

Hill House School Policy

Behaviour Management including discipline and sanctions

Hill House School is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. It is our aim that all young people fulfil their potential.

Legal Status

- Regulatory Requirements, Part 3, Paragraph 9 and Exclusion Element of Part 6 paragraph 24 (3) of The Education (Independent School Standards Compliance Record) (England) (Amendment) Regulations.
- Equality Act (2010), Education Act (2011)
- DfE Guidance (2016) *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 Headteachers, Staff and Governing Bodies* (DfE 2013) which incorporates previous directives.
- The Children's Homes (England) Regulations 2015 , Regulations 20 and 35; Schedule 3, Regulation 36 (15).

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 and residential setting.

Related Documents

- Behaviour Support for Education (Cambian Policy No:45)

- 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.
- Anti-bullying Policy and Procedures, Safeguarding Policy - Child Protection Policy and Procedures, Exclusions Policy, Spiritual, Moral, Social and Cultural policy (SMSC) including Personal, Social, Health and Economic (PSHE) education

Staffing Method

This process requires:

- strong school leadership, and a clear, well organised and consistent approach to behaviour management;
- an understanding of and access to sources of expertise in current legislation, research and philosophy on promoting positive behaviour.
- fulfils the duties under the Equality Act 2010; including issues related to students with special educational needs or disabilities and provides reasonable adjustments and support systems for these students;
- promoting positive behaviour within the curriculum for supporting personal, social and emotional development;
- recognition that codes for interacting with other people vary between cultures and require staff to be aware of and respect those used by members of The School;
- all staff to provide a positive model of behaviour by treating students, parents and one another with friendliness, care and courtesy;
- implementing a non-aversive, positive approach, sanctions are not used at Hill House School;
- managing students' transition, liaising with parents and other agencies;
- maintaining facilities to a high standard.

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

Availability

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

Student Profile

Hill House School offers 52-week residential placements for students of both sexes with autism, complex learning difficulties and associated behaviours. Our interventions focus on education, stabilisation of behaviour and daily living skills. We work to enable our students to achieve greater independence, self-advocacy and the confidence they need to pursue a bright future. Our students come to us from other schools and centres which cannot fully meet their needs due to their complex difficulties and challenging behaviours. Their academic level and communication skills will vary, spanning a wide range. At Hill House we

provide a therapeutic co-educational environment for a group of complex young people with autism, severe learning difficulties and co-morbid mental health difficulties.

Most of our students are referred to us and funded through the local authorities. Our age range is between 11-19 years of age. Our students will have an Education Health Care Plan.

Statement of Intent

This policy is designed to promote and create a framework for achieving positive behaviour, rather than merely deter anti-social behaviour. It is directly related to the social, physical and emotional well-being of everyone meaning we aim for every member of the school community to feel valued and respected, and each person to be treated fairly and well. In the main, encouragement and support should be seen as the basis for developing acceptable behaviour within the school. Positive reinforcement of good behaviour is infinitely preferable to negative responses to bad as negative reinforcement can, in fact, be counterproductive. Students should be given a positive choice with the necessary therapeutic support to develop socially appropriate behaviour – where appropriate to their level of understanding. We are a caring community, whose values are built on mutual trust and respect for all. We do not use sanctions at Hill House School as this is not appropriate for young people with low functioning autism. Our approach is therapeutic, non-aversive and positive and the school behaviour policy is therefore designed to help all members of the school 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 children.

We believe that children 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 school 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 school that contribute to the development and maintenance of good behaviour and a positive ethos.

Expectations of good behaviour are high and a mutual feeling of trust is implicit. This policy reflects the school's stated aim of enabling all its students to develop skills to manage their own behaviour in a way that is safe to themselves and those around them. Inherent in the ethos of the school is respect for the individuality of our students. Important to us all is the manner in which we relate and speak to students 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 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 children in a positive way in establishing clearly defined and easily understood boundaries, difficult behaviours can be minimised.

