

**Cambian Whinfell School**  
**BEHAVIOUR SUPPORT, DISCIPLINE AND BEHAVIOURAL CONSEQUENCES POLICY**

**Legal Status:**

- 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 Principals and School Staff* (DfE Website – [www.education.gov.uk](http://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)
- *Use of Reasonable Force. Advice for Headteachers, Staff and Governing Bodies* (DfE 2013) which incorporates previous directives
- Children's Homes Regulations and Quality Standards 2015

**Applies to:**

- the whole school inclusive of activities outside of the normal school hours
- all staff (teaching and support staff), the proprietor and volunteers working in the school
- all activities undertaken in care, (rather than education,) time

**Related Documents:**

- Management of Actual or Potential Aggression (MAPA®) (Cambian Policy No: Edu. 20)
- Anti-bullying Policy and Procedures; Safeguarding Children - Child Protection Policy and Procedures; Exclusions Policy; Physical Intervention – Use of Reasonable Force, and Supervision of Children Policy.
- Appendix A: Managing and Modifying Children's Behaviour
- Appendix B: Encouraging Positive Behaviour
- Anti-bullying Policy and Procedures, Safeguarding Pupils - Child Protection Policy and Procedures, Exclusions Policy, Physical Intervention – Use of Reasonable Force, Spiritual, Moral, Social and Cultural policy (SMSC) including Personal, Social, Health and Economic (PSHE) education
- Care and Control Policy

**Staffing Method**

This process requires:

- strong school leadership, and a clear, well organised and consistent approach to behaviour management;
- an understanding of and access to sources of expertise in current legislation, research and philosophy on promoting positive behaviour and on handling pupil's behaviour where the child may require additional support;
- fulfils the duties under the Equality Act 2010; including issues related to pupils with special educational needs or disabilities and provides reasonable adjustments and support systems for these pupils;
- promoting positive behaviour within the curriculum for supporting personal, social and emotional development;
- recognition that codes for interacting with other people vary between cultures and require staff to be aware of and respect those used by members of The School;
- all staff to provide a positive model of behaviour by treating pupils, parents and one another with friendliness, care and courtesy;
- supports teachers with classroom management;

*Cambian Whinfell School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. It is our aim that all pupils fulfil their potential.*

- implementing rewards and behavioural consequences; behaviour strategy and the teaching of good behaviour;
- managing pupils' transition, liaising with parents and other agencies;
- maintaining facilities to a high standard and
- taking disciplinary action against children who are found to have made malicious accusations against staff, potentially including a fixed term, or if necessary permanent, exclusion.

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

**Availability:**

This policy is made available to parents/carers/guardians staff and pupils from the school office and website

**Monitoring and Review:**

- This policy will be subject to continuous monitoring, refinement and audit by the Headteacher.
- The Proprietor undertakes an annual review of this policy and the efficiency of its implementation by no later than one year from the date shown below, or earlier if changes in legislation, regulatory requirements or best practice guidelines so require.

Signed:

Date: September 2017



Chris Constance  
Principal



Anne Marie Carrie  
Proprietor, Cambian Group

**Pupil Profile**

The profile of the young people at Cambian Whinfell School is as follows:

- Male.
- Aged 11 – 19 years.
- Have a diagnosis of AS/ASD and possible accompanying conditions, (ADHD, PDA etc). Possibly include mild to moderate learning difficulties.
- The young person needs to want to engage to enable us to help them improve their life chances – academic, communication, social and independent life skills.
- Young people will have and develop individual interests at Post 16.
- Young people who can work, or be seen to have the potential to work, on a one to one or small group basis.
- Challenging behaviour that are reactive and / or passive with possibly some mental health concerns.
- We need to be as sure as possible that any violence in previous placements / family settings was due to the individuals stress levels in those settings and that we can manage these at CWS .
- Young people will often have been out of school for some time, may come from a family situation in crisis and might have been an inpatient in hospital.

*Cambian Whinfell School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. It is our aim that all pupils fulfil their potential.*

- Because of the small nature of our school an individual's needs will need to be compatible with the needs of the other pupils already present in the school at that time.

