

Ysgol Penmaes

Pupil Behaviour, Physical Intervention and Restrictive Practice 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
Acting Headteacher: Luci Clark	7.m	09.10.24
Chair of Governors: Clancy Brett	Capot.	09.10.24
Next review date: September 2025		

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

- Challenging Bullying Policy: Rights, Respect, Equality
- Absconsion Policy
- Safeguarding and Child Protection Policy
- Health and Safety Policy
- Positive Handling 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:

- Reducing Restrictive Practices Framework (2022)
- Social Services and Wellbeing Act (2014)
- Safe and effective intervention use of reasonable force and searching for weapons
 (2010)
- Equality Act (2010)
- Mental Capacity Act (2005)
- The Children Act (1989 & 2004)
- Human Rights Act (1998)
- Education Act (1996)
- UN Convention on the Rights of the Child (1989)
- Mental Health Act (1988)
- Health And Safety At Work Act (1974)

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 modeling 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 which focuses on improving an 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 challenging behaviours and this policy outlines how we manage such behaviours.

The definition of challenging behaviour at Ysgol Penmaes is taken from Welsh Government guidelines (2022):

'Behaviour can be described as challenging when it is of such an intensity, frequency or duration as to threaten the quality of life and/or the physical safety of the individual or others and is likely to lead to responses that are restrictive, aversive or result in exclusion.'

The response to challenging behaviour according to each circumstance as each pupil has their own individual needs and level of understanding. To consider which approach is most appropriate to positively support pupils, staff and other stakeholders, the school follows a Positive Behaviour Support model, which is detailed in our "Graduated Response to Behaviour" model. Most pupils (80%) receive support from Tier 1 provision, some pupils (15%) require Tier 2 targeted provision, whereas very few pupils (5%) require bespoke provision at Tier 3. In very rare circumstances, pupils are suspended from school whilst a support plan is put in place to ensure that both themselves and others are kept safe.

Purpose:

- To ensure consistency across the school.
- To provide a high quality, pupil-centred learning environment which is accessible to all pupils.
- To promote positive physical and mental health.
- To ensure regular monitoring and reviewing of behaviour to ensure all pupils are accessing the correct level of support.
- To reduce the use of restrictive practices.
- To improve communication through verbal/non-verbal means to promote social skills and independence.
- To motivate pupils to make realistic choices and exert control over their own lives to improve their quality of life.
- To provide support and advice to staff and other pupils so that positive behaviour can be modeled. The aim is to increase pupils' ability to self-regulate and manage their own behaviour.
- To reinforce behaviour using positive reward systems, such as praise, celebration certificates and Class Dojo.
- To ensure approaches and responses to behaviour that are solution focused, proactive and involve all stakeholders.
- To detail training and support for staff so they improve their skills in de-escalation 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:
- 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;
- Restricts access to aspects of life.

Reporting, Recording and Monitoring Procedures:

- At Ysgol Penmaes, we use several methods to record, report and monitor behaviour.
- CPOMS- Records daily behaviours which are deemed challenging by definition. CPOMS is also used to record contact with family and stakeholders (e.g. telephone records or emails), for concerns of a safeguarding nature and for recording minor accidents. CPOMS analyses data to help identify patterns, need for intervention and reduce restrictive practices. Termly, all classes receive a "Behaviour Support Pack" which is analysed using CPOMS and offers supportive strategies for the class. Termly, a whole school data pack is produced and shared with the school to help identify patterns of behaviour. This is used to support interventions, such as morning regulation. In certain circumstances, individual reports are produced to help analyse behaviours so that interventions can be used. All employed staff have a login to CPOMS. Senior Leaders have administration rights and are able to analyse data. The Assistant Headteacher is responsible for producing data packs. The pupil engagement team has access to all behaviour reports in the school.
- ISP- Individual Support Plans are based on Helen Saundersons Tools such as One Page
 Profile, good/bad day and details the needs of individuals. All pupils have an ISP, which
 are shared with parents and reviewed termly. ISPs list any restrictions that are put in place
 so that they can be monitored in line with statutory requirements.
- ISP+ Some pupils, who have persistent challenging behaviour as per definition, require an Individual Support Plan+, which details the type of challenging behaviour and approaches to supporting the behaviour. ISP+ are shared with parents and reviewed termly. ISP+ focuses on challenging behaviour and provides clear guidance as to how staff should work with the pupil to teach them the transferable skills. ISP+ are to be reviewed on a regular basis, ideally weekly, but no longer than termly. These are monitored by the Assistant Headteacher.
- My Plan/PBS plans The most complex pupils at Penmaes are known to the Integrated
 Disability Team (IDS). The IDS team are trained in Positive Behaviour Support (PBS) and

