

Potterspurty Lodge School

# Behaviour and Relationship Policy

# Policy and Procedure on Behaviour and Relationships Management, Rewards and Next steps

## Potterspurty Lodge School

This policy applies to the whole school. 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.

This behaviour and relationships policy requires the following:

- strong school leadership, and a clear, well organised and consistent approach to behaviour management;
- an understanding of and access to sources of expertise in current legislation, research and philosophy on promoting positive behaviour and how to support a young person if they 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 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 young people, parents and one another with friendliness, care and courtesy;
- supports staff with positive behaviour management;
- implementing rewards and next steps (sanctions); behaviour strategy and the teaching of good behaviour;
- 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 Principal

The Proprietor undertakes a review of this policy and the efficiency of its implementation if changes in legislation, regulatory requirements, or best practice guidelines so require.

Signed

:

**Sarah Stacey**

Principal  
Feb 2024

## Student Profile

In common with the established aims of the Cambian Group, Potterspurry Lodge School 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 Autism. Most of our young people are referred to us and funded through the local authorities and will have a Education Health Care Plan. Emphasis in the school 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 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. In the main, encouragement and support should be seen as the basis for developing positive behaviour within school. Positive reinforcement of good behaviour is infinitely preferable to negative responses to bad as negative reinforcement can, in fact, be counterproductive. Young people should be given a positive choice to behave well whilst reminded of the consequences of not doing so. We are a caring community, whose values are built on mutual trust and respect for all. The 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 young people.

Over the recent years the young people arriving at Potterspurry Lodge School 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)

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 Potterspurry Lodge. We expect every staff member to be united across the provision and deliver a consistent approach in that expected behaviour is promoted and rewarded and unexpected or unacceptable behaviour is always challenged.

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 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, racism, homophobic, insensitivity, unexpected language, vandalism and theft, which undermines these aims. This policy is a statement of good practice that covers all aspects of the school community that contribute to the development and maintenance of a positive ethos.

Expectations of 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 Next steps (sanctions) only where absolutely necessary. This policy reflects the school 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. We have an emphasis on self-discipline and believe that whenever possible positive behaviour and effort should not be taken for granted but responded to and acknowledged when witnessed by staff. Inherent in the ethos of the school 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, indirect 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 positive 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 next steps (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 school can function happily and successfully; it is directly related to the social, physical and emotional well-being of everyone involved within the school. This behaviour policy aims to promote 'expected' behaviour by example and reward/praise whilst directing young people towards an understanding of what is 'expected/unexpected' behaviour for different situations.

Expected behaviour can be defined as – Behaviour that most people do in a certain place or certain situation that follows the expected rules for that situation. Some of those rules may be hidden rules that people need to learn or figure out.

Unexpected behaviour can be defined as – 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.

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.

The rewards system aims to identify and acknowledge expected or pro-social behaviour. The Next steps (sanctions) system aims to identify and acknowledge unexpected or 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 ASD 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.

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 school 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.

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 Next steps (consequences and sanctions) at Potterspurty Lodge School can be found within this policy and this is dove-tailed with other policies such as the Anti-bullying (Prevention) of Bullying and Safeguarding policies. The Behaviour/Relationship Policy is closely directly connected to the 'Respect' charter drawn up with support and involvement of the students.

As part of our Behaviour and Relationship Policy Potterspurty Lodge School 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 specialist support, guidance, care and learning.
- Working in partnership with families.
- Recognising and promoting the strengths of each individual.
- Developing reflective and restorative practice for students and staff
- 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 Clinical Team is available to support the whole team of staff and young people.

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 policy should be used in conjunction with Cambian Policy OFSCH 08.02 – CPI

[www.crisisprevention.com](http://www.crisisprevention.com)

- 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 CPI (Crisis Prevention Institute) even if it has not as yet been identified in the plan for the individual within our setting. These must be thoroughly recorded and investigated (Via Incident tab on School Pod).

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 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 school:

- 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)

#### 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.

Staff, Parents/carers and outside agencies, 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 Assessment (RA) identifies the specific intervention that will be sanctioned for use, and under those which may not be used under any circumstances. Where appropriate, a CPI trainer can be called upon to refresh the team on specific skills.

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

#### 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, accurate and relevant information about attainment, objectives, progress and well-being;
- have a commitment to collaboration and co-operative working where appropriate;
- support a young person's behaviour constructively by establishing and maintaining a clear and positive framework for discipline, in line with the 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 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.

