



SHAPWICK SCHOOL

'The same road by different steps'

MANAGEMENT OF BEHAVIOUR: **REWARDS & SANCTIONS POLICY**

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SHAPWICK SCHOOL

MANAGEMENT OF BEHAVIOUR: REWARDS & SANCTIONS POLICY

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MANAGEMENT OF BEHAVIOUR: REWARDS & SANCTIONS POLICY

Shapwick School is committed to safeguarding and promoting the welfare of children and requires all staff to act in the best interests of our young people at all times.

1. Introduction

Shapwick School recognises its duty under the Education and Inspections Act 2006 to establish and maintain a behaviour policy for the school that promotes self-discipline, respect for others and proper regard for authority; and to make arrangements to ensure that functions are carried out with a view to safeguarding and promoting the welfare of children in accordance with the Education Act 2002.

We also comply with The Education (Independent School Standards) Regulations 2014 and have regard to the DfE guidance 'Behaviour and discipline in schools' (2016).

As a residential special school, Shapwick School, follows the National Minimum Standards for Residential Special Schools (2015).

We also follow HM Government advice 'What to do if you're worried a child is being abused' (2015), 'Working together to safeguard children' (2018), 'Keeping children safe in education' (2018) and the Local Safeguarding Children Board's policies, procedures, guidance and protocols.

This policy and all associated procedures apply to all staff (including volunteers and students on placement), young people and visitors and should be read in conjunction with other safeguarding and employment policies including (not an exhaustive list):

- Anti-Bullying Policy
- Compliments and Complaints Policy
- Drugs, Alcohol and Tobacco Policy
- Equality and Diversity Policy
- E-Safety and Multi-Media Policy
- Health and Safety Policy
- Off-Site Visits Policy
- Privacy Policy
- Runaway and Missing from Home, Care and Education (RMFHCE) Policy
- Safe Working (Caring) Practice Policy
- Safeguarding and Child Protection Policy
- Whistle Blowing Policy

Failure to comply with these policies and procedures may result in disciplinary action.

2. Objectives for young people's behaviour

- To work well in class without disturbing others
- To treat other people with respect, politeness, tolerance and consideration
- To take care of other people's property, including Shapwick School's property
- To co-operate with reasonable requests, instructions, corrections and sanctions from staff
- To deal with any difficulties or disagreements in a calm, reasonable and honest manner
- To manage their own feelings and behaviour as well as possible
- To prepare young people for adult life, higher education, the work environment and independent living

NOTE: We do not train or use physical intervention at Shapwick School

3. Strategies for helping young people to achieve these objectives

- Consistently emphasising the importance of the above behaviour, in word and through example, during both formal and informal times of day;
- Building, protecting and preserving secure, positive relationships between staff and young people;
- Treating each child with understanding, dignity, kindness and respect;
- Understanding each child's behaviour to allow their needs, aspirations, experiences and strengths to be recognised and their quality of life to be enhanced;
- Supporting each child to balance safety from injury (harm) with making appropriate choices;
- The provision of a well-trained, confident, calm, assertive staff team who are aware of what standards of behaviour to expect, what action to take to promote it and are consistent in their approach
- Setting high expectations for attendance, punctuality, achievement and behaviour for all children, young people and staff
- Setting clear, consistent, appropriate rules and boundaries for behaviour that young people understand, so that they are clear about what is expected of them in all situations
- Placing an emphasis on changing behaviour through recognising and rewarding good behaviour rather than focusing on bad behaviour
- Planned rewards and encouragements for both work and behaviour so that all young people know that their efforts and achievements are recognised and appreciated
- Fair warnings and predictable consequences for adverse behaviour, using the minimum levels of sanction likely to be effective
- Using effective de-escalation techniques and creative alternative strategies that are specific to the individual needs of each young person and designed in consultation with them, where possible
- Helping young people to develop the skills and strategies necessary to understand, and manage their own behaviour, conflicts and feelings safely through discussion and reflection
- Teaching a broad and balanced curriculum which promotes the spiritual, moral, cultural, mental and physical development of young people; while placing a strong emphasis on the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.
- Including young people in planning their programmes, discussing the best ways to make progress and reviewing that progress
- Using the best principles of teaching and classroom management to minimise distractions and to optimise academic and vocational achievement
- Providing enjoyable experiences with other children that lead to and develop friendships
- Ensuring a safe community where no child is unduly pressured by either adults or other children and no unnecessary restrictions are imposed
- Recognising and praising improvements, however small, and sharing that information with significant people
- Involving young people, parents, carers and relevant others in behaviour management, support and decision making

Positive behaviour and relationships are encouraged, reinforced, praised and celebrated. Poor behaviour is challenged and discussed. For information on the **use of rewards** see Appendix 1 and the **use of sanctions** see Appendix 2.

