

Southlands School Policy



Policy Name: Behaviour Support Policy

Southlands School

Policy and Procedure on

Behaviour Support Policy

(Positive Relationships and Conduct)

Behaviour Support and Relational Practice

Southlands School

This policy applies to the whole school and home. This Policy is publicly available on the school website and on request a copy may be obtained from the School Office.

Applies to:

- the whole school inclusive of activities outside of the normal school hours;
- all staff, the proprietor, and volunteers working in the school.

Related Documents:

- Child Protection Policy and Procedures; Exclusions Policy; Physical Intervention – Use of Reasonable Force, and Supervision of Children Policy.
- Crisis Prevention Institute (CPI) (Cambian Policy 46 – Physical Intervention MAPA V4)
- Prevention of Bullying Policy and Procedures
- Southlands school, Safer Recruitment Policy & Procedures
- Southlands School, Anti (Prevention of) – Bullying Policy.
- Southlands School, Curriculum, Teaching & learning Policy
- When to call the police – A guidance for Schools and Colleges National Police Chiefs' Council (NPCC), DfE, and Home Office

Staffing Method

This process requires:

- strong home and school leadership, and a clear, well organised and consistent approach to behaviour support;
- an understanding of, and access to resources of expertise in current legislation and research, on promoting positive behaviour and supporting a young person's behaviour where the presentation may be challenging to others.
- fulfils the duties under the Equality Act 2010; including issues related to young people with special educational needs or disabilities (SEND) and provides reasonable adjustments and support systems for our young people.
- promoting positive behaviour within the school and home, for supporting personal, social and emotional development;
- recognition that rules for interacting with members of the Southlands community vary between cultures and require staff to be aware of and respectful of these rules
- all staff to model high levels of positive behaviours
- support staff with promoting a supportive and high-quality learning environment.
- implementing rewards and consequences to promote expected behaviours.
- supporting young people's transition, liaising with parents and other agencies, allowing prediction and consistency where possible.
- maintaining facilities to a high standard.
- to consider taking disciplinary action against young people if found to have made malicious allegations against a member of Southlands staff community.

The policies, working practices, documentation and record keeping support the implementation outlined above.

Monitoring and Review:

- This policy will be subject to continuous monitoring, refinement and audit by the Principal and Registered Manager.
- The Proprietor undertakes a review of this policy and the efficiency of its implementation by no later than 2 years from the date shown below or earlier if; changes in legislation, regulatory requirements, or best practice guidelines so require.



Signed: Alison Priddle
Principal
January 2025

Mission Statement

At Southlands School we strive to build a nurturing, caring ethos which permeates our school environment. We place relationships as the cornerstone for children/young people to thrive, both academically and in relation to their wellbeing.

Treating each other with kindness and respect

We want:

- To promote an inclusive and effective learning community with high expectations.
- Our school to celebrate diversity and to provide an inspirational environment where pupils feel happy, valued, cared for and secure in their learning.
- To enhance children's/young people's life chances through a stimulating, supportive parental partnership that nurtures each child to achieve his/her/their full potential.
- Our children to become responsible, resilient, kind and confident members of a global society who can apply their experiences at Southlands School to all future learning.

Young Persons Profile

In common with the established aims of the Cambian Group, Southlands' central focus is to support young people achieving their full potential by providing an outstanding quality of education, care, & welfare to young people aged 7 to 19 who are experiencing difficulties as a result of Autism Spectrum Disorder (ASD), and other associated difficulties falling within the recognised needs of ASD. Most of our young people are referred to us and funded through their local authority and will have an Education Health Care Plan (EHCP). Others may be undergoing assessment. Emphasis in the school and homes is to create a safe and calm environment in which positive wellbeing is promoted, pupils are taught to be resilient, to develop community values, take pride in personal achievements, and be in pursuit of personal best. Positive behaviour, trusted relationships, and self-discipline have strong links to effective learning

Statement of Intent

This policy is designed to promote and create a framework for encouraging, and achieving, positive behaviour, rather than merely deter anti-social behaviour. It is directly related to the social, physical and emotional well-being of everyone, meaning we aim for every member of the home and school to be a valued and respected member of Southlands community. This policy aims to establish a clear statement of understanding and intent in relation to positive behaviour support, with a child-centred focus within our provision. Young people should be given encouragement and choice, to take pride in their achievements, both academic and social, and support their thoughts and emotions. Southlands is committed to providing a safe environment which empowers staff to offer the highest quality of services to pupils. This will include suitable training in approaches with trauma-informed, attachment, and Autism Spectrum Condition (ASC) behaviours. We are a caring community, whose values are built on mutual trust and respect for all. The behaviour support policy is therefore designed to provide a consistent and personalised approach to behaviour and a whole school culture where calm, dignity and structure is incorporated in every activity.

