



Behaviour Policy and Guidance including Rewards and Sanctions and the use of Physical intervention and Reasonable Force

Written: June 2024

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To be revised: June 2025

Description and Ethos of Ysgol Y Rhos

The School

Ysgol Y Rhos is an Independent School operating within the Unique Care Homes Ltd. who are the proprietors.

Ysgol Y Rhos is an independent school providing specialist education to boys and girls aged 8 to 16 years with social, emotional and behaviour difficulties (SEBD) needs, and who are Looked After Children. The school specifically caters for pupils who present with early childhood trauma, leading to a range of complex interpersonal, emotional and behavioural issues.

Unique Care aspires to deliver an outstanding integrated model of education, therapy and therapeutic care to Pupils.

For a more detailed description of what the school offers see the School Prospectus.

The School's Purpose

The school supports the following mission statement:

“Ysgol Y Rhos provides a safe and stimulating learning environment in which young people are offered a fresh start every day and empowered to achieve and fulfil their true potential.”

And the following associated set of Aims:

At Ysgol Y Rhos we aim to:

- provide opportunities that compensate for earlier missed experiences
- enable pupils to distinguish right from wrong
- support pupils in learning to manage their own behaviour
- support improved self-esteem and self-image
- enable pupils to develop the skills for positive social interaction
- empower pupils to participate in their own education
- provide a safe, secure learning environment
- help pupils to begin to enjoy learning
- help pupils to achieve their potential
- prepare pupils for success in adult life
- empower pupils to invest in their own future development and that of the school community

The Pupils

- All pupils at Ysgol Y Rhos have a history of emotional, behavioural difficulties, arising from early childhood trauma. Almost all experience social, emotional and mental health needs. These predominant needs are often accompanied by a range of additional learning needs.
- Most of the pupils have had interrupted histories in education and, in some cases, in care. There are a wide variety of attainments on admission, with some pupils demonstrating a very low level of ability, acquired knowledge and skills, while others are proficient in a number of areas of the curriculum.

- On entry to school, many have fragile self-esteem and poor self-image, placing a low value on themselves as individuals in society and as learners.
- Many demonstrate difficulties with authority and a lack of trust in adults. They often experience difficulties in forming and maintaining appropriate, positive relationships with other pupils and adults and thus have limited ability to work cooperatively, in groups or in the classroom.
 - Pupils attending the school are:
 - aged 8 to 16.
 - boys and girls.
 - placed within the residential setting of Unique Care.
 - many are in receipt of an Individual Development Plan or an EHC plan.
- Social and emotional difficulties, leading to a range of behaviours, mean that behaviour support in the school is of paramount importance and an integrated part of the daily school routine. Such support is provided for across a wide range of interventions from the holistic and integrated approach based in whole school ethos to the individualised packages developed and provided for each pupil. This policy seeks to describe and clarify each of these processes to present a consistent behaviour support model for education at Ysgol Y Rhos.

A Holistic View

Embedded in the daily operation of any successful educational establishment are a number of defining concepts relating to integration and consistency, which determine a safe and supportive environment for all pupils, and that promote ownership, equality and equity for all who attend the school.

At Ysgol Y Rhos three areas of practice are defined; Education, Care and Therapy in the line with the integrated model of practice.

Daily communication between all areas is essential in order to keep everyone current with matters arising and to agree a strategy for the support of the pupils. Such communication may take the form of conversation, handover and education reports, formal meetings or email, all aiming to ensure a constant flow of information, allowing best practice to be maintained.

Provision of an integrated service is essential if the school is to provide appropriate and consistent intervention for the individual, empowering them to engage successfully in all aspects of life at Ysgol Y Rhos.

a) Ownership and the Positive Environment:

Pupils can only engage in their learning environment if they find the experience a positive one and can accept some ownership of, and responsibility for, the place in which they come to learn.