### Statement of Intent

This policy is designed to promote and create a framework for achieving good 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 school community to feel valued and respected, and each person to be treated fairly and well. In the main, encouragement and support should be seen as the basis for developing acceptable behaviour within the school. Positive reinforcement of good behaviour is infinitely preferable to negative responses to bad as negative reinforcement can, in fact, be counterproductive. Young people should be given a positive choice to behave well whilst reminded of the consequences of not doing so. We are a caring community, whose values are built on mutual trust and respect for all. The school and home behaviour policy is therefore designed to help all members of the school and home to live and work together in a way conducive to learning by creating a stable and secure environment that encourages respect for others while acknowledging the particular difficulties this represents for our young people.

### Vision

To ensure that the highest standards of young people's behaviour are encouraged and maintained via the adoption and implementation of methodologies and practices consistent with nationally agreed good practice and to respect each individual and their individuality and build positive relationships. To create an atmosphere that is conducive to learning. The principles underpinning the school's mission statement are fundamental to all professional practice. Cambian Whinfell School extols the benefits of self-discipline amongst its young people and this quality is best achieved from within a framework of positive relationships set in the total context of school/home life. The importance of sound professional and personal relationships and respect for others must be the foundations upon which the necessary school systems that seek to promote good order are built. Regard should also be made to the principle enshrined in the Children Act of doing what is reasonable in all circumstances and the duty to safeguard and promote the young person's welfare. At the same time we should acknowledge that one of the common reasons young people require the facilities offered by Cambian Whinfell School is the lack of any control in their lives.

It is the policy of Cambian Whinfell School that the highest possible standards of behaviour are expected of the pupils placed in the school. Not to have such expectations is clearly discriminatory. The practice underpinning this policy must however take into account the often acute nature of the social, emotional and behavioural difficulties exhibited by the pupils prior to their admission. Factors such as the nature and quality of the school/home environment, the structure of the school and home day, the opportunity for young people to assume responsibility for their own behaviour, and the level of mutual respect and understanding between young people and staff will all play a crucial role in the development of an atmosphere conducive to feelings of stability and security. This in turn will lead to good order and the opportunity for learning to take place. At all times the overarching aims will be to

1. Promote among young people, self-discipline and proper regard for authority.
2. Encourage good behaviour and respect for others, and in particular, prevent all forms of bullying.
3. Secure an acceptable standard of behaviour amongst young people.
4. Otherwise regulate the conduct of pupils in a manner compatible with acceptable and permissible forms of control and the Human Rights Act 1998.

### We Believe

*Cambian Whinfell School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. It is our aim that all pupils fulfil their potential.*

We believe most challenging behaviour stems from the difficulties a young person has due to their Autistic Spectrum Condition (ASC) and how it presents in that young person. We believe that the core difficulties of Autistic Spectrum Conditions are exactly those which could be expected to lead to behavioural difficulties for a young person. We believe that people with autism operate from within a different culture and in this sense, young people with autism do not 'speak' our language, do not understand our ways of communicating, and may need an 'interpreter'. They may have extreme difficulty at times 'cracking the code' of our way of being. We recognise that our young people may have difficulty in certain areas due to their autism which will impact on their behaviour. These areas are:

- Decoding people- Interpreting the behaviour of others.
- Encoding self- Learning and understanding ourselves through understanding others. Having extreme difficulties in understanding and interpreting emotion is unable to give meaning to his own participation in events in his life, lacking a sense of 'experiencing self'.
- Imagination- Gives us the ability to pose alternatives in the mind, that is alternative images or interpretations of our own behaviour and the behaviour of others and also to plan alternative courses of action.
- Cracking the language code- Instruction given to a group are not always recognised by the young person with ASC. Conversely the young person may shout out an answer, assuming a question given to a group was only aimed at him. Both may be seen as being disruptive.
- Rigidity and rule-bound behaviour- the inability to abstract and infer simple social rules can lead to episodes of confrontation.
- Exclusive interests- Can take over at times at the expense of learning, social interaction or other activities.
- Compulsivity, perseveration, perfectionism- Can lead to a young person with an ASC to not be able to stop an activity or conversely, not be able to start, which can be seen as uncooperative behaviour.
- Integrated learning- Generalisation does not occur. Concepts are not derived from facts.
- Sensory experience- Hypersensitivity or hyposensitivity may occur visually and aurally, sometimes with the additional involvement of taste, smell and touch, leading to extreme reactions.
- Motor control-poor coordination and difficulty with handwriting, physical activity.