When pupils are cared for in a well-supported, emotionally attuned environment, with responsive approaches that have a clear sense of purpose and direction by trusted adults, and understand the needs of the pupils within Southlands, behaviours of concern are less likely to happen. However, there will be occasions when a pupil's emotional dysregulation presents behaviours that challenge. This can sometimes include putting their safety, or the safety of others, at risk. Staff at Southlands are trained to respond using appropriate measures to maximise safety and minimise harm, to encourage co-regulation and

positive behaviours, fundamentally safeguarding the welfare of all involved. This may include restrictive physical intervention (CPI) when necessary and as an absolute last resort.

Underpinning Philosophy:

Southlands aims to create a safe and calm environment in which positive mental wellbeing is promoted and the young people are taught to be resilient. Regulation is one of the means by which the homes and education environment can function happily and successfully; it is directly related to the social, physical and emotional well-being of everyone involved in the home. This behaviour policy aims to promote expected behaviour by example and reward/praise whilst guiding young people towards an understanding of what is expected/unexpected behaviour for different scenarios. The use of Positive Behaviour strategies with young people are designed to provide emotional support for the young people in order to alleviate the immediate level of stress and to teach healthier coping skills in an attempt to guide the young person away from unexpected, anti-social behaviours that may present a risk to themselves or others, and towards more expected ways of dealing with stressful situations.

Definition: Expected behaviour – Behaviour that most people do in a certain place or certain situation that follows the rules for that situation. Some of those rules may be hidden rules that people need to figure out. When people have expected behaviour, others usually have good or ok thoughts about that person.

Definition: Unexpected behaviour – The opposite of expected behaviour. It's behavior that most people wouldn't do in a situation and isn't expected. Unexpected behaviour is when people aren't following the expected rules, hidden or stated, in the situation. When people have unexpected behaviour, others usually have uncomfortable thoughts about that person.

These definitions come from the glossary of the book "Social Thinking and Me" by Murphy and Winner (2016). The vocabulary is used by the Social Thinking curriculum as devised by Michelle Garcia Winner.

The rewards system aims to identify and acknowledge positive behaviour. The sanctions system identifies the range of available sanctions from verbal prompts to the withdrawal of privileges for unacceptable or unexpected behaviour. Strategies for Un-safe Behaviour and Disengagement are used when a young person is reacting to circumstances by displaying behaviours that are likely to lead to a situation where either the young person, or others, may be at risk of harm.

All staff at Southlands will encourage and reward young people whenever possible. The particular and individual challenges faced by young people at Southlands mean staff should actively seek out examples of expected behaviour by supporting the young person's understanding. When giving praise staff will ensure;

- They define the behaviour that is being rewarded.
- The praise is given immediately following the desired behaviour.
- The way in which the praise is given is varied.
- Praise is related to doing, being and effort, as well as outcomes.
- Perseverance and independence are encouraged.
- Praise is only given when a pupil's efforts, work or behaviour need to be recognised, rather than continuously without reason.
- The praise given is always sincere, and with authenticity, and not followed with immediate correction of an unexpected behaviour
- Pupils are encouraged to praise one another.

The prevention of unexpected or anti-social behaviour is better than having to support with the consequences. It is recognised that behaviour incidents in the home environment are significantly reduced by:

- Interesting, well prepared, appropriately resourced and relevant activities
- Clarity and consistency of expectations.
- Early involvement and support of relevant key trusted adults when difficulties begin to be communicated by the young person, verbally or non-verbally
- Building trusted relationships, supporting predictability between staff and young people.

