

Potterspurry Lodge School

BEHAVIOUR MANAGEMENT INCLUDING DISCIPLINE AND SANCTIONS POLICY

Head of School Responsibilities and the Legislative Framework

The Principal of Potterspurry Lodge will set out measures in the 'Behaviour Management, Including Discipline and Sanctions Policy', which take into account the principles, values and objectives identified above and act within the legislative framework. The Principal of the School must decide on the standards of behaviour expected and strategies to teach good behaviour, and determine the rules and any disciplinary penalties for breaking them. The Principal of the School will also consider measures and strategies to manage the following;

- All education and care staff have the power to discipline children and young people for negative behaviours which occur in school and, for young people who are members of the school's residential community, in some circumstances out of school. e.g. transport, educational visits and reward trips.
- The power to discipline, use reasonable force and other physical contact
- When to work with other local agencies to assess the needs of children and young people who display continuous disruptive behaviour
- To have in place an effective Safeguarding policy and procedures
- To have in place an effective anti-bullying policy
- To publish annually the BEHAVIOUR MANAGEMENT INCLUDING DISCIPLINE AND SANCTIONS POLICY to Parents and Staff
- Support and care for staff accused of misconduct
- Clear guidance to all staff with regards their responsibilities to manage children and young people positively and have the power to support, guide and implement consequences where children and young people do not behave appropriately (in line with their specific requirements, school expectations and law) either in or outside school.

The legislative framework, Head of Schools are required to consider:

Legal Status:

- *Working Together to Safeguard Children (WTSC)* (HM Government, March 2018). 'Children Homes (England) Regulations 2015', Regulation 34 (1) (2) (3) Policies of Protection for Children, Regulation 35 Behaviour management policies and records. Regulation (12) The Protection of Children Standard & Regulation 19, Behaviour management and discipline, Regulation 20, Restraint and deprivation of liberty, Regulation 40, Notification of a Serious Event.

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- 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)
- This document has regard to *Keeping Children Safe in Education Statutory guidance for schools and colleges* (KCSIE) (DfE, Sept 2018) (Update, Sept 2019)
- 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)
- *Use of Reasonable Force. Advice for Head teachers, Staff and Governing Bodies* (DfE 2013) which incorporates previous directives.

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

Applies to:

- The whole school, inclusive of activities outside of the normal school hours;
- All staff (teaching, care and support staff), the proprietor and volunteers working in the school.

Availability:

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

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Signed:

September 2019



Luke Evans - Assistant Head



Kicha Mitchell - Regional Director

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1.0. Pupil Profile

Our school provides for ASD, as well as other needs or diagnoses, including mental health, ADHD, ADD, ODD and a range of SEMH difficulties. Most of our children are referred to us and funded through the local authorities. Our age range may vary depending on specific cases; however most of our pupils will range between 9-18 years of age and almost all of our pupils join the school with an existing Education Health Care Plan (EHCP) with any pupils without an EHCP undergoing assessment with a view to one being created for them.

2.0. Statement of Principles, Values, Aims and Objectives

At Potterspurty Lodge School we aim to promote positive social and emotional behaviours through a supportive and consistent approach that reflects the needs of our children and young people and their individuality. Many of our children and young people exhibit and display behaviours that act as barriers to learning and inclusion. An integral part of our strategies is to overcome these barriers. We aim to provide a consistent, supportive and well supervised environment in which communication between school and home/care is key and where children and young people feel safe and secure, and all members of our school community are able to reach their full potential.

3.0. Principles and Values that Underpin this Policy

The policy, practice and procedures aim to reflect and demonstrate the importance of the school's commitment to promoting the entitlement of children and young people a high quality of education, care, health and therapy. The school is accepting and respectful for all children and young people irrespective of their age, sex, religion, disability, ethnicity, sexual orientation, gender identity and gender re-assignment or immigration status and includes a clear set of values that are seen to be important within the school and wider community, they are as follows:-

- To value each other and our community
- To listen to each other and ask for help when we need it
- The promotion of mutual respect, acceptance, trust and honesty
- To develop and encourage self-confidence, self-worth, self-discipline and, ultimately, independence
- To be consistent in providing positive reinforcement of good behaviour choices wherever possible
- To proactively manage and de-escalate challenging and unacceptable behaviours
- To establish and consistently apply clear and obvious boundaries, to ensure children and young people's safety, security and well-being
- To work in partnership with all stakeholders, to promote good behaviour
- To apply rules reasonably and fairly, to use sanctions effectively and proportionately in relation to the age, needs and ability of the child or young person
- To develop and reinforce the principles of good citizenship, including the fundamentals of British values of democracy, the rule of law, individual liberty, and mutual respect for and tolerance for of those with different faiths and beliefs
- Corporal punishment is illegal in all circumstances

