

**Southlands School**

Policy and Procedure on

# Behaviour Management

(including)

## Discipline & Sanctions

(Safeguarding)

# Policy and Procedure on Behaviour Management, Discipline & Sanctions

## Southlands School

### BEHAVIOUR MANAGEMENT INCLUDING DISCIPLINE AND SANCTIONS POLICY

This policy applies to the whole school and home. This Policy is publically 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 (teaching and support staff), the proprietor and volunteers working in the school.

#### Related Documents:

- Incredible Years, A Trouble – Shooting guide for Parents of Children Aged 2-8 years, by Carolyn Webster-Stratton, PH.D. Clinical psychologist, professor and director of the Parenting Clinic at the University of Washington, USA.
- Prevention of Bullying Policy and Procedures; Safeguarding Children - Child Protection Policy and Procedures; Exclusions Policy; Physical Intervention – Use of Reasonable Force, and Supervision of Children Policy.
- Management of Actual or Potential Aggression (MAPA®) (Cambian Policy OFSCH 08.02)
- Prevention of 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
- Southlands school, Safer Recruitment Policy & Procedures, March 2019.
- Southlands School, Anti (Prevention of) – Bullying Policy.
- Southlands School, Curriculum, Teaching & learning Policy, 2019.

#### Staffing Method

This process requires:

- strong home & 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 a young person's behaviour where the child may require additional support;
- fulfils the duties under the Equality Act 2010; including issues related to young people with special educational needs or disabilities and provides reasonable adjustments and support systems for these young people;
- promoting positive behaviour within the school and home 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 and home;
- all staff to provide a positive model of behaviour by treating young people, parents and one another with friendliness, care and courtesy;
- supports staff with positive behaviour management;
- implementing rewards and sanctions; behaviour strategy and the teaching of good behaviour;
- managing young peoples' 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.

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 Registered Manager.

- 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.

### Young Persons Profile

In common with the established aims of the Cambian Group, Southlands exists to help young people achieve their full potential by providing an outstanding quality of education, care & welfare to boys and girls aged 7 to 19 who are experiencing difficulties as a result of Asperger Syndrome, and other associated difficulties falling within the autistic spectrum. Most of our young people are referred to us and funded through the local authorities and will have a Statement of Special Educational Needs or an Education Health Care Plan. Others may be undergoing assessment. Emphasis in the school & home is on the development of community values, such as a caring and considerate attitude to others, good manners, self-discipline, service to the community and the pursuit of excellence. All this, of course, has a direct bearing on our ethos.

### 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 home's and 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 home. 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 home behaviour policy is therefore designed to help all members of the 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.

Over the recent years the young people arriving at Southlands have been increasingly challenging because of the co-morbid features of Attention Deficit Hyperactivity Disorder (ADHD), Obsessive Compulsive Disorder (OCD), and Oppositional Defiance Disorder (ODD), Pathological Demand Avoidance (PDA) Sexualised Behaviours, Attachment Disorder in addition to the diagnosis of an Autistic Spectrum Condition (ASC)

This document was conceived in consultation with the Senior Leadership Team (SLT) Behaviour Management Committee (BMC) and presented during school induction training days. The emphasis of this document is to provide a framework within which staff will make every effort to ensure a consistency of approach to the management of challenging behaviour at Southlands. Good/acceptable behaviour is promoted and rewarded and poor/unacceptable behaviour is always challenged. We expect every staff member to be united across the provision and deliver a consistent approach.

We believe that young people flourish best when their personal, social and emotional needs are met to ensure high self-esteem and where there are clear and developmentally appropriate expectations for their behaviour. To this end we encourage all members of the home to consider the feelings of others, accept personal responsibility for their actions, and treat all property with due care irrespective of its ownership. We do not accept behaviour, such as bullying, insensitivity, bad language, vandalism and theft, which undermines these aims. This policy is a statement of good practice that covers all aspects of the home & school community that contribute to the development and maintenance of good behaviour and a positive ethos.