Good work, self-discipline and expected behaviour should be the target for every young person. In the school and home, positive behaviour should be recognised by all staff with verbal praise, together with helpful and encouraging comments on progress and achievements made. Consistent effort with schoolwork & social skills should be recognised and rewarded. High expectations and a positive relational approach to young people is vital in establishing expected behaviour. Where unexpected or anti-social behaviour occurs, it will be challenged fairly and consistently with an emphasis on the development of self-esteem; the system of consequences at Southlands can be found within the Behaviour Support policy and this is dovetailed with other policies such as the Anti-bullying (Prevention) of Bullying and Safeguarding policies.

As part of our Behaviour Support Policy, Southlands believes that young people should feel safe and free from bullying and harassment that may include cyber-bullying and prejudice-based bullying related to special educational need, sexual orientation, sex, race, religion and belief, gender reassignment or disability (as defined in the Equality Act 2010), and the use of discriminatory language. Bullying can occur through several types of anti-social behaviour.

Aims:

A clear school behaviour support policy when consistently and fairly applied, underpins effective education. It is essential that our approaches behaviour systems help to create a well ordered, calm and respectful environment where children/young people can grow in confidence, feel safe and are able to learn.

This policy aims to fulfil the legal requirement of all schools to:

- Promote positive conduct and relationships, self-discipline and respect;
- Prevent bullying;
- Ensure that pupils complete assigned work.

We acknowledge further our legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs and disability (SEND).

At Southlands we aim 'To provide a nurturing environment that encourages young people to grow and develop intellectually, socially, emotionally and spiritually'.

We will achieve this by:

- Providing an environment in which everyone feels safe.
- Establishing a framework, within which each individual young person and adult is valued and respected.
- Providing a waking day experience of specialist support, guidance, care and learning.
- Working in partnership with parents, carers, and guardians.
- Recognising and promoting the strengths of each individual.
- Nurturing the academic potential of each student.
- Considering carefully the social and emotional needs of each young person and working to address those needs in an open, sensitive, and caring way.
- Developing the skills and understanding necessary for making informed choices.
- Preparing young people for the demands of adult life.
- Ensuring a full on-site Well-Being Clinical Team is available to support the whole team of staff and young people.

The Thrive Approach



The Thrive Approach is an approach to meeting the emotional and social developmental needs of all children and young people. Children's healthy development, emotional wellbeing and learning are crucially dependent on, and promoted through, positive relationships. This is supported through the use of PACE (Playfulness,

Acceptance, Curiosity, and Empathy) along with the Thrive VRFs (Vital Relational Functions). Together this approach supports the young person understanding that while their behaviour may be unexpected/unacceptable, we continue to care and are committed to maintaining the relationship with them

Six principles of a relational approach include

1. We understand behaviour communicates unmet needs and we can separate the child from their behaviour
2. We understand that each developmental stage has a range of typical behaviours which provides opportunities for staff to role model and teach expected behaviours
3. We provide containment, predictability and routine to build a sense of safety in the emotional and physical environment.
4. We encourage young people to become accountable for their actions and the impact they may have on themselves and others, promoting a solution focused approach to change future behaviours.
5. We hold in mind the we are the staff who role model, and the young people in our setting are still growing, learning, and developing.
6. Following a rupture, we seek to restore the relationship by following the Thrive 3 Rs model; Rupture, Relate, Repair. This promotes reconnection and opportunity to reflect.

A fair and consistent behaviour policy approach will provide clear boundaries for pupils and help them to develop and learn responsibility and respect for themselves and others.

Our approaches must:

- Promote in each pupil, a sense of their own value and self-worth.
- Enable all pupils to develop secure relationships.
- Encourage pupils to develop awareness and concern for others in the school community and wider world.
- Be fair and consistent.
- Help everyone to fulfil their learning potential

CPI

It is recognised that within Cambian Locations there are a number of individuals for whom physical and/or restrictive intervention may form part of a range of strategies required to meet their needs and to ensure the safety of others. In situations where staff and young people are placed at risk of physical harm, we may have no choice but to remove the young person for a period of time to an alternative environment, where the risk can be safely managed.