It is essential that the pupil enters a nurturing environment in which they feel safe and supported; an environment in which negative behaviours such as bullying, and aggression are not tolerated yet positive behaviours and progress are praised and rewarded. It is essential to provide an environment in which pupils can develop appropriate and trusting relationships with all staff and peers. Where they are encouraged to communicate their thoughts and feelings without fear of being disregarded. It is essential to provide an environment in which pupils can rediscover

that learning is a process in which they can engage and achieve without fear, no matter what their ability, and that it is **stimulating and fun**. Finally, it is essential that pupils come to school knowing that if the day does not go well, they are always welcome to return to try again, without fear of rejection. It is the behaviour that we want to change, not them.

At Ysgol Y Rhos we strive to ensure that this is reflected in the whole ethos of the school and the working practices of the whole team. Whilst there is always a need for structure, boundaries and behaviour modification, this pupil-centred approach underpins all the work done with pupils to help them feel safe to engage in their education.

b) A Therapeutic Overview

Ysgol Y Rhos exists to improve the quality of life of its pupils both now and in their future. It uses the specialist skills of art psychotherapists across both care and education to further the development of pupils. This approach is provided by the onsite therapeutic team.

Partnership between Therapy, Care and Education, based on regular reporting of concerns and successes, allows therapeutic practice to become embedded holistically into the daily school routine.

Targeted, appropriate and consistent practice, underpinned by knowledge of the individual background and associated needs of each young person, is paramount in the process of appropriate behaviour support.

Positive regard, Positive reinforcement

- Ysgol Y Rhos promotes equality and positive regard for all members of the community. Recognition is given to the individual personality of all pupils so that appropriate ways of working can be identified and developed.
- Staff provide a positive role model at all times, with pupils and each other, in order for pupils to identify what is culturally acceptable within the school.
- That which is unacceptable is challenged consistently.
- A system of appropriate boundaries and methods for intervening with behaviours exists within the school.
- There is an emphasis on positive reinforcement of appropriate behaviour. Good behaviour is supported with praise and reward, so that the pupil identifies these behaviours with success and achievement.
- Inappropriate behaviours are challenged in such a way as to allow pupils to reflect on what they have done, take responsibility for their actions and consider alternatives.
- The school does not provide a punitive regime. Consequences arise as a direct reflection of the incident leading to them.
- Whilst on occasion interventions have to be initiated in order to keep all pupils safe, prevent damage to property and protect the right to learning of other pupils, time for reflection and discussion are always considered at an appropriate point, in order to support improving behaviour of pupils.

Engaging reluctant learners takes a wide variety of skills and experience, but most important is the ability to communicate effectively with pupils.

Supporting Systems

In order to maintain a basic level of overall expectations and behaviour support within the school a consistent system of general pupil management techniques underpins the more individualised programmes in place for pupils.

The school has a set of three overarching rules, written in a way that allows interpretation to meet different circumstances but simple enough to be understood and remembered by pupils. These are:

Ready
Respect
Safe

These rules are interpreted in the management of classrooms and lessons using a points-based rewards system.

A set of ten basic expectations are applicable to all classroom and learning areas. These can be split into two main areas, WORK and ATTITUDE. These expectations are also extended, in part, to other aspects of the school day, such as tutor group time and linked to individual and class rewards systems. These expectations determine the points achieved by pupils during lesson time. The expectations are listed below:

Attitude:	Work:
Stay in class	Your best effort
Wear correct uniform	Ask questions
Be on time	Be resilient
Use appropriate language	Listen with care
Use appropriate gestures	Complete the tasks

The points system used across the school allocates one point for work the other for effort. With the possibility of a bonus point for work that is regarded as beyond the expected. A maximum of three points are available per lesson with an accumulative amount leading to a star which acts as a raffle ticket for a weekly draw.

ONCE EARNED, POINTS ARE NEVER LOST

At break times all pupils are supported by their allocated support staff.

Lunch is eaten in classrooms or communal area between 12.30 and 1.10pm.

The Structure of the School Day

In the morning lead care staff for each home share pertinent information, via a phone call. This is then disseminated with all teachers before the arrival of the pupils on site. Any information regarding exceptionally good or poor behaviour and/or rewards or consequences will be shared with the appropriate care home by the allocated teacher at the end of the school day.

The day starts with registration. The register opens at 9.00am. The register is marked by the administrator, when staff sign in for the day.

Any pupils arriving after 9.15 am but before the close of registration at 9.30am may be marked as "Late".