Good work, self-discipline and positive behaviour should be the target for every young person. In the school positive behaviour should be recognised by all staff with praise (verbal/non-verbal), together with helpful and encouraging comments on progress and achievements made. Consistent effort with schoolwork and social skills should be recognised and rewarded.

#### The Role of Parents/Carers

Potterspur Lodge strongly encourage an ethos and culture where there is clear communication with, and the support of parents/carers. Parents/carers are expected to take responsibility for the behaviour of their child both inside and outside the school. We try to build a supportive dialogue between the home and the school, and we inform parents/carers immediately if we have concerns about their child's welfare or behaviour. We work in partnership with parents/carers to address recurring unacceptable behaviour, using observation records (School Pod) to help us to understand the cause and to decide jointly how to respond appropriately. By working collaboratively with parents/carers, children receive consistent messages about how to behave at school and when in the home. We expect parents/carers to encourage their children to support the school and their child's learning.

#### Other Agencies

Potterspur Lodge has access to therapeutic support teams, including mental health support, counselling, LA educational psychologists and Independent Advocacy Services (NYAS). The school and home has a good working relationship with local authorities and complies fully with their safeguarding procedures.

#### Standards of Behaviour

Potterspur Lodge seeks high standards of positive behaviour and endeavours to encourage good habits of work and behaviour from the moment a young person joins the school. All staff are expected to promote positive behaviour and self-discipline amongst young people and to deal appropriately with any unexpected behaviour.

#### Expectations.

These are:

- to promote the well-being of self-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 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 schools 'expectations' around 'respect' will not be tolerated. In such cases of unexpected behaviour within the school, Senior Managers will be informed and young people

will be called to account for their actions.

#### Respect Charter

The Respect charter has been compiled with students' voice considered. All members of the Potterspurry Lodge community are expected to comply with the Respect charter including during interactions between students, between adults and between students and adults.

Potterspurry Lodge School 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.

So that everyone has the right to learn in a calm and purposeful environment.

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 'Expectations' should be well known to all and reinforced consistently.

Underpinning Philosophy:

The Rewards system at Potterspurry Lodge supports the belief that all members of the School have the right to be treated fairly, honestly and with respect. It also recognises that members of the school 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 Potterspurry Lodge will encourage and reward young people whenever possible. The particular and individual challenges faced by young people at Potterspurry Lodge School 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 ASD:

- 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 Potterspurry Lodge 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 system



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.

Potterspurty Lodge 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)

- Verbal praise
- Certificates (Worthy of Praise, Effort, Achievement)
- Attendance certificates
- Praise Slips
- Celebration Assembly
- Stickers
- Special Reward Trips
- Lucky dip rewards
- Commendations
- House rewards
- Postcards sent home
- Thanking students for demonstrating expected behaviours
- One to one time with a chosen adult
- Marking in books
- Principal awards
- Termly awards
- Phone calls home

Some examples of positive behaviour are listed below:

- Following the Respect charter
- Participation in restorative conversations
- Reflecting on own behaviour
- Supporting peers
- Respectful language
- Active listening
- Supporting others
- Respect for the environment
- Turn taking
- Willingly following appropriate instructions
- Respect for self and others
- Taking personal responsibility for one's own actions
- Acting considerately towards others
- Respecting the rights and property of others
- Encouraging self-discipline
- Encouraging tolerance
- Telling the truth
- Challenging and reporting anti-social behaviour
- Helpful to staff
- Successfully responding to teacher marking comments
- Positive involvement in class discussion

Behaviour Management

The Next steps (consequences or sanctions) of any unexpected or unacceptable behavior 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 positive choices. This contributes to community building and fosters pride within the school. Restrictions on the young person's natural impulse to explore and develop his/her own ideas and concepts are kept to a minimum. Next steps (Sanctions) applied in the case of unacceptable behaviour, consider the age and stage of development of the young person. The Next Steps (sanctions) given at the time the behaviour 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 non-compliance.

Potterspurty Lodge employ a number of Next steps to reinforce the school expectations, and to ensure a safe and positive environment. We expect young people to listen carefully to instructions. When appropriate, a Restorative conversation 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. Next Step action should be appropriate to the behaviour and should take place as quickly as possible.

