



**Baildon Church of England Primary School  
and Nursery**

**BEHAVIOUR POLICY**

**September 2016**

**Mission Statement**

In our school, we celebrate being part of God's family. We inspire our children with a love of learning in a safe, happy environment, which will enable them to flourish and reach their individual potential.

**1. Introduction**

- 1.1 This policy outlines the purpose and nature of the school's behaviour policy.
- 1.2 The school maintains an orderly and caring learning environment to maintain an atmosphere of discipline and good conduct.
- 1.3 This policy is in line with the School's Mission Statement and is the consensus of opinion of the whole teaching staff.
- 1.4 The implementation of this policy is the responsibility of all the staff, teaching and non-teaching.

**2. The Nature of the Behaviour Policy and its Entitlement**

- 2.1 We lay great emphasis on Christian values: what is right and what is wrong.
- 2.2 We at Baildon CE, endeavour to create a caring, inclusive community in which we can provide for the social, emotional, academic and physical needs of all our members regardless of status, gender, race or ability. We aim to create an ethos of self-respect, mutual respect, independence, responsibility and self-motivation. We look for and encourage good behaviour, caring for others, respecting each other's rights and property, acting considerately towards others and helping them. We do not accept bullying, cheating, deceit, cruelty, irresponsibility, dishonesty, racism and bad language.
- 2.3 We encourage all in the school to take personal responsibility for their actions and have self-discipline and self-control.
- 2.4 We endeavour to foster in the children tolerance, compassion, co-operation, sensitivity and love.
- 2.5 School, parents and children all need to work in partnership to encourage good behaviour and we promote and follow the Baildon Schools' Agreement.

**3. Implementation**

- 3.1 We believe that good behaviour is essential if our school is to function properly and goes hand in hand with good relationships and occurs when:
  - Everyone knows what is expected of them.

- Everyone is actively encouraged to meet these expectations.
  - Everyone is fairly and consistently treated when they do not meet these expectations.
- 3.2 The expectations are framed in positive, clear and rational rules, negotiated with all concerned and clearly displayed throughout school and referred to regularly. The rules are supported by a system of sanctions and rewards which are fairly and consistently applied by all staff, tailored to meet the needs of our pupils and seen as appropriate to the behaviour displayed.
- 3.3 We believe that our children learn happily and behave well when successfully and actively engaged in meaningful activities within a warm secure and lively environment. We would not allow anyone to threaten, violate, hurt or disturb others. We hope we have created such an environment at Baildon CE and with the support of all our community members; children, teaching and non-teaching staff, parents and governors. We are confident we will increase the self-esteem, self-discipline and responsibility of all.
- 3.4 The intention at Baildon CE has been to adopt a positive behaviour policy.
- 3.5 Good behaviour will be praised and drawn to everyone's attention.
- 3.6 If our behaviour policy is to be positive then the majority of our interactions with pupils will involve the positive reinforcement of good behaviour with the emphasis on praise.
- 3.7 Rewards will be given to reinforce good or improved behaviour:

#### 4 **Rewards:-**

- 4.1 A House Merit system is used throughout school. Children earn house points for producing pleasing work, for their effort with their work or behaving particularly well and using good manners. The leader of behaviour will track individual and group success. The winning house at the end of each half term will come to school in non-uniform for a day at the end of the half term. Children in the house that has a received the most house points throughout the academic year will have a treat day at the end of the year to celebrate their success. The child who has gained most house points in each house in each class will also be invited to this event.
- 4.2 In achievement assembly on a Friday afternoon children are awarded bronze certificates when they receive 25 house points, silver certificate when they earn 50 house points, gold certificate if they achieve 75 house points and a platinum certificate if they receive 100 house points.
- 4.3 Positive behaviour may also be reinforced by the children being:
- Praised by the class teacher.
  - Encouraged to share success.
  - Awarded with stamps and stickers for individual good work, effort or pleasing results.
  - Given extended play.
  - Recognised in Celebration assemblies.
  - Sent positive messages home e.g. via Homework Diary or an Eagle Award
  - Given the opportunity to share exceptional work with a member of the Senior Leadership Team who will also reward children appropriately.

## **5 Rules within School**

We have adopted a small number of rules to guide our behaviour that we know the children will be able to remember. These are:

- I do what I am asked.
- I keep my hands and feet to myself.
- I am polite and well mannered.