provide a comprehensive approach to challenging behaviour. The team use a range of analysis tools to produce a plan (My Plan or PBS plan) which are shared with school. These approaches are reviewed with the IDS team on a regular basis, or at least once a term.

- IHCP- Individual Health Care Plan. All pupils have a plan which details their health needs
 and control measures to ensure these needs are met. These include any restrictions that
 have been put in place to ensure the safety of all pupils and staff. IHCP are shared with
 parents and reviewed termly.
- RAR-Risk Assessment and Restrictions. All pupils have a risk assessment which details any risks that may present harm to the pupil whilst they attend the school day. This could include off site trips. The RAR details the need and type of restrictions that have to be put in place to control the risks. Due to the nature of our pupils, often a few restrictions have to be put in place to ensure safety. This may result in a Deprivation of Liberty (DOL) for young people under the age of 16, or Deprivation of Liberty Safeguarding (DOLS) for young people aged 16 or 17 or against their Human Rights if over the age of 18. In such circumstances, Ysgol Penmaes will follow the legislation procedures in terms of parental consent, court applications or capacity assessments. All RARs will be shared with parents, and where applicable, pupils with capacity, and updated termly. All restrictions will be listed on ISP/ISP+ to ensure they are reduced accordingly.
- PEEP- Personal Evacuation Emergency Procedures. During an emergency, pupils may find it challenging to leave the school without support. In these instances, pupils have a written plan to ensure their safety. Unless there is a fire or other emergency, no pupil is to be restrained to leave the school or carried out. In these circumstances, pupils will be kept safe behind a fire door until the emergency services arrive.
- Behaviour monitoring- All pupil behaviour is recorded on CPOMS and staff involved in the behaviour will input details of the incident, which is emailed directly to SLT (and monitored by the Assistant Headteacher). Class teams, led by the class teacher, are ultimately responsible for monitoring and inputting suggested strategies to promote positive behaviour. However, there will be occasions where observations of behaviour are needed. Monitoring and observations of behaviour will be conducted by internal experts, including the pupil intervention team, Assistant Headteacher or other member of SLT. Recording sheets (such as ABC charts, MAS or other PBS tools) will be used according to

the training of the expert conducting the observation, and saved on CPOMS. The results will be discussed in weekly team meetings and shared with class teams so that ISP/ISP+/RAR/PBS plans can be updated accordingly. If the panel still feel there is a need for further investigation, they will refer the pupil to one of the tiered responses detailed below.

- PI- Physical Intervention. When a physical intervention has resulted in a hold (e.g. two person or single person single elbow), parents/carers are to be contacted via telephone by the end of the school day. Contact is to be made by the person in charge of the class or a member of the senior leadership team. All records of conversations are to be kept on CPOMS. Any staff involved in the physical intervention resulting in hold must write their account of the event on CPOMS (which may result in two or more tickets created for the same event) within 24 hours. A paper copy of the event must also be completed within 24 hours in the Bound and Numbered book, which is kept in the Assistant Headteacher's office. If a physical intervention resulting in hold has taken place in the school day, a member of the SLT must be informed by the end of the school day.
- Debriefs- there are two types of debriefs; requested and supportive. Requested debriefs are a result of individuals/classes/teams asking verbally or in writing (email/CPOMS) for a debrief. This will consist of unpicking the incident; what has happened, things to celebrate and lessons learned. Requested debriefs will not look at new strategies, but a request can be made for further monitoring of behaviour (see above). All requested debriefs will be written on CPOMS, conducted by a member of the SLT and supported by a member of the pupil engagement team and completed within 7 days of the request. On rare occasions, supportive debriefs will be required. These will be led by a member of the SLT and supported by a member of the pupil engagement team or Team Teach trainer. The aim of supportive debriefs is to discuss what has happened, things to celebrate and lessons learned. Supportive debriefs may offer further suggestions such as support, training needs or behaviour monitoring. Supportive debriefs will be conducted within 24 hours of an incident taking place and must only take place under the direction of the headteacher or deputy headteacher in her absence. All supportive debriefs will be recorded.
- Investigations- occasionally some incidents may result in a concern relating to a safeguarding nature. In these circumstances, staff must follow the safeguarding procedures and report these to the DSP or deputy DSP.

