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# PROMOTING POSITIVE BEHAVIOUR AND RELATIONSHIPS (3) (Discipline including sanctions, rewards and restraint)



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## Introduction

The policy has been developed in line with

- The Education and Inspections Act 2006 section 93.
- The Equality Act 2010
- Joint guidance issued by the Department for Education and the Department of Health, and follows the guidance for the [Use of Reasonable Force July 2013](#).
- The Department of Education advice to Head teachers on [Behaviour in Schools](#)
- The school recognises its responsibility for safeguarding children and young people and this policy should be read in conjunction with the High Close Child Protection and Safeguarding Policy.

Behaviour Management plays a significant part in the daily work that we undertake. All staff are provided with the relevant training in order to support this. Therefore, it is expected that all staff take a proactive stance in assisting and supporting the young people at High Close School.

The policy should be read in conjunction with all other school policies and guidance relating to interaction between adults and pupils. This policy also takes into account the Barnardo's Behaviour Management Policy.

### 1. Underpinning Values

Everyone attending or working in this school has a right to:

- Recognition of their unique identity
- Be treated with respect and dignity
- Learn and work in a safe environment
- Be protected from harm, violence, assault and acts of verbal abuse.

Pupils attending High Close School and their parents/carers have a right to:

- Individual consideration of their needs by the staff who have responsibility for their care and protection
- Expect staff to undertake their duties and responsibilities in accordance with the school's policies
- Be informed about school rules, relevant policies and the expected conduct of all pupils and staff working in school
- Expect a Behaviour Support Plan and individual risk assessment to be designed to achieve outcomes that reflect the best interests of the young person
- Be informed about the school's complaints procedure.

## **2. Relationship to other school policies & documents:**

This policy should be read in conjunction with:

- Staff Code of Conduct
- Statement of Purpose
- Countering bullying
- Pupil access to persons independent of High Close School Staff Group
- Equality and Diversity including Provision for pupils with particular religious, dietary, language or cultural needs
- Child Protection and Safeguarding
- Staff Disciplinary, grievance and whistleblowing
- Missing Children Policy
- Care of Boarders who are unwell
- Working with parents and carers
- Safety and Supervision on School Journeys
- Health and Safety
- Complaints Procedure

## **3. Objectives**

The objective of this policy is to promote acceptable behaviours and will enable young people to understand that all behaviours will have consequences, both positive and negative, in preparation for leaving school and their adult life. This area is particularly important for many of the young people we work with, as it is often the case that it has been their behaviour that has led to exclusion from mainstream schooling.

The objectives of this policy are to outline

- measures to combat bullying, including cyberbullying, and to promote positive behaviour
- school rules
- disciplinary sanctions
- when restraint, including reasonable force, is to be used and how this will be recorded and managed
- arrangements for searching children and their possessions.

## **4. Minimising the need for physical restraint**

At High Close School we constantly strive to create a calm environment that minimises the risk of incidents occurring. All staff at High Close School are trained in Therapeutic Crisis Intervention (TCI) where the emphasis is on de-escalation and support to significantly reduce the need for physical restraint. All pupils will have a Behaviour Support Plan/individual risk assessment (BSP/IRAs) to ensure that all strategies implemented are relevant to that young person's individual needs. This document is regularly reviewed to ensure consistency of approach and that strategies are relevant and individual to the young person and ensure that staff are able to respond appropriately.

TCI Europe is on a list of organisations which provide BILD-accredited (the British Institute of Learning Disabilities) training. TCI is also certified as part of the Restraint Reduction Network Training Standards. High Close implements TCI to reduce the need for physical intervention.

## 5. Implications of the policy

This policy adheres to all aspects of [The Education and Inspections Act 2006](#) and [The Violent Crime Reduction Act 2006](#)

All staff have a responsibility with regards to Behaviour Management and must ensure the safety of all pupils at High Close School.

The use of Therapeutic Crisis Intervention is a system that

- Prevents and/or de-escalates a potential crisis situation with a young person
- Safely and therapeutically manages a crisis situation
- Helps young people improve their coping strategies

Physical Interventions must only be employed for the minimum time necessary. They must cease when the young person is judged to be safe and no longer at risk of self-injury or harming others.

Staff must ensure that they can justify and give a rationale for using physical intervention. All serious incidents and Physical interventions must be recorded on Sleuth as soon as possible (within 24 hours) and passed on to the young person's parent/carers/external professionals – in the case of physical interventions this should be done on the same day.