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4.0. The Objectives of this Policy

- To set out clearly how our principles and values can be translated into effective everyday actions
- To provide clear guidance and support to all staff
- For staff to provide leadership and positive role models to children and young people
- To promote good behaviour and make positive change for our children and young people, setting them clear and achievable goals
- To expect the maximum standards of educational attainment and achievement, through the development of acceptable standards of behaviour and conduct
- Children and young people should be assisted to show respect, tolerance, empathy and understanding and to demonstrate through their daily actions, a clear understanding of what is right and wrong
- To help children and young people to work with the knowledge of their rights, and be encouraged to recognise and respond to their responsibilities
- To support children and young people in regulating behaviour
- To reduce the risk/likelihood of bullying

This statement should be read alongside key policies:

- Curriculum
- Teaching and learning, including SMSC
- Safeguarding
- Anti-bullying
- Equality and diversity
- Health and Safety, e.g. risk assessments, first aid and educational visits

4.1 Monitoring and Review

- This policy will be subject to continuous monitoring, refinement and audit by the Principal, Regional Lead, Kicha Mitchell and Assistant Head (Behaviour & Staff Development), Luke Evans.
- The Proprietor, Anne Marie Carrie 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.

5.0. Creating a Positive and Structured Environment

The principle function of Potterspurry Lodge is to provide a safe, secure and caring environment where expectations are high and children and young people realise their full potential in all areas of their development; academic, physical, emotional, spiritual, moral, social and independence. In order to create an environment in which children and young people feel safe and secure and in which there is an ethos of achievement through endeavour it is essential that there is nurture, care and support balanced with good order and discipline. Children and young people through the School Council should play an active part in the review of the Behaviour Policy.

We aim to promote politeness, courtesy and respect between all members of the school community, adults and children.

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Whilst the principles and procedures contained in this policy document will be applied equally to all children and young people, each student at our school is an individual and will be at different stages of intellectual, physical, social, emotional and moral development. We will therefore use rewards, consequences and behaviour programmes as appropriate to the unique individual needs of each student. This reflects the whole ethos of the school in treating children and young people as individuals and tailoring our work to meet individual needs through Individual Learning Plans (ILPs) & Positive Behaviour Support Plans (PBSP).

The main emphasis at Potterspurty Lodge is not on making and enforcing rules but rather on creating an ethos of respect and consideration for others and an environment where people help and support each other. Where rules are in place they are designed to promote a positive teaching and learning environment; to ensure health, happiness and safety of the children and young people; or are related to consideration for themselves and others.

Staff will positively intervene, applying a range of supportive strategies, use of consequences or sanctions in circumstances where a young person's behaviour is likely to prejudice a positive teaching and learning environment; the health and safety of the children and young people and adults; or show lack of consideration for others and impact on their learning. Within the residential setting the aforementioned will be applicable to behaviour impacting a settled and safe home environment for young people and staff.

The school aims to create an environment where children and young people learn to trust adults and are able to work alongside adults in restorative approaches to addressing negative behaviours. In order to provide security for individuals and the school to promote personal development, children and young people need to develop an appreciation of limits set by the school that reflect those of wider society.

Children and young people may need support and alternative communication strategies to understand the implications for breaching these rules

Well planned teaching and learning should encourage acceptable behaviour within a formal learning situation, facilitating achievement and raising children and young people's self-esteem and self-confidence. Structured activities and positive staff interaction with pupils should encourage acceptable behaviour during break and transitional times during the school day. Within the residential setting staff will provide a structured and consistent approach in which positive role modelling serves to support and teach young people and provide suitable opportunities to explore pastimes, hobbies and interests.

6.0. Relationships

The principle reward and encouragement for any student is the positive attention and frequent expression of approval, in line with preferred strategies for the individual young person, and support by the adults around them. The progress and development of children and young people principally relies on the positive relationships they develop with significant adults in their lives. Potterspurty Lodge encourages good behaviour through a mixture of high expectations, clear policy and an ethos which fosters discipline and mutual respect between children and young people, and between staff and children and young people.