Positive Behaviour Support (PBS) at Ysgol Penmaes:

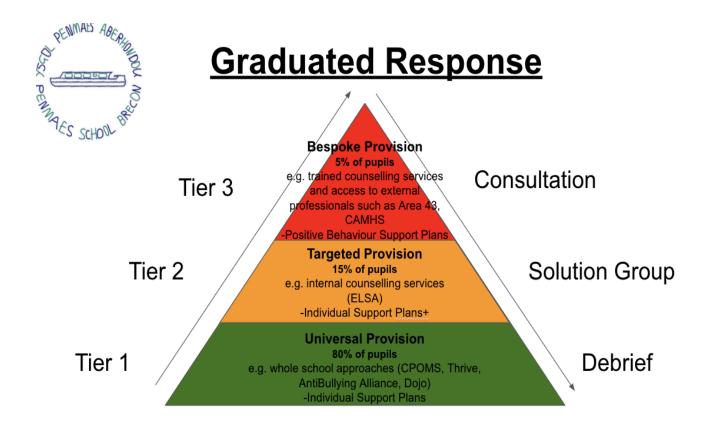
Ysgol Penmaes follows the principles of **POSITIVE BEHAVIOUR SUPPORT (PBS)**, which is endorsed by BILD and Powys Local Authority.

PBS is about working in partnership with people, treating them with dignity and respect and enabling them to have a better life. All behaviours have a meaning. Positive Behaviour Support aims to understand what behaviours that challenge tell us so that the person's needs can be met in better ways.

The way the person is supported often has to change to achieve this and this needs to be regularly reviewed by all the people involved. Positive Behaviour Support is an approach that puts the person at the centre to make systems work for the person. We give the right support at the right time so people can thrive to their potential. More information can be found at https://www.bild.org.uk/about-pbs/

PBS Model:

To promote good physical and mental health, all pupils have access to the same resources, which are detailed in the schools graduated response.



Tier 1:

Universal provision is sufficient to support approximately 80% of our pupils. This tier is supported by whole school approaches including school values, modeling expected behaviour, prompting, praise and reward, class visual timetable, classroom environment, structure and routine. 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) and Risk Assessment and Restrictions (RAR) to document their needs. Both documents are based on Helen Saunderson's One Page Profile.

Tier 2:

Targeted Provision meets the needs of approximately 15 % of pupils. Tier 2 pupils are identified using two methods: CPOMS and professional judgment. All behaviours and intervention referrals are kept as a historical record. Pupils who have targeted provision access internal interventions.

Examples of Tier 2 interventions we offer at Ysgol Penmaes:

- YISP- Youth Intervention Support Programme are experts that work alongside school staff to target risky behaviour such as behaviour in the community and relationships.
- 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 by bespoke provision 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. Analysis uses a range of approaches such as ABC charts and MAS. Pupils accessing Bespoke Provisions may trigger a PBS Plan.

Examples of Tier 3 interventions we offer at Ysgol Penmaes:

- Area 43- a range of external counseling services offering art psychotherapy and music therapy.
- Music therapy- an external music therapist working to promote good mental and physical health.
- Mental Health First Aid- a trained expert who signposts the young person to supportive services.