## 6. Staff Training

Training in Therapeutic Crisis Intervention will be available for all Education and Care staff at High Close. Staff are expected to use this training to inform their working practice. Staff should ensure that they are using TCI techniques, strategies and physical interventions. If in a member of staff's professional judgment, they feel they have to intervene in a way not prescribed by TCI, which would avoid a catastrophic incident where there is risk of serious injury or death to themselves, other pupils, staff or members of the public, and be in the best interests of the young person, they will be expected to have a clear rationale as to why they took the steps they did.

High Close works with young people who have complex needs and challenging behaviours and as such the level of risk they present to themselves and others can be high. TCI is a safe system that supports young people to reduce stress and risk and teaches them better coping strategies so they can learn new ways of dealing with stressful incidents.

## 7. Behaviour Support Plans/Individual Risk Assessments

Young people will all have a Behaviour Support Plan/Individual Risk Assessment. This will detail the child's baseline behaviours and how best to support and intervene at different stages of crisis, including how best to work with the young person and will also detail interventions that should be avoided or not used. This document is a working document that is updated regularly and after each major crisis to ensure it is relevant and up to date. The young person should be involved in the writing and review of this document (input should be relevant to their age and ability).

This document is available all relevant staff across campus and discussed by tutors and keyworkers. Parents and carers should have input into this document and updates are shared with them.

## 8. Health and Safety

Safety should be paramount in any crisis situation and staff have a duty of care to the young person, other staff and themselves. If in a public place they should also consider the impact on members of the public.

### a. Health and safety of a young person

After any incident involving physical restraint staff must complete health and safety checks on the young person. Within these checks staff must monitor respirations, colouring and general well-being. If staff have any concerns about the health of a young person after a physical restraint they should speak to a member of the Senior Leadership Team and seek medical advice.

Staff must carry out and document these checks at 5, 30 and 60 minutes after restraint. If these timings result in a young person leaving the member of staff's care, the member of staff must communicate that a restraint has taken place and the responsible adult must in turn take responsibility for carrying out these checks.

### **b. Health and safety for staff**

Staff must ensure that if they have any illness/injury/medical condition which could impact on their ability to work safely with young people that they let their line manager know and appropriate reasonable adjustments are made that help the staff member and do not impact on the quality of service to the young person.

### **c. Trips and visits**

Health and Safety remains a priority on school trips and staff should carry out risk assessments for each pupil prior to each trip. Due consideration should be given to the following:

- The ability for the pupil to cope with the demands of the trip
- The number of trained and qualified staff on the trip with due regard for pupil: staff ratios
- Up to date and checked risk assessments and contingency plans
- Staff ID to be carried at all times whilst off campus.

## **9. Working with Challenging Behaviour**

The young people at High Close School can display challenging behaviour. This is often a reflection of need or an inability to cope with the situation or their feelings. All behaviour should be viewed as communication and staff should ensure they look at what feelings are driving the behaviour.

Staff should use the skills that they have learnt in their TCI training and their professional judgement to effectively support young people. Developing appropriate positive professional relationships with young people is the cornerstone of the work that we deliver at High Close. Getting to know a young person and their history (including trauma and adverse childhood experiences) can help in understanding challenging behaviour. The goal of positive behaviour management is the reduction in the need for physical interventions and if the need does arise that these are carried out for the shortest amount of time and as safely as possible for all involved.

Behaviours that can be exhibited can vary and staff should be aware of the different challenges young people can present and how best to support them.<sup>3</sup>

Young people may direct their upset and anger at other young people, at staff or at themselves. Staff should be prepared to support the young person in coming to a positive outcome in these situations. Young people who direct their aggression towards others may require support in developing coping strategies in order to manage their frustrations with others or may require support under the Countering Bullying policy.

Staff should be aware of child on child abuse, this can take the form of emotional abuse, physical abuse or sexual harassment and or sexual violence. More information regarding this can be found in the Child Protection and Safeguarding policy.

## **10. Physical Interventions**

Physical interventions should only be employed after other less intrusive approaches have been attempted unsuccessfully, or where there is no time to try such alternatives. De-escalation is the key strategy that should be employed in the first instance when dealing with any crisis situation. Staff are aware that physical restraint can be a traumatic experience for young people and will always use the least restrictive interventions to maintain safety.

