

Policy and Procedure on

Behavior Support for individuals with social, emotional and mental health (SEMH) needs

Beverly School

Policy Author / Reviewer	Simon Ashurst
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Staff Groups Affected	All staff

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1. Monitoring and Review

1.1. The Proprietor will undertake a formal review of this policy for the purpose of monitoring and of the efficiency with which the related duties have been discharged, by no later than a year from the date of approval shown above,

Signed:



Andrew Sutherland - Operations Director for Education

On behalf of Proprietor, Cambian Group

Steve O’Gara – Regional Education Lead (SEMH)

2. Terminology

2.1. Our aim is to use consistent terminology throughout this policy and all supporting documentation as follows:

‘Establishment’ or ‘Location	Cambian Red Rose School
Individual	means any individual or young person under the age of 18 or young adult between the ages of 18 and 25. At Cambian Red Rose School we have [children and young people attending between the ages of 8 to 18
Service Head	This is the senior person with overall responsibility for the school. This is the Headteacher
Key Worker	Members of staff that have special responsibility for Individuals residing at or attending the Establishment.
Parent, Carer, Guardian	means parent or person with Parental Responsibility
Regulatory Authority	Regulatory Authority is the generic term used in this policy to describe the independent regulatory body responsible for inspecting and regulating services- Ofsted
Social Worker	This means the worker allocated to the individual /family. If there is no allocated worker, the Duty Social Worker or Team Manager is responsible.
Placing Authority	Placing Authority means the local authority/agency responsible for placing the individual or commissioning the service
Staff	Means full or part-time employees of Cambian, agency workers, bank workers, contract workers and volunteers.

3. Introduction

This policy has been written with regard to the non-statutory advice: Behaviour and Discipline in schools (2016)

Cambian Red Rose School is an independent specialist provision that caters to mixed gender individuals aged 8 to 18 with social, emotional and mental health (SEMH) difficulties as the main area of need. SEMH difficulties is an overarching term for individuals who demonstrate difficulties with emotional regulation and/or social interaction and/or are experiencing mental health problems. They often show inappropriate responses and feelings to situations. They often have trouble building and maintaining relationship with peers and adults. Some typical characteristics of individuals in our school include disruptive, antisocial and uncooperative behaviours, temper tantrums, frustration, anger and verbal and physical threats/aggressions. These sometimes reflect underlying mental health difficulties such as anxiety and depression, self-injury, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other individuals may have disorders such as attention deficit disorder (ADD), attention deficit hyperactivity disorder (ADHD) or attachment disorder.

Individuals in our school struggle to engage with learning and to cope without additional strategies and interventions. The individuals in our school need dependable, trusting and appropriate relationships in a nurturing environment that guide,

reward, motivate and inspire them. They require fair and consistent boundaries to help them engage appropriately with staff and peers and to make positive choices and become responsible citizens in the future.

The Independent School Standards, Regulations (2014) make it a legal requirement that a written policy to promote good behaviour is effectively implemented which sets out disciplinary sanctions.

A copy of this policy is published on the school's website and is available in print from the school's office.

4. Purpose

In keeping with the aims of the school, through this behaviour policy we aim to

- establish a safe, nurturing and stimulating environment in which young people and adults can interact and relate with high levels of mutual interest and respect;
- identify individuals needs and use internal and external resources to support, including through multi-agency working and assessment, to ensure all individuals in need or for those who display continuous disruptive behaviour receive appropriate support.
- encourage young people to positively manage their own behaviours and social and emotional difficulties;
- encourage all members of school to consider the feelings of others and treat all property with due care.
- provide good adult role models who communicate high expectation and motivate individuals to work hard and fulfil their potential.
- acknowledge and reinforce positive behaviours consistently using a reward system which includes points, praise, certificates.
- apply consequences in a fair, just and proportionate manner that promotes learning and self-regulation.
- Deliver well planned, interesting and demanding lessons to support good discipline.
- Have a trauma informed approaches to our students.