It is recognised that negative behaviour in the school environment is 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 students

As part of our Behaviour Policy Our school believes that students 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.

We motivate children to work hard to achieve their best; manage their own behaviours and emotions; treat all members of the community with respect.

Within the context of their autism, students are supported to develop an understanding of risk/danger, for example risks associated with extremism, new technology, personal relationships and personal safety.

The School provides:

- good adult role models of caring co-operative behaviour;
- the reinforcement of positive attitudes to expectations;
- the celebration of a wide range of achievements;
- an acceptance by all staff of a responsibility for maintaining positive behaviour.

Our school makes the relevant information available to comply with the above aims. The policies, working practices, documentation and record keeping support the implementation outlined above.

In formulating our Behaviour Policy we first define the terms '*behaviour*'. Good *behaviour* is conduct that assists the school to fulfil its function.

The School ethos is based on respect and concern for others. We feel they promote a sense of community and collective responsibility with the school. We aim to teach children to be able to develop the ability to manage their own behaviours in socially acceptable ways. The principle guiding management of behaviour exist within the programme for supporting personal, social and emotional development.

Children learn best when

- They feel safe
- Everyone enjoys school, feels valued and respected
- Their efforts and achievements are recognised, and celebrated
- Their learning experience is meaningful and varied, stimulated by their own interest which is promoted and sustained

- They are confident within a supportive, secure, structured, well-resourced and well-managed environment
- There are clear, achievable but challenging expectations
- They are actively encouraged to express themselves appropriately and make choices and decisions

Teaching and care is effective when

- Good communication is valued by all. We believe that people should communicate with one another in ways that show respect for all.
- The needs of the individual leads curriculum planning and activities
- There are accessible, flexible and stimulating strategies responding to students learning styles
- Staff consistently encourage students to achieve their best
- It co-ordinates the advice of all the disciplines involved with the child
- Systems are monitored, assessed and reviewed

The Role of the Principal

The Principal's role has overall responsibility for supporting personal, social and emotional development, including issues concerning behaviour. Support for staff faced with challenging behaviour is also an important responsibility of the Principal who is expected to ensure the implementation of the above aims and additionally to:

- make provision for continuous professional development with reference to: positive behaviour management, physical intervention (the use of reasonable force) and anti-bullying procedures;
- be able to access relevant sources of expertise on promoting positive behaviour within the curriculum for supporting personal, social and emotional development and
- familiarise new staff members with the school's behaviour policy and guidelines for behaviour.

The Role of All Staff

All staff are expected to encourage good behaviour. 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 children including a commitment to ensuring that they can achieve their full educational 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 other agencies, conveying timely and relevant information about attainment, objectives, progress and well-being;
- have a commitment to collaboration and co-operative working where appropriate;

- manage children's behaviour constructively by establishing and maintaining a clear and positive framework, in line with the school'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 children and cooperation through developing their social, emotional and behavioural skills and
- ensure that colleagues working with them are appropriately involved in supporting learning and understand the roles they are expected to fulfil.

Other Agencies

The school has a good working relationship with the local authority and complies with their safeguarding procedures.

The School Environment

We are well aware of the impact of the school environment on the behaviour of our children. If we are to raise self-esteem and demonstrate the value of each individual member of our school, then we must make sure that this is reflected in the appearance of the school. The care and sensitivity with which children's work is displayed both in the classroom and throughout the school will radically affect the feeling of welcome and ownership by all. Staff will have a commitment to the appearance of the school buildings by picking up litter, noting displays coming adrift and removing items left lying around.

We promote a school environment where:

- all students feel safe
- all students have a right to work in a calm, undisturbed, supportive and purposeful atmosphere;
- positive self-esteem is encouraged;
- the attitudes and values with reference to Spiritual, Moral, Social Education (SMSC), Personal Social Health permeate the curriculum;
- high expectations, both in work and in play, create a positive attitude to learning for life;
- all have a right to attend school without the fear of being bullied;
- praise rather is the norm;

Expectations

These are:

- To promote the well-being of self and the school community;
- To encourage the development of personal independence and responsibility;
- To promote the creation of an atmosphere conducive to learning.