It is important to note that pupils may move 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 RAR and ISP outlines risks and restrictions, how to support a pupil and 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 resulting in hold may be used. All physical interventions resulting in hold are reported to parents/carers by the end of the school day, using CPOMs and in the bound book within 24 hours, and to the local authority.

PBS and Pupil Intervention Team:

In September 2024, the pupil interventions team was established consisting of two integral subgroups; the pupil engagement team and health, hygiene and hydrotherapy team. The aim of both teams is to promote good mental and physical health of individuals.

The team consists of 7 staff; $4 \times pupil$ engagement team, $3 \times pupil$ has an are based in the Life Skills room, opposite the Elder classroom.

Members of the pupil intervention team have been given specific training to ensure there is high quality provision for pupils including training in Thrive, Trauma Informed Schools, Behaviour Analysis, Team Teach, Manual Handling and Medication. The team are led by Lucy Morgan (Acting Deputy Headteacher) and supported by Carla Bevan (Acting Assistant Headteacher). They meet on a weekly basis to analyse behaviour across the school, and support staff daily by undertaking duties such as supervising school trips, responding to emergency calls, medication administration and assisting with changing.

The pupil intervention team supports the implementation of the Pupil Behaviour and Physical Intervention Policy, Absconsion Policy, Manual Handling Policy, Safeguarding Policy and other related policies.

PBS and Person Centered Planning:

Person Centered Planning is an important and integral tool supporting PBS. 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. They 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'?

PBS and Team Teach:

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

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 (Level 1)
- Guides, escorts and holds (Level 2)
- Physical Interventions resulting in a hold, such as two person single elbow (Level 3)

At Penmaes we may use 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/residentials
- 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 intervention, 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. For staff who are on supply, there are a range of training videos to help keep them safe and they are expected to watch as part of their induction for the day. All staff have a duty of care to safeguard pupils regardless of the type of training they have received.

During an incident, staff will complete a dynamic risk assessment in real time, which involves stopping, thinking and evaluating the likely outcomes of the available options before deciding which to choose.

PBS and Risk Assessment and Restrictions:

- Risk Assessment- All pupils have a Risk Assessment and Restrictions document that details the potential risks a pupil may encounter, the likelihood and severity of the risk. Nearly all pupils at Penmaes are functioning below their chronological age therefore may present with risky behaviours until they are taught and have been mastered. The Risk Assessment may detail 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. RAR's are written by class teams and reviewed termly as a minimum.
- Restrictions- Nearly all pupils at Penmaes do not reach their expected developmental norms and require restrictions to keep them and others safe. Restrictions could include locks on cupboards, medication added to food, removal of equipment, access to certain areas and constant supervision. In line with the statutory requirements listed in the legislation detailed on page 2, restrictions are detailed in a RAR. All pupils have a RAR which details any restrictions that have been in place. All pupils have universal restrictions, which are listed below. For pupils under the age of 16, RAR are shared with parents or guardians for consent. For pupils aged 16 or 17, these are shared, where possible, with pupils for consent. For pupils aged 18 or 19, or are 16 or 17 and deemed to lack capacity (e.g. are not able to make informed decisions), a capacity assessment will be carried out for consent. In circumstances where many restrictions are put in place, the school will apply for DOL or DOLS.

Universal Restrictions at Penmaes:

- Clear areas; no kettles, cups or objects that can be thrown are to be left out. Equipment
 across the school to be stored safely or removed, including loose stones on the yard and
 chairs in the hall.
- Fobbed doors to prevent pupils accessing staff areas upstairs.
- Fobbed doors on classrooms Oak, Elm and Beech. Pupils in these classes are more likely to display challenging behaviours resulting in safeguarding concerns.

- Double handled doors on Ash, Sycamore, Larch, Hazel and Rowan. Pupils in these classes
 are of primary school age and have limited awareness of danger. Being left alone could
 result in safeguarding concerns.
- CCTV in main corridors.
- Padlocks on school gates.

PBS and THRIVE:

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.

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. All classes have access to a Cwtch (side room off the classroom) should they need space.

Responsibilities:

It is the responsibility of the acting Deputy Headteacher, 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.