Children and young people will test and challenge relationships, therefore adults responsible for them require the ability to sensitively, firmly and confidently manage the adult/student relationship. Empathy, trust and consistency are all important in building relationships and influencing children and young people in making appropriate choices about their life and development.

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Equally important is the expectations adults have of children and young people, which should be regularly explained and reinforced, in relation to their behaviour, learning, personal and social development.

Target setting is a useful tool to involve the young person, develop their understanding and facilitate positive engagement. Adults need to assess and evaluate the developmental phase the young person is functioning at to communicate, rationalise and provide guidance through the relationship to move the young person on in developing social responsibility.

7.0. Challenging Behaviour and Children and young people with Social, Emotional, Mental Health and Communication Difficulties and Disabilities (SEMH/ASC)

Children and young people with social, emotional, mental health and communication (SEMH/ASC) needs are statistically more likely to exhibit behaviours which challenge those around them and the settings which educate and care for them. One of the reasons for this is that these children and young people generally experience much greater difficulty in expressing their feelings, needs and choices.

Potterspurty Lodge adopts the following general approaches to reduce the likelihood of such behaviours occurring or developing:

- Teaching and learning that at least is consistently good
- Teaching and learning that is relevant, differentiated to meet the needs, aptitudes and abilities of the children and young people
- Communication schedules and alternative communication strategies
- The opportunity to make meaningful choices
- Careful attention to physical and emotional needs
- Experiences and activities which are appropriately stimulating
- Careful management of the environment, including the setting conditions and triggers for behaviours
- Warm and caring relationships with adults and their influence and impact
- Structure, predictability and consistency in daily routines
- Clear and explicit boundaries and rules within the learning and residential environments
- Regular explanation of the rules and expectations
- Clear warnings to student that their behaviour is a cause of concern
- Rewards and sanctions consistently and fairly applied in line with the policy, and where relevant, to the S.E.N of children and young people

Children and young people and staff are supported in managing and reducing challenging behaviour by the Multi-Disciplinary Team. The work of the staff team is co-ordinated through the Senior Leadership Team, and is subject to regular review and monitoring.

8.0. Pastoral Support

The School endeavours to provide support for student that enables them to achieve academically, socially and personally. Systems of support include the Form Tutor, Learning Support Assistants, Teachers, Care Staff and members of the Multi-Disciplinary Team. Pastoral support can also take the shape of home/school agreements or specific behavioural contracts, with a clear focus on improving particular aspects of children's and young peoples' behaviour.

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Home/school liaison is a key feature in promoting consistency of approaches, parental support and agreed actions.

Where identified individual support is provided consistently by experienced Learning Support Assistants and Care Staff. Team around the child meetings will consider and incorporate all professional views from within the school, involve the young person and their parents/carers and review all data and reports, before revising targets and actions.

When behaviours give cause to suspect that a young person is suffering, or is likely to suffer, significant harm, school staff will follow the schools' safeguarding policy. They should also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. At this point, the school will consider whether a multi-agency assessment is necessary.

9.0. The Use of Restrictive Physical Intervention (RPI) at Potterspurry

Some of the children and young people at Potterspurry Lodge display a variety of challenging behaviours which result in a range of strategies, including RPI, being used in order to reduce risk. Staff are encouraged to adopt different methods of de-escalation via appropriate training and the promotion of positive relationships throughout the school. By doing this we wish to create an environment whereby all parties are kept safe but that also encourages children and young people to be involved in the process of being reflective about their behaviours.

The organisation uses MAPA as a preferred method of RPI as approved by The Institute of Conflict Management.

Staff Authorisation to use restrictive physical intervention/staff training:

Potterspurry Lodge recognises that as employers we are responsible for ensuring that staff receive training, which is inclusive of updates and refresher courses appropriate to their role and responsibility. All staff working directly with children and young people at Potterspurry Lodge will receive training in de-escalation and RPI techniques. The adopted method chosen by the organisation is that of 'MAPA. This is a framework that encompasses a range of approaches and methods to manage challenging behaviour. By using MAPA we ensure that the positive handling strategies used with the young people have sufficient range and flexibility to be appropriate across the age and development range. Training provided by external and on site tutors enables the staff group as a whole to feel more confident and competent in their management of challenging Behaviour. The school aims to promote the least intrusive positive handling strategies with an emphasis and preference for the use of verbal, non-verbal de-escalation strategies being used and exhausted before RPI strategies are used (unless otherwise stated in a Positive Behaviour Support Plan (PBSP). Through regular training on an annual basis staff are provided with open forums to discuss and develop their practice. The school has an in house trainer at Intermediate level to provide on-site support and additional training as required.

