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Promoting Positive Behaviour Local Procedures
Aurora Redehall School
and
Caterham Education Centre

Please refer to Main Policy A4 Promoting Positive Behaviour Policy

Promoting Positive Behaviour - Local Procedures

1. Local procedure

For staff there is a guide to behaviour management provided in section B of our School Manual (on Teams), and forms part of your introduction and initial training at the school.

For parents and other stakeholders they are available upon request.

1.1 The 'Triple Approach'. This describes our overriding approach across 3 stages of an incident, stating:

    i.   What we do to pre-empt and prevent behaviours from occurring in the first place

    ii.   What we do during an incident to de-escalate and keep students safe

    iii.   What we do after an incident

> *The Triple approach makes the fundamental point that we are often limited in what we can do when a student is in a heightened state, and that successful behaviour management is far more about what we do preemptively to sustain positive emotional regulation and wellbeing, AND what we afterwards to support students to reflect, learn and develop new strategies. Thus our focus is on causes of the behaviour and not the behaviour itself. The Triple Approach is integrated into the 'Zones of Regulation' Methodology and colour coding of Green, Yellow, Red and Blue Zones.*

1.2 Behaviour Mantras - Our staff culture of consistency, how we expect our staff 'walk the walk' and 'talk the talk' at our school (this is 1 part of the overriding Triple Approach)

1.3 Guidance on Zones of Regulation – a colour coded system that gives a framework for children to articulate and understand their emotions and those of others

1.4 Guidance on Social Thinking: This is a Methodology we use at the school to gain evidence based strategies to help students improve their social competencies, including:

- Self-regulation
- Social-emotional learning
- Executive functioning
- Perspective taking
- Social problem solving

(Our social skills curriculum is informed by social thinking as explained in our Curriculum Policy)

Staff must also read the **SchoolPod Guidance** which you will find in you Staff 'Quick Guide' that all staff received before commencing, which details our reporting/monitoring of behaviour.

2. Rewards and Consequences

See Appendices 1 – Rewards

Our Policy on what we deem to be appropriate responses to specific behaviours and/or levels of behaviour is available on request to external parties (staff can find it detailed in the aforementioned Schoolpod guidance). We do not have a system that sanctions behaviour, the emphasis is on a restorative approach
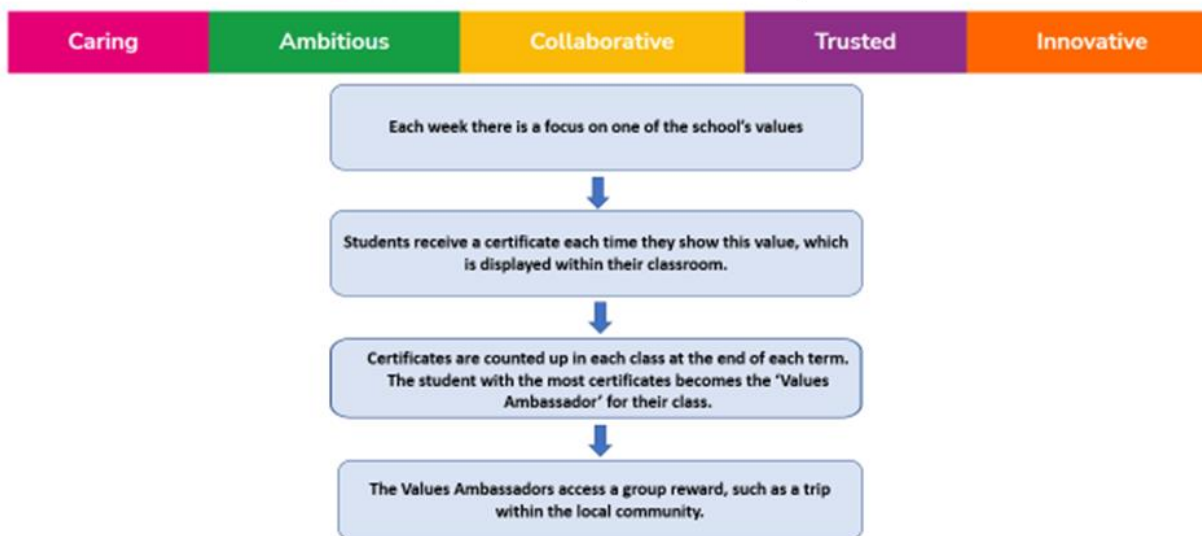
3. Key staff