Our school 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 is opposed to any form of open, or concealed, racism or racist behaviour. All students, staff and parents have a right to be treated equally regardless of ethnic origin, colour or religion. Students should be encouraged to accept responsibility for their own behaviour.

Code of Conduct and Care for Others

In order to maintain a happy, safe, working environment in which staff and students can perform to the best of their ability we expect all members of our school to conform to the following code of conduct.

- The School will not tolerate disrespectful behaviour or physical or verbal abuse, i.e. bullying, teasing, rudeness or bad language, directed at any member of the School.
- Any incident of bullying should be reported to an adult immediately. (Please see school anti-bullying policy.) Immediate steps will be taken to offer appropriate support for the victim. When the facts have been fully established, support should also be extended to him or her in the form of assistance from the Principal or outside agencies.
- We expect all members of our school to refrain from overly physical contact with one another.

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. We endeavour to raise students' self-esteem by using praise to encourage and acknowledge positive actions and attitudes. Staff should seek every reasonable opportunity to praise students. The particular and individual challenges faced by students mean that staff should actively seek out examples of appropriate and socially acceptable behaviour, identify and acknowledge that behaviour and then reward it.

We praise and reward children for good work and behaviour in a variety of ways:

- Teachers and staff congratulate students;
- Achievement certificates
- Students can visit other classes to share their good work or may be chosen to share it with visitors.
- Displaying good work around the School.

Sanctions are not used at Hill House School.

Support, Guidance and Restraint: how we define and use physical intervention skills

At Hill House we provide a therapeutic environment for a group of complex young people with autism, severe learning difficulties and comorbid mental health difficulties. For these

individuals, physical and/ or restrictive intervention may form part of a range of planned strategies required to meet their needs and to ensure the safety of others.

The Behaviour Support Policy that we follow has been compiled with regards to Local Authority Policies relevant to the Cambian locations and the updated non-statutory advice from the Department for Education and specialist organisations such as BILD

It is vital that we ensure that we provide guidance to staff on the circumstances in which physical and restrictive intervention may be used. This is given in various ways, but is formalised within the Behaviour Support Plan which lists, proactive, active, reactive and relapse prevention approaches. The Behaviour Support Plan is reviewed termly or more frequently as required.

Following statutory guidance on *Keeping Children Safe in Education* from the Department of Education which clearly states “This guidance does not advise schools and FE colleges on every detail of what they should be doing when dealing with safeguarding issues or in relation to promoting the welfare of children. While it is proper for the Government to lay down principles, it is for front line skilled professionals to use their knowledge and judgement to safeguard and promote the welfare of children in their care, focussing on priorities and being clear about their individual responsibilities”, we have sought in this document to clarify for the team at Hill House the position with regard to recording a) supportive physical intervention which is giving reassurance and b) recording restraint which seeks to restrict an individual. In addition we must ensure that we comply with the **Children’s Homes Regulations and quality standards** which requires that restraint must only be used for the purpose of:

Preventing injury to any person, including the child being restrained

Preventing serious damage to the property of any person including the child being restrained

Restraint must only be used for these purposes when there is no alternative available.

It is detailed in policy that Cambian define a Restrictive Intervention as follows:

Definition: Restrictive Intervention is any method which restricts the individual’s liberty for example by environmental means, physical means, including mechanical means, holding and physical restraint.

