
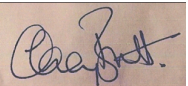


Ysgol Penmaes

Pupil Behaviour, Discipline and Physical Intervention Policy

Policy Review

This policy will be reviewed as detailed in the school's policy review cycle. It may also be necessary to review and amend it sooner to reflect both local and national changes.

Ratified by Governing Body	Signature	Date
Headteacher: Angharad Bryn-Jones		7.12.23
Chair of Governors: Clancy Brett		7.12.23
Next review date: December 2024		

This policy should be read in conjunction with the following policies:

- Challenging Bullying Policy: Rights, Respect, Equality

- Safeguarding and Child Protection Policy
- Health and Safety Policy

This policy should be read in conjunction with the current guidance; the following guidance has been either used or referred to in its inception:

- Safe and effective intervention - use of reasonable force and searching for weapons (Welsh Government 2010)
- Reducing Restrictive Practices Framework (Welsh Government, 2022)
- The joint guidance - 'Guidance for restrictive physical interventions' 2002, 2003 and 'Positive handling strategies for pupils with severe behavioural difficulties' (DfEE 2001)
- Equality Act 2010
- 1974 Health And Safety At Work Act
- The Children Act 1989 & 2004
- 1998 Human Rights Act
- 1988 Mental Health Act
- 2005 Mental Capacity Act

Our Mission Statement is:

Successful Healthy Individuals Nurturing Excellence (SHINE)

Our Vision is simple:

At Ysgol Penmaes we continually strive to do more than just educate, it is our aim to offer every pupil the opportunity to achieve their full potential in a safe, secure and enriching environment. It is our intention to offer a curriculum that promotes ambitious, capable and informed pupils at a developmentally appropriate level. Penmaes places a strong focus on the well-being of all, facilitated through highly effective communication processes.

Learning is delivered in a way that facilitates an immersive multi-sensory curriculum that is fun and provides real life authentic experiences which help to build resilience; positively impacting development, whilst ensuring the promotion of collaboration and independence. We as a special school ensure a common language for learning along with celebrating and embracing Cynefin/place whilst planning, teaching and learning ensures a broad, balanced and creative curriculum promoting the 4 purposes of the Curriculum for Wales and encouraging pupils to be the best they can be.

Our School Values are important to us:

- Friendship and kindness
- Resilience and perseverance
- Empathy and trust
- Communication and respect
- Responsibility and teamwork
- Positivity, creativity and tolerance

The values curriculum is a whole school approach. Most importantly, adults in the school ensure that they model each of the values.

By modelling the values we aim to raise pupils' self-esteem and confidence in learning, whilst creating a positive school community environment for all.

Policy statement:

Ysgol Penmaes is committed to providing opportunities for every young person to thrive and develop through excellent quality education and focus on each individual's quality of life.

Here at Ysgol Penmaes the Governing Body, Head Teacher and all staff promote positive behaviour through acknowledgement, sharing and celebrating. This creates an environment where pupils feel safe, secure and valued.

Some of our pupils have complex needs which are occasionally expressed through inappropriate behaviours and this policy outlines how we manage such behaviours. There are high levels of staff trained in Team Teach and behaviour strategies focus on de escalation without restrictive practices.

Purpose:

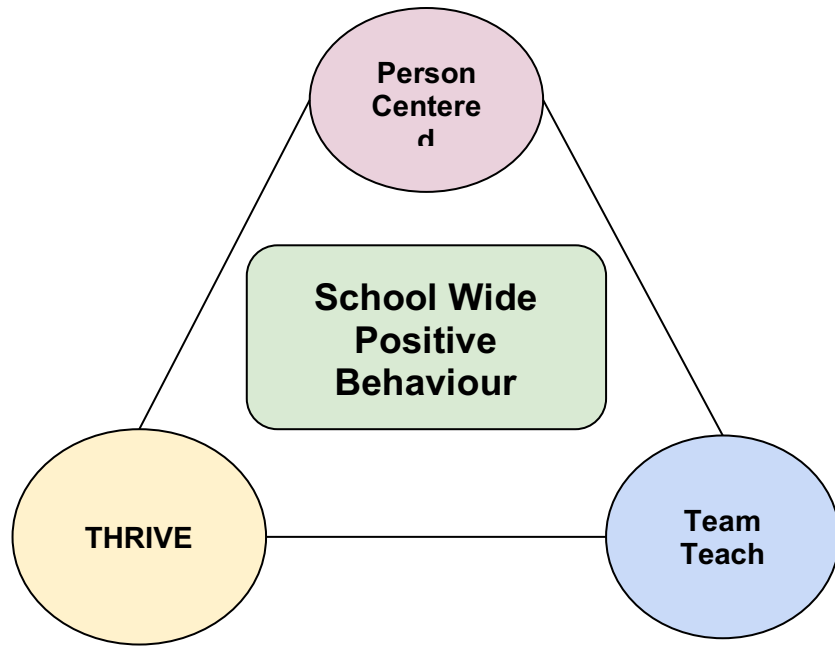
- To provide a high quality, pupil-centered learning environment which is accessible to all pupils.

- To continue to promote the highest standards of expectation and achievement.
- To support the pupils in reaching their full potential across a meaningful curriculum which is broad and balanced and meets the needs of every individual.
- To make a valuable contribution to our school.
- To encourage communication through verbal/non-verbal means in order to promote social skills and independence.
- To motivate pupils to make realistic choices and exert control over their own lives - as far as possible.
- To model appropriate behaviour in order to increase where possible pupils' ability to self manage behaviour.
- To reinforce behaviour using a positive reward system, Class Dojo.
- To focus on excellent quality of life.
- To deliver approaches and responses to behaviour that are solution focused, proactive and involve all stakeholders.
- To provide training and support to the staff team, in order to increase their skills in de-escalation and delivery of alternative strategies.
- To work within current legislative standards.

At Ysgol Penmaes challenging behaviour may present as behaviour which:

- Prevents pupils from participating in everyday educational/social activities;
- Has a detrimental effect on the learning/social environment of other pupils within the school;
- Is considered inappropriate to the pupil's age/development level;
- Results in social isolation or exclusion;
- Restricts the development of independence and skills;
- Reinforces negative self-concepts and low self esteem;
- Creates hazards which increase the risks within the environment;
- Places extreme demands on resources, drawing resources away from other pupils.

At Ysgol Penmaes we have a combination of approaches to support our pupils:-



Procedures:

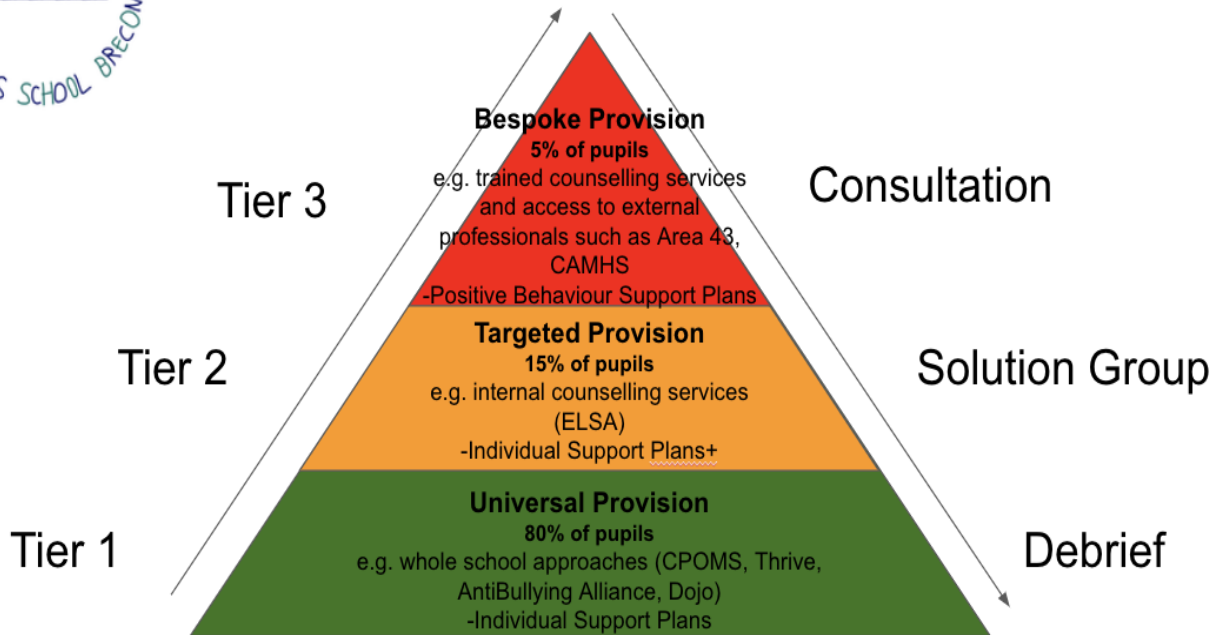
School Wide Positive Behaviour Support (SWPBS)

