

Date:	June 2019	Behaviour and School Discipline Policy	Document N°	E05
Version:	004		Written by:	S Jones
Review Date:	June 2020		Reviewed by:	Jared Bubb

1 Aim

- 1.1 To develop a whole school behaviour policy supported and followed by the whole school community, carers, staff members and young people, based on a sense of community and shared values.
- 1.2 By applying positive policies to create a caring, community atmosphere in which teaching and learning can take place in a safe and happy environment.
- 1.3 To teach through a bespoke curriculum, values and attitudes as well as knowledge and skills. (This will promote responsible behaviour, encourage self-discipline and encourage in young people to respect themselves, other people and property).
- 1.4 For staff to act as learning and behavior mentors, being positive role models which assist a young person's ability to learn and generalise, positive values, attitudes and behaviour in a wide variety of contexts.
- 1.5 To encourage 'good' behaviour rather than to simply punish bad behaviour by providing a range of rewards for young people of all ages and abilities. To help them understand that they will gain attention through appropriate means.
- 1.6 To make clear to young people the distinction between minor and more serious misbehaviour and the range of sanctions that will follow.
- 1.7 To treat problems when they occur in a caring and sympathetic manner in the hope of achieving an improvement in behaviour.
- 1.8 To aim to develop the young person's self-regulation skills, and support them in developing strategies for dealing with anger, frustration, worry and anxiety, which may be the root cause of behavioural manifestations.
- 1.9 To help young people become more self-aware and independent with age, relying less on external motivation, this of course is dependent upon the individual and other complex factors, but lifelong learning is a main focal point at the Ryes.

2 Introduction

- 2.1 Many of our young people have experienced difficulties in managing their behaviour over a long period of time.

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- 2.2 We believe that behaviour is best maintained through good 'trusting' relationships with children/young people, based on mutual respect and empowerment. Staff will hold a number of skills with which to manage difficult behaviour. These include a range of de-escalation methods, blocking, holding and using restrictive physical intervention as a final resort.

3 Underpinning Principles

- 3.1 Everybody has a right to be treated with respect, care and dignity especially when they are behaving in ways which may be harmful to themselves or others.
- 3.2 Every adult and child is entitled to:
- Respect for his/her private life
 - The right to be free from harm
 - The right not to be subjected to inhuman or degrading treatment
 - The right to liberty and security
 - The right not to be discriminated against in his/her enjoyment of those rights
- 3.3 Young people should be encouraged to take responsibility for their actions and behaviour as part of their emotional development and move towards independence. Compromise and negotiation should be key factors in managing behaviours where management of risk allows this to be the case.

4 Incentive scheme

- 4.1 A major aim of the school policy is to encourage young people to practice good behaviour by operating a system of specific praise and reward. This is for all young people.
- 4.2 A points-based rewards system directly linked to a young person's behaviour support program. Points are earned each lesson for being on task, appropriate to staff, appropriate to peers, and 2 behaviour support plan target's, giving a total of 8 points per lesson. Young people are given an overall daily score with 100 points being the maximum.
- 4.3 All members of staff give verbal, descriptive praise where appropriate. Staff are directed to do this in a manner appropriate to the age and individual needs of the young people. This is also the case for the development of individual policies and behaviour plans.
- 4.4 As many of our young people have "failed" so often in the past they need to be praised for behaviours that are usually taken for granted - e.g. 'Remaining in lesson, good listening, being sensible, showing respect', delivered according to their age. The young people may also need to be referred for specific therapy (e.g. art, music or play) to provide a safe space for exploration of such emotions and possible traumas.

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- 4.5 Rewards include: certificates, positive outcome forms, letters home, special mentions, educational items i.e. sensory toys, books, stationery, etc., special time (visits, computer, sport), calm room, lunch / break activities, vouchers, reward money, Gold, Silver and Bronze student of the week.
- 4.6 All staff are encouraged to employ rewards which are appropriate for each individual child and/or group according to their age, interests, and levels of understanding. Care is taken to deliver all behaviour modification strategies and rewards in a manner which shows the young people respect and avoids condescension.
- 4.7 By using a positive system of rewards, and reinforcing good behaviour we help young peoples to feel good about themselves and want to repeat a desirable behaviour in the future as well as feeling that outcomes are within their own control, as well aiming to explain why such behaviours are desirable in society as a whole.