However, it is recognised that as part of a positive behaviour ethos we aim to use a ‘Supportive’ approach to all intervention first and then only use a restrictive intervention in emergency situations, where we may be left with no other option

Definition: Supportive intervention is any method or skill which guides and supports an individual without restriction, it may be verbal and/or physical and is part of a behaviour support plan to encourage learning and self-management. This may include a LOW or

MEDIUM Safety intervention skill, both of which can be applied with limited restrictions but gives the student a level of comfort and security to enable them to be re directed

All incidents of restrictive physical intervention will be entered into the Restraint Log and also entered into the Behaviour Watch database to enable analysis of trends and patterns of behaviour that will assist the multi-disciplinary team working with the individuals in our care.

Monitoring up to 72hrs (24hr blocks) as appropriate is put in place after any physical intervention. An immediate health check should always take place.

For many of the individuals in our care, the complexity of their needs means that the fact the level of intervention has stayed constant and not increased is in itself positive.

Nevertheless, it is important to ensure that the use of physical or restrictive intervention never becomes routine.

It is our aim to be extremely transparent in all of our recording and to make it clear in our recording that when offering a distressed student a level of physical support to reassure and calm but not restrict, that this in itself does not constitute a restraint. However, we recognise that there is a very thin line between supportive and restrictive intervention and as such we recognise the need to ensure that we remain accurate and factual in our recording. This requires vigilant overview from senior staff and regular training to all staff members. This is achieved by the following processes:

Process

1. Behaviour Support Plan (BSP) should detail clear strategies for proactive, active, reactive and relapse prevention. In each of the sections of the plan we will define whether a supportive or restrictive intervention is required
2. Information from Incident Manager, Report and Debrief / Reflection will always confirm the nature of the intervention.
3. Where possible, the Duty Officer or Behaviour Support Manager will oversee any high level physical intervention.
4. Senior Management Team to assess and sign off all incidents reports within 24 hours.
5. Training and guidance in reporting and recording is given to staff.

Post Incident

- Each student has individualised reflection that they can access as and when appropriate
- Strategies form which is part of the incident report

- The child is encouraged, where appropriate to reflect on his/her behaviour.
- The aim of a 'reflection' is to support the student in aiming for a positive outcome, for example learning a new coping strategy.
- A reflection is completed with staff whenever requested or when an incident has involved an emergency floor hold, this is kept with the incident report.
- It is imperative that 'visual conversation' techniques are used to assist the child to process the information if this is required to support understanding.

Weekly Risk Assessment and High Priority Group

The weekly risk assessment is completed each week for all students. This is a review of the risk behaviours that a young person has presented with over the previous week (7 days). From the weekly risk assessment students who flag up as red are put forward for discussion at the Hill House High Priority Group or additional input as deemed appropriate for each individual.

The consultant psychiatrist and clinical psychologist are invited to attend, as well as key representatives from care, education and therapy teams.

The aim of the meetings is to ensure that the whole team are aware of concerns and can implement robust plans and strategies for support and improvement.

Minutes are taken at the meeting and actions with time frames are set. These are then reviewed at the following week's high priority meeting.

Strategy Meetings

This meeting will be held weekly and will be a discussion regarding strategies for students who need additional support due to high anxieties. The clinical psychiatrist, psychologist and school nurse may attend these meeting attends as well as representatives from care, education and therapy. The aim of the meetings is to discuss and implement strategies to provide a consistent approach and lower students anxieties. Minutes are taken at the meeting and agreed strategies/guidelines implemented.

Anti-Bullying

For information of how we deal with incidents of bullying, please see our anti-bullying policy. If a case occurs of severe or persistent bullying, strong sanctions such as exclusion will be implemented.

Recording Behavioural Incidents

The school keeps a variety of records of incidents of behaviour

- Incident Forms
- Safety Intervention Log
- ABC Forms
- De-escalation Log

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 parents or any appropriate independent listener or helpline.
- Requirement to wear distinctive clothing
- Withholding of any aids or equipment needed by a child.

Concerns about the welfare of colleagues or children should be communicated to the Designated Safeguarding Lead – Louisa Burden, Deputy Safeguarding Leads – Kate Landells, Kirsty Marsden or Greg Jagger immediately.

