



The Short
Stay School
for Norfolk

Reward and Relationship Policy

Introduction

The purpose of this policy is to set out the principles and values which underpin how we support the development of positive relationships within the Short Stay School for Norfolk. This policy outlines our whole school approach to working with young people from different bases across the county and is compliant with Section 89 of the Education and Inspections Act 2006.

Staff within the short stay school are asked to agree a set of shared values and principles, which guide and form our interactions with young people and how we develop pupil responsibility for their behaviour.

Our Values

As a school we believe:

- Staff and Pupils should feel safe and secure at school
- Adults should model the behaviour they wish to see
- Behaviour should be understood within the context of a young persons' life experiences
- Responsibility for creating a safe and secure community lies with both staff and pupils

Promoting Positive Outcomes

In each classroom we will display the positive outcomes we aim for our pupils, these will be

**Respect Everyone
Keep Everyone Safe
Work Hard and Co-Operate**

Principles and Practice

We intend to achieve these outcomes by:

- Being a restorative organisation
- Agreeing clear expectations and appropriate boundaries of behaviour
- By modelling these through interactions between pupil-adult and adult-adult
- By ensuring responses are non-confrontational
- By helping pupils evaluate their behaviour and set targets through positive feedback and mediation
- Structuring the day through routine and consistency
- Demonstrating empathy and understanding
- Listening to others
- Showing respect and understanding towards everyone
- Using positive consequences to encourage the learning of appropriate behaviour
- Enabling young people to understand the impact of their behaviours on others and to take responsibility for any harm caused

Positive behaviour stems from positive relationships, explicit and taught expectations and effective communication.

Ways that are used to promote good behaviour include:

- Use of Restorative Approaches
- Classroom organisation
- Use of positive language
- Clear instructions and firm boundaries

The best interest of the pupil is paramount. As a staff team we will do our utmost to:

- Understand the context in which each pupil lives
- Work closely with significant adults in the pupil's life
- Communicate pupil's needs clearly to pupils themselves, families, colleagues and other professionals
- Work closely with other agencies
- Observe, evaluate, plan, instigate, support and advise
- Prepare pupils effectively for transition to their next provision

Implementation

The SSSfN uses the following strategies to promote positive behaviour:

- Restorative Approaches
- Rewards
- Challenging the challenge
- Using Safety and Educational Consequences
- Restorative Conferences
- Intensive Support
- Behaviour Tracking
- Positive Reinforcement

Staff Duties and Responsibilities

Recording Incidents

At the SSSFN we encounter challenges more regularly than colleagues in a mainstream school; it would therefore be unproductive to record all incidents. Instead we choose to record those incidents which are significant (see appendix 1 and 2 for agreed definitions of Significant incidents)

Significant incidents may result in a fixed term exclusion and subsequent need for the use of Restorative Conferences, Intensive Support or referrals to outside agencies for further support.

Significant incidents should be recorded using the Incident report form.

Incidents may result in the use of Reflection spaces which allow for repair and restoration work to be completed. To ensure consistent support for all pupil, access to reflection areas will be monitored and agreed in advance by the ASL/ACL/APL and the base leader. To support the consistent use of reflection areas, please refer to additional guidance.

Supporting Staff

Dealing with challenging young people has impact on staff and as a school we must all support each other in securing a healthy work environment for all.

Peer Support

Where a significant incident has arisen the members of staff involved will be offered support.

Privacy

Views or opinions expressed in the staffroom / staff offices will always be considered by colleagues to be private and confidential.

Dealing with Risk

By the nature of their experiences and the negative choices some pupils make they can pose risk to themselves and others. As a school we will use the following processes to manage that risk.

Risk Management Plans

Risk management plans will be used to make informed judgements about any adjustments that are necessary to ensure a young person can safely access provision at our school.

Initial Risk Assessments should be completed as part of the pupil assessment process upon arrival at the school. This risk assessment will be reviewed on a regular basis.

Where the risk assessment identifies the possible need for restrictive physical intervention, all SSSfN staff are trained in Norfolk Steps (on, and or step up)

Physical Intervention

The Short Stay School has adopted the 'Norfolk Steps' approach to effectively manage challenging behaviour. The 'Norfolk Steps' approach promotes positive and protective handling strategies.