There is an expectation on all staff to model appropriate behaviour at all times. RHS and CEC expect all staff to challenge negative behaviour, and rewards and acknowledge positive behaviour.
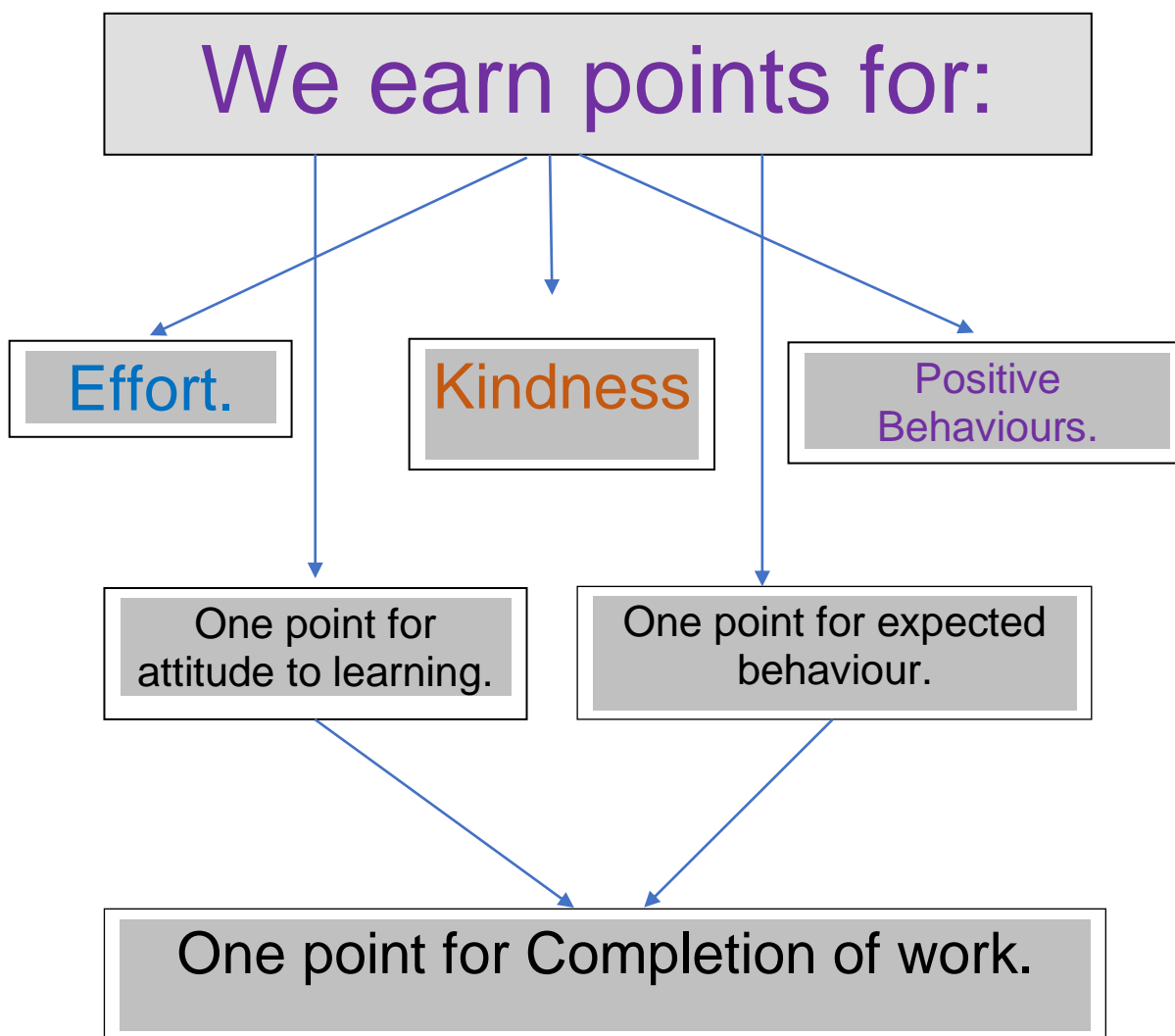
4. Communication

Contact with Parents/carers/families and professionals will be undertaken by all key staff who work with a pupil. This will be a coordinated approach to ensure consistency. Staff teams will be responsible for general day to day communication for positive behaviours and aspects of concern. Behaviours which are a greater c\use for concern will be passed on to SLT to communicate.

Appendix 1 RHS Rewards

Redehall Values Based Reward System

Caring	Ambitious	Collaborative	Trusted	Innovative

Each week there is a focus on one of the school's values

⬇

Students receive a certificate each time they show this value, which is displayed within their classroom.

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Certificates are counted up in each class at the end of each term. The student with the most certificates becomes the 'Values Ambassador' for their class.

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The Values Ambassadors access a group reward, such as a trip within the local community.

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We earn points for:

Effort. | **Kindness** | **Positive Behaviours.**

One point for attitude to learning.

One point for expected behaviour.

One point for Completion of work.

Maximum you can earn in a day

20 points a day.

Exceptional days are rewarded with 5 extra points.

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Appendices 2 – CEC Rewards

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          │   Are the rules being followed? │
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Are the rules being followed?

Yes → **Reward given R3**

No → **1st Caution given C1** → **Student makes positive choices**

Student makes positive choices:

Yes → **Reward given R2**

No → **2nd Caution given C2** → **Student makes positive choices**

Student makes positive choices:

Yes → **Reward given R1** → **Reward given in assembly**

No → **3rd Caution given C3**

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CEC Rewards and Consequences explained.

Rewards	Consequences
R3: Recognition on report – comments and points	C1: Verbal warning, restating expectations, offer of reset.
R2: As above and recognition in Tutor/ department – student of the week. Free choice on Friday afternoon	C2: As above and recorded on report and points taken away, opportunity to reset
R1: As above and recognition by SLT – mentioned in assembly; put forward for half-termly reward, parent informed	C3: As above and recorded on MIS parent informed, opportunity to reset.
Students entered for ½ termly reward have a choice of rewards.	1:1 support tutorial with SLT/pastoral team/trusted adult