At the core lies SWPBS. This is a prevention based approach. It is a broad range of systemic and individualised strategies for achieving important social and learning outcomes in schools, while preventing challenging behaviour. The key attributes of SWPBS include preventative activities and a problem solving orientation. This gives staff a new way to think about behaviour. SWPBS is a process that aims to change the way a school thinks about behaviour management. This approach to behaviour occurs on a school-wide level, in a specific setting, classroom, or with an individual pupil. CPoms helps to monitor behaviour across the school.

This is the model of SWPBS that we follow at Ysgol Penmaes:



Graduated Response



Tier 1:

At Tier 1 procedures such as the school values, modelling of expected behaviour, prompting, praise and reward, class visual timetable, classroom environment, structure and routine, supporting pupils' needs. This support alone is sufficient for approximately 80% of our pupils in terms of displaying less challenging behaviour. The underlying theme is teaching behavioural expectations in the same manner as any other curriculum subjects. All pupils within Penmaes have an Individual Support Plan (ISP) to document their needs. ISPs are based on Helen Saunderson's One Page Profile.

Tier 2:

Around 15 % of pupils are supported at Tier 2. Tier 2 pupils are identified using two methods: CPOMS and professional judgment. Pupils who are receiving Tier 2 support have an Individual Support Plan + (ISP+) which details the graduated response to behaviour that is required to keep the learner safe and secure. Parents/carers are informed when a child has an ISP+ and staff are encouraged to meet regularly to review how restrictive practices can be reduced. All behaviours and strategies are kept as a historical record.

Examples of internal additional support are the wellbeing interventions we offer at Ysgol Penmaes:

- ELSA - (Emotional Literacy Support Assistant). ELSAs are trained to plan and deliver programmes of support to pupils at school who are experiencing temporary or longer term additional emotional needs. Some of the types of support offered via ELSA are: Emotions, Managing Anger, Self Esteem, Bullying, Social skills and Bereavement/Loss
- Thrive 1:1 or small group intervention.

Tier 3

Approximately 5% of the school population are supported at Tier 3. Tier 3 pupils access the highest levels of support and detailed analysis is undertaken to try to identify any patterns/trends in behaviour. This may enable us to modify individual support. Analysis may include:

- Type of behaviour exhibited
- Times of day behaviour occurred
- Location behaviour took place
- Day of the week behaviour occurred
- Week of the term behaviour occurred

Pupils accessing Bespoke Provisions may trigger a personalised Risk Assessment and Pupil Behaviour Support Plan written in conjunction with external stakeholders.