5. Policy. (principles)

The behaviour support policy and procedures for individuals with social, emotional and mental difficulties communicate a set of shared values, principles and support, roles and responsibilities as well as rewards and sanctions that dictate how we

operate in school. The school aims to foster a pleasant and disciplined environment. We want parents, carers, individuals and staff, placing authorities as well as governors to work in partnership with us to create this environment.

The key principles of this policy

- Clear focused school leadership supporting staff development, training and support
- Collaboration with all stakeholders including placing authorities, parents, carers, staff and individuals
- Clear structure with defined roles and responsibilities with high staffing ratio
- Personalised and evidence-based pupil support
- Consistent approaches and strategies to behaviour management including Trauma informed / Attachment aware approaches
- Rewards, intervention and sanctions

Roles and responsibilities

5.1. The Role of Governors /Proprietor

The governing body **must** provide clear advice and guidance to the headteacher on which he/she can base the school behaviour policy. The proprietor /governors have a responsibility to ensure that

- the behaviour policy is in place, is clear and is implemented in the school.
- consistent and high-quality programmes are delivered, both behavioural and academic, to meet the needs of all pupils equally and fairly.
- the school establishes positive partnership with parents/carers and agencies and other stakeholders
- the school provides a secure base on which to build trusting and nurturing relationships in order that individuals may receive the differentiated emotional and social support they need to settle to learn.

5.2. The Role of the Headteacher and other school leaders

The Headteacher must

- review and update this behaviour policy and ensure it is fit for purpose and lead on all aspects of the policy.
- determine the detail of the standards of behaviour acceptable to the school by making the rules and the provision for enforcing them thereby maintaining the day-to-day discipline in the school
- proactively support the personal, social and emotional development of all individuals.
- make provision for continuous professional development of staff with reference to positive behaviour management, physical intervention (the use of reasonable force) and anti-bullying procedures;
- access relevant sources of expertise on promoting positive behaviour within the curriculum for supporting personal, social and emotional development and
- familiarise new staff members with the school's behaviour policy and guidelines for behaviour.
- implement detailed supporting documents and clear procedures for the behaviour system which enable staff to feel confident in dealing with behaviours accordingly, providing support to staff for challenging behaviours.
- Implement clear systems for recording and reporting all aspects of behaviours and incidents.
- Exercise oversight of behaviours in the school, ensuring incidents are accurately recorded, reviewed and signed off
- Analyse trends and patterns in behaviour data using information to inform interventions and action plans
- provide pastoral care for staff accused of misconduct. This should be dealt with in line with safeguarding and complaints policies

5.3. The Role of Staff:

All Staff are also responsible for ensuring that the policy and procedures are followed and applied fairly and consistently.

All Staff should:

- Ensure they are knowledgeable about the individuals' background, diagnoses, interest, presenting behaviours and social and emotional well-being, adapting techniques and strategies to meet needs

- have high expectations for individuals including a commitment to ensuring that they can achieve their full educational potential and display good behaviours and respect for other
- seek to establish fair, trusting, supportive and constructive relationships with individuals
- manage individuals' behaviour constructively by establishing and maintaining a clear and positive framework for discipline and apply rewards and consequences fairly and consistently in line with policy
- Be good role model demonstrating positive values and attitudes and adopting high standards of professional behaviour.
- communicate effectively with parents, colleagues and carers, conveying timely and relevant information about individual's attainment, objectives, progress and well-being;
- Provide opportunities to develop individuals' social, emotional and behavioural skills.
- Maintain a high level of vigilance in the learning environment to identify and manage risks thereby ensuring safeguarding is of the utmost priority.
- Keep accurate records relating to the observation, assessment and evaluation of presenting behaviours.
- (Teachers and instructors) ensure that colleagues working with them are appropriately involved in supporting learning and understand the roles they are expected to fulfil.