Expectations of good behaviour are high and young people should not fear recrimination for telling the truth. A mutual feeling of trust is implicit. It is our intention to encourage restorative justice wherever possible and to use sanctions only where absolutely necessary. This policy reflects the school and home's stated aims outlining our 'expectations' under the 'Respect' ethos, enabling its entire cohort of young people to develop habits of self-discipline and the attributes of a good citizen. It reinforces the values and expectations that are published in our school & homes. We have an emphasis on self-discipline and believe that whenever possible desirable behaviour and effort should not be taken for granted but responded to and acknowledged when witnessed by staff. Inherent in the ethos of the home is respect for the individuality of our young people. Important to us all is the manner in which we relate and speak to young people and to one another, each day. Staff should never use sarcasm, ridicule or persistent criticism in an attempt to correct inappropriate work, actions or language. They must instead aim to build, and repair where necessary, positive working relations founded on considered communication and collaboration. The key to good behaviour management is to reduce the likelihood of difficult behaviours occurring. By careful planning and preparation and by involving young people in a positive way in establishing clearly defined

and easily understood boundaries, difficult behaviours can be minimised. Young people will know that sanctions are applied justly and in a consistent manner. Distinction will be made between serious and minor offences.

**Underpinning Philosophy:**

Discipline is one of the means by which a home 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 whilst directing young people towards an understanding of what is 'expected / unexpected' behaviour for different situations. The use of Positive Behaviour Management strategies with young people are designed to (a) provide emotional support for the young people in order to alleviate the immediate level of stress and (b) to teach better 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 appropriate 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 okay 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 good/pro-social behaviour. The sanctions system identifies the range of available sanctions from verbal prompts to the withdrawal of privileges for unacceptable / anti-social behaviour. Strategies for 'Risk 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.

Discipline involves a respect for oneself, others and property; it also encourages tolerance, courtesy and consideration for others. The nature of ASC makes the understanding and acceptance of the rights of others difficult to achieve. Young people therefore need a clear structure that frames acceptable and agreed forms of behaviour. The aim of the policy is to encourage a happy and caring community in which young people thrive physically, intellectually, emotionally and socially. This behaviour policy is therefore designed to support a stable and secure environment that encourages respect for others while acknowledging the particular difficulties this represents for our young people.

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

Tackling and prevention of unexpected or anti-social behaviour is better than having to deal with the consequences - either for the individual or group. It is recognised that behaviour problems in the 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.

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. The Behaviour Policy is therefore closely linked to the Rewards & Sanctions policy. It is closely directly connected to the 'Respect' charter drawn up with support and involvement of the school and homes young people advocates.

High expectations and a positive approach to young people are vital in establishing good behaviour. Where unexpected or anti-social behaviour occurs it will be challenged fairly and consistently with an emphasis on the development of self-esteem and self-discipline; the system of consequences and sanctions at Southlands can be found within the Behaviour Management policy and this is dovetailed with other polices such as the Anti-bullying (Prevention) of Bullying and Safeguarding policies.

As part of our Behaviour 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:**

***'To provide a nurturing environment that encourages young people to flourish intellectually, socially, emotionally and spiritually'.***

We will achieve this by:

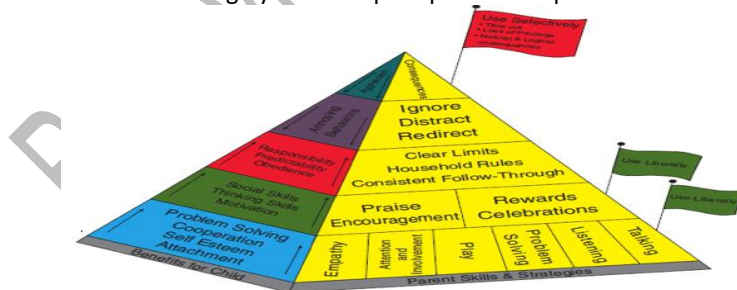
- Providing an environment in which everyone feels safe.
- Establishing a moral framework, within which each individual young person and adult is valued and respected.
- Providing, a waking day experience of specialist support, guidance, care and learning.
- Working in partnership with families.
- Recognising 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, consistent 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 multi-disciplinary team is available to support the whole team of staff and young people.

**The Incredible Years Approach:**

The Incredible Years (IY) package is split into 2 sections focusing on strategies that:

- Promote positive behaviours
- Reduce inappropriate behaviours

The Parenting Pyramid helps explain the topics covered in IY



- Those strategies at the bottom of the pyramid are considered essential and should be used all the time
- The strategies at the top half of the pyramid are used sparingly
- The aim of IY is to build a YP's self-esteem – putting money into their piggy bank.
- If they have a fuller piggy bank (i.e. higher self-esteem) then we see less behaviour problems
- If they have an empty piggy bank (i.e. low self-esteem) then we see more behaviour problems