MAPA techniques seek to avoid injury to the service user, but whilst some physical injury potential can be reduced there remains some risk, with potential for possible bruising or scratching that may occur accidentally, and these are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent side effect of ensuring that the service user remains safe.

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Justifications to use Restrictive physical intervention:

As a general rule nobody has the right to touch, move, hold or contain another person, however the staff at Potterspur Lodge act within exceptional circumstances and operate within a higher duty of care due to the needs of each individual, therefore we set out to clearly define the justifications by which the staff are to use restrictive physical intervention in order to maintain appropriate practise.

The staff will work within the following parameters:

They should be able to show that any actions taken were in the young person's BEST INTEREST and that actions were REASONABLE AND PROPORTIONATE.

RPI can be used for a number of positive outcomes:

- To prevent injury to self or other children
- To prevent injury to staff members or any other person
- To prevent serious damage to property or to prevent a criminal offence from occurring
- Any behaviour prejudicial to the maintenance of good order and discipline within the school or among any of its young people.

Potterspur Lodge has a protocol for the reporting of incidents of any physical intervention that all staff are involved in. The school incident reporting system, Sleuth, allows senior managers to monitor and evaluate incidents regularly with a consistent approach.

All of the staff are supported in incident recording and reporting throughout day to day practise and also via training provided by MAPA Instructors.

Through consistently monitoring the use of RPI we can inform practise throughout the organisation and use information to assist in planning for change and achieving the desired outcome of reduced levels of physical intervention. The process of monitoring involves capturing key data electronically which can be assessed to form patterns and trends to inform evaluations.

De-escalation:

Through MAPA, staff are encouraged to adopt a range of de-escalation techniques in order to avoid RPI. These can include:

- Use of space
- Changes to the environment
- Planned positive distraction
- Verbal and/or visual advice/support
- Tactical Ignoring

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As part of other de-escalation strategies, within the educational setting, we have three in school options in order to support young people in managing their behaviour. These are spaces specifically designated to provide an environment where young people can go in a time of heightened anxiety or distress. The emphasis of these spaces is to provide a safe place with low distraction/low stimulus in order to aid the recovery process. These spaces are:

- Pupil Time Out Room
- Quiet Work Room
- 5 minute time out allowance outside school buildings

9.3 Post incident support (staff/student):

Any challenging behaviour that may occur within Potterspurty Lodge can often be a result of a breakdown in communication. All Staff involved in supporting the children on a day to day basis should always aim to understand what function the behaviour serves and support and encourage the individual to learn more socially acceptable ways of expressing their need for help and support.

Staff and young people are offered the opportunity to discuss and review instances of RPI through a de-brief system. The organisation encourages all involved to participate in this process as we value the support this exchange can offer both the staff and the young people. This may include dialogue in respect to re-establishing relationships, building relationships and assessing the effectiveness of RPI etc.

Ultimately, de-brief offers the opportunity for reparation and reflection helping to inform future decision making and planning. Any discussions will be recorded as appropriate on the RPI form and, if required, will be followed up by a senior member of staff. Onsite support is aided by staff trained in counselling skills that can have further input should young people/staff feel they need further assistance.

9.4 Complaints:

Following an RPI incident or any positive behaviour management strategy all young people have the opportunity to make a complaint should they wish to do so. This can either be raised during a de-brief session or after the incident with a member of staff that the young person feels comfortable with.

Potterspurty Lodge has a complaints policy that young people are informed of when they first arrive and can be directed to in order to aid them with staff support to view their feelings. All young people will be supported to make a complaint via the appropriate procedure and all efforts will be made to resolve any arising issues.

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10.0. Rewards and Sanctions Statement

Rewards and Sanctions form part of the School's Behaviour Policy practices and procedures. Rewards should reinforce positive behaviour or recognise a good achievement across all learning environments, including residential. Sanctions should be consistently applied and explained to deter unacceptable behaviour.