Remember, these guidelines will protect you, the children and the school. Failure to comply may well be interpreted by the school as misconduct. Please be aware of the importance of these measures and adhere to them at all times.

Physical Restraint

In our school we fully comply with the CPI Safety Intervention approach. This approach deals with the principles and practice of support given to the individuals in our care by staff in Cambian locations. The policy 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.

In our school we do not hit, push or slap children. Staff only intervene physically to restrain children to prevent them 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 **Designated Safeguarding Lead – Louisa Burden, Deputy Safeguarding Leads – Kate Landells, Kirsty Marsden or Greg Jagger immediately** and recorded in the student's appropriate file. The student's parents/carers/guardians are informed on the same day. Records are kept of when physical intervention is used and parents are informed. 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.

Involvement of Students

Article 12 of the UN Convention on the Rights of the Child allows students who are capable of forming views to express those views.

Duties under the Equality Act 2010

In accordance with the Equality Act 2010, the school acknowledges its legal duties in respect of safeguarding and special educational needs. Particular consideration will be given to those pupils with special educational needs or disability when considering behaviour, discipline and sanctions including exclusions. The school will take account of any special educational needs when considering whether or not to exclude a pupil. Pupils will not be treated less favourably for reasons related to the disability and steps will be taken to ensure this. Steps could include differentiation in the school's behaviour policy, behaviour modification strategies and requesting external help with the pupil. Adjustments will be made according to the pupils' specific needs. All rewards and sanctions must be applied fairly and consistently and in accordance with the School's Single Equalities Policy. There will be no discrimination on the basis of gender, race, religion, belief, culture, sexual orientation, special educational needs or disability.

THE ROLE OF THE STUDENTS

The Rights and Responsibilities of Student's

Our school believes that as a student you have the right:

- To develop to your full potential in every area of school life;
- To be treated fairly and with respect.

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 suspension whilst the matter is investigated. The investigation may result in expulsion.

Behaviour of Parents on/off the School Premises

It is expected that parents will comply with our school regulations regarding dropping off and collecting their children and when on the school premises.

- Parents must on arrival at the school, ring the buzzer or call the Duty Officer phone (if out of hours) and report immediately to the School Office. They may not wander around the school premises unaccompanied.
- Parents should not become angry publicly, and if they have a problem this should be dealt with in privacy with the person concerned and if necessary with another member of staff. Complaints should be handled according to the Complaints Procedure.
- Parents do not have permission to turn up at the school during school hours unannounced demanding to see their child's teacher, care manager, team manager or keyworker. If this happens, and they refuse to leave, they will be escorted off the premises.
- Parents may not meet class teachers when they are teaching and appointments must be made.

- If there is a court order against a parent seeing their child the school will abide by the conditions of the order. For example, a parent who has been banned from entering the school premises is trespassing if he or she does so without permission and the police will be called.

Parents should not use emails to circulate or placements made on social network sites that damage the reputation of the school/pupils/staff.

Organisation and Facilities

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

Staff Development and Support

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

Managing Student Transition

We carefully manage the transition of our students throughout the school and the preparation transition to adult provision. A particular strength of our school is the relationship staff develop with the students. Because our staff team are in constant communication, any specific student support systems or strategies are seamlessly integrated as each student moves through the school to ensure consistency in their behaviour management.

REPORT ON NOTES

- Daily handovers/recording;
- Progress in class and care;
- Regular contact by Teacher / Tutor, House Manager or Keyworker;
- Social development & progress
- Multi - Disciplinary Team clinical notes
- Recorded in home contact log / telephone records; formal Review Report
- Formative reports of academic achievement & behaviour;
- Annual Review; Summative document recording progress against EHCP targets; Annual invitation to key people

Monitoring and Review

- This policy will be subject to continuous monitoring, refinement and audit by the Principal.

Principal of Hill House;

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