This in-house policy needs to be used in conjunction with Cambian Policy 46.00 'Use of Physical Intervention featuring Safety Intervention (CPI)'

- To clarify the procedures that should be put in place to ensure that where physical or restrictive intervention is used, the techniques used are safe and appropriate/proportionate to the situation.
- To ensure that all adults working with the individuals in our locations are clear about their role, in order that their own rights, and those of the individual in their care, are protected.
- To ensure that staff who are likely to face situations in which physical or restrictive intervention may be necessary are trained and understand the procedures to be followed in planning, applying and reviewing the use of physical or restrictive intervention.
- To authorise staff to use a physical intervention that is 'necessary and proportionate' when managing severe challenging behaviour.
- To support and encourage best practice.

In emergency situations interventions may be used in accordance with guidance in the Use of Reasonable Force document from the Department for Education and the BILD code of Practise. Any use of CPI on an individual in our care must be thoroughly recorded and reviewed by the Senior leadership Team.

All staff that have control or are in charge of individuals in our care also have statutory power, in addition to common law power. In accordance with The Children's Homes Regulations (England) Regulation 19, 20(2) & Section 93 of the Education and

Inspections Act 2006 staff are enabled to use such force as is 'necessary and proportionate' to prevent an individual in our care from doing or continuing to do any of the following within the home:

- Committing an offence (or, for an individual under the age of criminal responsibility, what would be an offence for an older individual)
- Causing personal injury to, or damage to the property of, any person (including the individual himself)

Or and only within the school environment

- Prejudicing the maintenance of good order and discipline at the establishment whether during a teaching session or otherwise. (in a learning environment, in the school only)

In drawing up plans for the use of physical or restrictive intervention, close liaison will be maintained between the multi-disciplinary teams involved with the individual in our care. Formal methods of sharing successful approaches and interventions should be adopted in order to ensure consistency and to maximise effectiveness.

Those with parental responsibility, and as far as possible, the individual or young person themselves, will be involved in the planning, monitoring and review of the strategies identified to address challenging behaviour, including the use of physical intervention.

A Risk Management Plan (RMP) identifies the specific intervention that will be approved for use, and under those which may not be used under any circumstances. Where appropriate, a CPI trainer can be called upon to refresh the team on specific skills.

Young people develop positively when:

- Everyone enjoys living at the home, and feels valued and respected
- They are motivated and inspired to succeed and see the relevance of good decision making to their future
- Their efforts, as well as their achievements, are recognised and celebrated
- Their learning experience is meaningful and varied, stimulated by their own interest which is promoted and sustained with support from staff acting in loco parentis.
- They are confident within a supportive, secure, structured environment
- There are clear, achievable but challenging expectations
- They are actively encouraged to express themselves appropriately and make choices and decisions

Staff support is effective when:

- Good communication is valued by all. We believe that people should communicate with one another with politeness and in ways that show respect for all.
- The needs of the individual leads planning
- There are accessible, flexible and stimulating strategies responding to a young person's learning styles
- Staff consistently encourage young people to achieve their best
- There are expectations for young people to take responsibility for their own behaviour
- It co-ordinates the advice of all the disciplines involved with the young person.
- Progress is monitored, assessed and reviewed

The Role of All Staff

All staff encourage and promote expected behaviours and respect for others, applying all rewards and sanctions fairly and consistently.

All Staff should:

- ✓ Adhere to this policy.
- ✓ Support pupils by adhering to this policy.
- ✓ Promote a supportive and high-quality learning environment.
- ✓ Role model high levels of behaviour.
- ✓ Be aware and vigilant of the signs of behavioural difficulties, to support with de-escalation and co-regulation.
- ✓ Set high and achievable expectations for every pupil.
- ✓ Be aware of the needs, outcomes sought, and support provided to any pupils with specific needs in relation to behaviours.
- ✓ Keep staff up-to-date with any changes in behaviour.
- ✓ Implement effective behaviour support.
- ✓ Understand pupil's behaviour, their Zones of Regulation, and the supportive strategies.
- ✓ Foster positive and secure relationships.

The Role of young People

Young people are expected to take responsibility for their own behaviour and will be made fully aware of the school and home policy, procedures and expectations. Young people also have a responsibility to ensure that incidents of disruption, violence, bullying, and any forms of harassment are reported.

Responsibilities include;

- Maintaining expected behaviours whilst in our care.
- Understand their own Zones of Regulation;
 - Blue – sad, sick, tired, bored, moving slowly.
 - Green – focused, ready to learn, happy, calm feeling okay.
 - Amber – frustrated, worried, silly/wiggly, excited, loss of some control.
 - Red - mad, angry, terrified, shouting, out of control.
- Replicate expected behaviours in the wider community.
- Communicate any unacceptable behaviour by peers to a member of staff.

