

**St Crispin's School**  
**PROMOTING POSITIVE BEHAVIOUR POLICY**

**INTRODUCTION**

The purpose of the policy is to support the educational and emotional wellbeing of children and staff. It also ensures that all members of the school community uphold the values of the school as represented in the School Charter. The school aims to work to support these values with integrity, consistency, fairness, cooperation and clarity. We use teamwork and solution focussed approaches and aim to be non-judgemental. This reflects the values and principles of the Convention on the Rights of the Child (CRC).

**VISION:**

In St Crispin's School our vision is to ensure that every young person realises their full potential in an inclusive environment which encourages them to be a successful learner, to grow into a confident individual and responsible citizen and to be an effective contributor.

**AIMS:**

- To develop good relationships and positive behaviour in the classroom, playground and wider community.
- To help pupils understand their rights and take responsibility for themselves, their work and their actions.
- To provide consistent and constructive solution focussed approaches to enable pupils to develop self-awareness and self-esteem.
- To encourage all stakeholders (pupils, staff, parents, carers and other professionals) to work together to promote the right environment for effective learning and teaching.

**PRINCIPLES**

There are two key national policies supporting the promotion of positive relationships – Curriculum for Excellence (CfE) and Getting it Right for Every Child (GIRFEC). All staff are expected to be proactive in promoting positive relationships and behaviour and there are specific experiences and outcomes in Health and Wellbeing which are the responsibility of all teachers. Where children feel included, respected, safe and secure and when their achievements and contributions are valued and celebrated, they are more likely to develop self-confidence, resilience and positive views about themselves. It is important to maintain a consistently positive approach. Some pupils may require a more individualised assessment and plan setting out clear guidelines of the management of difficulties.

St Crispin's School has a school charter based on the CRC. This is displayed with appropriate Boardmaker symbols in every classroom and around the school. This charter highlights children's rights and is in place to ensure a consistent approach to improving relationships and behaviour throughout the school and wider community.

### **Proactive strategies to create a positive environment for learning and teaching**

- Establish effective routines and predictable structure
- Support and teach coping strategies and independence skills
- An inclusive communication environment and visual supports are provided at all times to support understanding
- Understanding pupils' motivations – identify likes/dislikes and incorporate them into learning/minimising occurrences
- Understanding level of development to ensure learning is appropriate
- Keeping change to a minimum and preparing children in advance
- Understanding that some children will require longer to process information
- Use of positive language to scaffold child's emotional, social and academic development
- Organisation of physical environment so that classrooms are well organised, clean and clutter free
- Pupils are valued as individuals and pupils have an individual behaviour support plan and/or risk assessment as appropriate

**IN ADDITION:** Recognise positive behaviour and achievement through the use of:

#### **Weekly certificates**

Acknowledgement is given in weekly assemblies to pupils who have made achievement in learning across the four capacities as well as the five articles of the CRC in our school charter. These are then displayed in the main foyer for a week, a copy is sent home with the young person to celebrate success and a record of achievement is kept.

#### **Praise**

Use of specific and meaningful praise is given throughout the day. This could come from any member of the school community and children are supported in recognising the achievement of their peers.

#### **Qualifications**

Our secondary pupils work towards and achieve recognised qualifications including ASDAN Transition Challenge and a variety of SQA units.

#### **Wider achievements**

We encourage our pupils to take part in wider achievements including swimming qualifications, entering art competitions and taking part in musical performances.

## **PROCEDURES and RESPONSES to more CHALLENGING BEHAVIOUR**

The pupils at St Crispin's have severe learning disabilities and many have autism. There are usually four main reasons for different behaviours.

- Gaining interaction/communication to express a need or want
- Escape and avoidance of an activity or task
- Accessing a desired item
- To fulfil a sensory need or increase stimulation

When behaviour is disruptive our best approach is to minimise our reaction to the behaviour but not to ignore the young person. We need to teach the young person an alternative way to have their needs met. More appropriate behaviour is shaped by staff using all of the positive strategies outlined above. Staff plan ahead, risk assess and avoid conflict and tension. Staff are trained to understand how to de-escalate a situation so that behaviour does not become more challenging. Staff should support each other in difficult situations, providing space to the child or handing over to someone else if appropriate. The person dealing with the young person remains in charge. HT/DHT are available to support staff teams to manage a situation. Behaviour profile traffic lights are contained in the child's Pupil Planning Folder along with Behaviour Support Plans which contain de-escalation strategies and safest techniques for the individual. This may include the use of CALM.

As part of our duty of care it may be necessary to hold children. This is only done after risk assessment to prevent significant harm to others or the young person. The CALM system is used and there is a programme of training for all staff. CALM is a training programme approved by the authority to enable staff to use physical intervention strategies.

CALM always promotes de-escalation and children are actively encouraged to make appropriate choices. Restraint/seclusion reduction strategies should always be considered and CALM theory should be the basis of any decision to use physical intervention.

