



## **Russell House**

# **Consequence Policy**

<b>Date of last review:</b>	2023	<b>Review period:</b>	2 Years
<b>Date of next review:</b>	2025	<b>Written by:</b>	Carla Mole
<b>Type of policy:</b>		<b>Committee:</b>	
<b>Signature:</b>			

At Wyre Forest School we recognise that “sanctions” are not an effective measure of control unless they have a direct association for the individual between their behaviour and its “consequence”. Therefore, any “sanction” at Wyre Forest School is seen as a “consequence” directly linked to the behaviour and appropriate to the individual pupils’ level of understanding. In many cases, a natural consequence of a behaviour may be linked to a risk relating to the behaviour, for example; following an incident of bullying, it may be necessary to separate the bully from the victim and this may involve not going into the same playground at a forthcoming break time.

Where sanctions are deemed necessary to ensure that pupils understand the consequences of their behaviours, this is clearly identified in the Individual Behaviour Plan (IBP) and staff adhere to the guidelines below:

### **Consequence Guidelines:**

- Consequences are relevant to the individual, taking into account their ability to comprehend and understand the link between the behaviour and the consequence.
- Consequences are sensitive to ethnic needs and cultural backgrounds.
- Consequences do not involve the missing of meals or drinks.
- Consequences do not involve taking an item from an individual that is deemed necessary for the individual’s wellbeing (this might include taking a comfort item from a child where by doing so this might negatively affect the child’s emotional wellbeing).
- The use of consequences are discussed within regular meetings (CIN/LAC/TAC, Staff meetings) and agreed by all parties as appropriate.
- Consequences are, where possible, linked to “restorative justice” whereby the individual is able to “restore” an aspect of the impact that their negative behaviour has caused.
- Consequences are implemented and occur within an appropriate timescale for the individual to be able to understand the consequence is a direct result of the behaviour.
- Consequences should not be de-escalated or earned back as this could become counterproductive and give the pupil (and any peers that are aware of the consequence) a mixed message.

Consequences should not be implemented at the point of the incident as a threat or reflection upon the emotion displayed by a staff member who is attempting to gain control of an incident. Staff are encouraged to recognise their own feelings and to step back if they feel that they are becoming emotionally involved or dysregulated themselves. Therefore, consequences are more appropriately delivered following the individuals’ de-escalation and should not be a huge surprise to the individual as through regular reinforcement of behavioural boundaries and proactive interventions, the individual in many cases will know the likely impact of their behaviour already.

### **Recording of Consequences:**

As detailed in our Behaviour Policy, consequences need to be recorded in detail in the “Reflections Book” sheet and linked as part of the behavioural entry on CPOMS. Within the residential provision, these are also linked in the pupil’s individual daily

reports. A senior member of staff or department head needs to agree the consequence where possible and the team of staff around the young person needs to be made aware of the sanction in order that it can be appropriately applied. The child or young person is also required to record their views on this record if they are able. It is important to ensure that any information regarding the pupils' response to the sanction is recorded and where this is linked to "**restorative justice**", the response of any work or effort that the pupil has made to restore the impact of their behaviour is recorded in the "Management Comments" so this can be discussed and reviewed within department meetings, CIN/LAC/TAC meetings as appropriate.

<b>RECORD OF REFLECTION</b>	
Name of young person:	
Date of birth	
Date and time of incident:	
Nature of behaviour:	
Follow up and any action taken:	
Was this action affective:	
Name of person completing record:	
Sign:	
Date:	
Student voice/response:	
Young person sign:	
Date:	
Copy attached to young person's file?	
Management comment:	
Sign:	
Date:	