Our policy is to deal with the cause or trigger of the behaviour by putting into place intervention programmes rather than dealing with the behaviour itself, as this can only serve to create negative situations.

We are aware that the triggers for behaviour may not be obvious and that observational assessment over a period of time may need to be used to find the problem.

We believe that to be able to intervene in an attempt to change the behaviour of young people with an ASC, it is first necessary to understand the function or purpose of the behaviour from the view point of the young person.

The principal form of modifying behaviour throughout the school should be via a system based, on positive feedback and rewards (linked to daily individual timetables, star charts etc) and often highly individualised, to which all young people have access and which is easily understood. Such a system will enable staff to monitor the behaviour of young people, target attention towards particular aspects of a young person's behaviour, and most importantly provide the young person with the opportunity to modify his own behaviour. The concept of

*Cambian Whinfell School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. It is our aim that all pupils fulfil their potential.*

discipline, therefore, must be viewed positively and will be characterised by the giving of praise, commendation, privileges, etc.

In summary - **Unconditional Acceptance**

### Prevention

It is recognised that behaviour problems in the school and home environment are significantly reduced by:

- Interesting, well prepared, appropriately resourced and relevant activities.
- Clarity and consistency of expectations and consequences.
- Early involvement of relevant key personnel when problems arise.
- Building positive relationships with mutual respect between staff and young people.

We strive to create an environment which, as far as is possible, encourages good behaviour and does not inadvertently place our young people in unacceptably stressful situations which may lead to bad behaviour. As part of this we know:

### Young people learn best when:

- Everyone enjoys being in school and the home, feeling valued and respected.
- They are motivated and inspired to succeed and see the relevance to their future.
- Their efforts and achievements are recognised, and celebrated.
- Their learning experience is meaningful and varied, stimulated by their own interest which is promoted and sustained.
- They are confident within a supportive, secure, structured, well-resourced and well-managed environment
- There are clear, achievable but challenging expectations.
- They are actively encouraged to express themselves appropriately and make choices and decisions.

### Teaching and developmental care are 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 curriculum / activity planning.
- There are accessible, flexible and stimulating strategies responding to a young person's learning style.
- 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.
- Systems are monitored, assessed and reviewed.

### Responsibilities

- The Principal and Registered Manager are responsible for ensuring that the school and home have available for inspection a Behaviour Policy that reflects current practice within the school and home. Before establishing contact with young people, or assuming any responsibility for them, members of school and home staff teams must be made familiar with the policy, and its operational parameters, via the formal induction process. The methodologies outlined within the policy must be supported by a visible evidence base of daily practice. This will be endorsed by proven and established procedures for recording and reporting. Policies will embrace guidance contained within recent DCFS publications appertaining to behaviour management and similar guidance relating to the Children Act requirements

*Cambian Whinfell School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. It is our aim that all pupils fulfil their potential.*

for independent residential schools and Children's Homes Regulations 2015. Prescribed behavioural consequences and permissible forms of control will reflect national best practice\* and will be consistent with an ethos that values positive relationships, looks to sustain an open approach to the care and welfare of young people and conforms with the international Articles on Human Rights.

\*(as determined by the DCFS and Department Of Health).

- Senior staff will decide if a system of observation assessment is commenced to find behavioural triggers.
- To carry out a 'Positive Environment Checklist' to evaluate whether the settings in which the young people with an ASC live and work are structured in a manner that promotes and maintains positive, adaptive behaviours. To find out if there are conditions that may make negative behaviour more likely. It also concerns to the ways in which program staff support and interact with the young people. This is a proactive, preventative approach to addressing problem behaviours. It focuses on the physical, social, and programmatic structure of the environment.
- To provide adequate training for staff to be able to understand how behaviours are related to autism and how to be able to adhere to suggested practice. This takes place through formal induction, (including ASC specific training,) Level 3 Diploma in Residential Child Care, (for staff in a care role), and behaviour support including regular MAPA, (Management of Actual and Potential Aggression) training.
- That intervention programmes be discussed and shared with all staff and wherever possible with the young person for whom will benefit from it. Intervention programs will be written into the young person's Individual education plan and simplified and incorporated into the placement plan, to serve as a guide to staff and students.