4. Staff training

We are committed to training all professional staff in effective behaviour management including: the principles and purpose of our policy, our legal responsibilities, how to recognise and de-

escalate incidents of challenging behaviour and where to seek support.

5. Seeking the views of young people, parents, carers, local authorities and staff

Regular enquires are made of all young people as to how safe they feel at Shapwick School and ways in which services and outcomes can be improved. The views of parents, carers, local authorities and staff are also sought through existing mechanisms for consultation and feedback. Records are kept of these enquiries and any actions taken.

6. Safeguarding and child protection

Shapwick School will always consider whether a young person's behaviour gives cause to suspect that they are suffering, or is likely to suffer, significant harm. All child protection concerns will be addressed in accordance with our 'Safeguarding and Child Protection Policy'.

7. Behaviour outside of Shapwick School's premises

Where serious misbehaviour outside of our premises is observed by and/or reported to staff, a decision whether or not to intervene will be made by the Principal.

8. Police involvement

If the behaviour could be criminal or poses a serious threat to a member of the public, the police should always be informed.

A decision whether or not to involve the police will be made by the Principal.

9. Implementation, monitoring, evaluation and review

The designated senior member of staff with overall responsibility for the implementation, monitoring and evaluation of the 'Management of Behaviour: Rewards and Sanctions Policy' is the Principal.

The designated member of staff is also responsible for ensuring that all young people, staff, parents/carers and placing local authorities are aware of our policy. All young people and staff are informed about this policy during their induction and are reminded of the procedures as necessary. Additional support would also be provided to any parent or significant person, wishing to know more about the policy and procedures outlined above. A copy of this policy document is available for inspection on the premises during office hours and an electronic copy is posted on our website www.shapwickschool.com

This policy document will be reviewed and publicised in writing, at least annually and, if necessary, more frequently in response to any significant incidents or new developments in national, local and organisational policy, guidance and practice.

The Advisory Board will also undertake an annual review of the school's policies and procedures relating to safeguarding, and ensure that all duties have been discharged in accordance with current legislation, regulations and statutory guidance; as well as local authority procedures and practice including the relevant Local Safeguarding Children Board(s).

The Advisory Board stringently holds senior leaders to account for all aspects of the school's/children's home's performance through robust systems of governance and monitoring.

Use of rewards

Our reward systems are based on the following principles:

- Rewards should be based as much as possible on the public recognition of achievement and the sense of pride it brings rather than simply on material rewards
- The levels of recognition should be arranged such that there is always some reward opportunity within sight and a next level to aim at
- All young people achieving a set target must receive the agreed reward - in general we prefer not to operate 'only one winner' rewards
- Rewards must not be 'lost' once earned
- Rewards must be evidently fair between different young people, giving equality of opportunity to gain rewards and requiring roughly the same degree of effort from all young people
- Any unscheduled rewards must eventually equalise out across young people
- Young people should not be penalised due to matters beyond their control

In practice, rewards include:

- Recognition for good effort in class and in houses
- The use of certificates and recognition charts to record and publicise achievement
- Group rewards to motivate individuals within the group
- 'Special Mention' assemblies
- Informing parents, carers and other important people of notable successes
- Positive comments written on good work
- Special treats provided by staff for exceptional achievement
- The positive use of school reports to highlight achievement
- Peer reward systems to allow young people to recognise and nominate others for their achievement
- Awards and prizes

Appendix 2

Use of sanctions

Sanctions serve a variety of purposes in the overall management of behaviour. They:

- assert our right and responsibility to regulate and manage young people's behaviour;
- help children understand that a community has the right to take fair action against those who seriously threaten its welfare; and
- underline our particular disapproval of certain behaviour.