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

#### Next Steps

The main purpose of Next Steps is to support a young person that unexpected behaviours will result in consequences. To promote learning, Next Steps 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 Potterspurty Lodge faces a set of unique challenges/difficulties. We are all aware that every behaviour has a function and is a form of communication. When using next steps, 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 Anti-Bullying (prevention of bullying) policy and procedures and incorporates the DfE Behaviour and discipline in schools, Advice for head teachers and school staff and Keeping Children Safe in Education 2023.

*Certainty not severity* is the driving force of this Next step (sanctions policy)

Prior to any Next steps (Sanctions) being imposed careful consideration must be given to any mitigating circumstances, how effective the proposed Next steps (Sanctions) been previously, what the impact of any Next steps (Sanctions) 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 Red/Yellow tab on school pod

- Next steps (Sanctions) must be understood by young people, staff and parents
- Next steps (Sanctions) should be developmentally appropriate and fair
- There should be the shortest possible delay between unexpected/unacceptable behaviour and sanction being imposed.
- Next steps (Sanctions) should be brief and to the point.
- Next steps (Sanctions) should be graduated to reflect the seriousness of the unexpected/unacceptable behaviour.
- Next steps (Sanctions) must be linked to the unexpected behaviour e.g. dangerous behaviour in the swimming pool-no swimming for 24 hrs.

- Next steps (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 on schoolpod

Unexpected /anti-social behaviour is defined as:

- Behaviour that stops an activity taking place.
- 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.
- Behaviour that reinforces a (verbal and physical) derogatory outlook towards others, including that of racism, homophobia and Xenophobia.

Behaviour has been divided into three 'categories'. Each level carries with it a series of possible Next Steps (sanction) / consequences. All behaviour must be recorded on school pod (low level/yellow/red tabs) dependent on the severity of the behaviour. Consideration should be given to reviewing the individuals (RA) 'Risk Assessments' where necessary.

#### Low level 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

Examples of low level unexpected behaviour includes:

- Non-compliance with reasonable requests from staff.
- Coming into the tutor room of other groups uninvited.
- Deliberate targeting of particular fears that other young people may have.
- Making an excessive amount of noise
- Disruption of lessons
- Refusal to follow expected routines of the classroom
- Making inappropriate gestures (non-sexual) and inappropriate language
- Leaving class
- Name calling
- Refusal to engage in learning

Reflective next steps (Sanctions):

- The young person is encouraged & required to reflect on their behaviour.
- The aim of a 'reflective' Next steps (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 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 reflective log (School pod) 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.

#### Medium Level Behaviour (Yellow)

Behaviour displayed where staff feel they need additional support from colleagues to address the behaviour in the moment or in supporting the Next steps for the behaviour displayed. Prolonged medium 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 continually.

Examples of Medium Level Behaviour (Yellow):

- Loss of temper/ showing anger inappropriately.
- Minor damage that is not willful / premeditated and can be easily repaired in house without significant cost.
- Bullying behaviour
- Verbal abuse
- Threats on young people and staff.
- 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 Potterspurty Lodge expectations regarding rules, routines and behaviour.

Suggested Next steps (Sanctions) (Short, sharp sanction):

- Restorative Conversation
- Work sent home to complete
- Weekly support/report card
- Contact Home
- Meeting with parents or carers
- Targeted supportive intervention

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(s) for a period of time to an alternative environment, where the risk can be safely managed.

#### High Level Behaviour (Reds)

The behaviour is purposeful and sustained, formal senior staff intervention and or support is deemed necessary. This level of behaviour may include Physical intervention as part of the response. Parents and social workers informed and involved, major behaviour must be supported by paperwork documenting incidents. Where the behavior 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:

- A physical 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 I systems (e.g. introduction of virus).
- Malicious accusations made against school staff.
- Sexual assault which will be reported under safeguarding procedures and it will be reported to the police (Incident)
- Persistent low level inappropriate and anti-social behaviour that has not changed despite low level sanctions & consequences.
- 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.

Next steps (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. Principal or Head of Education. All sanctions are to be recorded. Sanctions cannot be imposed on any young person without prior authorization. All sanctions are to be recorded with a clear identification of chronology. All sanctions will be monitored by the senior management team and the effectiveness of sanctions will be evaluated individually. All sanction evaluations should be undertaken by the Pastoral Lead in a time appropriate framework.