Justification for RPI:

- To prevent harm to self
- To prevent harm to other young people
- To prevent harm to adults
- To prevent serious damage to property

Recording and Reporting Incidents

Where restraint has been necessary the significant incident must be recorded on an incident form by the staff involved, as soon as possible after an incident and prior to staff going off duty. This must then be signed and approved by a senior member of staff (who has not been involved in the incident). Incidents involving Restrictive Physical Intervention (RPI) will be reported to main carer/parent. Where appropriate copies of incident reports will be sent to Social Workers and Youth Offending (other agencies, such as mainstream school placements will be informed if deemed appropriate). A member of staff will check the pupils and staff welfare and this will be recorded on the significant incident form.

Following Incidents

Following an incident, the following will actions may be undertaken to prevent recurrence:

- Review/revise individual risk management plan
- Restorative meeting with young person

- Call meeting with parents/carers
- Educational consequences
- Consequences/impose limits to freedom
- Fixed term exclusion

Further information can be found in the positive handling and touch policy.

Role of Parents/Carers

We believe that parents/carers have a fundamental role to play in helping the pupil learn and progress within our school.

As part of this role parents/carers are responsible for the behaviour of their child on travelling to and from the SSSfN.

Parents/carers should be contactable and open to dialog at all times. It is the parents/carers responsibility to:

- Give updated information to the appropriate base
- Be responsible for updating SSSfN on the key issues that will impact the child's education.
- Play a key role in ensuring good attendance.

Smoking

All parts of the SSSFN and their immediate surrounding areas are designated as non-smoking areas.

Pupils are not permitted to use alcohol, tobacco, matches, lighters, or "sniffable" products at any time. Smoking on site could lead to fixed term exclusion.

Drugs

If any pupil is found in possession of an unauthorised drug, it will be confiscated and locked away. If the substance is suspected to be an illegal drug, further action will be taken. Each situation will be dealt with individually and could result in police involvement.

(Please refer to the SSSFN Drugs Policy for further information.)

Weapons

If pupils are found in possession of knives or other weapons, they will be confiscated. Carrying a weapon on any SSSFN site could result in fixed term exclusion and the implementation of a Placement Support Plan.

The police will be informed if appropriate.

Searching Pupils

The school reserves the right to conduct searches of pupils' possessions and clothes if there is reasonable belief that an illegal or dangerous item is concealed.

Young people should be given the opportunity to empty their pockets or bags and hand over illicit items. The further option can be used for their parent/carer to be called to conduct a search. Ultimately, if necessary the Police should be called to conduct any search that is deemed necessary.

Exclusions

All exclusions will be conducted in line with national government guidance.

Confiscation

The school reserves the right to confiscate any items which contravene school rules or which the school feels are undermining the good order of the school. Items should be securely stored and returned at the earliest convenient time. If necessary items may be returned to a parent/carer. The school will remain responsible for the safety of those items until returned to their rightful owner.

Damage

The school will hold parents/carers responsible for any damage caused by the wilful actions of a pupil. Parents/carers may be charged for damage caused at a new for old rate.

Police Involvement

The school reserves the right to involve the Police in any matter where they feel a pupil or adult has acted unlawfully. The school will fully comply with any Police request for information regarding a pupil.

Lunch time/break time detention

No longer requires the 24 hour written notice and does not need parental consent. The use of the Reflection area in social time at school is more appropriate for many of our pupils than exclusion.

Detention after the end of the school day

The SSSfN reserve the right to detain a child for up to 1 hour at the end of the school day. Alternative transport arrangements will be made (where possible), if this is not possible it will be the parents/carers' responsibility to collect their pupil. Placement support plans may require pupils to access their provision outside the school day.

Off-site behaviour

While we are **able to regulate certain conduct off school premises**, we can only impose sanctions when the pupil is on the school site or under the lawful control or charge of a member of staff. The school may take action for behaviours that occur on the journey to and from school, and reserves the right to take action for on-line behaviours that impact on the pupils or staff at school.

Consequences

As with all elements of this scheme – our first recourse should be to a restorative enquiry and/or conference to resolve such issues. Consequences should always be a last resort

A conclusion derived from logic that naturally follows from the action.

Protective consequences – the removal of a freedom in order to manage harm. E.g. Increased staff ratio, limiting access to outside space, escorted in social situations, differentiated teaching space, exclusion.

Educational consequences – the learning, rehearsing or teaching so the freedom can be returned. E.g. completing a task, rehearsing, assisting with repairs, research, restorative meetings.

Equality Impact Assessment.