### **Staff should remember**

- De-escalation should be used at all times and CALM holds should only be used as a last resort.
- There is a duty of care to pupils. Staff should ask themselves what is likely to happen if I do/do not intervene.
- If you are not trained in CALM, you are still obliged by your duty of care to intervene as appropriate, although trained staff should lead wherever possible.
- If you have a pre-existing injury or weakness, school advice is not to intervene in situations where there is a high risk of further injury.
- If you are on your own and uncertain of containing a situation, send for support before intervening.
- Be aware of where young people are placed, position yourself where you are least likely to be hurt.
- Use emergency buzzer to get immediate assistance

### Reflecting on what has happened

Following a difficult situation it is important to reflect and try to identify the reasons why a child may have become anxious or angry. For most children the incident may be isolated or managed with proactive strategies. For new behaviour arising their behaviour profiles may require updating. This offers a multi element approach that is values led and aims to:

- Understand why behaviour occurs
- Reduce the likelihood of challenging behaviour
- Ensure skills teaching is a central intervention
- Reduce/avoid the use of restrictive interventions e.g. CALM holds

At times a **STAR** approach (Setting, Triggers, Action, Result) may be used to analyse particular behaviours in order to formulate objectives and targets and teach new skills in response to need.

### DOCUMENTATION to be COMPLETED

**RAG sheet** – each class completes a weekly RAG (Red, Amber Green) sheet identifying a positive day (Green)/a moderately challenging day with no harm (Amber)/a day involving an incident that resulted in harm (Red). A Red on the RAG sheet should always be accompanied by a serious incident form.

**Serious incident form** - this is the school's internal recording form. It should be completed for any incident/behaviour causing concern or requiring CALM intervention level 3 and above. These forms should be given to the HT/DHT for follow up with appropriate actions. The incident will be recorded appropriately by the DHT and all incidents will be reviewed regularly by the SLT.

**CEC SHE portal** – Any injuries to staff and pupils are recorded on the SHE portal. This may be used as valuable evidence for the Department and school SLT on the number and type of incidents which occur and is used to ensure the pupil has relevant support.

**Individualised behaviour profile and risk assessment**- most pupils have an individual behaviour support plan and traffic light document, which are regularly reviewed. For particular individuals, individual risk assessments are also written in conjunction with the behaviour support plan.

**Exclusion** - in accordance with CEC guidelines, children may be temporarily excluded from school when their behaviour requires a response that cannot immediately be formulated or achieved. This would only be considered in exceptional circumstances when the safety of the child at school cannot be guaranteed.

### SUPPORT

Children's wellbeing is at the heart of the ethos at St Crispin's School.

We use the GIRFEC approach to focus on the wellbeing of every child to ensure they are Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible and Included (SHANARRI)

### **Pastoral support and pupil voice**

Pupils are encouraged to express opinions and are included in the decision making process in a variety of ways.

Pupils are actively encouraged to participate in a wide variety of activities where their response and opinions are valued.

Staff work with learners and observe any matters of concern the pupils may present. Any child protection issues should be related to the HT immediately.

### **Working with parents**

Managing behaviour in St Crispin's School is more likely to be effective when we work with parents as genuine partners in the learning process. Parents need to be assured that the school's way of managing behaviour is well thought out, fair and effective. It is important to establish and build relationships with parents and demonstrate clear procedures for contact between parents and school staff. These include home/school diary, telephone calls, emails, parents' evenings, Annual Pupil Reviews, multidisciplinary meetings or Child/Young Person Planning Meetings as appropriate. Opportunities are provided for parents to attend information seminars run jointly by school and CAHMS on understanding and managing behaviour.

### **Support services**

The multidisciplinary team is vital in supporting the work of the school. Services such as the Additional Support for Learning Service, educational psychologist, Community Learning Disability Nurse, respite agencies, therapy staff, social work and Child and Adult Mental Health workers all contribute towards the support of pupils with challenging behaviour. They can offer advice on resources and activities, assessment or work 1:1 with pupils on tailored programmes e.g. emotional and social development, PECS.

**By working together we can best meet the needs of all our pupils.**

### **LINKS WITH OTHER POLICIES and PROCEDURES**

This policy has links to the following -:

- Equalities and Anti bullying
- Emotion Talks
- Adaptive Skills Programme
- CALM
- Rights Respecting School
- Inclusive communication approach
- GIRFEC
- Better Relationships, Better Learning, Better Behaviour
- Curriculum for Excellence

## **MONITORING and EVALUATION**

This policy should be seen primarily as a working document, subject to revision in the light of changing circumstances and impact on actual practice. In assessing the impact of this policy, the following **IMPACT STATEMENTS** will be measured.

- The policy effectively supports the day-to-day management of challenging behaviour
- The policy uses existing resources as efficiently as possible
- The policy actively promotes the principles of equality of opportunity for all pupils
- The policy document is written in plain, jargon free language
- The policy avoids unnecessary bureaucracy particularly in relation to written communication and record keeping