



St Catherine's School & College

*Specialists in Speech, Language and
Communication Needs*

POSITIVE BEHAVIOUR POLICY
SEPTEMBER 2023

Document Information

Title: **Positive Behaviour Policy**

Status: **Final**

Revisions:

- Update on who will manage the reintegration meetings.
- Addition of the ratings for each lesson.

Review Frequency: Recommended annually

Next Review: September 2024

Statement of Intent

At St Catherine's, we recognise and understand that all behaviour is communication. As a dedicated and specialist communication friendly environment, our approach to managing behaviour is equally as positive and child centred. Our aim is to regularly commend, reward and celebrate both behaviour for learning and behaviour that reflects personal values and qualities.

In incidences where behaviour falls below our expectations and/or becomes challenging, our staff will show understanding and empathy towards the communicative function this behaviour has, whilst preserving a safe and respectful learning environment for all students and staff.

At St Catherine's, we believe positive behaviour management is based on trust and building positive and respectful relationships with our learners. To understand their needs and how best to support them, we are fully committed to maintaining a holistic approach to every child by ensuring our strands of education, therapy and care work together to ensure our provision and collective approach meets the needs of every child; therefore, enabling them to achieve more than they ever thought possible.

Policy aims

- To provide a clear and consistent approach to positive behaviour management at St Catherine's school, in line with the special educational needs of the pupils
- To maintain a safe environment where children can learn, express themselves and where self-esteem is promoted
- To promote a culture of praise and encouragement, in which all pupils can achieve
- To support the development and nurture of positive relationships between pupil, staff, parents/carers and wider professionals
- To ensure equality and fair treatment for all
- To support the use of pupil and communication friendly language and accessible materials to support communication at all times
- To outline our emphasis on the development of personal qualities such as self-esteem, kindness and tolerance
- To explain the roles and responsibilities of individuals within the school community who are responsible for modelling and supporting positive behaviour management
- To outline the positive behavioural expectations of the school
- To outline rewards and our approach to managing incidences of unacceptable behaviour

At St Catherine's, we define positive behaviour management as an approach that emphasises prevention, support for students, avoids confrontation, promotes restoration and focuses on the development of values, relationships and skill building.

Roles and responsibilities

- The Principal and senior leadership team will ensure that the school environment encourages positive behaviour and that staff deal effectively with any incidences of poor behaviour. They will

monitor how staff implement this policy fairly and consistently to ensure rewards and support are applied effectively.

- The Principal and senior leadership team will oversee positive behaviour management plans; their implementation and monitoring

Staff are responsible for:

- Implementing the positive behaviour policy consistently
- Ensuring the learning environment is supportive and inclusive
- Embedding the teaching of positive behaviour
- Modelling positive behaviour at all times
- Providing a personalised approach to the specific needs of the pupil
- Recording negative behaviour incidents on CPOMs within 24 hours and informing parents
- Contributing to positive behaviour management plans
- Supporting the implementation and review of positive behaviour management plans

The senior leadership team will support staff in responding to any behavioural incidents.

Parents/carers are expected to:

- Support their child in adhering to the positive behaviour policy
- Inform the school of any circumstances that may affect their child's behaviour or require school to support
- Discuss any concerns promptly with relevant staff – care and/or education
- Support the school if a behavioural intervention is required
- Praise their child for the positive behaviour that is reported home
- Contribute to and support their child's positive behaviour management plan, if applicable

Positive behaviour management within the learning environment

Teaching and therapy staff will create a learning experience that is supportive, stimulating, engaging and communication friendly.