Supporting all learners:

Every pupil at Ysgol Penmaes possesses an Individual Support Plan (ISP). The ISP identifies the tier each pupil is on in the SWPBS intervention framework. This tier is interchangeable and will depend on the presentation of pupils' behaviour. It is important to note that pupils may move directly between tiers due to the number or presentation of specific incidents (behaviour). The behaviour may be as a result of a change in medication, a family situation and/or mental health. The fluidity of the framework ensures that pupils are supported with maximum effect throughout their school life. The ISP outlines how to support a pupil, what is important to and for a pupil. The ISP+ provides a 'staged' approach (*slow/fast triggers/dysregulation/primary/secondary/reactive*) to managing the

different behaviours individual pupils may demonstrate. Relevant, necessary and proportionate physical intervention strategies are also outlined in the ISP+ to ensure that if/when a pupil needs to be supported physically the techniques are outlined. However, if pupils are displaying challenging behaviour which may cause harm to themselves or others, physical intervention may be used. All physical interventions are reported using CPOMs, in the bound book, to parents/carers/SLT and the local authority. The Behaviour Support Lead will liaise with staff and parents/carers if the pupil needs to move up or down tiers.

Person Centered Planning:

Person Centered Planning is an important and integral tool supporting SWPBS.

A Person Centered Approach focuses on the individual's quality of life at Ysgol Penmaes and we follow person centered planning tools provided by Helen Sanderson Associates. PCP is planning that takes, as its primary focus, a person - as opposed to a disability or a service or some other particular issue. It is 'whole person' oriented as opposed to disability-management focused. It is about citizenship, inclusion and quality of life. Person-centered thinking tools are essentially methodical ways to ensure that education is meeting the needs of each child or young person, recognising that each has a unique style of learning, communicating, building relationships and making decisions. The focus on individual children and the range of tools that can be used to put them at the heart of all school planning pays dividends – contented learners make for happier learners and more effective schools.

The Person Centered Planning tools we may use at Ysgol Penmaes are:

- Good Day, Bad Day
- Relationship Circle
- 4 Plus 1 Questions
- Person Centered Reviews- Individual Development Plan Reviews
- 'What am I communicating to you'?

Person Centered Reviews/Individual Development Plan Reviews:

In order to increase pupil involvement and voice at IDP reviews; where possible pupils attend their IDP review/part of their IDP review. Where pupils are able to attend they complete the IDP paper proforma and take this to the meeting to support them answering questions. Where a pupil cannot or chooses not to attend their review a presentation will be put together prior to the

review meeting to show videos and or photos of pupils involved in activities as well as samples of work.

Team Teach:

Team Teach (TT) is an important and integral tool supporting SWPBS

The term “Team-Teach” describes a broad spectrum of risk reduction strategies, it is a holistic approach including management of the environment and deployment of staff. It constitutes 95% de-escalation strategies, which may include the following:

- Use of space
- Time management
- Changes to environment
- Stance, postures and gestures
- Facial expressions
- Voices
- Words/Use of scripts


And 5% physical intervention:

- Prompts, comfort and reassuring touch
- Guides, escorts and holds
- Physical Interventions

At Penmaes we may use restrictive practices and physical interventions to keep all parties safe, due to the very complex children we accommodate. However, this is only to be used as a last resort, in the most exceptional of circumstances and in the interests of keeping both staff and children safe. With any physical intervention, it may be possible that bruising or scratching could occur accidentally. This is not a failure of professional technique but a regrettable and unfortunate side effect of ensuring that everyone remains safe when managing very challenging circumstances.

Physical prompting or guidance may occur throughout the day, as long as it aims to assist the pupil in a purposeful way. Physical intervention is only used as a last resort and only under one or more of the following circumstances:

- A pupil is a danger to him/herself
- A pupil is a danger to other members of the school community or wider community when on trips/residential
- A pupil is causing damage to property and/or the environment.



Team Teach is designed to reduce reliance on physical intervention by expanding the toolbox of positive behavioural support and de-escalation. As a general rule Team-Teach promotes communication in a crisis through (where appropriate) the use of scripts which advocate clear and concise communication between colleagues and, where necessary, the child.

At Ysgol Penmaes our aim is to provide definite direction to all staff on the use of physical contact should it be necessary. We want all staff to be able to meet the needs of the pupils in their care with self-assurance, whilst also safeguarding themselves. Physical intervention is always *reasonable, proportionate and necessary* to each individual incident. Staff receive Team-Teach (refresher) training every two years. Initial orientation training is arranged as soon as possible after a member of staff joins our school.