5 Sanctions

- 5.1 Minor breaches of discipline are generally dealt with by the staff involved at the time in a caring, supportive and fair manner, with some flexibility regarding age of the child, level of understanding and control over the behaviour, as far as sanctions are concerned.
- 5.2 Each case is treated individually. Generally young people are made aware that they are responsible for their own actions and that breaking rules will have a consequence.
- 5.3 Major breaches of discipline include physical assault, deliberate damage to property, stealing, leaving the school premises without permission, verbal abuse, significantly disrespectful behaviour towards other young peoples and staff, bullying behaviour, and disruptive behaviour in class. These are dealt with by the Management team liaising with the young person's key worker and other relevant staff. Each incident is assessed carefully, and a strategy developed. This may include 'withdrawal': spending time working away from the group and earning the right to be back with the other young people. The staff involved in directing sanctions or consequences ensure that the young person understands that this is a result of a particular behaviour. Serious acts of aggression may result in the young person being collected by their parents/carers or the police being called. The aggressor's own needs, reasons for the act, and any extenuating circumstances would also be taken into account, as well as any impact upon the other young people/s involved.
- 5.4 Where possible, we avoid using fixed-term exclusions and aim to use other means to manage student behaviour. Such sanctions include:
- Loss of points
 - Meeting with carer / parent
 - Catch up time break / lunch
 - Loss of reward time
 - Car bans

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- Kitchen bans
- SLT intervention
- Calm room by student choice
- Withdrawal
- One-to-one support
- Payment for damage
- Rebuild
- Restorative justice meetings
- Police intervention.

5.6 However, there are extreme cases where a young person's behaviour leaves the school with no other option than to permanently exclude. The decision to exclude a pupil is not one that is taken lightly. A decision to exclude a pupil permanently would only be taken:

- In response to serious or persistent breaches of the school's behaviour policy; and
- When allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

5.7 Please see our exclusions policy for more information.

6 Measures to Manage Behaviours

6.1 There are appropriate methods of developing and maintaining levels of acceptable behaviour. These are different depending on the ages, needs and abilities of the children and young people we look after. The emphasis is on helping a Young Person learn to manage his or her own behaviour. Therefore we endeavour to:

- Establish positive relationships with children/young people.
- Develop a positive culture based on a clear understanding of rights and responsibilities for children/young people and staff.
- Plan structure of time and have clear, consistent boundaries.
- Provide positive role modelling by staff and constant verbal reaffirmation of what is acceptable behaviour.
- Give children/young people alternative strategies for coping with their feelings that are more acceptable.
- Reward and praise young people for positive or well-managed behaviour.
- Discuss and focus on why certain behaviour is inappropriate and unacceptable, rather than a statement such as "...Don't do that."
- Have a reward system to allow the Young Person to earn points in order to achieve their goals, for example, taking part in a particular activity.

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- Allow the Young Person to make amends through reparation e.g. making an apology, a cup of tea, writing a letter or change of attitude. It may sometimes be appropriate for the member of staff to apologise if something went wrong. This is an excellent form of role modelling
- Provide opportunity for children/young people to discuss issues of behaviour, consequences, and disciplinary measures and have their views recorded and taken into account. Examples of these could include key working sessions, house meetings, community meetings, comment boxes, complaint forms. This list is not exhaustive.

7 Techniques to use for Supporting Behaviour which may challenge

7.1 Our ethos is one of an individualised approach towards

- Prevention
- De-escalation
- Reflection / learning

8 Primary Prevention

8.1 This is the proactive approaches used within the environment to reduce the likelihood of behaviour occurring in the first instance. It means identifying and helping children/young people avoid situations which may provoke violent or aggressive behaviours. Examples of these strategies would include:

- **An attractive, welcoming environment and well-planned engaging and structured activities** minimise boredom, frustration and resentment.
- **Make sure you are well-informed about the children you are working with.** If you are working with unfamiliar children, read their placement plans or education files (including risk assessments and behaviour programmes) before going on duty.
- **Find out if there are any current issues you need to know about** using hand-overs from care staff and parents, and incident reports
- **Be aware of your manner and body language** – the way you present yourself will make a big difference to the child's responses. A child who sees you as aggressive or threatening will respond accordingly.
- **Keep yourself engaged and involved with the children as much as possible** – a child who already has your attention will not need to misbehave in order to get it.
- **Be alert to the social and emotional interactions of the children you are working with** so that you can spot trouble before it starts.
- **Use a range of strategies to defuse a potentially dangerous situation** – these might include diversion, distraction, third-party intervention, offers of rewards for positive behaviour, reminders of behaviour targets and goals for self-management etc.
- **When conflict situations arise, deal with them calmly and assertively.**

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- **Ensure follow-up action is taken** – Make use of planning live meetings to help identify what triggers behaviours and what works to de-escalate and let these inform updates to risk assessments and behaviour support plans

9 Trigger

- 9.1 A Young Person is becoming anxious. The trigger for an incident might not be known; it may be something small or may be a feeling or thought. It is important for staff to notice and recognise physiological changes in the children/young people e.g. eye contact, breathing, facial colour etc. – Use of de-escalation at this time is beneficial to prevent further escalation: Staff should intervene aiming to reducing the Young Person's anxiety using diversion, support and reassurance. Staff need to be aware of their own tone of voice and body language.

10 Secondary Prevention

- 10.1 The Young Person is becoming more forceful, they may be challenging others to a confrontation, shouting, and destruction of property or alternatively they may withdraw or refuse to speak. This is especially important to observe if the Young Person is known to self harm – **De-escalation strategy needs to be utilised**

11 De-escalation

- 11.1 It is important to remember that how a situation is responded to can cause it to either escalate or de-escalate. Use of diversion techniques and reassurance, clear limits and boundaries need to be set and Young Person reminded of rights and responsibilities. Consequences to actions need to be spelled out and limited choices given. For a list of these techniques, please refer to PRICE handouts

12 Crisis

- 12.1 Young Person becomes a risk to themselves or others – De-escalation strategy: possible need for physical intervention based on risk assessments/individual behaviour support plans.

13 Recovery

- 13.1 The Young Person has stopped being aggressive or violent– Intervention strategy: Staff need to give support and re-assurance and be aware that the Young Person still presents a possible risk during this stage and could potentially return to crisis. Once disengaged be wary of touch in this stage. Time out may be needed at this point

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14 Depressive

- 14.1 Young Person is upset by the incident, this may manifest in anger, sadness, withdrawal - Strategy: Support, listen, repair. The negative feelings produced as a result of an incident could damage the Young Person further and become part of the conflict spiral, relationships with the staff involved could also be damaged unless there is a process of repair and reflection so that all parties can learn from the incident.

15 Learning

- 15.1 Incidents must be reflected on in order that the cycle of aggression and challenging behaviour can be broken. Three way meetings, life space interviews, house meetings and key work sessions are some of the processes used in The Ryes for reflection and learning after an incident as well as discussion in team meetings and supervision. It is paramount to the success, that staff are able to reflect and offer apology if their action contributed to the behaviour.

16 Consequences for Unacceptable Behaviour

- 16.1 Measures (sanctions) which are used to ensure there are consequences for unacceptable behaviour should be fair and consistent with current legislation and encourage reparation and restitution. They should be reasonable and
- Be relevant to the young person's understanding of their choice of behaviour
 - Be relevant to the incident itself
 - Be age-appropriate
 - Be imposed within a timescale that the young person can understand
 - Be flexible enough to offer the young person the opportunity to work towards reducing the sanction
- 16.2 It is important that an explanation is given to the child/young person as to why the behaviour is inappropriate and why a sanction has been given. This should be when the situation has calmed down. If the young person wishes to contact any key professionals eg; Social Worker, family or advocate, they need to be provided with the relevant contact details and appropriate times when they can do so. If making a complaint they need to be given a complaints form and be supported to complete this.

17 Prohibited Consequences

- 17.1 Some consequences are not allowed for children's services. We therefore conform to current legislation as laid out in the Children's Homes Regulations (Reg 17) and The Education (Independent Schools Standards) (England) Regulations 2010 as revised 2013.