To enable this, they will:

- Ensure learning spaces are clean, tidy, calm and clutter free
- Uphold our culture of being a communication friendly school
- Develop positive relationships with pupils
- Greet pupils at the start of the day/lessons
- Actively participate in the whole school tutor time routine and theme based on the school's Spiritual, Moral, Social, Cultural calendar

- Ensure classrooms have tutor boards (where applicable), visual timetables, adequate resources and updated displays of student work
- Establish and mirror clear routines, supporting pupils to understand these
- Highlighting and rewarding positive behaviour consistently and regularly through the application of the school reward system
- Conclude every school day positively and start every day a fresh
- Use specific strategies to support individual pupils based on their specific special educational needs, including chat cartoons and comic strip conversations
- Use therapeutic strategies to support – whole class and individual
- Plan learning that is personalised and accessible for every child
- Apply agreed pupil support systems
- Work together as an integrated team to support a holistic overview of every student
- Promote and reward behaviour for learning and also behaviour that is linked to personal qualities and actions
- Share best practice and well developed behaviour support strategies with colleagues
- Actively embed the teaching of good behaviour

REMOVE PUPIL PROFILE

Rewards and consequences

The following will be used to promote positive choices and behaviour

- Specific praise
- Always supporting the child by reinforcing the behaviour we want to see
- Postcards home
- Positive phone calls home
- Weekly Behaviour for Learning and Behaviour for Character certificates awarded to students across school and sixth form.
- Recognition in assemblies and school newsletters
- Individual and whole class school Principal Praise certificates

The school may use any of the following sanctions

- Verbal and visual reminders of desired behaviour
- Supportive time out
- Alternative break or lunch time
- Parental/carer contact

- Behaviour support plan
- Internal isolation supported by staff
- Fixed term suspension
- Review of provision/placement at the Principal's discretion

Suspensions

On very rare occasions, the Principal may feel that a fixed term suspension is the most appropriate sanction for behaviour. This may be due to repeated or excessive behavioural incidents or an isolated incident that has posed a risk to student and staff safety within school. When suspension occurs, parents/carers will be fully informed of the reasons why and for how long. Work will be provided for the student whilst they are not permitted onto the school site and the Principal or member of the senior leadership team will oversee a supportive reintegration meeting on the child's return.

Definitions of behaviour

We believe there is a difference but important link between the personal and academic development of our pupils and therefore separate behaviour into two streams.

Behaviour for learning

At St Catherine's, we actively promote positive behaviour for learning to support students to develop behavioural habits that enable them to engage in and enjoy learning and make progress. We believe establishing positive behaviour for learning will enable our learners to develop resilience and preparation for a smoother transition through school and in later adult life.

Good behaviour for learning is:

- Good attendance- at school and to lessons
- Arriving on time
- Being 'ready' to learn in line with the zones of regulation
- Asking for help or saying they do not understand*
- Asking for an instruction to be repeated*
- Asking questions and being inquisitive*
- Making mistakes – this is how we learn
- Being actively involved in learning
- Being focused on the task, not just the outcome
- Being cooperative – with peers and adults
- Completing homework
- Applying a growth mind-set

*if a child is unable to ask or communicate they require help; alternative strategies to do so can be sought and supported




Behaviour for character

Behaviour for character reflects all of the other areas of positive participation in school life that we want to nurture, develop and commend. We believe our students should be recognised for applying these valued traits so that they develop an intrinsic moral value of how to respect themselves and others. Examples of these behaviours are:

- Helping others
- Honesty
- Tolerance
- Determination
- Showing resilience
- Showing self esteem
- Sharing
- Being a good friend
- Using good manners
- Being kind
- Being positive
- Patience and understanding

Tracking student behaviour for learning

Every student will receive a point from the scale of 3-1 for every lesson during the school day. These are linked to the three expectations that form the basis of how this policy translates into practice and a system for the students to understand and engage in. These are:

 Ready	Ready to engage with the lesson Ready to learn
 Listen	Listening to and following staff instructions
 Learn	Staying on task Completing your work

Over the course of the school day, every student is able to earn 15 behaviour for learning points. Over the course of the week, they can earn a maximum 75 behaviour for learning points.

Main school: students can redeem their points in our St Catherine's reward shop.