After 9.30am, when the register closes, anyone arriving without an unavoidable delay will be marked absent for registration, in line with Welsh Government requirements. Each day starts with a 15-minute form group, which is used for socialisation and sharing. Other sessions give pupils the opportunity to discuss how well they managed each day and their targets and aspirations or concerns for the coming day and the rest of the week.

Areas for discussion include:

1. Which was your best lesson today?
2. Did you help anyone today?
3. Did you earn any extra points today?
4. Did you meet your individual targets today?
5. What do you think you could better tomorrow?

Wherever possible, these discussions are positive, wherever they may be, at the end of the school day, support staff escort pupils to their cars for the journey home.

Incentives, Rewards and Sanctions

Children earn points through the day and a weekly prize draw occurs in assembly. A Golden Ticket can also be awarded by staff when they notice a child going above and beyond expectations.

- Good or improved work (in a particular subject)
- Good or improved behaviour
- Contribution to the life of the class or the school community
- Success/participation in activities which take place outside of the school
- Exceptional progress outside the areas normally considered.

These rewards should be taken home at the end of the day and celebrated.

Planning for the Individual

a) Personal Learning Plans

Each young person has a personal learning plan (PLP) identifying targets; which may include Literacy, Numeracy, ICT and/or Behavioural/Social areas. These targets are relevant across the curriculum and school day and must be SMART (Specific, Measurable, Achievable, Realistic, Time bound). The PLP determines appropriate strategies and resources necessary to enable a young person to work towards a target with the help of staff. Whilst identified and reviewed by the class tutor, in conjunction with relevant teaching staff and the young person, all teaching staff are required to read PLPs. Targets are relevant to the identified needs of the individual young person in order that they have the opportunity to progress in key identified areas. Pupils also have the responsibility to work towards these targets. PLPs are reviewed and re-written at least twice a year by the teaching team, working together.

b) Behaviour Support Plans

It may be necessary to develop a Positive Behaviour Support Plan for a child who needs extra support. Every effort is made to ensure as many people as possible are

included in formulating the plan to ensure consistency and an accurate picture of need is captured. These are reviewed as part of TAC meetings.

c) Personal Education Plans, (Statements of SEND if still appropriate), Individual Development Plans and Education, Health and Care Plans

Many of the pupils placed at Ysgol Y Rhos arrive with or are assessed for an Education Health and Care Plan, or an Individual Development Plan (IDP), issued by their Local Authority. All Looked After Children are required to have a Personal Education Plan (PEP), developed and maintained by the local authority social worker, education officer with responsibility for CLA (Wales) or Virtual School headteacher (England) and supported with input from the school.

The PEP takes a broader view of a young person's education; including their wishes, outside interests, long and short term aims, desired outcomes and consideration of a wider, multi-agency approach to the young person's education. Its development is informed by other documentation, such as the EHCP, PLPs and attendance data. It must be subject to regular review and update, the timescale for which is determined by the placing authority.

MANAGING THE CHALLENGING BEHAVIOUR OF PUPILS

Overview

As challenging behaviour is often a reaction to an uncertain situation, a young person seeking to gain some control or attention, or a young person expressing that they feel unsafe; by removing or lessening some of these trigger points, the likelihood of pupils expressing themselves through challenging behaviour decreases.

Ysgol Y Rhos is a NO-SHOUTING school. Only by remaining calm and moderating our voices can we expect pupils to moderate their responses. A loud voice is different to shouting.

Being proactive – Early Intervention

Structure, boundaries and expectations all seek to provide a clear definition of what is acceptable and should provide staff with a framework from which to address the behaviour of pupils.

Early intervention within the classroom or around the school (being proactive and giving attention to positive behaviour) relies on **all staff** being organised, vigilant in their supervision and appropriate in their initial level of intervention. This includes:

- praising appropriate responses and choices
- always challenging the behaviour and not the individual (assertive discipline)
- allowing the young person to take responsibility for their actions
- allowing the young person the opportunity to explain their actions

Initial intervention should be early but **low key**. Key strategies include:

- using language like 'I notice...' and 'I wonder...'
- use the child's name
- offering the young person alternative choices – the "way out"
- diffusion and distraction early on, to refocus the young person on task
- being clear and assertive in your expectations of pupils

- constant reminders and praise to the class or individual, keeping the focus on learning
- praising the positive behaviour of one individual, whilst ignoring the low-level disruption of another

Whilst this list is not exhaustive, or applicable to every situation, it delivers a constant message in that continual reminder or early intervention can manage lower-level behaviour appropriately without it escalating, and without recourse to more restrictive interventions.

