

Sanction Guidance Policy

INTRODUCTION

The continual development of the pupils at Progress School is paramount. We focus on the individuality of each pupil to promote the self confidence and self esteem.

Although all the pupils at Progress School will be on different individual behaviour plans and will be striving to achieve different individual goals, each pupil must experience fairness and consistency. Residential and Educational staff must share their expectations with parents and other professionals and individual behaviour plans must be agreed by all who live, work and care for the pupil, in order to achieve consistency and aid progress in all aspects of behaviour.

All methods of sanctions must take into account other factors including the pupil's autism, severe learning difficulties, communication problems and problems around socialisation.

Sanctions at Progress School are always the last resort and are hardly used at our school, as there are usually other methods that are successful before sanctions are required.

AIMS

This policy aims to ensure that:

- No form of corporal punishment is used on any pupil within our care
- No pupil within our care is subject to any measure of control, restraint or discipline which is excessive or unreasonable
- Physical restraint is used on a pupil only when absolutely necessary and as the last result

PROCEDURES & PRACTICE

Relationships between Education, Residential and pupil should be based on mutual respect and understanding and clear professional and personal boundaries should be in place, which are effective for all.

Staff should set and maintain safe, consistent and understandable boundaries for pupils in relation to acceptable behaviour.

In day to day decision making, staff should demonstrate an appropriate balance between:

- The needs of the individual pupil
- The needs of the group of pupils (residential or education at that time)

- The protection of the others (including the public) from harm

All pupils within the Progress School must be treated equally, without favouritism or prejudice.

All staff should respond positively to acceptable behaviour and where the behaviour of a pupil is regarded as unacceptable, it should be responded to by constructive, acceptable and known disciplinary measures in line with this policy.

Measures of control and disciplinary measures must be based on establishing positive relationships with the pupil, which are designed to help them.

Such measures must be fair and consistently applied. They should also encourage the pupil to apologise and make up for what they have done and reduce the likelihood of negative behaviour, becoming the focus of attention and subsequent disruption to the placement.

Staff should make clear to the pupil the consequences of unacceptable behaviour and any measures applied should be relevant to the incident, reasonable and carried out as close to the time of the incident as possible and then recorded in the Sanctions book.

Any measures taken to respond to unacceptable behaviour must be proportionate and appropriate to the age, understanding and individual needs of the pupil, for example taking into account the unacceptable or challenging behaviour may be the result of illness, bullying, and certain disabilities such as autism or communication difficulties.

Physical contact and restraint can be permissible in certain, clearly defined, circumstances. Physical restraint is only used when absolutely essential and as the last resort.

Records of physical restraint on each pupil by an adult are kept in a separate bound and numbered book giving full details. Each entry is signed by the Principal.

Sanctions can never include anything that would cause pain, anxiety or humiliation, for example:

- Corporal punishment
- Hitting
- Deprivation of food or water
- Enforced eating or drinking
- Prevention of contact with parents/ independent adult
- Distinctive clothing
- Withholding treatment
- Deprivation of sleep
- Use of fines (other than reparation; 2/3 pocket money)
- Locking in room
- Intimate physical contact
- Withholding aids or equipment

Privileges may be withdrawn for unacceptable behaviour. This may include denial of recreational facilities, but should not include denial of attendance at a regular activity such as swimming or attendance at cubs or brownies. Pupils with autism often lack social skills and the use of such a sanction will be further disadvantage.

Signed:	Lisa Sharrock Head of Education
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