The Role of Parents

Southlands strongly encourage an ethos and culture where there is clear communication with, and the support of parents. Parents are expected to take responsibility for the behaviour of their child both inside and outside the school & home, Parents / Carers are expected to work closely with Southlands School in order to maintain high standards of behaviour . We try to build a supportive dialogue between the home and the school, and we inform parents as soon as practically possible if we have concerns about their child's welfare or behaviour. We work in partnership with parents to address recurring unacceptable behaviour, using observation records to help us to understand the cause and to decide jointly how to respond appropriately.

By working collaboratively with parents, children receive consistent messages about how to behave at school and when in the home. We expect parents to encourage their children to support the school and home's rules, and their child's learning.

Other Agencies

Our school and home have access to Counselling facilities, LA educational psychologists and Independent Advocacy Services (NYAS). The school and home have a good working relationship with the local authority and complies fully with their safeguarding procedures.

Standards of Behaviour

Our school and home demand high standards of expected behaviour and endeavours to encourage good habits of work and behaviour from the moment a young person joins the school and home. All staff are expected to promote expected behaviour and self-discipline amongst young people and to deal appropriately with any unexpected behaviour.

Expectations.

These are:

- to promote the well-being of self and the home & school community;
- to encourage the development of personal independence and responsibility;
- to promote the creation of an atmosphere conducive to the positive development of an individual's health, safety and emotional development. Our school and home is opposed to discrimination on the grounds of sex, race or religion. We believe that such discrimination is contrary to justice and equality and undermines respect and co-operation amongst individuals.

This school and home is opposed to any form of open, or concealed, racism or racist and homophobic behaviour. All young people, staff and parents have a right to be treated equally regardless of ethnic origin, colour, gender or religion. Young people will be encouraged to accept responsibility for their own behaviour. Young people are expected to behave in a manner that will maximise their learning opportunities - and those of their community. Behaviour which does not reflect the homes 'expectations' around 'respect' will not be tolerated. In such cases of unexpected behaviour within the school and home, Senior Managers will be informed and young people will be called to account for their actions.

Southlands 'Expects':

Respect others' personal space and opinions.

Everyone— to be aware and considerate of others around the site.

Stay on the school site to stay safe.

Please look after your school environment.

Everyone-be kind in words & actions to all people.

Care about yourselves and treat others well.

To follow your routines & be prepared to help.

Rules are deliberately few in number and should be stated positively and clearly. Young people should always be aware of why they exist. Our school / home 'Expectations' should be well known to all and reinforced consistently.

Rewards – ROADS and additional rewards

The Rewards system at Southlands supports the belief that all members of the School and home have the right to be treated fairly, honestly and with respect. It also recognises that members of the school and home have a responsibility to act with

fairness, honesty and respect for others and seeks to recognise and reward young people who demonstrate this sense of responsibility.

All staff at Southlands will encourage and reward young people whenever possible. The particular and individual challenges faced by young people at Southlands mean that staff should actively model and seek out examples of 'expected' and / or 'pro-social' behaviour, identify and acknowledge that behaviour and then reward it.

Practical praising strategies with specific reference to ASC:

- Only praise what is worth praising.
- Praise what the young person has done rather than the young person themselves.
- Be specific with praise - focus on what has actually been achieved (work, behaviour).
- Avoid competition / comparisons with others.
- Understand who likes / dislikes public praise.

Systems of rewards and the Rewards system is designed to ensure a measure of flexibility in order to meet the changing demands of a population of young people with increasing levels of co-morbidity. The goal of each system of reward is always to encourage expected, pro-social behaviour as young people work towards independent living and employment within the wider community outside of the school and home.

The changing nature of the population at Southlands encourages on-going review of the system of rewards available. There is a need for a variety of rewards that can be used to suit individual young people, groups and situations.

Southlands acknowledges all the efforts and achievements of young people, both in the school and home. Young people are given the opportunity to take on responsibility throughout the year. A young person's successes in all areas will always be celebrated.