Physical Interventions should only be employed as a safety response to acute physical behaviour and their use is restricted to the following circumstance; the young person, other young people, staff members or others are imminent risk of physical harm or in the case of serious, sustained damage to property.

Physical Interventions must never be used as

- Punishment
- Consequences
- A method to enforce compliance

All physical interventions should be indicated within the young person's Behaviour Support Plan/Individual Risk Assessment.

## 11. Contact with parents/carers and Social Workers

After an incident with a young person, we must notify all of the relevant internal and external parties and pass on the details of the incident to them. This should be done by the person writing up the incident but they may have to consult with other staff in order to ensure that they have up to date and accurate information.

## 12. Seclusion

In an emergency situation, seclusion may be used but should not be included as any planned response within a child's Behaviour Support Plan.

Therefore, seclusion should only be used when:

- It can be shown to be in the best interests of the person being secluded – and not for ease of management.
- It is an emergency rather than a planned response.
- It is the least restrictive response and its use is proportional to the level of risk presented.
- It is used for the minimum period of time to restore safety.
- All other strategies such as de-escalation have been exhausted and have been ineffective or are considered to be inappropriate in the circumstances.
- Young people will be constantly monitored by staff whilst in seclusion to ensure that this technique is used for the minimum possible amount of time.

If seclusion is required as an emergency response, it must be discussed as soon as possible with a member of the Senior Leadership Team / Senior on-Call. Use of seclusion will necessitate an immediate review of the young person's Behaviour Support Plan/Individual Risk Assessment and a Post incident review will be conducted.

## 13. Screening, Searching and Confiscation

If school has reasonable grounds to suspect a pupil has a prohibited item, the pupil and their possessions may be searched in accordance with the [DfE advice 'Searching, screening and confiscation: advice for school staff and governing bodies'](#), September 2022. All young people at High Close have Special Educational Needs and/or Disabilities and therefore staff are trained in understanding and making appropriate adjustments to these needs. All young people have Individual Behaviour Support Plans and Risk Assessments which detail what support young people require and these are regularly updated to reflect the young people's current needs, staff must consult these in the event of an issue where are young person needs to be searched in order to ensure they conduct this in the most appropriate way for the individual young person.

Searching:

School staff can search a pupil for any item if the pupil agrees. The ability to give consent may be influenced by the child's age or other factors. Staff authorised by the Principal (headteacher) are all staff who have completed TCI training on searching.

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 and weapons;
  - alcohol;
  - illegal drugs;
  - stolen items;
  - 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 property of; any person (including the pupil).

- an article specified in regulations: The Schools (Specification and Disposal of Articles) Regulations 2012
- tobacco and cigarette papers;
- fireworks; and
- pornographic images.

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. This includes e-cigarettes and vapes.

School staff can seize any prohibited item found as a result of a search. They can also seize any item they have reasonable grounds to suspect may pose a risk to staff and young people, is prohibited, detrimental to school discipline or is evidence in relation to an offence. Items seized in any such search will either be confiscated or disposed of in line with the DfE advice or, where applicable, they will be delivered to the police at the earliest opportunity. Anything confiscated from residential pupils must be recorded in either the Sanctions book or the Consequences, Responses and Interventions book.

High Close does not use screening tools for pupils or staff.

It should be the common practice that a search is carried out it will be by two members of staff of the same sex as the pupil. This may not be possible if there is an emergency reason e.g. a concern that a young person has a weapon that they intend to use. A pupil will only be required to remove outer garments of clothing. The pupil may be required to turn out their pockets.

Staff should seek a manager's approval before carrying out any searches of young people unless the situation is an emergency i.e. there is a valid concern that the young person has something that could harm themselves or others.

Use of physical intervention should not be used during a search unless there is a high risk of harm to the young person or others. Staff **MUST** be able to justify the reason for any physical intervention in the process of a search and this must be reported to the Principal immediately and recorded through Sleuth.

Staff may also search young people's bags, etc. and in the case of residential pupils may search their rooms. Good practice would dictate that young people are present whilst searching rooms; however, if staff have cause to believe there is an immediate danger, they may search the young person's room without them being present. Searches of rooms should only be completed with the manager's approval and completed by two members of staff. Staff should record any searches of rooms on the Record of health and safety checks within the young person's Placement/Care Plan folder.

Staff must report to the DSL's if they find anything during a search that could be a safeguarding/Child Protection concern. Staff should inform the DSL's and the Principal if they find anything that could require reporting to the police.

