

MUNTHAM HOUSE SCHOOL

SANCTIONS POLICY

Sanctions Policy

Muntham House School is a safe, caring, happy, and positive community dedicated to supporting the individual special needs of its pupils. We strive for effective improvement in learning and social behaviour, enabling our pupils to make informed choices in the wider community and contribute positively to society. It is expected that everyone follows the values listed below:

- Co-operate with peers & adults
- Remain in class
- Complete classwork
- Respect other people
- Behave

Behaviour Management at Muntham House School

A key rule of our policy and procedure is to 'ask someone'. We are a common-sense community whose primary duty is to the simplicity of our mission. This calls for simple responses and clear guidelines. We also feel that it is important that pupils and adults can quickly enter and join in without having to worry about difficult rules of engagement. If you are a new or established member of our community and are unsure about what to do or say, please ask another member of staff or your line manager for guidance.

After you have asked someone, you can then check on things more thoroughly through a series of policies, the handbook, and induction programmes, which will allow you to understand how we all work together. The community is something all staff must work together to protect and maintain, adhering to our key values of safe, caring and happy.

A range of therapies are used at Muntham House School as part of our Therapy Department. This offer aims to meet the needs of our pupils and promote the positive well-being and mental health of all pupils across the school. This means that when necessary, pupils can access counselling or a block of relevant therapy as determined by the practice Head of Therapy.

The first point of contact for behaviour issues with pupils, Parents, and referring groups is through the relevant tutor/class teacher and/or Key Worker. For adults, after a successful interview, a grounding in behaviour management is provided through the Staff Handbook and Induction process.

In the staff library situated in the Conference Room and the school's Intranet, the following operational policies linked to behaviour:

Boundaries & Containment and Relationships & Co-regulation, Curriculum Policy, Teaching and Learning Assessment Policies, Child protection & Safeguarding Policy, Health and Safety Policies.

These policies are revised on an ad hoc basis; you are expected to read them.

On the intranet, you can find the Staff Handbook and forms for significant pupils, as well as contact information for parents and external agencies. In addition, significant incidents are recorded on CPOMS. Specific training is included in the Induction process for the use of this system; however, the Staff handbook provides a quick reference to most of the issues you will encounter. Physical management is part of the induction process, and no adult should attempt

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unaccompanied physical management without prior training.

The inclusion of 'safe, caring and happy' in our mission statement is not there because of a need to create a warm, touchy-feely community. PUPILS AND ADULTS HAVE A RIGHT TO FEEL SAFE AND HAPPY.

The schools' designated Child Protection Officers are the Principal, Mr Anderson, Ms Fenlon and Mr Pritchard. If you have any concerns about pupils or adults who have not been routinely reported or issues of abuse, then the Principal must be informed. Negligence in this matter will result in disciplinary action, termination of the contract, and possible criminal prosecution. If your concerns are connected to the Principal, you should contact Mr Mike Kipling, the Chairman of Governors, in confidence. A Child Protection Incident Book is held in the Principal's Office to record any incident deemed serious enough to warrant a child protection investigation.

The school's Child Protection Policy is based on the Sussex Child Protection and Safeguarding Procedures, which are available in the school library and on the Intranet. There is a mandatory annual INSET session on Child Protection at the start of every academic year.

Admissions and Annual EHCP Reviews, Targets and Adult Strategies

Our admissions assessment process will comprehensively identify and gather key information about the new pupil, including their background and our plans for managing their behaviour and learning. The Admissions Assessment meeting is held once the pupil has completed their admissions assessment.

Induction Programme

The Induction Programme is a mandatory course for all new staff, and is connected to the school's probationary period. It covers the following areas: (A more detailed induction format is given to all new staff participating in the induction process.)

- All about Muntham House School
- Professional conduct and expectations
- The Points Positive Behaviour System
- Rewards and consequences
- What are behavioural and learning difficulties?
- Holding and Measures of Control Physical management
- Therapy centre
- Daily diary
- CPOMS

Conclusions

The nature of our community is one of care, support and learning. What we teach and learn about behaviour is paramount to the nature of the school. We will strive in all of our actions and written policies to provide the highest standards of behaviour and mutual cooperation. All staff must promote high expectations at all times. Staff must be consistent in adhering to this behaviour policy across the school.

