained and wrong choices result in sanctions. This experiential social learning does not happen in a vacuum, but through the care, guidance and support of parents working in partnership with many other adults and practitioners. For a very small number of children, it is sometimes beneficial to suspend the rewards and sanctions system, replacing it with an individual behaviour plan, that helps the child improve their behaviour using small steps.

Structure of Good Behaviour

Expectations of what constitutes acceptable behaviour

A calm orderly environment is essential if children are to learn most effectively. It is our responsibility to provide that environment in order that children and practitioners can make the most use of learning time. Therefore, we spend time setting the ground rules, and asserting a code of discipline (Annex 1) that helps children to best avail themselves of the opportunities presented through the curriculum and extended activities.

We recognise that within a climate of inclusion there are children who need a personalised approach to their specific behavioural needs. In some cases this may mean that our usual behavioural procedures are not the most appropriate means of dealing with their behaviour and other programmes of intervention and support may be employed.

Especially for children with behavioural, emotional and social difficulties, we recognise the importance of an integrated multi-agency approach to behaviour management. We operate within a wider protocol with our partners in ESINH (Extended Services in North Hartlepool). (Appendix B)

Effective behaviour management strategies

At St. John Vianney School & Children's Centre practitioners use a wider variety of strategies to maintain good behaviour in the setting. The basis for all of these strategies, however, is founded upon a positive relationship and mutual respect between everyone in the setting. The list included at Annex 2 is by no means exhaustive, but gives a sense of the techniques employed.

Processes which recognise, reward and celebrate positive behaviour

Because we expect good behaviour at St. John Vianney School & Children's Centre, we recognise that we neither reward nor celebrate all good behaviour.

Rewards may be for individuals or whole classes

- a word of praise;
- a 'stamp' on chart or card;
- 'congratulations' and good news postcards home;
- personalised letters to parents;
- certificates which recognise positive contributions to the school community;
- celebrations in collective worship, involving parents;
- prizes up to our 'gold star';
- special privileges.

Children work towards this good behaviour, eventually setting their own social targets, for which they are rewarded, ultimately with self-discipline. (Annex 3)

Processes, rules and sanctions to deal with poor conduct

When addressing poor conduct, it is important to:

- Impress upon perpetrators that what they have done is unacceptable;
- Deter children from repeating that behaviour;
- Signal to other children that the behaviour is unacceptable and deter them from doing it.

Sanctions are useful in establishing a link between negative behaviour and a negative consequence.

They are more likely to promote positive behaviour if children see them as fair. (Annex 4)

Practitioners need to:

- Make clear they are dealing with the behaviour, rather than stigmatising the person;
- Avoid early escalation to severe sanctions, reserving them for the most serious or persistent misbehaviour;
- Avoid sanctions becoming cumulative and automatic (sanctions should always take account of individual needs, age and understanding);
- Avoid whole group sanctions that punish the innocent as well as the guilty;
- Wherever possible, use sanctions that are logical consequences of the child's inappropriate behaviour (for example, if work is not finished in class the teacher might make children stay behind at break time to finish it off);
- Use sanctions to help the pupil and others to learn from mistakes and recognise how they can improve their behaviour
- When appropriate, use sanctions to put right harm caused;
- Never issue a sanction that is humiliating or degrading;
- Use sanctions in a calm and controlled manner;
- Ensure that sanctions are seen as inevitable and consistent (children should know that a sanction, when mentioned, will be used);
- Always link the concept of sanctions to the concept of choice, so that pupils see the connection between their own behaviour and its impact on themselves and others, and so increasingly take responsibility for their own behaviour.

Beyond the usual use of rewards and sanctions, within the learning environment, it is sometimes necessary to invoke formal behaviour protocols. We use these protocols to encourage children to reflect upon their own behaviour critically (Annex 5 and Annex 6). As children grow older they are

encouraged to complete think-sheets (Annex 7) and eventually the process of critical reflection becomes second nature as children predict consequences and avoid negative outcomes. In using these protocols practitioners also need to reflect upon the behaviours they are observing, the concerns that result and the success or otherwise of interventions within the protocols. (Annex 8)

Outside of the usual pattern of behaviour management are serious incidents which require immediate referral for action. These include: aggression (Annex 8), bullying (Annex 9) and racial abuse (Annex 10). All of these formal protocols will require the parents and setting to work closely together to resolve the behaviour concerns. (Annex 11) Ultimately, their resolution may require the drafting of a good behaviour plan (Annex 12) to help focus the child, parents and practitioners on small achievable targets that build self-reliance and good discipline.