Rewards Awarded: (within the school and home)

Staff at Southlands take a positive relationship-based approach to supporting students, which throughout any day will consist of such approaches as verbal praise, lucky dips, the use of stickers and positive written feedback.

At Southlands School we also have a comprehensive reward programme in place for students called ROADS to Success. This reward programme is based on the school values, ethos and vision to ensure students understand and can engage in the key elements of the school's values, ethos and vision.

Students can be awarded points throughout the day for the following achievements.

- Respecting local communities and the environment (1 point per lesson)
- Overcoming challenges (1 point per lesson)
- Achieving a personal best, (Max 6 points)
 - Attitude to learning (A2L) (Max 2)
 - Following staff instruction (1 point)
 - Punctuality (1 point)
 - Attending lessons (20 minutes – 1 point; 40/45 minutes 2 points)
- Demonstrating independence and social responsibility (1 point per lesson)
- Striving for goals (1 point per lesson)

Points are collated and recorded by teachers at the end of each lesson or day. Each point achieved equals one penny so that over time students will build a bank of points, which can then be traded for items of their choosing such as a reward trips, spending money for a trip or a voucher.

In order to determine student's attitude to learning staff are advised to consider the use of the following reflection questions:

Was I ready and willing to learn?

Did I do the best I could do or complete set tasks?

Was I kind and respectful to myself and others?

There is a bi-weekly celebration assembly where the whole school will come together to recognise students' achievements. Celebration assembly postcards are awarded for the following the school values:

- **Kindness**
- **Respect**
- **Resilience**
- **Safety**
- **Cherish**

Kindness Incorporating kindness into our everyday lives, through actions as well as special acts of kindness, helps create a foundation of compassion, empathy, and positive behaviour that extends beyond the classroom. It equips children with important life skills that promote their personal growth, meaningful relationships, and positive contributions to the world around them

Respect - Accepting somebody for who they are, even when they're different from you or you don't agree with them. Respect in your relationships builds feelings of trust, **safety**, and wellbeing. Respect doesn't have to come naturally – it is something you earn.

Resilience Being happy and successful after something difficult or challenging has happened. Being prepared to try again and not giving up.

Safe Keeping ourselves and others free from harm

Cherish Really valuing, loving, caring and protecting each other

Postcards are equal to 100 ROADS points per postcard given, this gives the pupils a chance to build on their successes throughout all their subjects. Every time a student receives a postcard their name is entered into a draw where during the last celebration assembly of that term with a chance to win 500 ROADS points.

Students have the opportunity to attend reward trips. Each half term tutor groups have the chance to select a destination and decide on the criteria to earn this trip with a focus on improving specific areas of learning such as literacy and / or numeracy to achieve the reward trip. Where students have accrued enough points, they would be able

to select an opportunity to select an activity or trip such as eating out, visiting a local museum or going to an activity centre.

Behaviour Management

The consequences of any unexpected/unsafe behaviour with the intent to harm others should be logical and proportionate to the behaviour presented. Under no circumstances is it an appropriate response to discipline a whole group for the misdemeanours of an individual. However, it is desirable to encourage young people to care about good behaviour. This contributes to community building and fosters pride in the home. Restrictions on the young person's natural impulse to explore and develop their own ideas and concepts are kept to a minimum.

Southlands may implement sanctions to promote the school and home's expectations, and to ensure a safe and positive environment. We expect young people to listen carefully to instructions. If appropriate, a letter of apology or explanations for behaviour is required from the individual. The safety of our young people is paramount in all situations. If a young person's behaviour endangers the safety of others, the staff member stops the activity and prevents the young person from taking part for the rest of that activity.

Senior staff, alongside the Behaviour Support Team, will identify patterns/increases in escalation, and if necessary will call the parents or guardians / social workers for a meeting to support a plan moving forward. At Southlands, we aim to establish boundaries in a way that helps young people develop a sense of the significance of their own behaviour and encourages positive/expected behaviour moving forwards.

Sanctions & Consequences

The main purpose of a sanction is to teach a young person that unexpected behaviours will result in consequences. To promote learning, consequences for unexpected behaviours staff will apply natural and logical consequences as a first port of call. It is hoped that this will deter such unexpected behaviours and teach the young person to take responsibility for their behaviour. Sanctions applied in the case of unacceptable behaviour, consider the age and stage of emotional development of the young person. The sanctions given at the time the misbehaviour occurs (or soon afterwards), are relevant to the action and are fair and chosen dependent upon the severity of the behaviour presented.