Behaviour Management

Many of the pupils attending Muntham House will have had difficulty managing their behaviour in a school environment. We endeavour to offer pupils the best support possible for their

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behaviour, aiming to help them improve and utilise strategies demonstrated by staff to reduce negative behaviour and periods of anxiety or anger. Muntham House School achieves this through a transparent and fair behaviour policy, along with appropriate personal and pastoral support, which all staff are expected to follow.

Challenging behaviour can take the form of:

- Verbal abuse
- Physical abuse
- Assault
- Defiant refusal
- Absconding
- Physical damage to property
- Breaking school rules

Setting the scene: Things which work

- To develop a whole school approach which is supported and followed by the whole school community, parents, teachers, and pupils
- To encourage parental/carer cooperation and active involvement and support in their son's education
- By applying positive policies to create a caring, family atmosphere in which teaching and learning can take place in a safe and happy environment with established boundaries
- Forming professional working relationships between staff and pupils
- To teach, through the school curriculum and leisure curriculum, values and attitudes, as well as knowledge and skills. (This will promote responsible behaviour, encourage self-discipline and encourage in children a respect for themselves, for other people and for the school community)
- To encourage good behaviour and challenge negative behaviour
- To provide learning, emotional and behavioural support, helping students accept responsibility for their own behaviour
- To deal with issues and problems quickly, when they occur, in a consistent and caring manner, to achieve an improvement in behaviour and therefore raise academic improvement
- Any pupil causing damage to the school building or equipment can be billed for the damage. Staff will use professional judgement on this to prevent incidents from recurring and influence behaviour change in pupils.

Code of Conduct and School Values

- All members of the school community must respect each other and understand that Muntham House is a place that belongs to all of us and where everyone has a right to equal chances
- Mutual respect is a key value in our school community, to make Muntham a place where everyone can learn to work together
- Everyone is expected to respect their own and other people's property and to make Muntham House a place where we feel safe
- Cooperation with other staff and to work to the best of their ability

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- Smoking or Vaping is not permitted on the school site. Any pupil caught smoking will face serious consequences
- Drugs or Alcohol are not permitted on the school site. Any pupil caught will face extremely serious consequences
- If a pupil has a grievance against another pupil, it must be reported to a member of staff and will be dealt with restoratively
- Physical violence is not acceptable. Serious incidents cause a danger to staff and pupils. Any pupils involved in physical violence will face serious consequences
- Foul or abusive language that could offend should be challenged appropriately, and sanctions should be put in place
- Pupils and staff are expected to be punctual at all times for all sessions
- Pupils should wear the correct school uniform and, in care time, clothing appropriate to the activity they participate in
- Pupils must not bring sharp or dangerous instruments or weapons into school

Any pupil who brings a weapon into school will be dealt with in accordance with the law due to the risks they pose to other pupils, staff, and the Muntham House School community. Pupils who bring knives into school risk permanent exclusion from Muntham House. Regular searches of pupils' bags and rooms are conducted, and the school reserves the right to search all pupils at any time if there is suspicion of weapons or smoking paraphernalia on school premises.

This code of conduct has been formulated with the safety and well-being of pupils in mind, enabling the school to function efficiently as a place of high-quality teaching and learning.

Incentive Scheme

At Muntham House, we believe in rewarding pupils who behave correctly. A major aim of the school policy is to encourage pupils to practice good behaviour by operating a system of praise and reward. This is consistent and fair for all pupils and is applied in all curriculum areas. A similar reward system is used on the care floors. The achievement of pupils, no matter how small, is celebrated in assembly.

The Muntham scheme is based on points, through which children can be rewarded for academic and non-academic achievements, for effort and for being caring, and for all aspects of good work and lesson-by-lesson or session-by-session schedule, pupils will be monitored and rewarded for one point in each of the following areas: Completing classwork, staying in class and behaviour.

The school uses an Inclusion Pyramid, which emphasises intervention monitoring and recording of behaviour.