5.4. The Role of Parents/Carers

Our school strongly encourages an ethos and culture whereby there is clear communication with parents and carers. By working collaboratively with parents, individuals receive consistent messages about how to behave at home and at school. We expect that parents/carers to

- Work in partnership with the School to fulfil its aims for their child/ren and support the School in implementing its behaviour policies and procedures
- Support the School in insisting their child /ward abides by Red Rose School's rules. **Parents/carers are expected to work jointly with the school to address** recurring unacceptable behaviours, providing information to help us to understand the cause and respond appropriately.
- Ensure regular and punctual attendance of their child/ren to school; notify the school of absences giving reasons and ensure that if their child is absent from school that they are not provided with alternate activities or allowed into the community during school time. Appointments such as dental visits should be made outside of school hours or term dates as far as possible.
- Make every effort to attend school for 'Parents Evenings', meetings, and appointments in relation to their child as appropriate.
- Make every effort to keep communication lines open with school (for example providing up to date contact information) informing the school of any relevant circumstances that may affect the behaviours of their child in school. **School will also report on the behaviour of individuals in school on a weekly basis and will inform immediately if we have concerns about their individual 's welfare or behaviour.**
- Provide an appropriate environment at home and support for your child's education
- Report to reception on arrival at the school and may not wander around the school premises unaccompanied.
- Treat all staff with respect. Parents/carers should not vent personal vendettas against the school, nor should emails be circulated or placements made on social network sites that damage the reputation of the school/individuals/staff.
- Raise any concerns in line with complaints policy and procedures.

5.5. Working with Other Agencies

The school has good working relationship with the various local authorities linked to the individual. We have strong links with outside agencies such as the local safeguarding board and police. We utilise support from various agencies within the

community. In managing individuals' behaviour our school uses the support of other professionals such as occupational therapists, speech and language therapists, mental health practitioners and psychologists.

Multi agencies will be engaged in assessing and supporting where **individuals continue to display continuous disruptive behaviours**.

5.6. The Role of pupils.

Our school believes that all individuals have the right to develop to your full potential in every area of school life and to be treated fairly and with respect. All individuals will be made fully aware of the school's expectations in relation to behaviour. We expect all individual to comply with school rules.

We expect all pupils to take responsibility for their behaviours, to ask for support when they are struggling to cope and to report any incidents of disruption, violence, bullying and any forms of harassment. Pupils will be supported to do so where this is difficult.

6. Procedure.

Personalisation.

As a school we are very much child focused. The pupil is central to everything that we do. Our staff are aware and recognise that all individuals have different needs and may be affected by external factors such as change in health, bereavement, social care, family issues, major news stories and staff should adapt their approach to deal with these events. The management of young people's behaviour will always require personalised approaches; these will help to reduce anxiety and distraction, enhance motivation, confidence and self-esteem, improve concentration and facilitate independence.

All pupils at school will have an **Individual Risk Assessment (IRA)** and **Behaviour Support plan (BSP)** which are reviewed regularly and following serious incidents. School should ensure that all individuals read and understand that individual Behaviour Support plans (BSP) and are encouraged to participate and contribute to the planning process. This is to be shared with parents/ guardians, relevant authorities. The Behaviour support Plan includes information about:

- how the environment needs to be managed to support the young person;
- the skills the person needs to be taught to enable him or her to behave in a more positive way;
- strategies for managing inappropriate behaviour when it occurs including proactive, active and reactive phases;
- any rewards to be used and any actions which should not be carried out during a particular phase;
- points to be considered and relevant strategies to be used in order to prevent potential relapse of the behaviour.

Individual pupils' journey with us: We will capture the journey that each of young people progress through during their time with us in various ways including case studies. At **Cambian Red Rose School** we recognise that an individual pupils journey goes through three main phases –stabilisation, strengthening and transition and strategies are tailored to support the pupil in each phase.