11.0. Rewards

Throughout the school, good behaviour is promoted at all times. Our School believes that it is important to acknowledge and reward in a positive way those who demonstrate a high level of co-operation and good behaviour. We endeavour to raise children's self-esteem by using praise to encourage and acknowledge positive actions and attitudes. Staff should seek every reasonable opportunity to praise pupils and, where appropriate, reward them for good behaviour and good work. The particular and individual challenges faced by children mean that staff should actively seek out examples of appropriate and socially acceptable behaviour, identify and acknowledge that behaviour and then reward it. Care should be taken to affirm children who are "always good". They should not feel that the occasional badly behaved child is praised for improved behaviour whilst their own consistent efforts go unmentioned or unrewarded. Our rewards policy supports the belief that all members of the school have the right to be treated with fairness, honesty and respect and therefore to act with such. It seeks to recognise and reward children who demonstrate this sense of responsibility.

Giving rewards is one way of giving feedback on how well children and young people are doing. We all like rewards! Letting children and young people know they are doing well should happen a lot and rewards are part of this. The recognised reward and praise within Potterspur Lodge School include:

- Lesson Points (on time and prepared, behaviour, positive language, expected learning above and beyond learning) linked to tiered weekly rewards system.
- Weekly celebration of success in assembly
- Trips and offsite activities
- Positive phone calls/letters/postcards home
- Positive feedback on young person's work
- Individualised pupil, class and residential reward systems (Where rewards are material items it is a good idea not to over-use them as this can reduce their effectiveness).

Practical praising strategies with specific reference to ESD:

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

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Behaviour Management

The consequences of any misbehaviour should be logically related. Under no circumstances is it appropriate response to discipline a whole group for the misdemeanours of an individual. However, it is desirable to encourage children to care about good class behaviour. This contributes to community building and fosters pride in the school. Restrictions on the pupil's natural impulse to explore and develop his/her own ideas and concepts are kept to a minimum. Sanctions applied in the case of unacceptable behaviour, take into account the age and stage of 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 or, in the case of minor behaviours, their frequency and the degree of disobedience involved in their repetition.

The school employs a number of sanctions to enforce the school rules, and to ensure a safe and positive environment. We expect children to listen carefully to instructions in lessons. If they do not do so, we ask them either to move to a place nearer the teacher, or to sit on their own. We expect children to try their best in all activities. If they do not do so, we may ask them to redo a task. If appropriate, a letter of apology or explanations for behaviour is required from the young person. The safety of the young people is paramount in all situations. If a young person's behaviour endangers the safety of others, staff will stop the activity and prevent the child from taking part for the rest of that session. Action should be appropriate to the misdemeanour and should take place as quickly as possible. Staff *may* discuss the matter with the pupil's parents at the end of the day, if deemed appropriate.

The Principal will be informed if the unreasonable or antisocial behaviour continues and if necessary will call the parents for a meeting about their general behaviour. Young people need to have set boundaries of behaviour for their own safety and the safety of their peers. In our School, we aim to establish these boundaries in a way that helps the young people develop a sense of the significance of his or her own behaviour. Unacceptable behaviour is dealt with firmly whilst leaving the inner self of the child untouched, i.e. by avoiding sarcasm or words that might humiliate the child. Young people are encouraged to show positive attitudes to all aspects of school life. Negative attitudes are not acceptable. Major breaches of discipline (physical assault, deliberate damage to property, verbal abuse, persistent disruptive behaviour, etc.) are taken seriously and actioned appropriately and swiftly by the Principal.

Parents may be asked into school to discuss their child's behaviour. In rare cases, letters and phone-calls are made to parents and parents may be asked to temporarily or permanently withdraw their child if the child's behaviour is placing either the child or other children at risk.

Exclusion (*please refer to the Exclusion Policy*)

We may consider it inappropriate to re-instate a young person who:

- Threatened or committed violence against other young people/s or staff
- Sold illegal drugs
- Smoked in the vicinity of the school against the no smoking policy of the school
- Stole from the school or a fellow young person
- Displayed persistent and malicious disruptive behaviour, including open defiance of authority
- Engaged in sustained bullying of other young people

Behaviour Levels and Further suggested strategies:

All adults working directly with children at our school can be effective behaviour managers by planning ahead as they prepare their lessons or activities. This area cannot be left to chance as, without a structured environment with clear expectations, it is unlikely that effective learning will take place. It is possible to plan for most disruptions to lessons. Such planning will allow the teacher to deal with problems as unobtrusively as possible and will focus on behaviour to ensure that everyone's rights are maintained.