**To Sum Up:**

*The social, emotional and academic development of children is an incredible process – as is the growth and development of parents! Give yourself permission to enjoy this process by trusting your instincts, learning from blunders, laughing at your mistakes and imperfections, getting support from others. Taking time for yourself, and having fun with children. It is the incredible years – with all its tears, guilt, anger, laughter, joy and love.*

**Quote from: Incredible Years, A Trouble –Shooting guide for Parents of Children Aged 2-8 Years, by Carolyn Webster-Stratton, PH.D.**

In addition to using the Incredible Years Approach we also use 'STOP':

**STOP - A supportive programme for parents of teenagers. Written by The Ministry of Parenting (CIC)**

The STOP programme is eclectic in its approach, combining the positive theory content of evidence based packages with the Carolyn Webster Stratton philosophy, to produce a very supportive and pro-active parenting programme for the parents and carers of teenagers who have been referred by professionals, statutory and voluntary agencies. Therapeutic content has been taken from various sources.

STOP - the programme is set out to support parents/carers and support their core relationships with their teenagers both in the short and longer terms. This programme aims to support parents/carers to:

- Obtain a greater understanding about the development process of their teenage child.
- To have a greater awareness of listening skills.
- To have a greater awareness of encouragement and praise skills.
- To provide practical strategies to use with their teenager.
- To become more effective in dealing with confrontations with their teenager.
- To have more realistic expectations of themselves as a parent.

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.

This in house policy needs to be used in conjunction with Cambian Policy OFSCH 08.02 MAPA & Behaviour Support

- 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 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 BILD Code of Practice for Interventions using MAPA® (Management of Actual or Potential Aggression) even if it has not as yet been identified in the plan for the individual in our care. These must be thoroughly recorded and investigated.

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 sanctioned for use, and under those which may not be used under any circumstances. Where appropriate, a MAPA® 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 and 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, 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

#### **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 are expected to encourage good behaviour and respect for others, and apply all rewards and sanctions fairly and consistently. Staff are also responsible for ensuring that the policy and procedures are followed and consistently and fairly applied.

#### **All Staff should:**

- have high expectations for young people including a commitment to ensuring that they can achieve their full potential and to establishing fair, trusting, supportive and constructive relationships with them;
- hold positive values and attitudes and adopt high standards of behaviour in their professional role;
- communicate effectively with parents, colleagues and carers, conveying timely and relevant information about attainment, objectives, progress and well-being;
- have a commitment to collaboration and co-operative working where appropriate;
- manage a young person's behaviour constructively by establishing and maintaining a clear and positive framework for discipline, in line with the home's behaviour policy;
- use a range of behaviour management techniques and strategies, adapting them for individual needs as necessary to promote self-control and independence of young people and cooperation through developing their social, emotional and behavioural skills.

### **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.

### **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. We try to build a supportive dialogue between the home and the school, and we inform parents immediately 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, their child's learning.

### **Other Agencies**

Our school and home has access to Counselling facilities, LA educational psychologists and Independent Advocacy Services (NYAS). The school and home has 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 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 good behaviour and self-discipline amongst young people and to deal appropriately with any unacceptable 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—walk around the site & when indoors.

Stay on the school site and 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.

**Unexpected behaviour is:**

- that which can damage/hurt (in *any* way) a person or their property;
- that which is offensive or inconsiderate;
- that which interferes with the rights of staff to teach and care for young people to learn.

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.

**Underpinning Philosophy:**

The Rewards Policy 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*.

The changing nature of the population at Southlands precipitated a 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. There are a few 'fixed' systems of rewards and the Rewards Policy 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.

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)**

- Verbal praise
- Certificates (Worthy of Praise, Effort, Achievement)

- Attendance certificates
- Head Teacher's Award
- Class points
- House Tokens (can be exchanged for items / trips out etc.)
- Postcards home
- Celebration Assembly
- Stickers
- Special Reward Trips
- Lucky dip rewards
- Commendations

### **Behaviour Management**

The consequences of any misbehaviour should be logically related. 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 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 offence or, in the case of minor offences, their frequency and the degree of disobedience involved in their repetition.

Southlands employ a number of sanctions to enforce 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. Disciplinary action should be appropriate to the misdemeanour and should take place as quickly as possible.

Senior staff will be informed if the unexpected or antisocial behaviour continues and if necessary will call the parents / social workers for a meeting about their general behaviour. At Southlands, we aim to establish boundaries in a way that helps young people develop a sense of the significance of his or her own behaviour. (Physical assault, deliberate damage to property, verbal abuse, persistent disruptive behaviour, etc.) are dealt with firmly by the school and home.