The outcomes: We expect young people to achieve and develop while they are with us and so we use various tools to measure these achievements. This enables us to quantify progress from baseline on a regular basis.

All staff will model positive relationships and challenge negative behaviours appropriately. Support will be offered explicitly and implicitly. We want to foster resilience and collaboration whilst building secure attachments and confidence.

Positive Behaviour Support

Supporting SEMH students: We understand all behaviours are a form of communication. Individual behaviour may be a response a number of factors such as stress, boredom, disappointment. We will always try to understand behaviour and offer support individual's emotional wellbeing. We also acknowledge that individuals in our setting push boundaries in a number of

ways. Our key focus is to get individuals to learn from their mistakes, to make positive choices and understand the impact their behaviour may have on others.

Nurturing Environment: The school environment communicates the ethos of the school and It can impact positively or negatively on the behaviour of individuals and helps them to feel safe and valued. It is the responsibility of all staff to ensure that the school environment is maintained to a high standard. Classrooms are kept neat and tidy with careful thought given to layout and seating plans. Individual work will be displayed as appropriate. Damages should be rectified and graffiti should be removed as soon as possible. Staff will ensure that structure and routines of the day are clearly communicated, embedded and are adhered to in order to promote an undisturbed, supportive and purposeful atmosphere. Individuals should be supervised in all areas of the school and at break and lunch times.

Managing transitions: The staff and management at the school are very aware that it can be quite difficult for young people to transition into a new environment. We therefore work collaboratively with the parents and professionals to plan this thoroughly to ensure that individuals feel safe and comfortable as they ease into the school environment. Staff in school will meet individuals at home and/or in their schools as part of the assessment process and will also allow for the individual and parents to come and visit the school. Where pupils have been out of education for a long time, it may be necessary to build up to a full timetable. We will often support individuals on a one to one basis whilst they adjust to the school environment and the expectations of staff. When necessary, we will provide outreach education for those young people that are not yet able to come into school. We carry out an induction for all new pupils as they transition into the school.

Staff must also be proactive in planning for and managing transition points during a school day such as beginning of the day, after break and lunch time. Return from home leave and from school holidays can be particularly difficult as individuals may need to re-adjust to school routines and expectations and careful planning should be put in place to support this. Individuals will be supported to move between key stages. Where a young person is leaving us in Key Stage 4 to post 16 education, this is carefully managed and supported.

Promoting readiness to learn: **The school recognises that we cannot teach effectively and individuals cannot learn effectively without securing and optimising their readiness for learning. We will actively seek information regarding the physical and emotional well-being of all individuals from individuals' records, handover information, speaking with parents/carers and individuals themselves each day.**

Staff will model readiness for learning by being punctual and prepared for each session. Staff greet pupils as they enter school or classroom and inquire about their wellbeing.

Physical readiness We will be aware of whether individuals are well fed, adequately hydrated and are practising good sleep patterns. We will also be aware that individuals are compliant with their medication as appropriate as this may impact on behaviour and learning. Rest breaks are built into the day for all pupils. Pupils may also use timeout breaks as agreed on an individual basis in order to increase learning efficiency. We seek and use advice to help us provide for pupils who have medical conditions that may affect their learning, behaviour or concentration. If an individual is deemed not to be physically ready for learning then we will take measures to improve this during the school day or decide for the individual to be sent home or work in alternate setting.