STAGE 1

There will be times when pupils display challenging and inappropriate behaviour. Pupils need to discover where the bounds of acceptable behaviour lie, as this is a part of growing up. Minor breaches of discipline are generally dealt with by the class teacher or carer in a caring, supportive, and fair manner, with some flexibility regarding the age of the child, following an agreed-upon hierarchy of sanctions that is prominently displayed in each area.

- Muntham House staff are trained in the use of assertive classroom management. They

will employ a range of strategies, such as positive repetition, proximity praise, scanning, and circulating the room. Staff should consistently ensure pupils make up any time they choose to spend not in their lesson, and catch up on missed learning time

- The Points system is a significant method of monitoring and rewarding students. Although not giving points is not a specified sanction, it does clearly have a significant impact on its associated privileges

Agreed consequences for choosing to break the rules and challenge the community are as follows:

1. Verbal Warning and repetition of the instruction
2. Verbal Warning
3. Stay behind to make up time and or discuss behaviour (during breaktimes, lunchtimes or after school)
4. Use of a behaviour modification programme within the Individual Support Plan
5. Phone call home/meeting with parents or carers
6. Exclusion

Behaviour Modification

Muntham House places a strong emphasis on the pupils' support plan and uses it to support positive behaviour. By the very nature of the student intake, students will, at times of emotional stress and in some cases habitually, exhibit behaviour that is unacceptable. As part of the approach within our discipline policy of rewards and sanctions, we use behaviour modification strategies to adapt individual children's behaviour. These targets are used by all staff to help inform their planning and pupil management.

Each pupil is different, so it is important that the cause of the behaviour is investigated and plans made to meet individual needs. This process should be carried out by the tutor, with a strong emphasis on counselling to address the causes of behaviour. However, this should not occur during lessons or activities. Pastoral Tutors and Key Workers should use their tutorial sessions and one-to-one meetings with their pupils to carry out this ongoing and important function.

Staff should familiarise themselves with the pupil's file before embarking on any long-term strategy or indeed making any premature judgements. Remember, the problem may originate in the institution and not exclusively with the pupil in question.

A wide range of strategies which can be used to reinforce positive behaviour include:

- Sharing good behaviour with other children/other classes. Students' points record and achievement card statistics will be displayed in their tutor rooms
- Showing of work and public praise in the daily assemblies. Teaching staff will be asked to single out students who have made a positive contribution to their lessons, and a student of the week certificate will be presented
- Involving parents at an early stage via the achievement cards that are posted home on a weekly basis. The Family Induction Team will support and encourage parents in devising a positive home/school reward plan
- Use of certificates, special stickers for such things as sporting achievement, literacy progress, listening, being kind, helpful, etc. All can be recognised by awarding a Leaf in assembly

By using a positive system of rewards and reinforcing good behaviour, we help children to feel good about themselves and raise their self-esteem, both as learners and individuals. Reward time on a Friday afternoon is a positive opportunity to build positive professional relationships between staff and pupils.

STAGE 2

Tutors and Keyworkers are responsible to the Principal in the overall management of a specific pupil. They are expected to know the pupil extensively and have an influence on the pupil's behaviour.

Tutor/Key Worker 1:1 meeting/counselling to identify difficulty and assist in a strategy within the existing targets and strategy, or the introduction of new targets and strategies. Throughout, the parents are informed of any changes or strategies which will be used through tutors, key workers, class teachers or a member of SMT. A meeting with parents or carers will be necessary at this stage of the pyramid. It is important that parents, carers and the rest of the staff team are kept fully aware throughout this process.

STAGE 3

At this stage, at least half a term, the Keyworkers and Tutors should begin to engage the whole school staff in their programme of modification. After trying to change behaviour, a whole-school plan is implemented, accompanied by a Conduct report and daily feedback to the pupil. Parents and the referring local authority are regularly informed about progress, and advice is sought from SMT.

The LEA are notified of our concerns at this stage of the pyramid and informed of the sanctions and modifications that the school feel necessary to implement. SMT are informed of all progress and developments.

STAGE 4

The Head of Education and the Head of Care draft and implement a plan in consultation with tutors and key workers. The plan is then carried out by all staff. Communication to Parents and Local authorities continues. Monitoring and evaluation of the plan are increased to assess the impact of any interventions or strategies used.