## Staff

- Staff will read and follow the guidelines outlined in this policy to the best of their ability.
- Attend training courses to help inform their practice in the area of supporting behaviour.

## All staff will adhere to the general practice outlined below:

- Offer maximum consistency of approach.
- Help the young person understand what is expected of him by having clear, predictable routines.
- Introduce changes gradually.
- Help explain changes by giving visual clues.
- Understand that the usual strategies for calming a young person who has become agitated may not work, in fact they may make him worse.
- If the young person has an obsession, don't try to stop it. In time, you may be able to limit it – in the meantime use it positively.
- Understand that change will be slow, be patient and don't give up! Tomorrow is another day.
- What works for one, may not work for another.
- Work proactively, not reactively and use positive intervention wherever possible.
- Adopt a no-blame ethos and one of unconditional acceptance.

*Cambian Whinfell School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. It is our aim that all pupils fulfil their potential.*



- Use the following methods of reinforcing positive behaviour.

### The Role of Young People

Young people are expected to take responsibility for their own behaviour and will be made fully aware of the 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.

### Rewards and Behavioural Consequences

Senior managers acknowledge a need for guidance regarding rewards and behavioural consequences. Our young people benefit from rewards and behavioural consequences that are given quickly. Behavioural consequences must be relevant, clearly explained and in most cases resolved and concluded swiftly.

All behavioural consequences are to be written in the behavioural consequences book and countersigned by a senior staff member. This helps to ensure that behavioural consequences are fair, relevant and timescales are appropriate.

### The following methods of reinforcing positive behaviour are effective

- Intervention programs to help the young person to understanding.
- Using adults and peers as co-learners/role models.
- Teaching through special interests/obsessions.
- Providing each young person with an individually designed and delivered curriculum, which builds on strengths and interests.
- Private individual verbal praise.
- Private individual written praise (certificates).
- Public praise for individuals in class.
- Public praise for individuals in a large gathering (e.g. morning meeting, reflection).
- Giving merits / stars.
- Regular systematic feedback on behaviour.

### The following methods of discouraging poor behaviour are effective

- Private verbal reminders.
- Public verbal reminders where a group may be addressed, not the individual.
- Logging misdemeanours (log book/diaries).
- Removal from class for short period to allow the young person time and space in a preferred place, where he feels safe to process the behaviour and its effect on others or to receive support and advice on appropriate alternatives.
- Moving to another classroom/area for the lesson.
- Detention/Reflection with teacher.
- Referral to senior staff.

*Cambian Whinfell School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. It is our aim that all pupils fulfil their potential.*

- Withdrawal of privileges.

#### **We actively reward young people for:**

- Taking part
- Showing willing
- Making progress
- Good work
- Improving work
- Positive behaviour
- Improving behaviour
- Completing work
- Good attendance in class
- Improving attendance in class
- Arriving on time

#### **Behavioural Consequences**

We are aware that behaviours are usually a symptom of a difficulty due to autism and as far as is possible we believe in intervention and not 'reaction'; however there are times when behavioural consequences may be necessary to help establish boundaries.

Behavioural consequences will be given based on each young person's level of understanding and their ability to reason.

#### **Examples of Behavioural Consequences:**

- Poor or dangerous behaviour whilst on transport may result in a transport ban for a limited time period.
- Threats to damage school property may result in the young person being denied access or the removal of said property.
- Damage to property may result in the young person incurring a fine/reparations or being asked to assist in any repairs.
- Unacceptable behaviour prior to going on an activity may result in planned activity being postponed until acceptable behaviour is evident.
- Leaving school / the home without permission may incur the loss of activities outside the school / home or increased supervision. (A risk assessment may also be put in place at this point).
- Setting off of the fire alarm (when there is not a fire) may result in a fine for fire glass breakage. Restriction of activities may also be appropriate.
- Lateness may result in a young person being kept behind in class to ensure that his education did not suffer as a result of lateness/non-attendance.
- Bullying another young person may result in loss of certain activities, counselling, reparation (following of bullying procedures i.e. writing a letter of apology, making a verbal apology).

