



# **Behaviour Policy including the use of Physical Intervention.**

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## Welcome

Ysgol Y Rhos is an independent day school. It is part of the Unique Care Limited company, which has five pupils' homes locally. The school is registered with the Welsh Assembly Government for pupils with Social, Emotional and Behavioural Difficulties. Many of our pupils have a range of complex needs and benefit from a small environment with a bespoke curriculum. We are registered for 24 pupils, aged between 8 and 16 years.

Contact details for the school are;

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## Statement of Intent

Ysgol Y Rhos believes that, in order to facilitate teaching and learning, acceptable behaviour must be demonstrated in all aspects of school life. The school is committed to:

- Modelling and promoting desired behaviour.
- Promoting self-esteem, self-discipline, proper regard for authority, and positive relationships based on mutual respect.
- Ensuring equality and fair treatment for all.
- Praising and rewarding good behaviour.
- Challenging misbehaviour.
- Providing a safe environment free from disruption, violence, discrimination, bullying and any form of harassment.
- Encouraging positive relationships with stakeholders.
- Developing positive relationships with pupils to enable early intervention.
- A shared approach which involves pupils in the implementation of the school's policy and associated procedures.
- Promoting a culture of praise and encouragement in which all pupils can achieve.

Reasonable and proportionate consequences will be used where a pupil's behaviour falls below the standard that is expected, alongside support to prevent recurring misbehaviour.

The school acknowledges that behaviour can sometimes be the result of educational needs, mental health issues, or other needs or vulnerabilities, and will address these needs via an individualised graduated response.

To help reduce the likelihood of behavioural issues related to social, emotional, or mental health (SEMH) and other educational and needs, the school will aim to create a safe and calm environment in which positive mental health and wellbeing are promoted and pupils are taught to be resilient. The school will aim to promote resilience as part of a whole-school approach using the following methods:

- **Culture, ethos and environment** – the health and wellbeing of pupils and staff is promoted through the informal curriculum, including leadership practice, policies, values and attitudes, alongside the social and physical environment.
- **Teaching** – the curriculum is used to develop pupils' knowledge about health and wellbeing.
- **Community engagement** – the school proactively engages with stakeholders, outside agencies, and the wider community to promote consistent support for pupils' health and wellbeing.

All staff will be made aware of how potentially traumatic adverse childhood experiences (ACEs), including abuse and neglect, can impact on a pupil's mental health, behaviour, and education. Where vulnerable pupils or groups are identified, provision will be made to support and promote their positive mental health.

## **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
- Whistleblowing
- Anti-bullying
- Additional Learning Needs Policy
- 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

## United Nations Convention of the Rights of the Child (UNCRC)

Our Behaviour Policy also been written with due regard for the UNCRC demonstrating our commitment to the promotion and protection of children's rights ensuring that the voice, welfare and dignity of all our pupils is paramount to the work that we do. Our Behaviour Policy encompasses the UNCRC in the following ways.

Article	Theme	Links
Article 2	Non-discrimination	This behaviour policy will be applied fairly and consistently to all pupils with reasonable adjustments made where needed to ensure equity.
Article 3	Best interests of the child	All decisions made around sanctions, support and interventions will prioritise the child's well-being and safety, consider any underlying causes, support the pupils development rather than just punish for punishments sake.
Article 6	Right to life, survival and development	This behaviour policy promotes; emotional development, social development, personal safety and positive relationships.
Article 12	Right to be heard	Our behaviour policy at Ysgol Y Rhos will embed pupil voice and restorative dialogue into its approach.
Article 13	Freedom of expression	Our behaviour policy will promote a child right to express themselves safely and respectfully.
Article 14	Freedom of thought, belief and religion	Behaviour expectations and approaches at Ysgol Y Rhos will respect; cultural norms, religious dress, dietary practices, prayer times and identify expression.
Article 15	Freedom of association	Our behaviour systems at Ysgol Y Rhos will support positive social interactions between pupils not limit them.
Article 16	Right to privacy	Our behaviour system will ensure; confidentiality during sanctions and investigations, no public shaming or humiliation and dignity for all.
Article 19	Protection for all forms of harm	Our behaviour policy is designed to protect all pupils from harm.
Article 23	Rights of children with disabilities	ALN pupils may show behaviour linked to unmet needs. Responses towards this will be supportive, not punitive.
Article 24	Right to health	Our behaviour policy recognises that behaviour can be affected by mental health, trauma, medical needs and stress and anxiety.
Article 28	Right to education	Our behaviour policy will not exclude pupils unnecessarily, create barriers to learning or overuse removal from class or isolation.
Article 29	Aims of education	Positive behaviour is part of developing the whole child. Our behaviour policy is designed to promote; respect for others, emotional intelligence, self-discipline, responsibility, relationship building.
Article 30	Minority culture, religion and language	Our behaviour expectations at Ysgol Y Rhos respect; cultural differences, Welsh language rights, identity expression and experiences of newcomers, refugees and minority ethnic groups.
Article 31	Right to play, leisure and rest	Our behaviour policy is designed to promote; safe play, structured break times, fair access to leisure activities and no punitive removal from all recreation unless necessary for safety.
Article 37	Protection from degrading treatment	Our behaviour policy ensures that there will be no; humiliating, degrading or physically punitive responses, that all sanctions will uphold dignity and that staff will follow safer working practice.
Article 39	Recovery from trauma	For some pupils behaviour can be a communication of an unmet need. Our policy ensures; therapeutic