#### Searches conducted by the police

In cases of serious concern the police may be called to the school and may indicate they intend to search the young person. If the police state they are going to complete a search staff must ensure they ask the police how they intend to search the young person. If the police state they are completing a search other than what is permitted above then staff must stop the police and inform SLT immediately. Staff must not allow anyone to search a young person outside of what is permitted above and must not agree to a strip search under any circumstances, this can only be agreed by SLT.

If a strip search is authorised in exceptional circumstances then an appropriate adult must be in attendance. Staff are not permitted to agree to be an appropriate adult unless authorised by SLT, a parent may be an appropriate adult or a trained appropriate adult may be found. Strip searches can only be carried out by police officers of the same sex and an appropriate adult of the same sex (unless the young person specifically requests an appropriate adult of a different sex).

Any searches completed by the police **must** be reported to the DSL and a report completed on Sleuth and on CPOMS.

Support will be provided to the young person following any searches completed. In the exceptional circumstance of a strip search being completed on school premises appropriate support will be put in place for the young person, including support advised or provided by the school's therapy team.

Informing parents/carers/social workers

Any searches carried out must be passed on to parents/carers and where a young person is a Child In Care to the Local Authority Social Worker. This must be recorded on contacts as well as the appropriate record (CPOMS/Sleuth).

## **14. Support Following Incidents**

Any member of staff or pupil at the school involved in or witnessing a serious incident and incidents involving the use of Physical Intervention may require additional support following the incident.

### **SUPPORT FOR YOUNG PEOPLE**

Physical techniques are not used in isolation and the school is committed to ensuring that as a result of crisis learning opportunities are created to practice better coping strategies.

TCI techniques seek to avoid injury to the young person, but it is possible that light bruising or scratching may occur accidentally, and these are not to be seen necessarily as a failure of professional technique, but a side effect of ensuring that the young person remains safe. If a young person sustains an injury as a result of a restraint the DSL should be informed as this will be reported to the LADO for oversight.

Pupils who may be distressed by events can be offered the following support:

- Quiet time taking part in a calming activity
- Quiet time away from the incident/trigger
- Resuming their usual routine/previous activity as soon as possible, especially for pupils with Autistic Spectrum Condition
- Staff should conduct a Life Space Interview with the young person as soon as appropriate in order to repair and restore relationships and help the young person learn better coping strategies for any further crisis events.

### **SUPPORT FOR STAFF**

Staff should ensure that they are fully recovered from an incident before resuming their duties and colleagues are encouraged to seek and offer support where it is deemed necessary.

There may be a need for relationships between the staff and young person involved to be repaired and restored to ensure that a positive learning environment is maintained. This is done using Life Space Interviews.

After every incident of physical restraint a Post incident review must take place with as many of the staff that were involved as possible. This is an opportunity to ensure that all staff involved have recovered, both physically and emotionally. It is also an opportunity to examine the incident and have the opportunity to reflect on practice and establish if there were any points of learning for those involved. Staff should check the debrief rota for the staff available to complete a post incident review so this can occur as soon as possible.

The key points of the post incident review must be recorded on Sleuth in the relevant section. These incident reviews can be carried out by a member of staff that has received the post crisis response TCI training and ideally the manager conducting the review should not have been involved with the initial incident. Reviews can also take place after an incident not involving physical restraint.

Where staff have been involved in an incident involving Physical Intervention, they should have access to support from their colleagues and Line Managers where appropriate.

Staff should access counselling support via the [Barnardo's Employee Assistance Programme](#) if they wish to.



The Designated Behaviour Leads will ensure that each incident is reviewed and investigated further as required. If further action is required in relation to a member of staff or a pupil, this will be pursued through the appropriate procedure:

- Review of the Behaviour Support Plan/Individual Risk Assessment
- Safeguarding Procedures (this may involve investigations by Police and/or Social Services)
- Exclusion Procedure; in the case of violence or assault against a member of staff or another pupil this may be considered

In some circumstances, it may be appropriate to provide additional training or professional support for particular staff where it is decided that the incident could have been managed more effectively.

## 15. Preventing Reoccurrence of Behavioural Incidents

High Close will adopt a range of initial intervention strategies to help young people manage their behaviour and reduce the likelihood of a suspension or permanent exclusion. Young people are helped to understand the expectations and support is provided for young people struggling to meet those expectations.