The key lies in having high expectations and standards, combined with positive relationships with the children.

Restrictive Physical Intervention

At times there is a need for staff to physically intervene as a situation deteriorates to a point where early intervention is no longer effective, all staff are trained in PRICE Protective Rights in a Caring Environment. (BILD accredited)

Physical Intervention only occurs should one or more of the following circumstances be true:

- **The young person is harming themselves or is in danger of harming themselves**
- **The young person is harming others or is in danger of harming others**
- **The young person is committing acts of damage on property**
- **The young person is causing major disorder in the classroom, such that the learning of others is interrupted or**
- **The young person is causing major disorder about the school.**

This section was developed after consultation reading the Welsh Government document reducing restrictive practices framework (October 2022) and associated documentation

Restrictive practices

‘Restrictive practices are a wide range of activities that stop individuals from doing things that they want to do or encourages them to do things that they don’t want to do. They can be very obvious or very subtle.’ (Care Council for Wales, 2016)

This term covers a wide range of activities that restrict people. It includes:

physical restraint

chemical restraint

environmental restraint

mechanical restraint

seclusion or enforced isolation

long term segregation

coercion

Many of the above are not applicable to Ysgol Y Rhos and are included for a complete understanding of the terminology.

It is the responsibility of headteachers to control the behaviour of pupils outside the school premises. This supports staff in restraining pupils, to the degree necessary, to ensure their safe return to the school premises should they leave the school site

without permission. In particular, it is the responsibility of school staff to intervene where pupils are acting unlawfully outside the school grounds.

Whilst it is not the purpose of this document to determine the methods of restrictive physical intervention used at Ysgol Y Rhos, it is important to define the process in accordance with legislation as referenced above.

Every intervention with a young person is unique but should follow a consistent set of procedures that acknowledges the level of action required for any given situation. All staff at Ysgol Y Rhos are trained in the use of Price method of Physical Intervention.

- Any initial intervention should be verbal with the intention to de-escalate or diffuse a situation through a variety of techniques but should be done with consideration to body language, position, tone of voice and relationship with the individual.
- Consideration should be given to guiding the young person through use of shepherding techniques; arm around shoulder, linking arms, friendly holds. Particular thought should be given to the safety of the staff member should a situation further escalate. It is also easier to upgrade a hold from this position if necessity dictates.
- Should a situation require immediate physical intervention this should be done quickly and with confidence to secure the young person. Thought should be given to:
 - the type of hold necessary,
 - communication with other staff members,
 - who will take the lead,
 - communication with the young person and
 - the safety of surrounding environment.
- Although not always practical, single person holds should be avoided if possible and physical intervention should not, if possible, be initiated if in a room alone with a young person.
- The desired outcome is to release a young person as soon as it is safe to do so. However, of paramount importance, is the use of downgrading holds as required by the situation. This allows a little extra time for a young person to be kept safe, allows staff time to make further assessment and, should the situation deteriorate again, to upgrade holds once more. Any release of a young person should be done gradually and in communication with all parties.
- It is essential that, once assessed as necessary, staff take control of a situation and remain in control. It is the decision of the staff members, in communication with each other and the young person, as to how the process proceeds. It is **NOT** the decision of the young person as to when it is safe to downgrade and release the hold. Although in some circumstances the young person may give positive indications that they are ready to be released from a physical intervention, this should always be done in a sequential way by downgrading the holds used.

Completing the Process

Following an incident involving physical intervention it is essential that the recording is done as soon as possible, aiming to be completed before the end of the day, following the agreed procedure for physical interventions that happen during the school day.

A Physical Intervention Form should be completed. The form will be emailed to the pupil's home to be completed and returned the following day, or as soon as is practically possible either as a printed copy or an attachment to an email.

