

<b>POLICY TITLE:</b>	<b>Rewards and Sanctions</b>
<b>Policy Number:</b>	ECS08
<b>Applies to:</b>	All Service Types: England, Scotland, Wales
<b>Version Number:</b>	02
<b>Date of Issue:</b>	24/08/2020
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<b>Ratified by:</b>	Debra Murray: Head of Quality, Social Care
<b>Responsible signatory:</b>	Bonny Anderson: Director for Quality Assurance & Improvement
<b>Outcome:</b>	This policy aims to: <ul style="list-style-type: none"> <li>ensure that consistent, fair and proportionate systems of rewards and sanctions will be used to reinforce positive behaviour</li> </ul>
<b>Cross Reference:</b>	ECS04 <a href="#">Positive Behaviour Management</a> ECS05 <a href="#">Physical Intervention</a>
<b>EQUALITY AND DIVERSITY STATEMENT</b>	
Priory Group is committed to the fair treatment of all in line with the Equality Act 2010. An equality impact assessment has been completed on this policy to ensure that it can be implemented consistently regardless of any protected characteristics and all will be treated with dignity and respect.	

In order to ensure that this policy is relevant and up to date, comments and suggestions for additions or amendments are sought from users of this document. To contribute towards the process of review, email [LegalandComplianceHelpdesk@priorygroup.com](mailto:LegalandComplianceHelpdesk@priorygroup.com)

## REWARDS AND SANCTIONS

### 1 INTRODUCTION

- 1.1 In order to effectively implement this policy, each Education and Children's Service facilities will have local procedures in place where necessary, which explain how this policy is applied and put into practice at site level.
- 1.2 Template **ECS LP 08** is provided for this purpose and includes a key content checklist.

### 2 AIMS

- 2.1 Consistent, fair and proportionate systems of rewards and sanctions will be used to reinforce positive behaviour.
- 2.2 Each site will develop a consistent fair and proportionate system of rewards and sanctions which are appropriate and meaningful to the children and young people to whom they apply.

### 3 COMMUNICATION & APPLICATION

- 3.1 Each site will ensure that the system of rewards and sanctions in place is clearly explained to children through a children and young people's guide or equivalent, and that this includes providing a clear outline of the expectations which will lead to rewards and sanctions.
- 3.2 Each child/young person is likely to have individual targets to which they are working, and to which sanctions and rewards will relate in particular: Colleagues must ensure that children know and understand their own individual targets.
- 3.3 Parents, carers and other stakeholders must also be made aware of sanctions and reward systems, expectations relating to such, and the individual goals and targets to which the child they care for/work with is focussing.

### 4 SANCTIONS

- 4.1 Systems of sanctions need to be realistic and proportionate and clearly promote the positive behaviours sought from an individual child or young person in order to be meaningful.
- 4.2 Site managers must be confident that sanctions are fairly applied by colleagues and are never disproportionate or emotive.
- 4.3 Colleagues may not use any sanctions that do not comply with legal requirements. Site managers must ensure that colleagues understand that the following sanctions can never be used:
  - (a) Corporal Punishment
  - (b) Deprivation of Food or Drink
  - (c) Restriction or Refusal of Visits/Communications: (A child/young person must not be stopped from having contact visits or communicating with people he or she would otherwise be allowed to, or be stopped from phoning a welfare helpline, their solicitor, advisor, advocate, social worker or other personnel from OFSTED Inspection. However, this does not prevent restrictions being placed on contact between a child/young person and certain individuals where such restrictions are in the child's best interest and consistent with his/her welfare. It also does not include short-term restriction of contact with friends where the child/young person is grounded but such measures should not interfere with the child's longer term ability to maintain contacts outside the home;
  - (d) Requiring a Child to Wear Distinctive or Inappropriate Clothing: (this does not relate to school uniform)
  - (e) The Use or Withholding of Medication or Dental Treatment
  - (f) Intentional Deprivation of Sleep

- (g) Impositions of Fines: (see also 4.4 below)
- (h) Intimate Physical Searches: (This refers to strip searching a child/young person. A child cannot be made to undergo any sort of intimate physical examination or prevented from having any usual aids or equipment in the case of a disabled child).
- (j) The Use of Accommodation to Physically Restrict the Liberty of Any Child/young person
- (k) Physical Restraint: (Physical restraint of a child must not be used as a sanction or to make a child/young person do what s/he is told but only if the child/young person is likely to injure someone or cause serious damage to property.) (Please refer to Physical Intervention Policy ECS 05).
- (l) The Use of Verbal/Intimidation
- (m) Group Punishment.