Tutor sessions, link/key working and the family resource team can provide mentoring and coaching sessions, short term report cards and frequent and open engagement with parents can be used.

The initial interventions should also consider the EHCP and if the appropriate provision is in place to meet the SEND need the young person has.

If there are more serious concerns around behaviour it may be necessary to consider multi agency involvement outside the scope of the school.

## 16. Trips/Visits off Campus

If an incident of poor behaviour does occur off the school premises, staff will endeavour to de-escalate and minimise the incident at the time and it will be followed up in school.

Our equal opportunities policy states that all pupils should be included in all curriculum activities. However, Health and Safety remains a priority and staff should carry out risk assessments for each pupil prior to each visit into the community. Due consideration should be given to the following:

- Is the pupil able to cope with the demands of the proposed visit?
- Are there sufficient, suitably trained staff - particularly if there should be an incident?
- How will you contact school to get extra help if necessary and how will you get back?
- Staff ID to be carried at all times whilst off campus.

Where a member of the public reports poor behaviour by a pupil out of school, the school will investigate the situation and establish, as far as possible, what took place. Where appropriate, an appropriate consequence should then be given.

## 17. Monitoring Incidents

Monitoring of incidents will help to ensure that staff are following the correct procedures and the results will be used to identify trends and inform planning to meet individual pupil and school needs.

The Designated Behaviour Leads monitor all incidents on a weekly basis. The Leader of Care monitors a sample of incidents involving residential young people on a half-termly basis. The independent Visitor for residential units also will sample incidents involving young people in residential settings as part of the residential units external oversight.

An annual summary of incidents which have involved the use of Physical Intervention will be presented to the Governing Body.

If staff involved in an incident are concerned about the management or techniques used by their colleagues, post-incident reviews should be used to address these in the first instance where appropriate. Staff are reminded that part of their duty of care to pupils includes the requirement to report any such matters which cause them concern in relation to pupil management and welfare. Any such concerns should be raised with the Principal/DSL, in line with the procedure in the Child Protection and Safeguarding Policy (whistleblowing).

## **18. Complaints**

At Admission, parents/carers are informed of relevant policies and complaint procedures. Young people are made aware of the complaints systems in place.

Where the nature of any complaint made by a pupil, parent or other person is in relation to the use of Physical Intervention a full investigation will take place under High Close/Barnardo's complaint procedures (see Staff Disciplinary, Grievance and Whistleblowing Policy and Procedure and High Close Complaint's Policy).

## **19. Managing the environment**

Staff are free to arrange rooms in a way that is mindful of the special educational needs of the children at High Close. This means that the arrangement of furniture and control of resources should promote a safe environment and reduce the likelihood of poor behaviour. Staff will be mindful of using sensory and communication friendly techniques such as movement breaks, fidget toys and appropriate activities.

## **20. Rewards**

Rewards should be used to reinforce and encourage positive behaviour with young people. Young people should be encouraged to take ownership of rewards systems and to actively be part of creating them. Rewards and targets are based on the individual young person and the progress they make in regards to this is also individual, as each young person will have differing levels of ability and as such, a blanket system would be inappropriate.

Rewards are used to recognise good work, behaviour, effort or attitude and to promote self-esteem and motivation for the pupil concerned.

Young people earn points in school for completing work and for positive behaviour. At the end of term they may use these points to buy things from 'Trading Post'.

Rewards can be issued by staff, volunteers or visitors (via a staff member) to recognise good work, behaviour, effort or attitude and to promote self-esteem and motivation for the pupil concerned.

All young people receive immediate, targeted praise for positive learning, behaviour and social interactions.

Each young person has individual targets (taken from EHCP outcomes) points are awarded in discussion with the young person. At the end of term, they may use these points to buy things from 'Trading Post.'

Every Friday there is a Commendation Assembly where we celebrate the individual achievements of the young people – they receive certificates for making their points targets, for outstanding or extraordinary effort or work completed and group awards are given for tutor groups and units based on the achievement of the group as a whole.

Young people also have the opportunity to earn raffle tickets throughout the week for particularly positive work or behaviour and again this is celebrated in the Commendation Assembly.

High Close has a 'Good Citizen' record where staff can note the actions by young people who have been particularly supportive or kind to others and young people can receive the 'Good Citizen of the Week' award if they have been entered and chosen as the best entry by SLT.

