



Red Rose School Cardiff Limited

Behaviour Policy

Policy Details
Author: Red Rose School
Date effective from: September 2023
Next review date: September 2025
Person responsible for review: Michael O'Donnell

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 supporting our students to appropriately manage their behaviour. We believe in encouraging this through a range of positive behaviour management strategies and a system of recognition and motivation that is personal to each pupil. We have a calm and caring ethos, where adult responses are consistent and predictable for the students. We do not engage in confrontation. We work on a strengths model.

Through this unified approach we aim to gradually reduce behaviour that is deemed unhelpful for the young person and encourage students to recognise and move towards more socially acceptable and successful behaviours. We adopt a "connect before correct" approach and therefore, we aim to spend more time as a staff building relationships, 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 students but aim to support and guide them in how to manage and express themselves in healthier ways than they might have used before.

We provide a caring and supportive environment for our students, knowing that when they feel safe, they become less vigilant and can 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, recognition and motivation

We promote appropriate responses and positive attitudes through modelling, constant dialogue with our students and age-appropriate rewards and motivators. 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.

Each class has their own age-appropriate reward system. They receive points (or stamps or stickers) for example, for any positive behaviours or actions that have been noticed by staff.

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

For students 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 students 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 students 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.

Motivators can be used when a recurring, problematic behaviour is unhelpful for the young person. We know that co-regulation comes before self-regulation. Therefore, we have a commitment to provide an environment and experiences which support co-regulation, until our students have the strategies to self-regulate.

We believe relationships are fundamental to supporting students, especially when they are demonstrating they need support. We use an approach based in trauma informed practice.

Relate and Connect

- I can see you are... upset / frustrated / scared / angry / anxious / sad
- How can I help? ... I hear you... I'm listening... I wonder if ...you are feeling scared / anxious / angry about...

It is important we utilise relationships to support the pupil and therefore we use gentle reminders and redirection wherever possible.

(Co) Regulate and Repair

- *I understand you are feeling angry / upset / anxious ...I would be too. It's normal to feel upset / frustrated / scared / angry sometimes*
- *I hear youbut I need you to do ...choice 1 / choice 2 (give take up time)*
- *I'm just going tostay here with you / sit next to you / come back in 5 mins to make sure you are safe*
- *Use Do statements NOT Don't do*

Reflect and Restore ... when ready

- *I might be wrong but... could this be about ... are you feeling ... (help identify emotions)*
- *I'm sorry if I made you feel What happened? How were you feeling? / What were you thinking at the time?*
- *What could you do next time you start to feel? Who else has been affected by this?*
- *What needs to happen now to make things right? Thank you fordoinglistening ...*

In some instances, we may need to apply more formal approaches, if the pupil is choosing not to follow staff advice or accept help to redirect or change an unhelpful behaviour response. The pupil is told they are receiving a warning and why.

Repeated negative behaviour that prohibits the learning of individuals and other students may lead to parents/carers being invited for a meeting to discuss the behaviour that challenges. Students may also be required to attend an After School Detention with permission from parents/carers.

Individual Pupil Support

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 learning group has a teacher and learning support assistants to support students. Daily meetings take place to discuss and adapt the management strategies for groups or individual students according to changing needs and the variables brought in from outside school.

The high staff:pupil ratio allows us to build strong trusting relationships with our students, 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 students. Home and school working together is key to the successful progress of our students. Consistency in approach and response brings about the change we seek.

Inappropriate Behaviour

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

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

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 positive relationships with students are enough to steer the pupil back towards more acceptable behaviours. In some cases, where unacceptable behaviour is demonstrated, we will use a fixed-term exclusion.

For example, physical aggression from students will not be tolerated and may result in a fixed-term exclusion from school, depending on the severity of the incident. We want all of our students 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.

Students 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 themselves, others and the community rules. Over time, we find that this is what happens, behaviour changes as the sense of self, belonging and autonomy grows.