Each classroom also has its rules which are more individual but agreed between teacher and pupils, these link to our 'Investors In Pupils' award.

## **6 CODES OF BEHAVIOUR IN AND AROUND SCHOOL**

### **6.1 In the classroom**

Children will make good use of their teaching time and remain on task during lessons.

There will be times when movement is limited.

Children will be prepared to listen carefully to their teacher or to another child who may be talking.

Children will be polite and use "excuse me", "please" and "thank you" when talking to an adult or a class friend.

In the classroom staff will follow the guidance on encouraging positive behaviour and sanctions as outlined.

### **6.2 Movement around school**

- We walk around school.
- We hold doors open for each other.
- We go in and out of school quietly.

### **6.3 In the dining hall**

- We do expect children to use good table manners.
- Children will line up and move around the hall quietly.
- Children can talk quietly to their friends on their own table.
- Children can sit with their friends.

Lunchtime staff will encourage children to follow the guidelines at all times and will use a reward system to encourage good behaviour at dinner times.

### **6.4 In the playground**

We expect children to behave as a good friend in that:

- They play games fairly.
- They share.
- They take turns.
- They will not allow one person to be excluded from a group of children.
- They look after someone who is hurt.
- Children play where they can be seen.
- No child is allowed to go into the car park.
- Children are expected to report incidents to staff.

We recognise that there are occasions when pupils' behaviour is less than satisfactory and we have developed Codes of Conduct to deal with this. The main focus areas being behaviour, bullying and racism, the school will not tolerate bullying, racism or unacceptable behaviour. For advice on dealing with incidents, see Appendix 1. The following are also in the appendices- [Dealing with inappropriate behaviour](#), [A Bullying Code of Conduct](#) and [A Racial Harassment Code of Conduct](#).

## **7 Sanctions to be used at Baildon CE**

- 7.1 In stressing the positive as a means of encouraging appropriate behaviour with our children it has to be acknowledged that occasionally it will be necessary to have to hand and use a series of sanctions for behaviour that is inappropriate.

It is to be remembered that these sanctions will be used as a last resort and in the latter stages; each case will be looked at individually. Children who have been diagnosed with certain SEN conditions may require all behaviour stages adapted to meet their needs and parents will be fully involved in this process.

- 7.2 **For a minor misdemeanour within school time (this includes all extra- curricular activities and visits)**

e.g. being frequently out of place or off task which disrupts the teacher or others, constant and repeated talking, bad manners.

- 7.3 Teachers will follow these steps

**Step 1:** verbal warning – “You have chosen to break the rule.”

**Step 2:** The child will place their name on the amber warning part of the display.

**Step 3:** The child will move their name onto the red part of the display, which means 10 minutes of golden time will be missed that Friday.

**Step 4:** It could happen that a child persistently breaking school rules reaches the end of Step 3 early in the day. If the poor behaviour continues then a child will be moved to STOP and a cooling off/time out will be allocated, where the rest of the lesson will be spent with another class.

- 7.4 **Missed Golden Time or Break Time**

- Missed golden time will take place during last lesson on a Friday. Children may miss break time if they do not produce an adequate amount of work in a lesson, if they do not complete their homework, or if they would benefit from a more immediate sanction. Missing break time could occur at morning break and lunchtime for all children in school or afternoon break for those children in Key Stage One.
- Both will be supervised by staff.
- A record will be kept of all children missing break time, lunch time or golden time and a total of their time spent over a half term period recorded.
- The Behaviour Record File will be monitored half-termly by the Senior Leadership Team and leader of behaviour.
- Children who are frequently missing golden time because of inappropriate behaviour will meet with their class teacher (who will have liaised with the leader of behaviour) to write a behaviour action plan which will include specific targets to improve their behaviour in a set time period.
- A behaviour book will run simultaneously with the behaviour action plan to communicate children's behaviour on a daily basis to parents.
- The behaviour action plan will be reviewed with the child, the leader of behaviour and class teacher after the first week. If the child has successfully met the targets set, then they will be removed from the behaviour book. If the child does not meet to targets set, further targets will be set in a meeting the child, parents and class teacher.
- If the child successfully meets the targets set, then they will be removed from the behaviour book. If the child does not meet to targets set, further targets will be set in a meeting the child, the leader of behaviour and class teacher. If a child's behaviour shows no signs of improvement, then children maybe internally excluded.
- Children may also be internally excluded for extremely serious isolated incidents if necessary.