		approaches, emotional regulation support and restorative practice.
Article 42	Awareness of rights	All pupils will understand; their rights, behaviour expectations, why rules exist and how the school will keep them safe.

## 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 a Statement of SEND /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.

## Roles and Responsibilities

The Headteacher will have overall responsibility for:

- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, gender identity, marriage and civil partnership, race, religion or belief, sex, and sexual orientation.
- Promoting a whole-school culture where calm, dignity and structure encompass every space and activity.
- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.

- Ensuring this policy is published on the school website.
- The monitoring and implementation of this policy and of the behaviour procedures at the school. This includes monitoring the policy's effectiveness in addressing any SEMH-related drivers of poor behaviour.
- Establishing high expectations of pupils' conduct and behaviour and implementing measures to achieve this.
- Determining the school rules and any disciplinary consequences for breaking the rules.
- The day-to-day implementation of this policy.
- Publicising this policy in writing to staff, stakeholders, and pupils at least once a year.
- Reporting to the senior management team on the implementation of this policy, including its effectiveness in addressing any SEMH-related issues that could be driving disruptive behaviour.
- Overseeing the whole-school approach to mental health, including how this is reflected in this policy, how staff are supported with managing pupils with SEMH-related behavioural difficulties, and how the school engages pupils and stakeholders with regards to the behaviour of pupils with SEMH difficulties.

The ALNCo will be responsible for:

- Collaborating with the Headteacher to determine the strategic development of behaviour and SEMH policies and provisions in the school.
- Undertaking the overall responsibilities for the successful operation of the Behaviour and SEMH policies to support pupils with ALN, in line with the school's Additional Learning Needs (ALN) Policy.
- Supporting teachers in the further assessment of a pupil's strengths and areas for improvement and advising on the effective implementation of support.

Teaching staff will be responsible for:

- Planning and reviewing support for pupils with behavioural difficulties in collaboration with stakeholders, the ALNCo and, where appropriate, the pupils themselves.
- Aiming to teach all pupils the full curriculum, whatever their prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving their full potential, and that every pupil with behavioural difficulties will be able to study the full national curriculum.
- Teaching and modelling expected behaviour and positive relationships, demonstrating good habits.
- Being responsible and accountable for the progress and development of the pupils in their class.
- Not tolerating disruption and taking proportionate action to restore acceptable standards of behaviour.

All members of staff, including teaching and support staff, and volunteers will be responsible for:

- Adhering to this policy and applying it consistently and fairly.
- Supporting pupils in adhering to this policy.
- Promoting a supportive and high-quality learning environment.
- Modelling high levels of behaviour.
- Being aware of the signs of behavioural difficulties.
- Setting high expectations for every pupil.
- Being aware of the needs, outcomes sought, and support provided to any pupils with specific behavioural needs.
- Keeping the relevant figures of authority up-to-date with any changes in behaviour.

The relevant figures of authority include:

- ALNCo.
- Headteacher.
- Proprietor

- As authorised by the Headteacher, implementing consequences for pupils who display poor levels of behaviour.

Pupils will be responsible for:

- Their own behaviour both inside school and out in the wider community.
- Reporting any unacceptable behaviour to a member of staff.

Stakeholders will be responsible for:

- Supporting their child in adhering to the school rules and reinforcing this at home.
- Informing the school of any changes in circumstances which may affect their child's behaviour.