This policy has been reviewed for its impact on issues of equality. The policy has been considered in relation to the following protected characteristics

Gender

Disability

Sexual Orientation

Ethnicity

We have not identified any issues in relation to these protected characteristics. We have carefully considered whether any element of this policy would adversely impact upon the equality of access or opportunity for any staff member or service user, and have been unable to identify any impact which would require mitigation

Approved by SSSfN LGB March 2017

Due for review; March 2019

Appendix 1

Agreed Definitions for Significant Incident Forms

Primary

<p>Bullying: This is a repeated, consistent act to cause harm by physically, verbally and emotionally attacking another person over a sustained period of time. All incidents should be logged in the behaviour folders. When filling a SIF form in for bullying you need to add in all of the incidents with dates, and also the preventative work you have done to reduce the outcome. (<i>see Anti- Bullying Policy</i>)</p>
<p>Defiance: This is resistance, rudeness, disobedience, ignoring or refusing to follow adult instructions and not completing the required tasks for a sustained period. In excess of one lesson.</p>
<p>Absconding: This is when a pupil(s) leaves the site. Leaving the site is going through the gates or over the fence and moving with intention away from the school. Running around the school field or building to be logged in the behaviour folder. This is not a SIF unless it is in excess of one lesson.</p>
<p>Drug/Alcohol related: This is when a pupil has drugs or alcohol to consume, distribute or sell to others. If a pupil offers information about the buying or the consumption of drugs/alcohol, staff need to fill in a ROC form and pass it to a DSL.</p>
<p>Persistent Disruption: This is when a pupil has disrupted, unsettled and not allowed the class to complete the required tasks for the lesson. This is not a SIF unless the disruption is in excess of one lesson. The classroom behaviour management strategies you have used will be detailed on the SIF form.</p>
<p>Theft: The known taking of another's personal belongings with intent to keep for themselves.</p>
<p>Damage to Property:</p>

When a pupil has intentionally caused significant damage to school or personal property, or part of the building.
Items damaged which do not fit the above criteria to be recorded in their behaviour folder.

Physical Assault:

This is a calculated, intentional, deliberate, premeditated act which causes severe physical pain/harm to another.
When a child is being held in a restraint or is being guided and is lashing out, this is not physical assault. When a child makes physical contact due to frustration with work or others, the severity of this makes it a possible assault, but it maybe that they are just trying to tell you they are finding it very difficult, so it's not intentional harm.
Other acts of physical attacks/incidents can be recorded within their behaviour folder.

Verbal Abuse/Threats:

This is an abusive verbal attack intended to cause harm. This includes using specific personal, cultural or religious insults (*see Anti Bullying Policy*)

Appendix 2

Agreed definitions for Significant Incident Forms

Secondary

Bullying:

This is a repeated, consistent act to cause harm by physically, verbally and emotionally attacking another person over a sustained period of time. When filling a SIF form in for bullying you need to add in all of the incidents with dates, and also the preventative work you have done to reduce the outcome. (*see Anti- Bullying Policy*)

Defiance:

This is resistance, rudeness, disobedience, ignoring or refusing to follow adult instructions and not completing the required tasks for a sustained period. In excess of one lesson.

Absconding:

This is when a pupil(s) leaves the site. Leaving the site is going through the gates or over the fence and moving with intention away from the school.

Running around the school field or building to be logged in the behaviour folder. This is not a SIF unless it is in excess of one lesson.

Drug/Alcohol related:

This is when a pupil has drugs or alcohol to consume, distribute or sell

to others. If a pupil offers information about the buying or the consumption of drugs/alcohol, staff need to fill in a ROC form and pass it to a DSL.

Persistent Disruption:

This is when a pupil has disrupted, unsettled and not allowed the class to complete the required tasks for the lesson. This is not a SIF unless the disruption is in excess of 1 lesson.

The classroom behaviour management strategies you have used will be detailed on the SIF form.

Theft:

The known taking of another's personal belongings with intent to keep for themselves.

Damage to Property:

When a pupil has intentionally caused significant damage to school or personal property, or part of the building.

Items damaged which do not fit the above criteria to be recorded in their behaviour folder.

Physical Assault:

This is a calculated, intentional, deliberate, premeditated act which causes severe physical pain/harm to another.

Verbal Abuse/Threats:

This is an abusive verbal attack intended to cause harm. This includes using specific personal, cultural or religious insults (*see Anti Bullying Policy*)