Risk assessment is a substantial component of the Team-Teach approach. Risk assessment involves actively looking for hazards and taking reasonable steps to reduce the likelihood of pupils and staff being hurt. These outline the protocol for responding to more serious behaviours for individual pupils. It is important to stress that whilst risk can be reduced it is not always possible to eliminate. Dynamic Risk Assessment is carried out by staff in real time, it involves stopping, thinking and evaluating the likely outcomes of the available options before deciding which to choose. There may be times when a Risk Assessment may outline the need for protective clothing to be worn by staff to keep themselves safe when managing very challenging situations. This may include armguards to reduce the chances of injury from biting, or face masks to reduce the chances of infection if saliva, faeces or regurgitated food are deliberately being thrown at staff. Other protective clothing may be worn depending on circumstances for example, shin guards if pupils are kicking.

Monitoring of behaviour:

All pupil behaviour is recorded on CPOMS, which supersedes other behaviour tools, including Behaviour Core. Staff involved in the behaviour will input details of the incident, which will be emailed directly to SLT (including the Behaviour Lead), and other staff involved. Key staff involved in the incident can outline more description of the incident and highlight the type of physical intervention used.

When physical intervention has been used, parents/carers are consistently contacted via telephone, which is detailed on the bottom of the form. It is the responsibility of the class teacher to ensure parents/carers have been informed of physical intervention, although it may not always be the teacher calling parents/carers. Staff can request a debrief after an incident involving physical intervention to discuss potential strategies to support individual pupils and ensure that staff feel supported. Where appropriate, a debrief will be offered to pupils as part of their post-incident support. For more challenging behaviours, classes will be offered/can request a Solution Group to

develop strategies to support the learner. Once a term, teachers can discuss pupils during an “Ask the Expert” session, which includes CAMHS, Educational Psychology and School Nursing team.

THRIVE: an important and integral tool supporting SWPBS

All pupils at Penmaes are supported using the Thrive Approach. This approach draws on the insights from neuroscience, attachment theory and child development to provide a powerful way of working with all children and young people. The support promotes optimal social and emotional development. Ysgol Penmaes is a Thrive school and several staff across the whole school are Thrive practitioners. Being a Thrive school means that Thrive strategies and pedagogy is interwoven through the ethos of the whole school. Whole class profiles are carried out which then generate a list of activities and strategies to support the emotional development of all pupils. As well as whole school Thrive, Thrive is used as a bespoke wellbeing intervention for individuals or small groups - these sessions cater for pupils who have attachment difficulties or who have experienced developmental trauma in their lives.

Other support:


Three times a year, all staff and pupils are able to refer a young person/themselves for emotional and mental health support. The level of support depends on the needs of the pupil. Currently, Thrive Practitioners offer 1:1/group sessions on Mondays, ELSA (Emotional Literacy Support Assistants) on Tuesdays and Wednesdays, and on Thursdays and Fridays, Area 43 (an external counseling service) offers sessions involving music and art. For more challenging pupils, the behaviour lead/assistant headteacher can meet with CAMHS and Educational Psychology to ask for advice as part of a consultation process.

Equal opportunities:

Everyone at Ysgol Penmaes has the right to learn in a safe environment. Withdrawal involves assisting a person to move away from a situation they are struggling to cope with, whereas seclusion is forcing a person to spend time alone and unsupervised. On the basis of these two definitions, seclusion is not used at Ysgol Penmaes; however, if a pupil asks for time alone or the proximity of another person is distressing them, it may be better to give some space - in these instances staff do remain close enough to monitor the situation and offer immediate support if needed.

Other records that are kept centrally at school are bullying incidents and racial incidents which are recorded on a Powys Proforma and logged with the Local Authority Schools’ Effectiveness Coordinator.

Responsibilities:



It is the responsibility of the Lead for Behaviour in conjunction with the Senior Leadership Team and School Governors to update this policy at least annually or more frequently in the event of a change in legislation or local circumstances.

Pupil behaviour at Penmaes is *everyone's responsibility*.