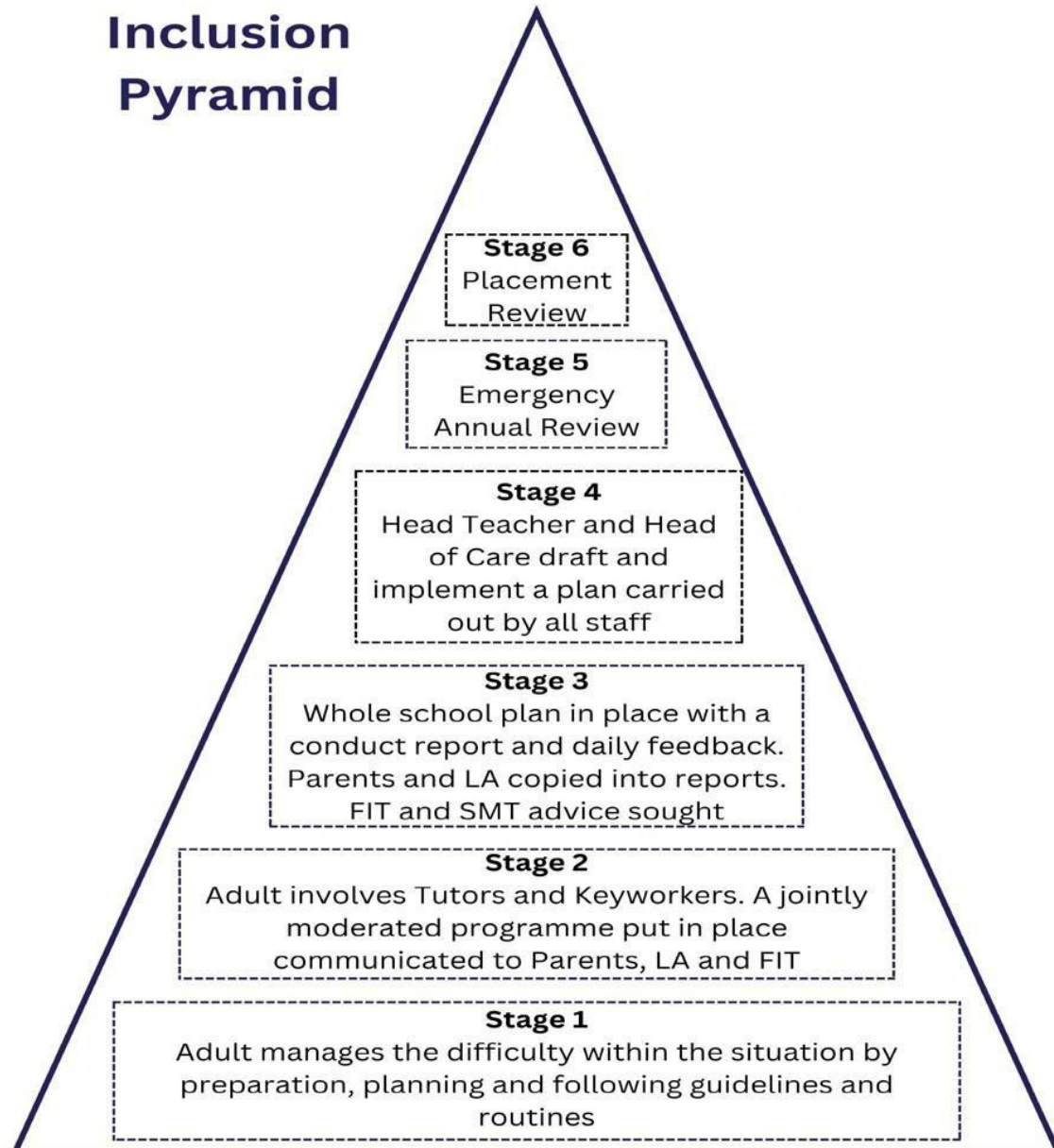
STAGE 5

An emergency review is conducted, utilising all the collected data on the situation to date, and strategies are determined. The school and the pupil then sign a contract. The LEA are invited to attend the emergency review.