Each young person at Southlands faces a set of unique challenges/difficulties. We are all aware that every behaviour has a function and can be an avenue to communicate. When using Sanctions, common sense, knowledge of the young person and their particular difficulties, together with your professional judgment will be paramount in judging at what 'level' the behaviour is occurring. There are examples of high levels and low level behaviours outlined below. It is however, impossible to arrive at a definitive list of behaviours and the list below should be used as a guideline only. Behaviour should also be seen within the

context of the school and home Anti-Bullying (prevention of bullying) policy and procedures and incorporates the DfE Behaviour and discipline in schools, Keeping children safe in education 2024

Low Level Behaviour

Containable behaviour presentations where staff feel independent management by themselves is appropriate and safe i.e. No involvement of other staff necessary and they feel confident to take the appropriate action; at this level staff should always aim for a positive outcome. Prolonged low level behaviours can be brought to the attention of senior staff at any time.

Examples of Low Level Behaviour:

- Damage to property (minor)
- Refusal to engage
- Low level interruption
- Misuse of school device
- Child on Child low level (If this is re-occurring follow anti-bullying procedures)
- Unexpected communication
- Threatening behaviour without intent

If necessary under professional judgement these are some suggested Sanctions (Short, sharp sanction):

- Verbal warning, promoting redirection to expected behaviour.
- Written apology.
- Loss of activity providing it can be matched to the challenging behaviour in question, and not if activity is part of a reward except if safety is an issue.
- Loss of privileges/computer/PSP/X-Box, this should be stepped as 1 day, 3 day and then 7 day periods.
- Loss of right to independent off-site activities providing it can be matched to the challenging behaviour in question.
- Young person placed on daily report to senior management (by agreement with SMT).

Prior to any sanction being imposed careful consideration must be given to any mitigating circumstances, how effective the proposed sanction has been previously, what the impact of any sanction will be and how can it be realistically managed. Staff should be aware prior to any sanction being imposed and record accurately within the Incident report of Low-Level behaviour what sanction is being imposed (Where possible a discussion with line manager, class tutor, Behaviour support team should be actioned prior to the implementation of the sanction)

- Sanctions must be understood by young people, staff and parents
- Sanctions should be developmentally appropriate and fair.
- There should be the shortest possible delay between unexpected/unacceptable behaviour and sanction being imposed.
- Sanctions should be brief and to the point.
- Sanctions should be graduated to reflect the seriousness of the unexpected/unacceptable behaviour.
- Sanctions must be linked to the unexpected behaviour e.g. dangerous behaviour in the swimming pool – no swimming for 24 hrs.
- Sanctions should encourage reflection on the unexpected/unacceptable behaviour that triggered the sanction.
- Parental involvement should be sought and encouraged where necessary.
- Once the sanction is over, start with a clean slate.
- All sanctions must be recorded on the behaviour log

Reflective sanction:

- The young person is encouraged & required to reflect on their behaviour.

- The aim of a 'reflective' sanction is to diminish the possibility of a recurrence of the behaviour.
- Where possible this will involve the staff member with whom the behaviour occurred, and if not the person's key worker, or another member of home's staff.
- The discussion should take place as soon as is reasonable after the behaviour occurs, this should be within 24hrs of the behaviour occurring.
- The discussion should only take place if there is the realistic possibility of time for both young people and staff member to have the discussion without an 'audience' present.
- Time taken to discuss / reflect on the behaviour should aim for a positive outcome (e.g. alternative strategies for dealing with situation that triggered behaviour, discussion of particular anxieties that triggered behaviour, possible difficulties with activities/environment, and possible difficulties with other persons in the house).
- A log of this conversation should be kept in the debrief notes of the behaviour slip
- It is important that the individual has the time and space to discuss what may have triggered the behaviour.

The level of behaviour presentation has been divided into two 'categories'. Each level carries with it a series of possible sanction / consequences. All behaviour must be recorded on an incident report or Low level behaviour slip on Behaviour Watch, when appropriate. Consideration should be given to reviewing the individuals (RMP) 'Risk Management Plan' where necessary.