This is by no means a definitive or precise list of behavioural consequences. Behavioural consequences will be

*Cambian Whinfell School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. It is our aim that all pupils fulfil their potential.*



given based on each individual's level of understanding, their ability to reason and by looking at the 'whole picture'.

Young people are given an opportunity to make a statement about the behavioural consequence given and the nature of the incident, duration and outcomes are recorded.

### Prohibited Behavioural Consequences

The following measures **WILL NOT** be used as behavioural consequences in our school and home in line with Regulation 19, Children's Homes Regulations 2015:

- Any form of corporal punishment.
- Any punishment involving the consumption or deprivation of food or drink.
- Any restriction, other than one imposed by a court or in accordance with regulation 22, (contact and access to communications), on:
  - A young person's contact with parents, relatives or friends.
  - Visits to the young person by parents, relatives or friends.
  - A young person's communication with any persons listed in regulation 22(1)\* - see below - (contact and access to communications); or
  - A young person's access to any internet based or telephone help-line providing counselling for young people.
- The use or withholding of medication, or medical or dental treatment.
- The intentional deprivation of sleep.
- Imposing a financial penalty, other than a requirement for the payment of a reasonable sum, (which may be by instalments), by way of reparation.
- Any intimate physical examination.
- Withholding any aids or equipment needed by a disabled young person.
- Any measure involving a young person imposing any measure against another young person or
- Any measure involving punishing a group of young people for the behaviour of an individual young person.

\*The following is a list of people detailed under Regulation 22(1)

- A solicitor or other advisor or advocate acting for the young person.
- An officer of the Children and Family Court Advisory and Support Service appointed for the young person.
- A social worker assigned to the young person.
- A person authorised by HMCI.
- A person authorised by the local authority in whose area the home is located.
- A person appointed pursuant to section 23ZB, (independent visitors for children looked after by a local authority), of the Children Act 1989, (A).
- A person authorised in accordance with section 80 (2) of the Children Act 1989 by the Secretary of State

*Cambian Whinfell School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. It is our aim that all pupils fulfil their potential.*

to conduct an inspection in relation to the home and the young people there.

- A person appointed under the Children Act 1989 Representations Procedure (England) regulations 2006 (B).
- An independent person visiting the home under Regulation 44.

### **Organisation and Facilities**

We have a clear ethos and culture along with appropriate educational facilities within our environment which enable young people to be come as personally adequate, socially competent and as independent as their potential will allow. We also make clear the responsibility shared by all members of the school and home community to care for and protect facilities in or order to maintain a safe and positive learning and working environment.

### **Managing Transitions**

We carefully manage the transition of our young people throughout the school and home. They are collected and escorted by education staff between lessons. A particular strength of our school and home is the relationship staff develop with the young people. Our staff team are in constant communication and any specific support systems or strategies are seamlessly integrated as each young person moves through the school / home to ensure consistency in their behaviour management.

### **Support systems for young people, parents and other agencies**

In our school and home we have set procedures for supporting young people with their behaviour problems. We may implement a behaviour plan for young people who are experiencing difficulties which result in serious behaviour issues so that staff, parents and the young person understand what is expected of them and the strategies which will be used. In some cases, we may refer young people to outside agencies to access additional services. They will liaise with both the school and the young person's parents to provide additional support. Our school also employs an educational psychologist, assistant psychologist, speech and language therapist and occupational therapist who also provide individualised support for our young people.. The school has a good working relationship with the local authority and complies with their safeguarding procedures.

*Cambian Whinfell School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. It is our aim that all pupils fulfil their potential.*

*Cambian Whinfell School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. It is our aim that all pupils fulfil their potential.*

---