### **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.

Each young person at Southlands faces a set of unique challenges/difficulties. We are all aware that every behaviour has a function. When using Sanctions, common sense, knowledge of the young person and his/her particular difficulties, together with your professional judgment will be paramount in judging at what 'level' the behaviour is occurring. The examples of minor and major behaviours outlined below have been discussed by the whole staff team. 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, Advice for head teachers and school staff, 2014 and Keeping children safe in education, statutory guidance for schools and colleges 2016.

### ***Certainty not severity is the driving force of this sanctions policy***

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 school and individuals Sanctions Log

- 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 in the individual's sanctions log.

**Unexpected /anti-social behaviour is defined as:**

- Behaviour that stops an activity taking place.
- Behaviour that stops home's staff managing young people.
- Behaviour that prevents or inhibits the right of other young people to engage and/or take part in activities and feel safe.
- Behaviour that threatens the rights of others to feel valued.
- Behaviour that damages the environment and property of others.

**Examples of these unexpected behaviours include:**

- Non-compliance with reasonable requests from staff.
- Verbal abuse, physical threats & attacks on young people and staff.
- Coming into the house base of other groups uninvited.
- Deliberate targeting of particular fears that other young people may have.
- Making an excessive amount of noise (inside or outside the home).
- Making inappropriate gestures, spitting and inappropriate language or throwing objects.
- Bullying behaviour.
- Absent from school or the home without authority.
- Refusal to follow the homes guidelines / agreements that had been previously agreed and signed by individual young people.

**Reflective sanction:**

- The young person is encouraged & required to reflect on his/her 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 inappropriate & anti-social behaviour occurs, this should be within 24 hrs of the behaviour occurring.
- The discussion should only take place if there is the realistic possibility of 'private' time for both young people and staff member.
- 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 brief log should be kept of the discussion and a copy passed to the key worker and class tutor.
- Encouraging the individual to reflect on his behaviour should work towards helping him to understand that there are alternatives to unexpected & anti-social behaviour.
- It is important that the individual has the time and 'space' to discuss what may have triggered the behaviour.
- The discussion would be better taking place privately rather than in front of an 'audience'

**Note:** Above may result in a young person being deprived of free time, but the time should be spent discussing the behaviour and always with a focus on a positive, rather than punitive, outcome.

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

### **(Low Level) Minor Behaviour**

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 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, but should always be brought to the attention of senior managers if behaviour occurs for more than one month.

#### **Examples of Low Level Minor Behaviour:**

- Loss of temper/ showing anger inappropriately.
- Non-compliance / bickering / containable disruption.
- Bullying behaviour towards young people /s or staff.
- Minor damage that is not willful / premeditated and can be easily repaired in house without significant cost.
- Throwing / stamping /spitting where others are not at risk.
- Damage to computer systems, unless sustained and premeditated.
- Lashing out where no contact is intended or made.
- School refusal where lesson attendance has fallen below 90% of all scheduled lessons.
- Refusal to comply with Southlands expectations regarding rules, routines and behaviour.

#### **Suggested Sanctions (Short, sharp sanction):**

- Verbal reprimand.
- 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.
- Parents always informed.
- 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).

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.

### **(High Level) Major Behaviour**

The behaviour is purposeful and sustained, formal senior staff intervention and or support is deemed necessary. Parents informed and involved, major behaviour must be supported by paperwork documenting incidents. Behaviours where violence is the predominating feature of the situation. Where the behaviour is repeated over time and where the young person has failed to respond to strategies employed after previous, similar incidents.

#### **Examples High Levels of (Major) Behaviour:**

- An attack on young people, staff, member of public.
- Use of / abuse of / dealing in: alcohol / tobacco & drugs / pornography and theft of property.
- Malicious damage which would be viewed as vandalism / criminal damage.
- Malicious computer damage to hardware / systems (e.g. introduction of virus).
- Malicious accusations made against school staff.
- Sexual assault which will be reported under safeguarding procedures.
- Persistent low level inappropriate and anti-social behaviour that has not changed despite low level sanctions & consequences.
- School refusal where lesson attendance has persistently fallen below 90% of all scheduled lessons.
- Behaviour/Discrimination (on grounds of gender, sexuality, disability, race or religion).
- Purposeful damage to the property of young people, staff, visitors & the home that is irreparable without extensive work being undertaken with a significant cost involved.