## **Definitions**

For the purposes of this policy, the school will define "serious unacceptable behaviour" as any behaviour which may cause harm to oneself or others, damage the reputation of the school within the wider community, and/or any illegal behaviour. This will include, but is not limited to, the following:

- **Discrimination** – not giving equal respect to an individual on the basis of age, disability, gender identity, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation.
- **Harassment** – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals.
- **Vexatious behaviour** – deliberately acting in a manner so as to cause annoyance or irritation.
- **Bullying** – a type of harassment which involves personal abuse or persistent actions which humiliate, intimidate, frighten, or demean the individual being bullied.
- **Cyberbullying** – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature.
- Possession of legal or illegal drugs, alcohol, or tobacco
- Possession of banned items
- Truancy and running away from school.
- Refusing to comply with disciplinary consequences.
- Theft
- Verbal abuse, including swearing, racist remarks and threatening language.
- Fighting and aggression
- Persistent disobedience or disruptive behaviour
- Extreme behaviour, such as violence and serious vandalism
- Any behaviour that threatens safety or presents a serious danger.
- Any behaviour that seriously inhibits the learning of pupils
- Any behaviour that requires the immediate attention of a staff member

For the purposes of this policy, the school will define “low-level unacceptable behaviour” as any behaviour which may disrupt the education of the perpetrator and/or other pupils, including, but not limited to, the following:

- Lateness
- Low-level disruption and talking in class.
- Failure to complete classwork
- Rudeness
- Lack of correct equipment
- Refusing to complete homework, incomplete homework, or arriving at school without homework
- Disruption on public transport
- Use of mobile phones without permission
- Graffiti

“Low-level unacceptable behaviour” may be escalated to “serious unacceptable behaviour”, depending on the severity of the behaviour.

### **Staff induction, development and support**

All new staff will be inducted clearly into the school’s behaviour culture to ensure they understand its rules and routines and how best to support all pupils to participate in creating the culture of the school. Staff will be provided with bespoke training, where necessary, on the needs of pupils at the school to enable behaviour to be managed consistently.

The Headteacher will consider any appropriate training which is required for staff to meet their duties and functions in accordance with this policy, including on understanding matters which may affect a pupil’s behaviour, e.g., ALN and mental health needs.

Members of staff who have, or are aspiring to have, responsibilities for leading behaviour or supporting pupil wellbeing will be supported to undertake any relevant training or qualifications.

The Headteacher will review staff training needs annually, and in response to any serious or persistent behaviour issues disrupting the running of the school.

### **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 and equality for all who attend the school. These are described in this section.

It is essential that in order for pupils to feel safe and secure in their learning and residential environment, the school provide a level of consistency in working practices across all aspects of daily life. This can only exist if a degree of integration is developed across all staff and operational structures; such that all staff are working towards the same goal and pupils can expect a similar response in any given situation. It is accepted that every individual personality may approach or respond to a situation slightly differently but that the outcome must remain the same in order for consistency to exist.

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

In order for consistent practice to be developed in the staff team, effective communication and consistency at a management level is critical. Through discussion and development in the management team consistent practice can be agreed and then disseminated to all staff across these areas of responsibility. Once communicated to and developed within staff teams, accountability exists and working practice can be challenged when seen to deviate from the prescribed ethos of the school. Communication between managers is achieved through a structure of regular meetings with agreed agendas. All aspects of the school and individual pupils are considered and managers seek to integrate an intervention package consistent with

the educational and care needs of the individual supported by therapeutic interventions. Such information is then presented to and developed with the staff teams for education and care.

Outside regular meetings, daily communication between all managers 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.

## **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.

Pupils will not be able to take ownership of an environment which does not stimulate or which offers negative reinforcement of behaviours, and seeks to reinforce learnt stereotypes of past educational experiences. All the pupils attending education at Ysgol Y Rhos arrive with a wide range of experiences of other educational establishments, many of which were not positive. Often, schools elsewhere have struggled to manage these students effectively or understand and meet their unique needs. Often, simply because the pupil does not meet the model for which the school they attended was devised, the pupil struggled to engage in the learning environment provided, resulting in episodes of poor behaviour, ill-discipline and exclusion. As a result, the young person often suffers from decreasing self-esteem and motivation to learn, eventually regarding themselves as "unteachable" and becoming a self-fulfilling prophecy across subsequent school placements. On arriving at Ysgol Y Rhos the pupil has often become disengaged from education and is very reluctant to put themselves through another frightening and debilitating educational experience.

Therefore, in order for the school to re-engage its pupils in learning it must be understanding and accepting of their needs and work to provide pupils with a positive educational experience in which they feel safe, supported and encouraged to participate, learn and achieve. Only once these needs are met, and pupils' self-esteem and learning confidence begins to increase, will they be able to take some ownership of their environment and begin to feel a sense of identity within the school community.