## 7.5 Playtime or Lunchtime

The member of staff would warn the child by referring to our rules in school.

If lunchtime staff feel it appropriate because poor behaviour continues then they will pass the child's name to the appropriate class teacher for them to use the sanction systems used in the classroom.

For any behaviours listed under stage 3-5, then the Headteacher will be called immediately to deal with the child.

- 7.6 **For serious offences within/outside of the classroom** e.g. kicking, hitting, spitting, swearing, stealing, threatening behaviour, lack of respect and vandalism. Any of these incidents can incur an immediate red card which will result in the child missing 10 minutes of missed golden time / missed play at the discretion of the Headteacher or the Senior Leadership Team.

7.7

Referral to the Headteacher will not be used as a threat but can be useful to impress upon a child the seriousness of their offence.

### **Step 5: Internal Exclusion**

- An internal exclusion will run from 12.00-3.30pm for years 1, 2, 3 and 4, and 9.00-3.30pm for years 5 and 6.

- Parents will be informed by letter of what action the school has taken (Appendix 1)

7.8 An Internal Exclusion is regarded as a very serious sanction. We feel that few will take place in any one school year. If, however, it is necessary to administer one the following guidelines apply:

- A suitable time for the exclusion must be arranged with the Headteacher because the excluded child will need to be supervised at all times.
- They will not have lessons, play or eat with their peers. A separate break to exercise, with supervision, will be provided either before or after main school break times.
- The class teacher will provide work for the child to complete independently.
- A note will be made in the detention book of any child who receives an internal exclusion.
- Parents will be informed.

7.9

**Step 6:** External Exclusion is an extreme option used with great reluctance. In the event of exclusion the procedures established by Bradford Education Authority will be followed.

No physical reprimands are used at our school. This includes slapping, poking, prodding, pushing or handling.

Teaching staff have a duty of care towards all pupils.

7.10

Under very exceptional circumstances physical intervention may be required to refrain a child's physical behaviour or aggression if this is endangering the child, other children, and adults or involving serious damage to property. The governors have adopted the LEA Guidelines "Guidelines for Teachers and Governors on the use of Physical Force in Schools by Teachers and other Adults working with Children". Any incidents that require this intervention are logged detailing:

- Description of restraint
- Persons involved
- Briefly why the pupil needed to be restrained
- Names of any witnesses
- That parents have been informed.

(See appendix 7- **Positive handling Policy**)

7.11

In implementing this policy we aim to encourage children to develop a positive approach to life. We strive to take account of community family and cultural backgrounds of children in school and be sensitive to them. We see community involvement as a two way process in which differences in view are respected, unacceptable behaviour is rejected while remain positive about the child and the community served by the school.

7.12

This policy is an update on our previous policy compiled with the support and advice of staff Governors parents and children at our school. It still maintains the principles of Positive Disciplines in the previous

document. Effective discipline is seen by school as fundamental to the process of maintaining high standards and providing our children with the self discipline needed to take their place in society.

**8      Review**

8.1      Staff and Governors are currently reviewing the Behaviour Policy to align it with our Vision and Christian Values.    – January 2020

Mary Connor .....Headteacher

Approved by the Governors .....

## Appendix 1

### DEALING WITH INAPPROPRIATE BEHAVIOUR

The following are guidelines only and their interpretation will be at the discretion of the headteacher and staff.