Ordinary Sanctions

- One-to-one admonishment;
- removal from the group (in class);
- withdrawal from a particular lesson or peer group;
- carrying out a useful task in the setting;

Severe Sanctions

- withdrawal of access to the setting IT system (if the child misuses it by, for example, accessing an inappropriate website);
- withdrawal of break or lunchtime privileges to complete unfinished work during break-times;
- withholding participation in a school trip or sports event that is not an essential part of the curriculum;

Confiscation (Annex 13 & Annex 14)

- Must be a reasonable sanction in the circumstances of the particular case.
- Items are generally returned at the end of the day, unless it is judged more appropriate to have the items collected by a parent, or passed on to another agency, namely the police;
- to maintain an environment conducive to learning, one which safeguards the rights of other pupils to be educated;
- to maintain the health and safety of the child and others in the setting.

Detention

- Detention is available as a sanction in two distinct forms:
 - During the school day;
 - Outside of the school day, up until 4.15 p.m. when the school has given 24 hours notice of detention to parents, so that parents are aware of where their child should be and can make arrangements for travel.
- A range of activities can be required of the child which are engaging and will not lead to further ill-discipline. Such activities might include: completing learning activities; undertaking tasks to assist staff, such as display work or preparation tasks, which do not raise health & safety or safeguarding issues.

Searching for weapons

- No one, including the head teacher, undertakes screening or searching of pupils for weapons, at St. John Vianney School & Children's Centre. If there is a suspicion that a child is concealing a weapon, they may be invited to 'turn-out' their pockets, if appropriate or their parents/carers and/or the Police would be called and asked to attend.

Exclusion

- Only the head teacher is authorised to issue any form of exclusion. The only form that exclusion may take at St. John Vianney School & Children's Centre is:
 - Lunch-time exclusion or out-of-school-hours care exclusion;

- Children are not excluded from learning at St. John Vianney School & Children's Centre, and while children may need to be removed from their normal class because of behaviour, we will continue to work with a child to address their difficulties and problems while seeking suitable additional support from outside agencies or alternative provision.

Use of force to control or restrain pupils

Physical intervention with pupils needs to be appropriate to the age of the child. In the very earliest of years, when caring for a child from birth to 5 years-of-age, it is appropriate to pick-up children to:

- comfort them when distressed;
- remove children from situations;
- distract them from negative behaviour.

As children grow older, physical intervention is very rarely needed. It is limited to 'one-off' situations where its use reduces the risk of injury to the child or others. Other than that, for some children with behavioural, emotional and social difficulties, who may have difficulty controlling physical outbursts, trained individuals may use physical intervention as appropriate to ensure the safety of the individual and others in the setting.

Risk assessment

A general risk assessment identifying potential risks caused by negative behaviour is maintained and reviewed within the normal health & safety protocol. If a child is identified who presents challenging behaviour, then a specific risk assessment is undertaken to identify any additional hazards. (Appendix C)

Concerns & Complaints

If a parent is concerned or wants to complain about the application of sanctions or other aspects of the policy, our complaints procedure is followed.

Planning, content and delivery of Good Behaviour

How we perceive inappropriate behaviour is crucial. Think of it as a personal attack, a sign of a society in decline, a product of poor parenting, and it is difficult to stop emotion getting in the way. See it for what it really is - a young person testing the boundaries, trying to provoke an adult or trying to relieve the boredom of the day, and it is easier to hold on to your rational understanding of behaviour.

At the beginning of each academic year, practitioners and class teachers spend time with children agreeing 'rules' and teaching routines that follow from our principles and code of discipline. At other times behavioural issues are address within the context of religious and social learning, citizenship, health and safeguarding, as the need arises.

We have signed the DCSF Charter for Action and create each year our anti-bullying pledge. Our delivery not only addresses anti-bullying, but seeks to support anti-racism messages through a non-violent, critically reflective approach that develops self responsibility and self discipline.

List of behaviour protocols

Annex 1	Making the right choice - a code of discipline
Annex 2	Effective behaviour management strategies
Annex 3	Behaviour: Social targets & rewards
Annex 4	Effective use of Sanctions
Annex 5	Towards self reflection
Annex 6	Critical Reflection
Annex 7	Think-sheet

Annex 8	Behaviour concern report
Annex 9	Aggression
Annex 10	Bullying
Annex 11	Racial abuse
Annex 12	Home/setting contact record
Annex 13	Good Behaviour plan
Annex 14	Confiscation
Annex 15	Confiscation record
Annex 16	Anti-bullying - our school pledge
(Annex 17	Exclusion)
Appendix A	Anti-bullying strategy
Appendix B	ESINH Partnership: BESD Protocol
Appendix C	Risk Assessment for children & young people who present challenging behaviour
Appendix D	Physical Intervention with pupils
Annex D1	Record of incident requiring physical intervention
Annex D2	Pupil's record of incident requiring physical intervention

Assessment & Record Keeping

The head teacher retains think-sheets and related records, including behaviour reviews with parents and copies of behaviour plans if utilised, for all serious misdemeanours and behaviour referred to this level of intervention. The anonymised data is used in reports to the *children & young people committee*, *governing body* and *local authority*, as required. These records are confidentially destroyed at the end of each academic year, for all resolved cases and otherwise at the end of the academic year following its resolution.