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18 Physical Intervention

- 18.1 Restrictive physical interventions should always be designed to achieve outcomes that reflect the best interests of the young person whose behaviour is of immediate concern and others affected by the behaviour requiring intervention. Staff explain what this is to young people when they are admitted to The Ryes College and in what ways they will be supported at times when they are unable to manage their own behaviour safely.
- 18.2 The decision to use a restrictive physical intervention must take account of the circumstances and be based upon an assessment of the risks associated with the intervention, compared with the risks of not employing a restrictive physical intervention.
- 18.3 A restrictive physical intervention must only employ the minimum force needed to avert injury or damage to property, or (in schools) to prevent a breakdown of discipline – and should be applied for the shortest safe period of time.

19 When should an Intervention take place?

- 19.1 Restrictive Physical Intervention should always be a last resort after other strategies have been tried unsuccessfully.
- 19.2 A warning that staff will need to intervene physically if the dangerous behaviour continues must be given before intervening.
- 19.3 The circumstances in which intervention is appropriate will vary from child to child, and must be reflected in the individual, Individual Behaviour Support Plans, Risk Assessments and Placement Plans.
- 19.4 Every Restrictive Intervention presents some level of risk to children and staff. In each case, staff need to make a judgement that the level of risk posed by the behaviour is greater than the risks posed by a Restrictive Physical Intervention.
- 19.5 Staff should not intervene alone unless they are confident that they can do so safely.
- 19.6 Physical Intervention reduces the impact of challenging behaviours, but rarely helps any person to acquire more appropriate behaviours. Used in isolation Physical Intervention can easily become self maintaining, increasing the chances of repeated behaviour and does nothing to promote other forms of more positive behaviour.

20 Who can intervene physically?

- 20.1 **Any authorised member of staff** who has successfully completed the approved training can initiate or assist with a Restrictive Physical Intervention.
- 20.2 All other staff are expected to give whatever support or assistance is needed to ensure that the intervention is safe, without physically intervening (eg: removing audience, keeping timeline).

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20.3 Those with parental responsibility (e.g. visiting parents) have a legal right to intervene physically with their own child, but should not be encouraged to do so unless this is an explicit part of the child's individual behaviour management programme and has been risk-assessed.

20.4 The Police have legal powers to intervene physically, and can also require staff to assist as necessary. In cases where police have become involved, staff involvement should therefore be subject to discussion and negotiation with the Police Officer concerned.

1 Carrying out Restrictive Physical Interventions

- 21.1 Always act in the best interests of the child.
- 21.2 Do not intervene alone unless you can do so safely
- 21.3 Get help from other staff if you are likely to need it
- 21.4 Give a clear simple warning to the child to stop.
- 21.5 Use the minimum level of force necessary to control the situation safely
- 21.6 Treat the child with dignity and respect
- 21.7 Take account of the individual guidelines in the child's Behaviour Management programme.
- 21.8 Follow Proactive Approaches guidelines closely to minimise risk of pain or injury
- 21.9 Avoid contact with sexual areas of the body
- 21.10 Be alert to the emotional state of the child
- 21.11 Keep control of your own emotional responses
- 21.12 Work towards ending the intervention as soon as it is safe to do so – use de-escalation techniques, dialogue, phased withdrawal of intervention.
- 21.14 When the intervention is over, ensure that the child has the opportunity to talk through what has happened or to spend time alone calming down as appropriate.
- 21.15 Staff involved should also be offered the same support.

22 Close liaison and co-operation with parents, carers and relevant stakeholders

- 22.1 The behaviour policy is made available to parents/carers/young people and relevant stakeholders when they start at The Ryes College.

23 *This document should be read in conjunction with:-*

Use of reasonable force – Advice for Headteachers, staff, and governing bodies – 2013

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf

The Ryes College Children's Complaint Procedure

The Ryes College Safeguarding Policy and Procedure

Children's Homes Regulations 2015

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I confirm that I have read the Behaviour Support Policy and understand the content.

Signed by

Print NameDate.....

Last Updated June 2019

Date of next review June 2020