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In a classroom environment the following may inhibit the learning of individuals or their peers:

Lateness; non-attendance; irregular attendance; poor personal appearance; inappropriate clothing; distracting by playing with items in lessons. Consideration needs to be given to the difference between sanctions and a consequence e.g. if a young person throws an egg during a food technology lesson a sanction would be a verbal reprimand and sent to the time out room. (No learning has taken place). A consequence would be a verbal disapproval, help to clear up the egg, explanations of how it might impact others under health and safety, reporting with staff member to the individual responsible for ordering food for lessons.

These behaviours have been divided into four 'Levels' of behaviour. Each level carries with it a series of potential consequences to be used. It was agreed that as each situation was possibly unique and dependent on the difficulties being faced by children, a degree of flexibility and professional judgement was imperative. In any event, staff should correct inappropriate behaviour wherever and whenever possible to avoid a] the child thinking it is acceptable and b] a crisis escalating. Within the school we all have a duty to support any child who is out of their timetabled environment or who is struggling to maintain his/her emotions. If you find the '**lost child**' you are responsible for their return to their environment. As a responsible adult, do not be afraid to ask for assistance or support, as this will help you to learn more about behaviour management for the future.

12.0. Sanctions

Sometimes things don't go well and people do things they shouldn't. It needs to be very clear what will happen if this occurs and all the adults have a consistent approach, so if these things happen these will be the sanctions. Sanctions need to be carefully monitored to determine their effectiveness.

The age, needs, capacity and abilities of the young person should be considered when applying sanctions. Staff must act reasonably, fairly, consistently and proportionately when administering a sanction. Staff should also evaluate the risks or special circumstances when administering a sanction.

Level 1 Behaviours

- Swearing; teasing; shouting; inappropriate use of technology, initial refusal to complete request. 'Containable issues' where staff feel independent action by them is appropriate (i.e. no involvement of other staff necessary) and they feel confident to take the necessary action. At this level staff should always aim for positive solution. Behaviour at this level would be reflected in the points system and could be discussed with the class tutor and/or parent/guardian/house staff at the end of the day.

Suggested Consequences:

- Verbal disapproval/warning
- Class points not earned
- Move seats within class
- Time out / change of environment
- Task completion
- Written apology

Suggested Strategies to support children modify their behaviour

- When it does not significantly affect classroom rights, it is best to ignore petty, attention-seeking behaviour.
- If a right to teach, learn or be safe is being significantly infringed, remind the child of the classroom rule e.g. "Jim, you know our rule for..... Please use it."
- Direct the child to appropriate behaviour.

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- Remain calm, in general speak quietly and use appropriate assertion. Arguing and anger do not convince.
- Focus clearly on the behaviour which is affecting due rights and the relevant rule or right infringed.
- Expect children to comply.
- Avoid asking “Why?” questions. (Save these for discussion away from the group). Use “What?” questions instead. Ask ‘What happened?’ ‘I am curious to know...’.
- Avoid attending to the argumentative or procrastinating secondary behaviour (pouting, arms folded and turning away, etc.)

Level 2 Behaviours

Support now appropriate - when staff feel that the behaviour warrants a more ‘official’ or ‘formal’ intervention from another member of staff. This does not mean that the behavioural issue / consequence is now simply passed on to another person to deal with, but that another person becomes involved to support the carrying out of the consequence. Examples are throwing objects, some threats of violence, persistent refusal to follow instructions and refusal to complete tasks.

Suggested Consequences / Strategies

- Additional support requested from the on call staff or Behaviour Support Team. (For residential, support staff will seek advice and additional support from colleagues and management on site.)
- Use setting of targets with an appropriate reward for achieving goal
- Child made aware that record of incident will be kept
- Child made aware that the class tutor will be informed and that house staff/parents/guardians may be informed
- Making amends
- Contact with parents (always liaise with house/parents/guardians staff and record home contact)
- Task completion
- Removal of technology

SUGGESTED LANGUAGE

When you have done you will have / be able to.....” **Not** “**If** you do, you will have / be able to”

Reflective Exercise:

- The child is encouraged / required to reflect on his behaviour.
- The aim of a ‘reflection’ is to diminish the possibility of a recurrence of the behaviour and support the child in aiming for a positive outcome, for example learning a new coping strategy that is pro-social.
- This will involve 1:1 time with the staff member where the behaviour occurred, together with additional staff if appropriate at the time.
- The discussion should take place as soon as reasonable after the inappropriate/anti-social behaviour occurs
- The discussion would be better taking place in the child’s own time (i.e. break, lunchtime and free time) rather than in front of the ‘audience’ of the class group or other young people – although realistically this might not always be possible. There should be good reasons why the discussion took place in the lesson rather than ‘a quick word’ during lunch break etc.
- The discussion should only take place if there is the realistic possibility of ‘private’ time for both young person and staff member – allowing time and ‘space’ for discussion of what might have triggered the behaviour.