Emotional readiness and Well-being It is imperative that pupils feel safe from physical/emotional threats and we will always support them to voice concerns to staff and use the support they are given. School allows this in a variety of ways including key working sessions, surveys, Mind of My Own, assemblies, the PSHE curriculum and pupil review meetings. We will use strategies in individual education Plans (IEP) and Behaviour Support Plans (BSP) as well as information from the pastoral team to promote independence and manage their anxieties and frustrations whilst promoting responsibility for managing their own behaviours in the classroom. Staff will ensure there are sensory objects in each teaching space. Additionally, we will ensure that:

- positive self-esteem is encouraged along with concern for the well-being of others;
- school expectations stated positively, are understood and applied consistently;
- the attitudes and values with reference to Spiritual, Moral, Social Education (SMSC), Personal Social Health and Economic Education (PSHEE) and Citizenship lessons permeate the school day;
- high expectations, both in work and in play, create a positive attitude to learning for life;
- all have a right to attend school without the fear of being bullied;

Communicating high expectations

School Expectations/ Rules: The school expectations will be prominently displayed, communicated and used to encourage good behaviours. The school rules will be kept simple and phrased positively.

In this school, the rules are

- **Arrive on time to all lessons and be ready to learn**
- **Wear your school uniform with pride**
- **Be polite and respectful to peers, staff and visitors**
- **Take care of personal and school property**
- **Listen to and act on the instructions of staff**
- **Complete work set to the best of your ability**
- **Do not bring unnecessary items into school**

Setting personal behaviour targets: The individual Education Health Care plan and Risk Assessments will be starting point to identify pupil specific behaviours that create a barrier to learning. Each individual will be set SMART short-term behaviour targets which will be shared with him/her and recorded on Individual Behaviour Support Plans as well as Daily Points sheets. These will be reviewed with individuals on a regular basis.

In lessons, learning objectives and tasks will be clearly communicated along with success criteria. We encourage individuals to engage fully with all learning opportunities and to be respectful of the learning of others.

Positive conversations

In our communication with individuals, we will adopt positive language, recognising that words are the most powerful tools that we have to manage behaviours. Staff at Red Rose School should always address the behavior and not the child. Staff should understand that negative behavior stems from an inability to communicate effectively and staff should work hard to encourage pupils to process their feelings and be accountable and responsible for their actions and reactions.

Reinforcing Positives: It is vital for teachers capture positive behaviours and use reinforcing language. It highlights individuals' skills, positive efforts and attitudes, and quality work to encourage and promote pupil's positive behaviour.

Reinforcing positive behaviours

Throughout the school, good behaviour is promoted at all times. Our School believes that it is important to identify, acknowledge and reward those who demonstrate a high level of co-operation and good behaviour. We endeavour to raise individuals' self-esteem by using praise to encourage and acknowledge positive actions and attitudes. Staff should seek every reasonable opportunity to praise individuals and, where appropriate, reward them for good behaviour and good work. Care should be taken to affirm individuals who are "always good" so that consistent efforts do not go unmentioned or unrewarded.

Practical praising strategies with specific reference to SEMH:

- Praise what the pupil has done rather than the pupil
- Be specific with praise – focus on what has actually been achieved (work, behaviour)
- Avoid competition / comparisons with others
- Understand how individuals like to be praised

Praise and rewards may take different forms such as:

- Informal staff communication with pupil
- Recognition of personal qualities by peer group through the election to School Council etc.
- Staff are encouraged to show outstanding pieces of work to parents and other stakeholders
- Displaying good work around the School.
- Points System

- Certificates, Awards and Prizes
- Reward trips/ activities (Blackpool Pleasure Beach, Chill Factore, Go Karting Etc)
- Letter placed on file or sent home

Points system. At Red Rose School we operate a rewards points system that is based on acknowledging and reinforcing positive behaviours. In each lesson, points can be earned for engagement and behaviour. These points are recorded on individual points sheets. Points are tracked daily and across half-term/term and are used to access trips and activities at the end of a term.

Recording incidents

All incidents, accidents and restrictive physical interventions are logged by staff on Behaviour Watch (MIS). The Headteacher or designated person(s) review all incidents and use the information to influence and review the school's practice.

Sanctions and Reparation

Interventions When an individual begins to display negative behaviours, intervention strategies will be used to address and de-escalate or redirect pupils. If these strategies are unsuccessful then staff may need to adopt alternative approaches.