|         | Behaviour   | Sanctions  | Comments   |
|---------|---|--|--|
| Stage 1 | <i>Warning</i><br>Wandering about, calling out, interrupting teacher when talking to whole class, interrupting, ignoring minor instructions, talking with other pupils, silly noises, pushing in line, dropping litter.   | Minimal.<br>Eye contact<br>Frowns<br>Proximity<br>Reminders<br>Change of seating   | Warnings will be given verbally or names written on the classroom white board.   |
| Stage 2 | <i>Aggravations</i><br>Repeated offences of the above, following an initial warning.<br>Accidental damage, to person or property, through carelessness  | Moving onto Amber and recorded in planner.   | <b>Amber</b><br>After one warning verbal warning, then a child will be placed on Amber. If this behaviour continues a further warning is given, then they will be moved to red- STAGE 2.   |
| Stage3  | <i>Serious</i><br>Continually not responding to teacher's requests to work.<br>Continually being disruptive, deliberately creating a disturbance.<br>e.g. Messing about, General refusal to do anything<br>Rude to an adult.<br>Cheek, off-hand comments<br>Swearing<br>Harming someone through physical aggression.<br>Harmful / offensive name calling. | Separation from the rest of the class group-<br>Missed Golden Time- 10 minutes per red card.   | <b>Red</b> -Incident recorded in class behaviour book as well as school planners to notify parents (or through speaking to parents for children in key stage one)<br>A red = 10 minutes missed golden time.<br>3 repetitions within a week – whole golden time missed.<br>2 repetitions in a day and a child would be moved to STOP- STAGE 3.<br>2 reds in a half term = 20 minutes lost golden time.<br>3 reds in a half term = 30 minutes. |
| Stage 4 | <i>More Serious</i><br>Challenge to authority<br>Deliberately throwing small objects with the intention of breaking them.<br>Serious physical abuse of another child.<br>Intentionally damaging school / pupils property<br>Leaving class without permission.<br>Repeated refusal to do set tasks.<br>Continued or more serious cheek Bullying.           | Time out of class as appropriate, for the rest of the lesson / day.<br><br>Contact with parents by class teacher /Behaviour Manager or Headteacher, standard letter sent.<br>Individual Child Report Book signed by parent<br>Behaviour Manager and Senior Leadership Team involvement | <b>STOP</b> - Other steps may include placing on SEN register for behaviour, having regular meetings with parents to work on IBP targets or seeking advice from outside agencies.  |
| Stage 5 | <i>Very Serious</i><br>Repeatedly leaving classroom without permission.<br>Serious physical abuse of another child.<br>Running out of school.<br>Throwing large, dangerous objects.<br>Serious challenge to authority.<br>Verbal abuse to any staff.<br>Vandalism<br>Stealing<br>Persistent Bullying  | Requires immediate involvement of Headteacher.<br>Telephone call or a letter and a meeting with parents.<br>Recorded in 'Whole school Behaviour Record Book'.  | <b>STOP/ Internal Exclusion</b><br>Repeated incidents - STAGE 5<br>Possible involvement of outside agencies.   |
| Stage 6 | <i>Extremely Serious</i><br>Extreme danger or violence.<br>Very serious challenge to authority.<br>Verbal / Physical abuse to any staff.  | Probably means immediate suspension, with the possibility of exclusion.  | <b>Immediate Exclusion</b>   |

## Appendix 2

### Behaviour Policy

#### How to deal with any incident

We recognise that this can be fraught with difficulties. The Teacher/supervisor is forced into numerous roles - investigator, judge, jury counsellor/supporter and social educator. You have knowledge of the child and preconceived ideas about his/her behaviour and the desire to amend a 'wrong' perceived to have been done

1. **Try to stay calm so that the children can see you are in control.**
2. If an incident is spotted, walk over slowly and deliberately to the scene providing yourself time to think about how you will deal with the incident. It also lets the pupils know that something is about to happen.
3. Do not be seen to jump to conclusions and retain sufficient control to avoid everyone talking at once.
4. Listen well - this shows that you are a 'fair person' and one deserving respect.
5. Do not be sidetracked - ask a question several times if necessary in order to get the appropriate response from a child.
6. Use eye to eye contact and a place where you are unlikely to be disturbed.
7. Avoid sarcasm and direct personal criticism. Label the behaviour and not the child. Some children may actually try to live up to labels applied to them.
7. Do not make threats that cannot or will not be carried out.
8. Consider using a time out tactic - giving the child time to calm down will also provide an opportunity to deal with others involved, maybe treat an injury, without giving the impression that someone 'has got away with it'. It also shows that the supervisor can cope with the situation
9. Look for a solution that shows you are fair minded and reasonable - a warning may be sufficient without resorting to involvement of class teachers. In the majority of incidents it should be class teachers who bring in Senior' managers.
10. Summarise what you have heard and use open questions  
e.g. Who was there?  
What happened next?  
Avoid 'Why' questions.
- 12) Empathise with feelings and allow free expression of emotion.
- 13) Inform the victim of what you intend to do but do not make promises you cannot keep.

Incidents should always be reported.