Residential units have individual rewards programmes based on the young people's needs that are resident. These vary from unit to unit however may include trips and outings based on meeting personal targets, points systems where they can earn points based on how they are improving with individualised targets which can then be translated to rewards. Key workers and unit staff teams as a whole will identify rewards systems that work for individuals and the group as a whole and put them in place with the young people. This is done in consultation with parents/carers and other external professionals in order to promote learning and development for each individual young person based on their specific needs as identified in their EHCP. These will be reviewed and changed according to need as this may be affected by external factors/crisis for young people.

Residential units and the day unit will also award certificates in the Commendation Assembly for young people's achievements in the unit.

A record of all rewards received within the residential unit is maintained for each residential young person.

High Close has a Prize giving ceremony at the end of the school year which celebrates the achievements and progress made by young people over the whole school year and parents/carers/external professionals are invited to attend to share in this recognition of achievement.

## 21. Permissible sanctions

Staff will respond positively to acceptable behaviour, and where the behaviour of children is regarded as unacceptable, it is responded to with constructive, approved sanctions or consequences in line with National Minimum Standards for Residential Special Schools with the aim of assisting young people in developing appropriate behaviour. Consequences may be given by any member of staff at the school or a volunteer who has completed the Barnardo's volunteer training.

### Procedure

A sanction should only be given when deemed as appropriate to the individual young person and the circumstances of the unacceptable behaviour. Knowledge of the needs of the young person should be taken into account, as should the context within which the unacceptable behaviour took place. The aim being that the sanction is fair, appropriate and effective.

When a sanction is applied, it is important that it is discussed with the young person. Staff should explain why the behaviour is unacceptable and its likely consequences on themselves and others, in order to promote understanding, responsibilities and awareness. The young person should be encouraged to endorse and comment on the sanction within the agreed recording process, i.e. incident sheets and/or sanction book. If the young person refuses to sign or make a comment, then this should also be recorded on the appropriate documentation.

The residential units maintain a record of all sanctions and rewards that are given to individual pupils. **We strive to ensure that any sanction is reflective of the behaviour that led to it and relate directly to the incident.** The sanction should aim to reduce recurrence of the behaviour as well as reflecting the needs of the individual young person. A Life Space Interview should be conducted.

This will also hopefully reduce the likelihood of a repeat of negative behaviour becoming a focus of attention. Sanctions should be fairly and consistently applied and completed as close to the episode as possible. The record should be made within 24 hours of the behaviour.

Any measures taken to respond to unacceptable behaviour are appropriate to the age, understanding and individual needs of the child. Sanctions are based on establishing positive relationships with children and are designed to help the child.

### Consequences, Responses and Interventions

Within the residential units, records are kept of consequences, responses to behaviours and interventions that are a result of young people's inappropriate behaviour (that may or may not be associated with their additional needs). This is to record interventions that occur as a result of negative behaviours but that are implemented to

support the young person's understanding of their behaviour, such as time away to regulate their emotions or not earning a trip out due to disruptive behaviour.

### **For day pupils:**

On arrival at High Close School, young people will be given a copy of the day unit handbook, and link workers and tutors will discuss acceptable behaviour during tutor time and link working sessions. This will ensure that information is appropriately given to all children about the expectations of behaviour at the school, any rules they are expected to keep to, and what sanctions are used and how they relate to unacceptable conduct. This information should also be made available to parents and placing authorities, via the Admissions and Placement meetings, the home-school agreement, and at Annual Review meeting as appropriate.

### **For residential pupils:**

On arrival at High Close School, young people will be given a copy of the residential unit handbook, and keyworkers/staff will discuss acceptable behaviour during individual key working time and through group meetings/discussion. This will ensure that information is appropriately given to all children about the expectations of behaviour at the school, any rules they are expected to keep to, and what sanctions are used and how they relate to unacceptable conduct. This information should also be made available to parents and placing authorities, via the Admissions and Placement meetings, the home-school agreement, and at Annual Case Reviews as appropriate.

