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**Red Rose School Cardiff Limited**

**Behaviour Policy**

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| Policy Details |
| Author: Liz Nihan |
| Date effective from: April 2021 |
| Next review date: April 2022 |
| Person responsible for review: Liz Nihan |

This policy should be read with consideration to other school policies; particularly the school Physical Intervention Policy.

**Values and Beliefs**

Our school has a positive and inclusive approach to managing behaviour. We believe in encouraging good behaviour through a range of positive behaviour management strategies and a reward system personal to each pupil. We have a calm and caring ethos, where adult responses are consistent and predictable for the pupils. We do not engage in confrontation. We work on a strengths model.

Through this unified approach we aim to gradually reduce inappropriate and negative behaviour and encourage pupils to recognise and move towards more socially acceptable and successful behaviours. We aim to spend more time as a staff, noticing and rewarding positive attitudes and behaviours than correcting or commenting negatively.

We put a great emphasis on the importance of interacting with others in respectful ways through speech, actions and building relationships. We expect strong emotions from our pupils but aim to teach them how to manage and express themselves in healthier ways than they might have used before.

We provide a caring and supportive environment for our pupils, knowing that when they feel safe, they become less vigilant are able to learn, adapt, and manage their behaviour appropriately.

We provide learning opportunities and give the children choices so that they have a ‘real world’ model of choice and consequence.

**Positive Reinforcement and Rewards**

We promote good behaviour and positive attitudes through modelling, constant dialogue with our pupils and a whole school reward and sanction system. This system is used to steer a pupil towards those behaviours and attitudes we are seeking to develop and make habitual. It is vital that staff spot these positive behaviours and reward them when they occur and that rewards are not just given for production of work.

In addition to generally desirable behaviours, each pupil has an individual social/emotional target they are currently working towards. These too are a focus for the reward system.

Each pupil has their own reward sheet and in negotiation with their teacher receives an agreed reward at 20, 50 and 100 points. (There is parity across the school in the value of the reward at each milestone, rewards are personal to the pupil, hence the negotiation). They receive points (or stamps or stickers) for any positive behaviours or actions that have been noticed by staff (with a particular focus on that pupil’s individual behaviour target).

Praise and awarding of points (or stamps or stickers) should always be specific and immediate eg “I noticed that you were about to snatch that book but you stopped yourself and asked me for it instead. I really appreciate you asking me for it. Well done.”

For pupils with low self-esteem, receiving praise is difficult. If praise is descriptive and immediate it has authenticity, is difficult to contradict and can be accepted more readily.

 Our pupils can be remarkably creative in their reward requests, not all of which are material in nature. The important fact is that the reward is seen as such by the pupil. They have chosen what they have earned.

We feel it is very important to celebrate success in this way. Many of our pupils have struggled to conform or maintain progress in previous settings so reflecting and celebrating what they have achieved through their own endeavours is paramount to encouraging further hard work and change. Along the way, we also send out celebratory postcards from school. These are to let parents/carers know of a particularly positive gesture or achievement that the pupil has made, that has been spotted by staff and which we are proud to share.

 Sanctions can be used when a behaviour is problematic. Gentle reminders and redirection are given at first. This may lead to a more formal warning if the pupil is choosing not to follow staff advice or accept help to redirect or change a behaviour. The pupil is told they are receiving a warning and why. Three warnings for any intentional, repeated behaviour leads to a Red Card. Three Red Cards in a week means the young person misses out on whatever their group’s particular ‘treat’ activity is for that week.

Treat activities are over and above curriculum requirements and might be events such as visits to a trampoline park, play area or local cafe. When the pupil remains behind, the time is not punitive. It is simply an alternative activity to the off-site trip. This provides lots of time to discuss and reflect on what might be behind the week’s challenging behaviour, with the supervising member of staff. Pupils can be very insightful when they are in a one to one situation, and new plans can be put in place to support success for the following week.

 The sanction system starts afresh each week, whilst the rewards accrue over time.

**Individual Pupil Support**

In addition to their personal target, each pupil will devise a range of strategies with their teacher, to help them manage difficult behaviours or feelings. This may include a self-selected time-out from the classroom, withdrawing to a different area, hands-on creative work, or having an opportunity to talk privately with a staff member.

Each pupil group has a team of Learning Guides and a Lead Teacher. Daily meetings take place to discuss and adapt the management strategies for groups or individual pupils according to changing need and the variables brought in from outside school. The high staff:pupil ratio allows us to build strong trusting relationships with our pupils, to get to know them and their behaviours very well, and to adapt quickly to their changing needs. It also means we can maintain frequent and open communication with parents and carers, so that we can work together in the best interests of our pupils. Home and school working together is key to the successful progress of our pupils. Consistency in approach and response brings about the change we seek.

**Inappropriate Behaviour**

At Red Rose School much of our focus is on modifying negative learned behaviours that have impacted on the pupils’ previous school placements. Our intention is to provide a safe learning environment for all pupils.

In order to do this, there have to be certain boundaries on behaviours that will not be tolerated as a school. These boundaries have to be maintained in order to support the rules of our community, maintain the predictability that pupils need and keep all pupils feeling safe.

Incidents of inappropriate behaviour should be dealt with promptly and fairly. In no way should any sanctions humiliate or embarrass a pupil. In most cases, our warning and Red Card system is enough to steer the pupil back towards more positive behaviours. In some cases, where unacceptable behaviour is demonstrated, we will use a fixed-term exclusion.

For example, physical aggression from established pupils will not be tolerated and will always result in a fixed-term exclusion from school. We want all of our pupils to feel safe on site. In line with our ‘real world model’ intentional physical aggression cannot be acceptable. We have to be measured and consistent in our responses, but must always be mindful of the fact that, as a small community, everybody is watching. Pupils learn from each other, and our responses must be predictable and have parity at all times. Our intention, as with all sanctions, is to modify the pupil’s behaviour and encourage them to be respectful of the community rules. Over time, we find that this is what happens, behaviour changes as the sense of self, belonging and autonomy grows.