First point of contact should be the class teacher.

If the class teacher is not available or the incident is very serious this should be reported to the Deputy head.

## Appendix 3

### **Brief overview of our Code of Conduct**

## **Discipline in School**

1. It is every child's right to enjoy schooling free from disruption in a secure, caring setting.
2. Discipline is seen in terms of a code of behaviour which develops from good relationships of trust, understanding and mutual respect.
3. Children are expected to behave in a quiet, polite, reasonable and orderly manner, both with adults and with each other. This form of behaviour is necessary for the child to function effectively in school.
4. No form of physical punishment is permitted in schools.
5. It is important that all adults adopt a consistent approach and share responsibility for the behaviour of children throughout the school.
6. It is important that parents are informed and involved when their child's behaviour causes the school concern.

In the event of misbehaviour this code will be followed:

1. The teacher will in the first instance deal directly with the child and use sanctions described in the Behaviour Policy.
2. If such treatment is still insufficient the difficulty will be reported to the Senior Leadership team and the Headteacher.
3. The child will be supported by an individual Behaviour Plan. The introduction of a home/school diary may be used to report and receive comments from parents.
4. If this action is not sufficient and there is persistent misbehaviour the parents will be asked to meet the Headteacher to discuss action taken in school to try and seek a joint strategy.
5. In the event of serious offences the Headteacher has the power to contact parents informing them that a serious incident has occurred and also exclude the child. This is the ultimate sanction and has serious implications.
6. The Governing Body and school have the right to seek reparation from parents where their child causes breakages and damage to school property.

## **Appendix 4**

### **3.11 Code of Conduct to deal with Bullying**

It is our intention to raise the awareness of the whole school community to the problems

of bullying and offer clear procedures to ensure consistency in dealing with the problem. We will also make opportunities within the curriculum for children to consider their behaviour and relationships with others and so learn the vital skill of developing their citizenship.

1. To ensure the continuing effectiveness of our school's behavioural policy it is essential that a firm and consistent code of response should counter any evidence of aggression or bullying.
2. Aid and support must be given to the victim or victims.
3. Such evidence of aggression or bullying must be brought to the attention of all teachers at staff meetings and other non-teaching staff as it arises.
4. Name calling (to extremes) or pupils continuing aggressive behaviour or bullying should be reported to the Key Stage Co-ordinator, and depending on the seriousness of the offences, the matter reported to their parents.
5. The child's name will be recorded on a Bullying Report Form.  
On the second recorded incident the child concerned will be issued with a daily report sheet. This sheet will have to be filled in after each lesson and break and shown to the class teacher at the end of each day.  
A copy of the sheet will be sent home at the end of each day to be signed by Parents.  
The child will, if a clean record is kept, go on to a weekly report sheet. This will be sent home at the end of every week.  
At the Key Stage Co-ordinator's discretion and in consultation with the Headteacher, the child may:-
  - continue on weekly report.
  - or go to a monthly report;
  - or if appropriate, half-termly;
  - or return to the normal monitoring.
6. If however there is no improvement The child's Parents will be invited into school to discuss more extreme sanctions such as counselling (school based, or from the LEA) and a special behaviour programme (IBP) will be put into place.  
If Parents do not support the school the Governors Pupil Discipline committee will meet to discuss further measures.
7. The victims who have suffered as a result of a bullying incident should be informed of the action taken. They should also have the attitude of the school towards such behaviour properly explained to them - namely that the personal happiness and freedom from anxiety are the right of every pupil at The Church School, Baildon.
8. Advice on dealing with incidents. See Appendix 2

## Appendix 5

### 3.12 Whole School Code of Conduct to deal with Racial Harassment

Racist behaviour can be defined as any hostile or offensive act, or expression, by a person of one racial group to a person of another racial group, or any incitement to commit such an act where there is an indication that the motivation is racial dislike or hatred.

In accordance with the definition incidents of racist behaviour may take a wide variety of forms. They may be physical or verbal, they may involve a small or large number of persons, and their victim may be from either the majority or minority communities.