College: students can redeem their points against a choice of age appropriate rewards.





Students can also be awarded discretionary points from all staff for behaviour for character and these will be added to their individual totals.

Rewarding attendance

Good attendance at school is crucial for a child to make progress academically, therapeutically and personally. At the end of every half term – certificates and a letter home will be awarded and bonus individual points will be added to student's individual targets for all students whose attendance is above 97.5%.

Student school groups

Every student at St Catherine's will be placed in a group. These groups will promote interaction and socialisation and will come together during events over the course of the academic year through a variety of inter-group activities such as sports day and musical events.

<p>Tigers</p>  <p>(Strength, Willpower)</p>	<p>Bears</p>  <p>(Courage, compassion, integrity)</p>	<p>Dolphins</p>  <p>(Trust, friendship)</p> <p style="text-align: right;">loyalty,</p>	<p>Wolves</p>  <p>(Knowledge)</p>
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Our group names link to our behaviours for character and the school's core values by way of the traits the animals have. The student council will include a member from each group and a member of staff will be Head of the group.

Behaviour management during the school day

Within every class, all students will experience the consistent support and expectation of our three behaviour for learning aims. If a student is not following any one of these expectations, they will be given a verbal and/or visual reminder of what they need to be doing and what support they can access to make that possible.

Supporting pupil transition

At St Catherine's, we recognise that certain times during the school day can be more difficult for some pupils. This can particularly be the case when a child is experiencing difficulty in regulating their behaviour. To support this staff will give prior warning wherever possible when an activity is about to end or when they will be moving to a different learning space or situation, in recognition that transition can induce anxiety for some pupils. We also respectfully request that parents and carers communicate openly with us about anything significant that may affect their child's behaviour by contacting the school directly and speaking with our Family Liaison Officer in the first instance. We will also ensure that this supportive communication is channelled via school to home.

Bullying

At St Catherine's, we take an active approach to the prevention of bullying of any sort. This includes any form of child on child abuse, cyber bullying, prejudice based and discriminatory bullying. This is reinforced both through our Personal Social Health Economic (PSHE), Sexual Relationship Education (SRE) and broader integrated curriculum approach. Deliberate bullying is rare at St Catherine's, however in the event this is experienced by any student that attends our school, we will apply a zero-tolerance and responsive approach to managing it for all involved. We will always seek to investigate the situation in full and tackle these incidences through education, support and restoration. Parents/carers will always be told when this occurs and our staff are actively vigilant in their monitoring of such situations. For students that are able, there are letterboxes based within school, college and the residential houses so students can let us know that they 'need to talk'. This will be supported by staff if necessary and are checked daily. In addition to this, every pupil has a dedicated class team around them to support pastorally. Residential students also have key workers. Good and positive mental health is promoted and supported across both school and college and we have a team of mental health first aiders available to students. Please see our student mental health and wellbeing policy.

Positive behaviour management plans (PBMPs)

For students attending St Catherine's that are experiencing regular difficulties with managing their behaviour, or when a single isolated incident requires one, our integrated staff team will put in place a positive behaviour management plan. The purpose of this plan is to ensure education, therapy and care staff can contribute to and oversee a consistent approach to how we can best support a student who is experiencing difficulties engaging in learning and acceptable school behaviour. This document will be shared with parents/carers, who will also be able to contribute. This is reviewed regularly and will also serve as a risk assessment, if appropriate.

For any child currently being monitored and supported through a PBMP; if they exceed the two reminders given (ready, listen, learn) then the member of staff teaching the lesson will contact the on-call member of the senior leadership team to support. At this point, this staff member will support the child outside of the class in order to address what has occurred and why and return them to class when they are ready to learn. We recognise that all learners, at different times require a more personalised and higher level of support and this forms the rationale behind this procedure.

Our approach to managing behaviour will always be differentiated to meet and support the individual needs of the pupil wherever necessary.