4.4 **Financial sanctions:** A child/young person must not be made to pay a fine but can be made to pay a contribution towards the cost of the repair or replacement of misappropriated monies or goods. Pocket money can be withheld as a sanction where relevant. For example for wilful damage, but no more than two thirds of the child/young person's pocket money should be withheld and payments should not be taken longer than for a 6 week period

## 5 REWARDS

5.1 Systems of reward need to be realistic and sustainable, and clearly promote the positive behaviours sought from an individual child or young person in order to be meaningful. Systems need also to have some parity with other rewards which the child might be able to earn outside the site (for example at home or in foster care) in order to minimise the risk of creating failure situations for a child or young person by creating unrealistic expectations.

5.2 Systems of reward should also ensure that children and young people are able to value simple praise as a reward, and thus understand that a tangible material reward cannot always be an expectation.

## 6 NATURAL CONSEQUENCES & PUTTING THINGS RIGHT

6.1 Sometimes the nature of an event or action will have a natural consequence, which is considered neither a sanction nor a reward imposed by colleagues. *(For example, if a child/young person is verbally abusive to a local shopkeeper the shopkeeper may refuse to serve them, or if a child/young person becomes angry and deliberately stamps on and breaks their personal mobile phone, they would have no personal mobile phone until it was repaired/replaced)* These consequences should be noted in individual records as an element of social learning for the child.

6.2 Sometimes rather than imposing a sanction a simple restorative approach to putting things right may be considered a more meaningful approach to promoting positive behaviour. Such approaches and actions should be noted in individual records as an element of social learning for the child, but are not considered formal sanctions. *(For example, if a child/young person kicks over the potted plants in the garden because they are cross that there isn't time to play football before school it may be most effective for them simply to be asked to sweep up and stand up the plant pot again – whereas a ban on playing football in the garden for the rest of the week would be a Sanction, but may be less effective as a learning experience for the child/young person) ; Or if a child/young person becomes angry and swears at the school receptionist because the post they were expecting to receive hasn't yet arrived, a simple apology to the receptionist may be the most effective resolution – whereas a ban from visiting the reception office for the rest of the week would be a Sanction, but may be less effective as a learning experience for the child/young person)*

## 7 RECORDS AND MONITORING

7.1 All use of sanctions, rewards and natural consequences/restorative actions must be recorded at site in children and young people's individual records. Sanctions are recorded additionally in a sanctions log (see Appendix 1), which is regularly monitored by the site leader.

## 8 REFERENCES

- 8.1 Children's Homes Regulations 2015  
Health and Social Care Act 2008 (Regulated Activities) Regulations 2014  
The Education (Independent School Standards) Regulations 2014  
CQC (2015) Guidance for Providers on the Meeting Regulations  
DfE (2015) Guide to the Children's Homes Regulations including the Quality Standards  
DfE (2015) Residential Special Schools: National minimum standards  
Welsh Assembly Government (2002) National Minimum Standards for Children's Homes  
Welsh Assembly Government (2003) National Minimum Standards for Accommodation of Students under 18 by Further Education Colleges  
Regulated Services (Service Providers and Responsible Individuals) (Wales) Regulations 2017: Welsh Statutory Instrument No. 1264 (W.295)  
Scottish Government (2018) Health and Social Care Standards: My support, my life

**Associated Forms:** Nil

**Appendix 1:**

**Key contents for sanctions log:**

- The name of the child/young person;
- The date, time the sanction was imposed;
- Details of the behaviour/reason for the sanction;
- The nature of the sanction imposed;
- The outcome or consequences of the sanction (and consideration of whether it was effective);
- The name(s) of the colleague imposing the sanction;
- The child/young person's view of the sanction
- The name and signature of the manager, and date signed.