1. To ensure the continuing effectiveness of our school's behavioural policy it is essential that a firm and consistent code of response should counter any evidence of racism and prejudice. These responses will include dealing with the alleged perpetrators of the racist behaviour.
2. Aid and support must be given to the victim or victims.
3. Such evidence of racism and prejudice must be brought to the attention of all teachers at staff meetings and other non-teaching staff as it arises.
4. Racist graffiti or slogans, whether on books or walls should be removed immediately on discovery and any damaged repaired.
5. Racist literature, badges or insignia should be confiscated on discovery and that the reasons for not allowing them on school premises should be explained and publicly emphasised.
6. Where the activities of extremist political organisations are suspected of directly inciting racial hatred within the school, the police and the appropriate LEA body should both be immediately informed.
11. Pupils responsible for racist behaviour should be reported to the Key Stage Co-ordinator and depending on the offences, the matter reported to their parents and the Head Teacher. The perpetrators name will be recorded on a Racial Harassment Reporting Form at the Headteacher's discretion.
8. On the second recorded incident the child concerned will be issued with a report sheet. This sheet will have to be filled in after each lesson and break and shown to the Key Stage leader at the end of each day. A copy of the sheet will be sent home at the end of each day to be signed by Parents. The child will, if a clean record is kept, go on to a weekly report sheet. This will be sent home at the end of every week.
9. At the Key Stage Co-ordinators discretion and in consultation with the Headteacher, the child may: -
  - continue on weekly report.
  - or go to a monthly report;
  - or if appropriate, half-termly;
  - or return to the normal monitoring.
10. If however there is no improvement The child's Parents will be invited into school to discuss more extreme sanctions such as counselling(school based, or from the LEA) and a special behaviour programme will be put into place. If Parents do not support the school the Governors Pupil Discipline committee will meet to discuss further measures.
11. The victims who have suffered as a result of a racist incident should be informed of the action taken. They should also have the attitude of the school towards such behaviour properly explained to them - namely that the personal happiness and freedom from anxiety are the right of every pupil at Baildon C E Primary School.
12. Advice on dealing with incidents. See Appendix 2

## Appendix 6

### ADVICE TO STAFF ON CHILDREN WHO LEAVE PREMISES WITHOUT PERMISSION

Due to the construction of our perimeter fence the risk of such an incident happening is greatly reduced, however, in what is potentially a dangerous situation staff need to follow the same procedure in all circumstances.

1. Do not chase after the child or send other children after him/her. This tends to make the situation worse. If the child is on the boundary and can be seen, allow 'cooling off' time and then walk over and try reasoning tactics. This can only be done if you have not got the responsibility of a class or group of children.

If necessary, send a sensible child to seek support of a Learning Mentor, who may be able to talk to the child.

2. In the event of a child being out of sight, inform the Headteacher, who will
  - a) search for the child
  - b) contact the parent(s) (if the child cannot be found).
  - c) contact the police (if no parent can be found)
  - d) check that the child has been located by the end of the session/day if he/she has not been returned to school.
  - e) Deal with running away as a serious disciplinary matter (truancy).
3. In the absence of the Headteacher, inform the Deputy Headteacher /Assistant Headteachers who will follow steps a – e.
4. If there is no-one available to search for the child then follow steps b – e.

Refer to the 'Missing Child' Policy for further information.

## **Appendix 7**

**Positive handling Policy-**  
**Full copy available on request from the school office.**  
**SUMMARY**

- I. It is lawful for a member of staff to use such “reasonable” physical force in intervening with young persons as is necessary in order to prevent and/or restrict injury to the young person, to third parties (including any other young persons), to colleagues and members of the public, and to the member of staff involved.
- II. Only a Court can decide, after the event, whether or not the degree of physical force used was “reasonable” in the circumstances. The use of “excessive” force – whether in defence of self or others - constitutes assault and is subject to criminal prosecution/civil action.
- III. Members of staff face a difficult situation when the duty of care can only be discharged through the use of physical intervention. In law, members of staff have a responsibility to take all “reasonable” steps to ensure that young persons in their charge are not exposed to the risk of harm, or suffer any undue injury.
- IV. A member of staff should only use physical force where the member of staff sincerely believes that it is necessary to do so to prevent or restrict injury or prevent damage to property. This should be done with assistance whenever possible.
- V. However, the risk to the member of staff is the definition of ‘reasonable’ as this is open to interpretation. It is therefore essential that members of staff who have to resort to the use of physical intervention should do so as a last resort after other behaviour management techniques have failed to prevent a situation escalating into one where the young person is likely to damage themselves or others.