### **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. Head, Deputy, Registered Manager. All sanctions are to be recorded within the individual's sanctions log. Sanctions cannot be imposed on any young person without prior authorisation and completion of the sanctions log. All sanctions will be monitored by the senior management team and the effectiveness of sanctions will be evaluated individually through the completion of the sanction evaluation sheet by the staff member seeking the sanction. All sanction evaluations should be undertaken within 7 days of the sanction ending.

#### **Sanctions are defined as:**

1. Permanent / fixed term exclusion
2. Confiscation of property
3. Loss of any privileges.
4. Removal from school lesson / class environment to alternative learning environment.
5. Stopped from attending an organised activity
6. Community service/ Restorative practice
7. Police involvement

#### **Anti- Bullying (Prevention of Bullying)**

For information of how we deal with incidents of bullying, please see our Anti-Bullying (Prevention of bullying) policy. If a case occurs of severe or persistent bullying, strong sanctions such as exclusion may be implemented.

#### **Off –Site Residential & Educational Visits**

Staff may not allow young people to participate in an off-site activity organised by the home or school educational if a young person's behaviour indicates that the young person's presence on the activity will be prejudicial to good order and/or safety. Any serious offences, whilst on an off-site visit may result where appropriate in fixed term exclusion.

#### **Corporal Punishment**

Please note that the use or the threat of the use of **Corporal Punishment is** prohibited under Section 131 of the School Standards and Framework 1998. The prohibition applies to all 'members of staff' including all those acting in loco parentis, such as unpaid, volunteer supervisors.

#### **Punishments that are humiliating or degrading will not be used.**

##### **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.

#### **Searching**

- School staff can search a pupil for any item if the pupil agrees.<sup>1</sup>
- Headteachers 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 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 well be interpreted by the home as misconduct. Please be aware of the importance of these measures and adhere to them at all times.*

#### Physical Restraint

In our school and home we fully comply with the Cambian policy for the **Management of Actual or Potential Aggression (MAPA®)**. This policy deals with the principles and practice of support given to the individuals in our care by staff in Cambian locations. It also outlines the legal requirements and the practical procedures that Cambian Education undertakes to ensure the safety of the individuals in our care, staff, directors, and visitors to our locations. Cambian recognises that within its 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. As is required by the law we do not have a 'no touch' policy.

At Southlands, we do not hit, push or slap children. Staff only intervene physically and restrain children to prevent them from injuring themselves or others, damaging property, or committing a criminal offence. **Details of such an event (what happened, what action was taken and by whom, and the names of witnesses) are brought to the attention of the Head / Registered Manager and must be recorded within 24 hours into the restraint log and a young person's case files.** The child's parents/carers/guardians/ social worker are informed on the same day or as soon as possible. Records are kept of when restraint is used and parents are informed. **These records are monitored and signed off by a senior member of staff and must be an independent party from the actual physical intervention.** Guidance is given to all 'members of staff' (as defined above) on the circumstances in which 'physical intervention' is allowable. See 'Physical intervention policy' for more information.

Any physical Intervention can only happen where 'There Is No Safer Alternative' TINSA has to be a 'Justifiable, **Reasonable, Necessary and Proportionate Act**' on the part of the staff/s member/s and all alternative strategies must have been considered / implemented

#### Members of the school and home must not:

- bring penknives or potentially dangerous objects, such as fireworks or cigarette lighters, into the home.
- damage property or write graffiti on home or school property. If damage is caused, because a young person has disobeyed instructions, a charge may be levied;
- smoke or consume alcohol in the home or school.
- bring or consume chewing gum in the home or school;

- bring any drugs (other than medication) into the school and home.

Our school is committed to preventing drug misuse. Any instance of possession, use or supply of illegal drugs on school premises or trips will lead to immediate exclusion whilst the matter is investigated. The investigation will always result in the police being involved.

### Staff Development and Support

We support our staff in managing and modifying young people 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.

### Legal Status:

- **Working Together to Safeguard Children (WTSC) (HM Government, July 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.**
- 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 2019)
- DfE Guidance (January 2016) *Behaviour and Discipline in Schools, A guide for Head Teachers 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) DfE guidance on Searching, screening and confiscation January 2018 *Use of Reasonable Force. Advice for Head teachers, Staff and Governing Bodies* (DfE 2013) which incorporates previous directives.



Karen Gaster

Executive Principal Oct 2019