Team leaders retain think sheets and related records, including behaviour notification telephone records and reviews with parents and copies of behaviour plans if utilised. These records are confidentially destroyed at the end of the academic year, following the resolution of the case, or the records are given to the head teacher if the case requires further intervention.

Class teachers retain all think sheets and related records, including behaviour notification telephone records and any subsequent meetings with parents. These records are confidentially destroyed at the end of the academic year, or the records are given to the team leader if the case requires further intervention.

Monitoring & Evaluation

Current cases and concerns are discussed by the *behaviour leadership team* each term, to consider the usefulness of interventions and the possibility of referrals to agencies that may support or advise parents. This also ensures that children can be treated consistently by all staff that may have contact with them in the setting.

As a means of moderating the type and appropriateness of interventions used to support children in order to improve their behaviour, case studies are collected and retained. Such case studies include the following types of information and records:

- Academic achievements;
- 'Tracked' progress;
- Pen portrait of observed behaviour and social learning;
- Time-out/Think sheet reflections;
- Behaviour concern report;

- Details of intervention, both reactive and pre-emptive;
- Serious incident record;
- Reward charts;
- Self-review;
- Home/setting contact record;
- Behaviour review with parents

These case studies form the basis of evaluation of the effectiveness of the policy and related protocols by staff, the *behaviour leadership team* and the *children & young people committee*.

The children & young people committee also monitor the application of rewards and sanctions by age, ethnicity, gender and learning difficulties and disabilities. They monitor cases reaching the stage of notification of parents by practitioners and class teachers, as a guide to implementation of sanction. They monitor completion of stamp charts and cards, as a guide to the application of rewards.

Staffing & Resources

Schools have a statutory power to discipline pupils for breaches of rules, failure to follow instructions or other unacceptable conduct. All teachers and other staff in charge of pupils have the power to discipline. The head teacher has extended the power to discipline to adult volunteers while on educational visits. The head teacher has limited the power to apply particular sanctions to certain staff.

The power to discipline is extended to categories of staff as detailed below:

Category of staff	Maximum permitted sanction
Childcare and learning support practitioners [including adult volunteers, while on educational visits]	Ordinary sanctions
Class teachers/Room or childcare leaders/Managers	Severe sanctions; Confiscation
LDDco/GATco	Where consideration is given to withholding participation in a school trip or sports event that is not an essential part of the curriculum, for children with LDD or GAT children.
Team leaders	Detention during the school day
Deputy Head Teacher	Detention outside the school day
Head Teacher	Exclusion

Staff authorised to control or restrain

The head teacher authorises all childcare practitioners, room and childcare leaders and managers to use physical intervention with children under 5 years -of-age, in circumstances when they are upset to comfort them, or to remove them from situations that may be harmful to themselves or others.

The head teacher authorises class teachers to use reasonable force to control or restrain children:

- where there is imminent risk of injury;
- where there is developing risk of injury or significant damage to property;
- where the behaviour is compromising good order and discipline.

The head teacher authorises named members of staff, who are suitably trained to physically intervene, with named children over 5 years-of-age, following the Use of physical intervention with pupils' protocol. (Appendix D)

Behaviour leadership team

The membership of this team consists of:

- Head teacher
- Deputy head teacher
- Early years team leader
- Upper years team leader
- An early year's manager
- A childcare leader

The remit of this team is to ensure we have a principled, reasoned and rigorous approach to the pastoral care of all children in our setting by:

- Questioning and challenging our practice;
- Sharing;
- Allowing 'the story' to inform practice;
- Enlivening our vision;
- Modelling a reflective and positive approach to self-discipline and responsibility;
- Setting the approach to pastoral care;
- Monitoring children causing concern;
- Making decisions regarding the suspension of the rewards and sanctions system, replacing it with an individual good behaviour plan (Annex 13);
- Considering seeking access for children with behaviour, emotional and social difficulties of the BESD protocol, through the ESINH partnership (Appendix B).

Implementation & Review

This policy is to be ratified by the *Governors and Staff of St. John Vianney School & Children's Centre* in June, and will come into effect on 1st September 2021.

The implementation of this policy is the responsibility of all the members of staff of St. John Vianney School & Children's Centre.

Following the procedures of St. John Vianney School & Children's Centre, this policy is reviewed and evaluated, in order to:-

- Identify that practice is consistent with pupils' ability;
- Ensure that the aims of St. John Vianney School & Children's Centre are met consistently.

The policy will be reviewed under the three year review-cycle plan.