Consequences & Sanctions: Where necessary, clear and consistent consequences will be calmly and systematically applied. We use a range of sanctions that staff should ensure are proportionate to the behaviour displayed. Where sanctions are applied, efforts should be made to ensure that pupils understand why the behaviour needs to be addressed. Approaches may include *time to reflect, completing unfinished tasks, activity ban for specified period, unearned points, verbal reprimand, reparation payments, internal exclusions and 'catch-up' time (particularly where negative behaviours have resulted in loss of learning time)*.

Exclusions: The decision to exclude an individual either for a fixed term or on a permanent basis is serious and will only be considered as the final step after other strategies have proven to be unsuccessful. Our preference is always to work with parents/carers and the placing authorities to devise strategies to prevent placement break down. If a pupil is given a fixed term exclusion, work will be provided for them to complete in the home during their absence from school. In such circumstances in which the placement can no longer meet the need of the pupil, we will work with all parties to support a transition to another placement. This action is only taken in exceptional, extreme or unforeseen circumstances where a positive solution cannot be found. Refer to our Exclusion Policy for further details.

Safety Intervention/Positive Handling:

Sections 550A of the 1966 Education Act gives teachers, and other persons who are authorised to have control or charge of students the power to use reasonable force in all the circumstances to prevent a student from doing, or continuing to do any of the following: -

- Committing a criminal offence (including behaving in a way that would be an offence if the student were not under the age of criminal responsibility)
- Injuring themselves or others
- Causing significant damage to property (including the student's own property).
- Engaging in any behaviour prejudicial to maintaining a good order and discipline at the school or among any of its students, whether that behaviour occurs in a classroom during a teaching session or elsewhere.

The purpose of physical safety intervention is to provide a more robust level of support in order to mitigate the risk of harm to the person and others around them.

At all times physical intervention is used as a supportive act of care. Our staff will always look to de-escalate a situation and will deal with aggression in a calm way that keeps everyone safe. All incidents involving a safety intervention will be recorded on the school's MIS

Reparation - It may be appropriate for an individual to complete a specific task in order to make amends for the situation caused, or damage done. This will be decided in the light of the situation and it must be fair. It is important for most pupils that they feel they have 'made up' for behaviours that have led to an incident.

Students' conduct outside the school gates Teachers have a statutory power to discipline students for misbehaving outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives the Headteacher a specific statutory power to support the regulation of students' behaviour in these circumstances "to such extent as is reasonable."

Restorative practice. Where appropriate the school will always seek to use restorative approaches to support relationship building between peers and with staff and as a planned approach to behaviour difficulties. A restorative approach may include having a 'restorative conversation'. These conversations may happen during the school day and practitioners will use restorative language and questions to allow children and young people to understand the impact of their behaviours. This may also be used following an incident or during a re-integration meeting, following an exclusion.

Prohibited sanctions

- *Corporal Punishment:* This covers any intentional application of force as punishment including slapping, throwing missiles and rough handling. It also includes punching or pushing in the heat of the moment in response to violence from a pupil.
- *The Use or the Withholding of Medication or Medical or Dental Treatment:* This is unacceptable in all situations, whether it is a punishment or a measure to control a student.
- *The Use of Accommodation to Physically Restrict the Liberty of a Student:* There are no rooms at the school within which a student can be locked. All doors, including external doors, open from the inside. There may be exceptional circumstances when a student may be prevented from leaving a room if it is judged that they or another person would be a considerable risk of harm if they were to leave. A situation such as this could result in the police being called to assist.
- *Deprivation of Food & Drink:* This means denying a young person access to the normal amounts and range of food that is available to all students within the school.
- *Intimate physical searches* - Any such searches are never appropriate. However, a student's clothing may be searched if it is believed that he/she is concealing any object that may cause harm to themselves or others, e.g., a weapon. A student may be requested to turn out his/her pockets. Should this be refused, this is dealt with in the normal disciplinary procedure as a failure to comply with a reasonable request. If it is suspected that a student is concealing drugs then the police should be notified.