Zones of regulation

Self-regulation is something everyone continually works on whether or not we are cognisant of it. We all encounter trying circumstances that test our limits from time to time. If we are able to recognise when we are becoming less regulated, we are able to do something about it to manage our feelings and get ourselves to a healthy place. This comes naturally for some, but for others it is a skill that needs to be taught and practiced. This is the goal of The Zones of Regulation (or Zones for short).

The Zones is a systematic, cognitive behavioural approach used to teach self-regulation by categorising all the different ways we feel and states of alertness we experience into four concrete coloured zones. The Zones framework provides strategies to teach students to become more aware of and independent in controlling their emotions and impulses, manage their sensory needs and improve their ability to solve conflicts.

By addressing underlying deficits in emotional and sensory regulation, executive function, and social cognition, the framework is designed to help move students toward independent regulation. The Zones of Regulation incorporates Social Thinking concepts and numerous visuals to teach students to identify their feelings/level of alertness; understand how their behaviour impacts those around them, and learn what tools they can use to manage their feelings and states.

Positive behaviour management within residential homes

Care staff will always communicate any incidences of negative or challenging behaviour with parents/carers. They will also communicate openly with education and therapy staff so that during the school week we can ensure every child has a holistic approach to their needs.

Physical restraint


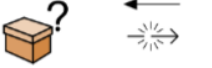


In the rare event that a student exhibits behaviours that are dangerous to themselves or others, then they may need to be held or escorted.






This will always be used as a last resort and only when a child poses a risk to themselves or someone else. If physical intervention is required, then the school's policy will be followed; full records will be kept and parents/carers will be informed.

A restorative approach using the MAPA coping model

In the event of a behavioural incident, St Catherine's will apply a restorative approach to reconcile and re-establish positive relationships and to support everyone involved to work through the incident and move on. Chat cartoons of comic strip conversations will be used, where necessary to support restorative approaches. Each child's understanding of Blank Level questions will also be considered and questions adapted, as necessary. Where required, Speech and Language therapists will support with this process to ensure the child has understood the situation and the potential consequences. On these occasions, the Speech and Language therapists will then debrief the class team/adults involved so that knowledge of how best to support the child's understanding has been shared.

This discussion will be adult led in order to follow the approach below:

 Listen	To their point of view/perception by asking MAPA: Control Orient	 What happened?
 Link	Their feelings to the behaviour by asking MAPA: Patterns Investigate	 How did you feel?

 Learn	A better way for next time by asking MAPA: Negotiate Give	    What could you do differently?
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Authored by Vice Principal, Jenn Snaith – November 2020