## **Acceptable Sanctions**

Examples of acceptable sanctions would be:

- The temporary restriction or withdrawal of privileges
- Completion of additional key or link working relevant to the behaviour
- Additional household tasks which should be designed to be as positive and productive as possible and linked to behaviour
- Reparation in the form of reduction of pocket money. **This is only to be used in the case of damage or stolen property.** Pocket money can only be reduced by a maximum of 2/3 of the total payable in any week and situations must not arise where a young person has no access to money. Reparation can only be applied if agreed by the Leader for Care. A timeframe for the reparations will be decided and all records must be signed off by the Leader for Care.
- Minor damage in school, up to £5, can be deducted from the points system which affects their trading post balance.
- Time Away from an activity. Wherever possible the period of time to be taken away from the group should be discussed with the young person and the reasons for this. **Time away does not necessarily mean the young person is by themselves and most young people at High Close will need the support of a staff member to manage this.**
- Early return from a trip due to unacceptable behaviour
- An earlier than usual bedtime for young people consistently not able to get up in the morning on time, being late for breakfast or disrupting others at bedtime
- Work catch up session for issues that have arisen during the school day

During weekly staff team meetings, and daily handover meetings, staff should discuss and agree practicable and acceptable means of responding to behaviour of both groups of children and individual children in the light of their histories, any current problems and the SEND of any children placed by local authorities. Staff should ensure that sanctions are meaningful and related to the incident of unacceptable behaviour.

Young people should be given an opportunity to discuss incidents and express their views either individually or in a unit meeting where unacceptable and unsafe behaviour can be discussed by children and adults. Young people are given the opportunity to work with staff in creating appropriate sanctions for that unit/group of young people and have their opinion taken into account.

## Unacceptable Sanctions

No unreasonable, unusual or excessive sanctions are used by staff or others at the school, including any sanction intended to cause pain, anxiety or humiliation to the young person, nor are any of the following used as a punishment:

- Corporal punishment
- Any form of hitting of a child (including hitting a child in anger or retaliation)
- Deprivation of access to food or drink
- Enforced eating or drinking
- Withholding home leave
- Prevention of contact by telephone or letter with parents or any appropriate independent listener or helpline
- Requirement to wear distinctive clothing or the wearing of nightclothes by day
- Use or withholding of medical or dental treatment
- Intentional deprivation of sleep
- Use of fines other than by way of reparation and not exceeding two thirds of the child's immediately available pocket money provision
- Locking in a room or area of a building
- Intimate physical examination of the child
- Withholding of any aids or equipment needed by a child
- Sanctions applied to groups of children are not used as punishment for the offences of individual children or as a means of applying peer pressure against a child
- Children, including prefects and those in other positions of authority, are not given authority to use any sanctions or physical intervention against other children
- The withdrawal of communication by staff

## 22. Record Keeping

A record of all significant sanctions applied within the residential units is kept in an individual, page numbered sanction book. The record is made within 24 hours and legibly recorded. Each entry must include:

- the name of the child,
- the date and location of the incident which lead to the sanction being applied,
- the date the sanction was recorded
- details of the inappropriate behaviour,
- the nature of the sanction,
- the name of the staff member giving the sanction,
- the name(s) of any other staff present,
- the effectiveness and any consequences of the sanction,
- the signature of the staff member concerned.

Where sanctions are imposed, children are encouraged to write or otherwise have their views recorded and sign their names against them, if possible, in the records kept by the school.

The school's records of sanctions are monitored regularly by the Unit/Deputy Manager and reviewed at least once a term by a senior member of the school's staff to monitor compliance with the procedures and to identify any patterns in incidents leading to sanctions.

A representative of the school's governing body, and/or the Independent Visitor, reads and makes written comment upon the use of sanctions during visits to the school made under Standard 20 of the National Minimum standards of residential special schools.

Physical intervention is not and must not be used as a punishment or a sanction.

### **Consequences/Interventions/Responses to Behaviour records**

Staff will ensure that a record of any consequences/ interventions/ responses to behaviour are recorded in this book. These records are to ensure appropriate interventions are recorded to reflect interventions staff have implemented with young people. These consequence/ interventions/ responses are normal consequences to

behaviour such as not being able to go on a trip if a young person has not behaved in a way that would ensure their safety on a trip. These interventions are not recorded as sanctions as the intervention is not a removal of a privilege, but rather something that has not been earned. Similarly, time away from the group may be an intervention to support a young person manage their emotions so this would not be a sanction but should be recorded so staff can monitor the effectiveness of this technique to support the young person and ensure it is reviewed within their Individual Behaviour Support Plan and Risk Assessment.

### **23. Monitoring of the policy**

This policy will be reviewed annually by SLT. At every review, the policy will be shared with the governing body.

The Deputy Principal will ensure the policy is followed in the education environment in the school and is part of the education of the young people where appropriate

The Leader for Care will ensure the policy is followed in the residential settings