High Level Behaviour

Behaviour that presents a significant level of risk to the young people themselves/others or significant damage to property. It requires support from a number of staff to maximise safety and minimise harm. Behaviour presentation resulting in a CPI restrictive hold must always be logged as an incident.

Examples High Levels of Behaviour:

- Physical harm to self or others
- Actual self-harm/ communicated thoughts of Self-harm Suicide
- Significant damage to property (With intent)
- Behaviour/Discrimination on grounds of gender, sexuality, disability, race or religion.
- Missing off-site / missing on-site
- Unexpected toileting
- Significant verbal aggression/Threats to cause harm
- Bullying
- Substance use

Sanctions that work should be student specific, and have MEANING for that young person

For any sanctions, prior approval must be sought from a senior manager e.g. Principal, Head of Education. All sanctions are to be recorded within Behaviour Watch. Sanctions cannot be imposed on any young person without prior authorisation,

completion of the sanctions log and clear identification within Behaviour Watch. All sanctions will be monitored by the senior management team.

When to Call the Police

- Where a young person has committed a crime, that is not personal to a staff member, approval must be sought from a senior manager to contact the police.
- Where a young person has committed a crime towards a staff member the decision to contact the police is the choice of the individual themselves.
- Where a young person has committed a crime towards another young person the decision to contact the police is the choice of the young person themselves and they should not be advised by staff on which choice to make.

When an incident occurs in which a crime has been committed Southlands staff should consider whether to involve the police or whether the incident can be resolved internally. When involving the police staff should consider the impact and needs of the young person and the wider School. The victim of the crime in any incident should be supported as a priority however those suspected of being the offender will also require high level support – personal circumstances need to be taken into consideration. The seriousness of the incident will be a judgement call for a senior manager. Staff need to understand that they may not be aware of all circumstances leading to or connected to the incident. When the decision is made not to contact the police it remains the responsibility of Southlands to investigate and resolve the matter with accordance to their behaviour management policy.

Advice on when to contact the Police:

- **Safeguarding** – incidents where a child is suffering or likely to suffer from harm should be referred to the police and social care immediately.
- **Sexual offences** – in cases of incidents involving sexual offences Southlands staff should refer to local safeguarding protocols.
- **Hate crimes** – When hate incidents are reported to the police they become hate crimes. Hate crimes are when incidents are motivated by hostility, violence, or prejudice based on five personal characteristics: disability, race, religion, transgender identity, or sexual orientation.

For further advice see ‘When to call the Police: Guidance for Schools and colleges’ – Child centred Policing, NPCC (National Police Chief’s Council’

The following sanctions / punishments will never be used:-

- Corporal punishment.
- Any form of hitting of a child (including hitting a child in anger or retaliation)
- Deprivation of food or drink or enforced eating or drinking.
- Prevention of contact by telephone to parents or any appropriate independent listener or helpline.
- Requirement to wear distinctive clothing.
- Withholding of any aids or equipment needed by young people, including that of therapeutic self-regulation aiding tools.
- Any form of sanction that places the child at risk of harm or increases current risk of harm

Searching

- School staff can search a pupil for any item if the pupil agrees.
- Principal, and staff authorised by them, have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Prohibited items are:
 - knives or items perceived as weapons
 - alcohol

- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that the member of staff reasonably suspects has been, or is likely to be, used:
- to commit an offence, or
- to cause personal injury to, or damage to the property of, any person (including the pupil).
- Headteachers and authorised staff can also search for any item banned by the school rules which has been identified in the rules as an item which may be searched for.

Confiscation

School staff can seize any prohibited item found as a result of a search. They can also seize any item, they consider harmful or detrimental to school discipline.

Concerns about the welfare of colleagues or young people should be communicated to the Designated Safeguarding Lead, Head or Registered Manager immediately. Remember, these guidelines will protect you, the young people and the home. Failure to comply may be interpreted by the home as misconduct. Please be aware of the importance of these measures and adhere to them at all times

For further advice on searching see 'Searching, screening and confiscation: Advice for headteachers, school staff and governing bodies' Department for Education January 2018

Staff Development and Support

We support our staff in managing and modifying young people's behaviour through appropriate training and guidance to develop staff skills further. We also have detailed supporting documents and clear procedures which enable staff to feel confident in dealing with behaviour accordingly.