However, although a sanction may stop a behaviour temporarily, there is no evidence that sanctions are sufficient *in themselves* to produce lasting good behaviour. Behaviour improves largely through the development and rewarding of desirable behaviour rather than through the suppression and sanctioning of undesirable behaviour. We aim to deal with any poor behaviour that does occur in a way that halts it immediately and effectively but then return to positive support and relationships as soon as possible.

Where possible, behaviour must be corrected without sanctions, by the young person:

- Talking the incident through with staff and acknowledging their mistake – staff must encourage young people to understand and learn from such mistakes
- Carrying out the necessary action correctly and then being commended for doing so
- Making restitution where necessary

However, **if one of the following criteria is met, then sanctions may be applied:**

- the young person is unwilling to engage in any of the restorative actions identified above;
- the restorative action takes **more than 30 minutes** to complete;
- these actions are impractical; or
- the seriousness of the behaviour has to be emphasised.

In giving sanctions staff must:

- Where possible, inform the young person personally of the sanction as soon as possible (not leave it to others)
- Make sure the young person knows why the sanction has been given
- Be confident that the young person would reasonably have known the rules and likely consequences of their behaviour
- Make sure that, where possible, the young person had warnings and help to make better choices
- Use the minimum level of sanction needed to have the desired effect
- Be fair in applying the sanction to different young people, and ensure they do not show unfair discrimination against individuals or particular groups
- Apply the sanction as soon as possible after the wrongdoing
- Deliver it in a firm but supportive way, helping the young person to deal with their feelings and save face where possible
- Not get into arguments - simply restate the rule and the reason for the sanction
- Help the young person take positive action to put matters right e.g. through apology or restitution rather than simply accepting the punishment
- Look for ways of returning to positive relationships as soon as possible and defusing any grudges the young person may feel
- Communicate details of the sanction imposed to senior and other relevant staff and parents/carers/social workers as soon as possible

1. Forms of Sanction

We recognise that negative and challenging behaviour is based on a continuum and as such there is no single solution. Different circumstances necessitate different responses. A sanction that is appropriate and effective with one child in one set of circumstances may be inappropriate or ineffective in another, or with a different child.

In applying any form of sanction staff are required to inform the young person of the nature, duration and reason for the sanction and engage them in a positive and constructive dialogue to help them recognise the impact of their behaviour on themselves, other children, staff and the wider community.

1.1 Minor sanctions

Any member of staff may impose a minor sanction and there is always an emphasis on using a graded response to the period of time used in order to promote individualisation for each young person. Every minor sanction may be increased in increments of as little as 1 - 5 minutes, subject to circumstances.

In promoting the distinction between home and school for our young people, **no minor sanction may 'crossover' from education to care or vice-versa.** These include:

Loss of school break involves a young person being restricted from spending their free time (on grounds) with other pupils. Where necessary a pupil should be supervised by the member of staff imposing the sanction.

School detention involves a young person spending an additional period of time with education staff during lunchtime or at the end of the school day. The time a pupil spends in detention must be used constructively and to best effect and may involve the completion of academic work, where appropriate.

Early bedtime involves a young person going to their room earlier than their usual quiet time, whereupon they would be able to utilise a period of 15-30 minutes before lights out.

Short term grounding involves a young person being restricted from participating in free time activities outside their own house. Young people may spend their free time watching television, listening to music, playing (computer) games, reading etc. and subject to risk assessment, participate in structured recreational clubs and activities.

Restorative action involves a young person undertaking community tasks and/or making a financial contribution to the repair or replacement of something they have taken without permission or deliberately/recklessly damaged.

Restricted access to electrical items enables the removal of electrical equipment and multi-media devices for a specific time period, to support the young person in reflecting on their behaviour. This sanction would normally be used where inappropriate use of such equipment has been observed or had a negative impact on others.

Loss of privileges or responsibilities involves the restriction or loss of off-site activities, extended free time, flexibility in bedtime routines, paid activities, access to non-essential hair and beauty treatments, Sky TV or other individual privileges. It may also involve the loss of a prized responsibility.

All minor sanctions must correlate with the nature of the incident, be recorded and wherever possible be completed during the day on which the wrongdoing has occurred.