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- Time taken to discuss and reflect on the behaviour should aim for a positive outcome (e.g. alternative strategies for dealing with the situation that triggered behaviour, discussion of particular anxieties that triggered the behaviour, possible difficulties with work and/or resources, possible difficulties with other children in the group)
- A debrief or meeting comments should be detailed within the incident report and actions section on Sleuth

Some behaviours are level 3 or 4 regardless of circumstances as these behaviours represent a threat to the safety of others.

Level 3 Behaviours

- Deliberate disruption which may include absconding
- Physical attack
- Serious damage to property
- Racism
- Smoking on the school site
- Child has not responded to consequences from Levels 1 and 2 and persistent inappropriate/anti-social behaviours are now present.

Suggested Consequences:

Level 3 behaviours must be supported by incident report on Sleuth. All staff are responsible for sharing details of the incident with relevant staff, SMT and parents/guardians/house staff.

- Strategy meeting of all relevant staff may occur with action plan
- Restricted activities
- Loss of privileges
- Formal involvement of SMT
- After school detention
- Contact with parents and meeting (if appropriate)
- Internal exclusion
- Longer term removal of technology items
- Restorative approach – supporting with property damage repairs
- Request of contribution for payment towards damages
- If required, pupils may be required to engage with a search (room search, bag search etc.) Please see search policy (policy No.49)

Level 4 Behaviours

- Serious incident that will lead to outside agency involvement
- Head now involved due to consistently serious anti-social/inappropriate behaviour from child
- Behaviours that are not manageable in a school environment.
- Serious physical attack on child or staff
- Under the influence of illegal substances

Suggested Consequences:

Level 4 behaviours must be supported by incident report. **The key worker of the child must be kept informed and involved.** A Focus meeting must take place involving all relevant staff

- Referred for formal meeting with Head or SMT
- Behaviour contract, if considered to be appropriate and likely to be effective
- On report to Head or SMT– daily basis (a.m. / p.m.)
- Meeting with parent, child / LA and Head if appropriate

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- Risk of fixed term exclusion made clear to child / parent / LA
- Potential for permanent exclusion made clear to child/ parent/ LA
- Police involvement

During a PI if a member of staff is hurt, no fixed term exclusion but a restorative

Fixed term exclusions are an absolute last resort and will be made in consultation with Senior Management Team. Exemptions will apply, specific to individual young people's wider needs.

13.0. Expected Standards of Young Person Behaviour;

Potterspurty Lodge will provide clear behaviour guidelines to Children and young people and Parents, with regards the Schools expectations. The school sets high standards of behaviour from children and young people both in and out of school, the following is a code of conduct for children and young people;

- Children and young people are expected to be polite, respectful and use appropriate language at all times with staff, other children and young people and visitors
- Children and young people are expected to cooperate and comply with staff requests, guidance and instructions
- Children and young people are expected to engage positively in all lessons, completing set work and requesting support appropriately
- Children and young people are expected to achieve their potential and apply themselves across all aspects of the curriculum
- Children and young people are expected to cooperate and comply with Health and Safety requirements e.g. the wearing of protective clothing in Science, PE, Food Technology and Vocational Education lessons
- Children and young people are expected to cooperate and comply with the School dress code
- Children and young people are expected to cooperate and comply with the schools policies and procedures on mobile phones, smoking, the use of the internet, weapons and drugs
- Children and young people are expected to uphold the good reputation of the school
- Children and young people are expected to behave appropriately and engage with staff and the active positively during unstructured times of the day, after school clubs, educational visits and in the local community.

Pupils will adhere to the RESPECT criteria:

Respect our environment and

Each other.

Stay safe and no inappropriate

Physical Contact.

Ensure everyone

Can achieve.

Treat others as you would like to be treated.

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