

## Cape Cabin Behaviour Policy.

At Cape Cabin we aim to create a calm, caring, safe environment, in which pupils can work towards achieving their full potential. We accept that some of our students have a range of complex conditions that contribute towards difficulties with social communication and enabling full control over behaviour and emotions.

However, our ethos is to ensure that positive behaviour reigns supreme and that negative behaviour or actions result in consequences. We will allow time for a student to turn their negative behaviour around and, if appropriate, offer extra wellbeing / nurture time. If they are unable to do so, then a consequence is given, depending on the nature and severity of the behaviour.

We use de-escalation and distraction as main tools to calm and bring a child's behaviour around. On occasion, however, some behaviours require immediate sanctions.

### ***Core Principles of our Policy***

- *Reward good behaviour*
- *Actively build self esteem*
- *Always follow up on issues*
- *Work to repair and restore relationships*

## **Rights**

These consist of:

- The right to learn
- The right to teach
- The right to feel safe (physically and emotionally)
- The right to respect and dignity

## **Responsibilities**

- Learners must develop the ability to be responsible for their own behaviour.
- Positive behaviour should be acknowledged and rewarded.
- Understand and accept that poor choices / behaviour always have consequences.

## **Mandatory expectations.**

The basic expectation of all learners is that **you must show respect to others and our environment.**

You can do this by following these guidelines:

- Take part in activities and tasks calmly and sensibly.
- Listen to and follow all instructions.
- Work hard and complete the tasks set for you.
- Only leave the room when you are given permission to do so.
- Accept that each person is different, has their own challenges and that we work together to overcome these.

## **Routines**

- A register will be taken at the start of the day and attendance logged with the relevant school / inclusion partnership
- Learning objectives and outcomes will be shared with the learners
- Young people stay within their designated learning area on site and with their allocated member of staff.

## Code of Conduct.

**Respect:** Everyone deserves respect and it is essential that **all staff and learners show respect towards each other**, Cape Cabin property and personal property.

**Safety & Security:** It is a fundamental right for everyone to feel safe and secure at Cape Cabin. We seek to avoid risk to each other and ourselves through analysis of each situation and planning. Bullying and intimidation are **not** accepted in our community.

**Teaching & Learning:** Promotes a positive learning environment and recognises the value of all forms of achievement. We recognise the importance of praise and support and agree to take responsibility for ensuring teaching and learning are not disrupted by others.

**Responsibility:** Each student and member of staff has a duty to take responsibility for their actions.

**Involvement:** We encourage and promote the opportunities for everyone to get involved.

**Communication:** We believe in keeping everyone informed of what is happening at Cape Cabin. Everyone has a right to be heard and have his or her views respected.

At all times, we aim to communicate a positive image of Cape Cabin

### Expectations of staff.

- Value pupils and seek to build positive relationships with them to create a conducive learning environment
- Set high standards of behaviour that are consistent across the board
- Be fair and consistent with all learners in all aspects of their work
- Be positive in recognising achievement and ensuring that positive feedback and praise is given to the learner.
- Monitor learner attendance and punctuality and keep a log of this
- Communicate concerns and praise to the appropriate personnel
- Adopt a duty of care towards the pupils
- Be prepared to make positive contributions to the community

### Recognition of positive behaviour and achievement.

Rewards, praise and encouragement are amongst the most powerful aids to teaching, maintaining high standards of behaviour and fostering a positive learning ethos.

It is the staff's responsibility to praise learners whenever possible. Research clearly shows that the most effective positive behaviour modification occur when learning groups do not exceed 4:1 for both learning and behaviour.

These schemes are to motivate students positively in all aspects of learning. Positive feedback should be given for all of the following:

- An excellent piece of work or achievement (relative to the individual)
- Excellent effort
- Positive and respectful behaviour
- Good progress
- A positive contribution to the activity
- Consistent good attendance

Types of rewards:

- Verbal praise
- Display of work
- Telephone calls/ emails / text to key worker / inclusion partnership

### Safety.

Staff are expected to:

- Exercise personal responsibility for the safety of themselves and pupils in their care
- Observe the safety rules of the provision and, in particular, the instructions given for an emergency
- Make themselves aware of basic safety evacuation procedures
- Report unsafe matters
- Ensure all accidents and injuries to any person on the premises are logged in the accident book and the directors are informed
- Be aware of their responsibility towards pupils at all times

### Anti- - Bullying Policy.

Cape Cabin's policy clearly states that bullying is unacceptable and explains what students and staff should do if they are the victim of bullying, or if they witness bullying taking place. All incidents of bullying must be dealt with in accordance with the policy and then recorded on the relevant document.

### **Searching.**

Directors and staff 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).
- Directors and authorised staff can also search for any item banned by the Provision rules, which has been identified as an item that may be searched for.

### **Confiscation.**

Cape Cabin staff can seize any prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to discipline and safety at the Provision.

### **Use of reasonable force**

There are occasions when the restraint of students is necessary. Staff members may use reasonable force to prevent learners from:

- Committing a criminal offence
- Injuring themselves or others
- Causing damage to property, including their own property

- Engaging in any behaviour which has a negative impact on maintaining good order and discipline at Provision, or on the safety of other students

Such physical restraint should only be used in exceptional circumstances, not as a regular or routine act. If restraint has been used, a full report must be sent to the Directors that day.

### **Learners Absent or Absconding from Education**

Due to the nature of some of the young people who attend Cape Cabin, it may sometimes arise that a pupil will leave premises without permission. Prior to this occurring, every effort will always be made to de-escalate and deter a young person from leaving site and staff will always try de-escalation techniques in order to facilitate this. However, this may not always be possible and therefore the following protocol needs to be taken should a young person leave site:

#### **If a staff member is present:**

- Staff member present follows young person at a distance to encourage a return to site.
- Staff member should have a mobile phone on their person and keep the senior centre staff on site informed, while following the young person.
- Senior staff will give verbal advice throughout and contact will be made with the designated key worker of the young person.
- Should the young person continue **refusing to return for over one hour** the school / parent/carer or partnership will be informed of their refusal to engage within education and steps will be followed around this.
- If the young person who walks off site is considered vulnerable and heads onto the main roads, then not only the commissioning parties, but also the police are informed within 15minutes of walking off site.

**If no staff member is present to follow, should a staff member discover that a young person is not on site as expected, or if they are following and lose sight of them, they are to:**

- Inform senior member of staff on site immediately
- Complete a grounds search taking no more than fifteen minutes
- Senior staff member will refer to the individual risk assessment for the young person and abide by the guidance within
- If there is no high risk around absconding for the young person, such as the risk assessment does not state to inform the police immediately, then the parent/commissioning party will be informed and asked whether they would like us to report them as missing.
- Should the parent/carer or social worker wish for a report to be made, the senior staff member is to call the non-emergency police number 101 and complete an incident report including the police incident number within the contents.
- On return, a debrief must be held with the young person to explore reasons for leaving site, support that can be put in place to reduce risk and any concerns they had while off site.
- Parent, carers and social workers will be informed when a young person is returned to site. The police will also be informed should they not be aware that the student has returned to site.
- The young person's risk assessment may require updating

Staff members will ensure the incident is logged in the Concern Log.

Reviewed August 2022      Reviewed and Amended August 2022 - post pandemic  
Amended October 2022 Helen Tilley

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