STAGE 6

The Principal will review the placement to determine whether to transfer the pupil to another provision that better meets the individual pupil's complex needs. Clearly, at any stage, the process towards exclusion should be terminated, and what will remain is a good recovery. Beneficial strategies, data, and observations will be utilised. This stage is the last resort and will only be used once all other strategies and options have been tried.

Inclusion Pyramid



Exclusions

Muntham House School manages pupils' behaviour with the minimum of fuss and as routinely as possible. All disciplinary or pupil management issues are typically addressed in the context where they arise.

The conclusion of any breakdown in relationships is considered to be achieved when a relationship that has broken down is re-established, and a positive level of cooperation can be expected as a result of the action taken. Given that our pupils' emotional and behavioural needs are more complex than those of regular pupils, it is usual to address difficult behaviour in the long term through the School's policies and procedures.

However, there are circumstances when the school feels particular incidents require swift and powerful consequences, such as internal or external exclusion.

It may become apparent over time that a pupil is not thriving in our environment, which may cause significant damage to the school's management. In such cases, we will take steps in full and clear consultation with Parents or Carers, LEA and other professionals involved to review the placement and, where necessary, move the pupil on to a provision which is better suited and set up to their individual needs.

Muntham House Exclusion Procedure

Any serious offence should be recorded in the pupil's file and in the daily diary and communicated with parents/carers and the LEA. Any serious incidents must also be recorded in CPOMS, the school's electronic system for data recording. Exclusion is the last resort; all staff will work towards finding alternative ways to address situations. The decision to exclude can only be made by the Principal.

General

Through the use of the school's disciplinary policies and procedures, any incident worthy of exclusion should be thoroughly investigated, *REPORTS FILED, DISCUSSED AND ACTION AGREED BY SMT. ONLY IN EXTREME CIRCUMSTANCES WHERE THE PUPIL IS SEEN AS A SERIOUS RISK TO GOOD ORDER AND SAFETY COULD HE BE EXCLUDED WITHIN 24 HOURS OF THE INCIDENT.*

After the investigation, SMT, with the support of the tutor/class teacher, will contact Parents/carers, the LA, and, where necessary, Social Services to arrange for the pupil to return home as soon as possible. Homework should be arranged for the pupil to take with them, enough for the period of exclusion. Conditions should be set by the SMT for the return of the pupil, and return to school will be conditional on those terms being met. Parents will be expected to return the pupil to the school to meet with the SMT.

Managed move

In the event of a pupil's permanent removal from Muntham House School to another facility, school, or provision, a meeting will be held with all interested parties. All interested parties will be given details of such a meeting. The meeting will hear any evidence Parents wish to put. This may be in writing or in person. Following such a meeting, a decision will be made to either maintain the placement or draft an exit strategy for the pupil.

Permanent Exclusion

This is extremely rare and is usually the last resort after all other options have been tried. Only in extreme circumstances will the Principal permanently exclude a pupil and will provide reasons for this in writing to parents, carers and the LEA. The Principal of the school has the right to make this decision following extremely serious incidents. In cases of Permanent Exclusion, the steps of the pyramid will not always be followed.

Appeals against Permanent Exclusion

The Governors will act as an appeal forum and hold an appeal meeting where the Parents and Carers of the pupil seek to challenge the Principal's decision. The Governor's decision will be final in each case. At the appeal meeting, parents, carers, and all interested parties may submit further arguments and attend the meeting.

APPENDIX 1

PROHIBITED SANCTIONS

It is an essential part of being employed at Muntham House School that all staff are aware of what sanctions the school approves and disapproves of. It is also essential that staff are fully aware of the procedure when applying a permitted sanction. Only appropriate sanctions are allowed at Muntham House School as part of our behaviour management procedure.

Any sanction which may cause any pupil to feel unfairly treated, embarrassed, deprived of basic needs or could be considered abusive, must not be used. Through positive role modelling and assertive behaviour modification, the behaviour of pupils should be managed, ensuring our key school values of safe, caring, and happy are followed.

Catching pupils getting things right and using praise appropriately is a successful method of encouraging and maintaining positive behaviour. Strong working relationships with our pupils are the key to success.

Last reviewed: September 2025

Next review due: September 2026