A young person should always be given the opportunity to reflect on and follow up on the incident and should be offered the chance to contribute to the written report. A young person should be offered the opportunity to seek medical advice, if needed, and to speak with someone about the incident other than those involved. This includes their social worker and Advocate, as appropriate.

Support staff and teachers involved in an incident should also be offered the opportunity to reflect on what happened and this can take place whilst completing the report or at the end of the day in the staff reflection meeting.

Significant incidents, not involving physical intervention should be recorded on an incident form, which can be collected from the administrator. If uncertain whether this is necessary, staff should consult the headteacher.

Dependent on the nature of the incident and the outcomes, it may also be necessary for the teachers and Senior Management to revisit the risk assessment and behaviour support plan for the individual to ensure that it is still accurate and appropriate.

Potential Sanctions

The sanctions are as much a natural consequence of the behaviour. They are time limited, clearly explained and reflected upon.

- Being spoken to by the class teacher
- Being spoken to by the headteacher
- School speaking with Care manager and speaking to the child
- Removal of privileges
- Restrictions on options for activities
- Removal of free time
- Different break and lunch times
- Adapted timetable
- Temporary exclusion
- Permanent exclusion

Exclusions

Please refer to the school's formal "Exclusion" Policy

1. Complaints and Representation

It is the right of every young person to be able to make a complaint about something that has happened to them, and this includes any grievance they may have about the initiation, method or outcomes of any process of behaviour support occurring in the school day.

A young person may wish to make an informal complaint or make use of the formal process, as documented in the Ysgol Y Rhos "Complaints Policy". All complaints should come through the Head Teacher in the school day, or other senior manager in their absence. A young person may ask a member of staff to advocate on their behalf, but the young person and the advocate must still come to the Head Teacher together.

If a young person wishes to make a formal complaint this is recorded in the “Complaints Book” held by the headteacher and a formal investigative procedure is followed and recorded, with timescales for resolution agreed.

Should a complaint contain information that the headteacher considers a child protection matter, the Local Safeguarding Children Board will be notified immediately along with the placing authority representative for that young person and full child protection procedures will be adhered to.

It is the right of every young person to have access to an Advocate should they request. The Advocate is able to help and empower the young person express their views and wishes where otherwise they might find it difficult to be heard. Should a young person request such representation the school has a duty to ensure that this happens.

<p>FOR FURTHER INFORMATION PLEASE SEE YSGOL Y RHOS COMPLAINTS POLICY</p>

2. Staff Development & Support

In order for members of the staff team to achieve a level of consistency in their working practice with pupils they must be given the opportunity to develop their skills as a team and given regular opportunity to communicate and reflect. Such opportunities can be divided into the training and development offered to staff throughout the year, and the support networks in place for all staff allowing for them to discuss issues, reflect on practice and communicate problems; either as a group or on an individual basis.

Control & Restraint Training

All staff working as part of the teaching team undergo formal training in the use of physical intervention, de-escalation techniques and methods of self-protection. This takes the form of a course under the tuition of an accredited **PRICE** provider and provides the framework in which staff can operate should incidents occur, or restrictive physical intervention be required.

All staff are required to take part in this course during their induction period and to participate in a refresher course every 2 years.

The teaching staff team endeavour to use time during daily debrief meetings to reflect on incidents occurring and consider the methods used, and whether they were effective and appropriate to the situation.

School Policies

This Behaviour Support Policy should be read with reference to the following internal and external documents to give a clearer picture of the expectations of working practice in the teaching staff team at Ysgol Y Rhos.

- Safeguarding and Child Protection Policy, including Code of Ethical Practice, Whistleblowing and Welfare Concerns Procedures.
- Anti-bullying
- SEND / ALN
- Unauthorised Absence or Missing children/ Young People Protocol
- Complaints policy and procedure
- Safer recruitment policy

- Staff grievance and disciplinary policy
- School Timetable
- Exclusion Policy
- Referral & Admissions Policy

Monitoring and Review

This policy and its implementation will be monitored by senior managers within the school and formally reviewed by the headteacher to ascertain its on-going usefulness at least once a year.

The outcome and any recommended changes will be discussed with SMT as part of the School Development process.