7. Standard Forms, Letters and Relevant Documents

- Regulatory Requirements, Part 3, Paragraph 9 and Exclusion Element of Part 6 paragraph 24 (3) of The Education (Independent School Standards Compliance Record) (England) (Amendment) Regulations.
- Equality Act (2010), Education Act (2011)
- DfE Guidance (2014) *Behaviour and Discipline in Schools, A guide for Head Teachers and School Staff* (DfE Website – www.education.gov.uk) including *Getting the Simple Things Right*, Charlie Taylor's Behaviour Checklist (DfE 2011) and non-statutory advice 'Behaviour and Discipline in schools' (2014), searching : screening and confiscation(Fee 2018) Positive environment in which Children can flourish (Ofsted 2018, updated 2021) Reducing the need to restraint and restrictive intervention (Dfe,2019)
- *Use of Reasonable Force. Advice for Headteachers, Staff and Governing Bodies* (DfE 2013) which incorporates previous directives.

To be read in relation to other policies and related documents:

- Safety Intervention
- Anti-bullying Policy and Procedures; Safeguarding Children - Child Protection Policy and Procedures;
- Exclusions Policy;
- Appendix A: Negative Behaviour

APPENDIX A: NEGATIVE BEHAVIOUR

The list below is included to provide examples of negative behaviours that should be challenged appropriately by staff. The list is not intended to be exhaustive.

Examples of negative behaviours		
Swearing Name calling; Non-compliance to simple staff requests Regular lateness to lessons Inappropriate attire (non-uniform) Repeated low level disruption Regular lack of effort in class Unauthorised/inappropriate use of equipment/devices	Persistent and/or significant lesson disruption preventing learning Defiance/lack of respect Internal truancy Leaving the premises without permission Inappropriate language towards other individuals (peers or staff) Graffiti or vandalism Smoking Intimidating behaviours towards peers or staff	Frequent refusal to abide by school rules or follow staff direction Continued serious disruption of learning Theft Physical assaults of peers and/or staff Discriminatory behaviour Intimidation Possession of alcohol/weapon/drugs Persistent refusal to accept school rules or engage with alternative support packages
<p>Some behaviours may be considered to require outside agency involvement (including police). Whilst this is something we would hope to avoid; significant incidents would potentially require this type of action. Again, the list below is not exhaustive but is included to provide examples.</p> <p>Serious anti-social/inappropriate behaviour Serious physical assault on student or staff Pupil under the influence of illegal substances Repeated level of significant behaviour Drug dealing Use of weapon</p>		

Appendix B: Red Rose School Behaviour Management System

Addressing negative behaviours

The 3 C's

C1 – CHOICE:

Once you have challenged several inappropriate behaviours and have looked to re-focus the student's attention issue a **C1**. Remind the pupil that they are choosing to behave in an inappropriate manner. Remind them of your classroom expectations.

C2 – CHANCE:

If the student continues with their behaviour then issue a **C2**. Explain to the student that they are continuing to choose to act in an inappropriate manner. Issue them with a **C2**. They now have a **chance** to amend their behaviour for the remainder of your lesson.

C3 – CONSEQUENCE:

If the pupil has made no attempt to change their behaviour then issue a **C3**. The student's behaviour is now deserving of a **consequence**. The student has continued with their choice of behaviour, hasn't made any attempt to modify their actions despite being given a chance and therefore they will now receive a consequence.

We need to be consistent with our use of the terminology and in our delivery of each stage. We must give some warnings before we place a student on C1 (there are numerous external factors that affect our students' ability to engage from the very start of a lesson). 3 attempts to encourage the pupil to engage before a C1 is issued. Ensure the pupil is aware of why the C1, C2 or C3 has been issued.