#### Sanctions are defined as:

1. Permanent or Fixed term suspension
2. Termination of Placement
3. Confiscation of property
4. Loss of privileges
5. Removal from school lessons/classroom environment to an alternative learning area.
6. Stopped from attending organised activity
7. Community service / Restorative practice
8. Police Involvement

#### When to Call the Police

In situations where a young person has committed a crime, that is not personal to a staff member, approval must be sought from a senior manager to contact the police. In situations where a young person has committed a crime towards a staff member the decision to contact the police is the choice of the individual themselves. In situations where a young person has committed a crime towards another young person the decision to contact the police is the choice of the young person themselves and they should not be advised by staff on which choice to make.

When an incident occurs in which a crime has been committed Potterspurty Lodge staff should consider whether to involve the police or whether the incident can be resolved internally. When involving the police staff should consider the impact and needs of the young person and the wider School and Residential homes. The victim of the crime in any incident should be supported as a priority however those suspected of being the offender will also require high level support – personal circumstances need to be taken into consideration. The seriousness of the incident will be a judgement call for a senior manager. Staff need to understand that they may not be aware of all circumstances leading to or connected to the incident. When the decision is made not to contact the police it remains the responsibility of Potterspurty Lodge to investigate and resolve the matter with accordance to their behaviour and relationship policy.

#### Advice on when to contact the Police:

- Safeguarding – incidents where a child is suffering or likely to suffer from harm should be referred to the police and social are immediately.
- Sexual offences – in cases of incidents involving sexual offences Potterspurty Lodge staff should refer to local safeguarding protocols.
- Hate crimes – hate crimes are when incidents are motivated by hostility, violence or prejudice based on five personal characteristics: disability, race, religion, transgender identity or sexual orientation.

**Assault – factors to consider:**

1. Where the significant injuries such a broken bone?
2. Is there a significant age gap between the individuals involved?
3. Is there is a history between the individuals involved?
4. What is the impact on the individuals or wider community?
5. What are the victim's wishes?
6. Are there any hate elements?
7. Is there any gang-related?
8. Were there weapons involved?

**Criminal Damage - factors to consider:**

1. Is there damage of a high value?
2. Is there pervious incidents of a similar nature?
3. Have any threats or violence been said in the course of the damage?
4. What are the victim's wishes?
5. What is the impact on the victim?
6. Is there a hate element?

**Cybercrime- factors to consider:**

1. Have the IT rules been broken?
2. Have the computers been accessed without authority?
3. Acts cause serious damage to or loss of data
4. 'Hacking' has occurred
5. Did the incident cause any disruption to the School?
6. Is there a hate crime?

**Drugs - factors to consider:**

1. Have drugs been found?
2. Are there suspicions of drug dealing?
3. Are there drugs on the School / residential homes premises?
4. Is the young person under the influence of drugs?

**Harassment - factors to consider:**

1. Is there evidence of escalating behaviour?
2. Are there any on line elements?
3. Is it sexual harassment?
4. Are there any hate elements?
5. What is the impact on the victim?
6. What are the victim's wishes?

**Theft - factors to consider:**

1. Are the stolen goods of a high value?
2. Is there evidence of escalated behaviour?
3. Have any threats of violence?

**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/suspension may be implemented.

**Off –Site Residential & Educational Visits**

Staff may not allow young people to participate in an off-site activity organised by the school 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 will result in the appropriate Next

## Step (Sanction).

### 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.
- Shouting at a child
- 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 including that of therapeutic self-regulation aiding tools.

### Searching

School staff can search a pupil for any item if the pupil agrees.

Principal 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.

Members of the school must not:

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

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.

### 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.

### Physical Restraint

In our school we fully comply with the Cambian policy for the Crisis prevention Institute (CPI). 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.

At Potterspur Lodge, we do not hit, push or slap children. Staff only intervene physically and restrain children to prevent them from serious harm. These interventions are recorded on school pod via the incident tab with very clear accounts of what happened, what action was taken and by whom, and the names of witnesses are brought to the attention of the Behaviour Support Lead / Principal and must be recorded within the school day. The child's parents/carers/guardians/ social worker are informed on the same day. Records are kept of when CPI is used and parents are informed. These records are monitored and signed off by a senior member of staff / Behaviour Support Lead and 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' TINSAs have 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

#### 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 2024)
- 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.
- 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.

- Safety Intervention (CPI)
- 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
- PLS, Safer Recruitment Policy & Procedures.
- PLS, Anti (Prevention of) – Bullying Policy.
- PLS, Curriculum, Teaching & learning Policy.