1.2 Major sanctions

These involve a serious loss of privileges and would only be used where there is an ongoing risk of sustained/extreme challenging behaviour which:

- is detrimental to the well-being of others including young people, staff and visitors; and/or
- culminates in significant damage to personal, school or children's home property.

Major sanctions may only be imposed following consultation with a member of the Middle or Senior Leadership Team.

These include (this list is not exhaustive):

Internal exclusion

Temporary exclusion

Permanent exclusion

1.3 Other Sanctions

Subject to the limitations outlined below, senior staff may consider it appropriate to implement an individualised sanction more closely aligned with the nature, location and circumstances of

the specific incident. **All sanctions must be reasonable, proportionate and time-bound.**

In addition to these measures, senior staff may decide to contact parents/carers (where appropriate) and local authority professionals for a discussion which, in extreme cases, might involve the young person being temporarily excluded, pending decisions about their future.

Sanctions must not include:

- any form of corporal punishment including the unnecessary use of force;
- any punishment involving the consumption or deprivation of food or drink;
- any restriction on a child's contact or communication with parents, relatives, advocates or friends;
- any restriction on a child's access to any internet-based or telephone helpline providing counselling for children;
- the use or withholding of medication, or medical or dental treatment;
- the intentional deprivation of rest or sleep;
- imposing a financial penalty, other than a requirement for the payment of a reasonable sum by way of reparation;
- an intimate physical examination;
- withholding any aids or equipment needed by a disabled child;
- humiliation (including any requirement that a child wear distinctive or inappropriate clothes);
- isolation;
- any measure which involves:
 - a) any child in the imposition of any sanction against any other child; or
 - b) the punishment of a group of children for the behaviour of an individual child

Similarly we must not threaten a child with the above sanctions or make them think that they are possible.

All sanctions must be recorded in detail.

2. Discussion and reflection with young people

Talking to young people about their own negative and challenging behaviour empowers them to identify, understand and manage their own emotions and responses.

Discussion and reflection must not focus solely on the behaviours and consequences associated with the incident, but should seek to:

- Identify how feelings drive behaviour;
- Establish any underlying issues or concerns that may have prompted the behaviour/reaction;
- Consider alternative ways of managing particular feelings or responding to specific circumstances.

In essence, discussion and reflection must focus on the **thoughts, wishes and feelings** of the young person not the facts of the incident.

The decision as to who completes this process will be based on a number of considerations including the nature and severity of the incident and the relationship between the young person and staff involved.

Under some circumstances it may be more appropriate for an **independent member of staff** to complete the debriefing process. This is particularly true if the young person:

- wishes to raise concerns about the circumstances of the incident and/or the conduct of staff involved
- has a particularly good relationship with an independent member of staff.

The young person must be encouraged to record their views and/or version of events.

3. Consequences and effectiveness of sanctions

In order to measure the effectiveness¹ of a sanction it is important to understand the consequences (*results or effects*) which it seeks to achieve:

- To stop a particular behaviour immediately or prevent its re-occurrence in the near future;
- To complete a significant and specific restorative action;
- To complete a piece of academic work (in the school settings only);
- To encourage a young person to take responsibility for their behaviour, in a way that is appropriate to their age, understanding and abilities;
- To encourage a young person to behave well and/or to underline our particular disapproval of certain behaviour;

In applying any sanction, staff must identify the desired effect or intended result of **using a specific sanction with a particular young person**. Details of which must be recorded.

Upon completion of the sanction, an evaluation of the effectiveness must be recorded.

4. Reporting and recording incidents and sanctions

All incidents involving serious misbehaviour and associated sanctions must be reported to senior staff and recorded as soon as is reasonably possible (and in any event within 24 hours of the incident).

Responsibility for ensuring all documentation is complete rests with both the:

- member of staff who dealt with the behaviour; **and**
- the senior member of staff on duty.

Injuries to any individuals involved must be reported and recorded in accordance with policy and procedures.

All incidents of serious misbehaviour (and associated sanctions) must be reported to parents/carers (where appropriate) and relevant authorities by a senior member of staff within 24 hours. The nature of communication may include email, fax, telephone, voicemail, or face-to-face conversation.

Where an individual cannot be contacted within 24 hours, the details must be communicated as soon as is reasonably possible. All such communications must be recorded in accordance with Shapwick School's procedures.

the degree to which something is successful in producing a desired result

¹