Monitored by Governors February 2022

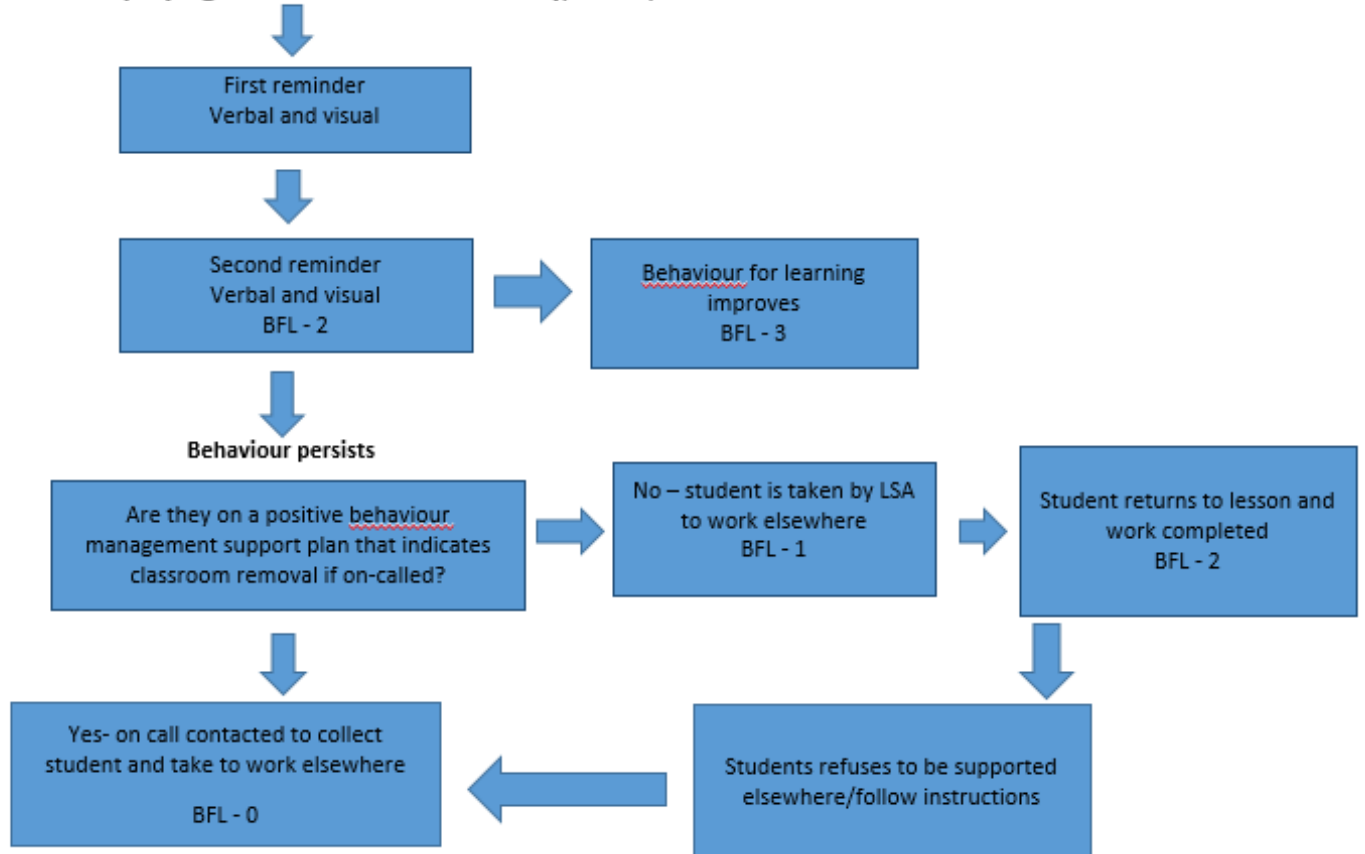
Reviewed Sept 2023

Appendix 1 - Behaviour support flow chart

Behaviour tracker/on call system

All students start with 3 points in each lesson

Student not displaying behaviour linked to: ready, listen, learn.



Appendix 2 - Positive behaviour management plan (to be completed)

STUDENT INFORMATION						
Student Name:	Date of Birth:					
Class:	Date of assessment:					
What the student is good at? What the student likes / topics of interest or is motivated by:						
•						
STUDENT BEHAVIOUR						
Behaviour objectives	Strategies that are currently working with the student to promote positive behaviours					
•	•					
Potential Triggers / Key areas of difficulty	Additional strategies to support					
•						
How the behaviour may escalate	Strategies that are needed when behaviour escalates					
•	•					
Crisis behaviours that are looking to be avoided	Strategies / Interventions that may be necessary when in crisis (Includes Physical Intervention Plan)					
•	•					
Recovery and follow up post incident – when is the young person ready?	Strategies used to support learning from incident and rebuild relationships					
•	•					
Notification (Who have these plans and strategies been shared with and agreed)						
Student	Class Team	Parents/Carers	Placing Authority	Social Worker	Doctor/Nurse	All Staff
Student:	Signed:	Parent / carer:	Signed:			
Name of person(s) completing PBMP:		Signed:				
Date to be reviewed:		Checked: N. Fradgley (Head of School)				