At Ysgol Y Rhos it is essential that the young person is supported to find their identity within the school environment and this process begins at the referral stage and is continually developed, reassessed and adjusted throughout their time at the school to ensure that an appropriate and effective package remains in place to meet and progress their needs.

It is also 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 the teaching and support staff and with peers and 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.

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 teaching team (teachers and support staff). 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.

By promoting a positive learning environment, where pupils feel that it is safe to engage in learning, they begin to take ownership of **THEIR SCHOOL** and this is supported further through commitment to aspects of school life such as school uniform, named tutor groups, school-wide initiatives and activities, and participation in the school council. The latter provides an important link between the pupils and the management of the school, allowing pupils to present the thoughts and wishes of the pupil group and have an impact on the development of the school. By seeing that they can have an impact, pupils will begin to accept more responsibility for the way the school operates, knowing that they have a voice to initiate change.

## **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.

Therapeutic assessment and intervention are keystones in the process of helping our pupils to address behaviours and needs, often arising from previous, negative, life experiences.

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. It ensures consistent best practice and strategies for supporting behaviour in a framework of positive regard for the individual, indicative of an empathetic approach.

## **Pupil Expectations**

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 five 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:

**Stay calm and THINK**

**Show RESPECT**

**Listen carefully**  
**Follow instructions**  
**Try your best**

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:

<b>Attitude:</b>	<b>Work:</b>
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. Two points per lesson. At the end of each week the pupils with the top 3 amount of points will receive a reward and certificate during the afternoons celebration assembly. Points earned by pupils cannot be taken away from them.

#### Transition and Break Times

The periods in the school day where pupils are out of the classroom, either in transition between classes or at break times, are often the most difficult times to manage effectively. At these points pupils are moving around the building and are coming into contact with peers outside the class group. On the school site each day will be a pastoral team. During transition and break times these staff members will support around the school with our pupils to ensure they are guided effectively to their next lessons and also that our pupils are engaging in safe and appropriate play / interaction. They must also ensure that even during break times, the basic school rules are still applied.

In support of smooth transition, teachers must endeavour to ensure that lessons start on time and finish on time. They should greet each young person by name as they arrive for the lesson and allow each young person to leave the room at the end of the lesson when they are ready and not before.

Lunch is eaten in the school dining room, between 12.30 and 1.00pm. For those pupils whom where such a busy session may be overwhelming they will be allowed to eat in a quieter area of the school.

#### The Structure of the School Day

Whilst many pupils at Ysgol Y Rhos respond well to a consistent structure to their school day, they have often struggled to maintain this in a more mainstream school environment. Often this is to do with their ability to engage and concentrate over extended periods of time, along

with their skills to engage socially with peers or participate, unsupported, in larger group settings. The routine of the school day, the timetable and length of lessons are considered to provide an appropriate structure in which our pupils might better engage.

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 09:15. The register is marked by the administrator, when staff sign in for the day. Any pupils arriving after 09.15 but before the close of registration at 09.30 may be marked as "Late".

After 09.30, 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 tutor session, 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

The school operates a form-based incentives and rewards system. This is based on points earned in lessons according to the expectations of the classroom. Rewards for the pupils who have earned the three most points each week will be given.

The school also operates a token based rewards system which is an ongoing positive behaviour recognition system for all pupils to be able to achieve. In this system pupils will be awarded a token for examples of good behaviour. Specific examples of this are left purposefully ambiguous to encourage pupils to behave positively in all aspects but some instances could include.

- Wearing the correct uniform
- Completing a great piece of work
- Showing kindness and respect to others.

Over time pupils will accumulate tokens, records of which will be stored by the senior school administrator. Pupils will then be able to, "cash in" these tokens for a variety of rewards. Which is reward having a different value dependent on the scale of it. Examples of rewards include;

- Stationary
- Hot chocolate

- An off-site activity with the Headteacher
- Footballs
- Cosmetic items.

This additional behaviour system is designed to recognise and encourage consistent good behaviour and is reflective of Ysgol Y Rhos' positive behaviour reinforcement approach.

## **Planning for the Individual**

### Personal Learning Plans

Each pupil 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.

### Behaviour Support Plans

It may be necessary to develop a 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. Communication between teachers and keyworkers is essential if progress is to be reviewed appropriately.

### 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, a Statement of SEND 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.

## **Sexual Abuse and Harassment**

The school will prohibit all forms of sexual abuse and harassment, including sexual harassment, gender-based bullying and sexual violence.

The school will respond promptly and appropriately to any sexual harassment complaints in line with the Child Protection and Safeguarding Policy; appropriate steps will be taken to stop the harassment and prevent any recurrence. Consequence for incidents of sexual harassment will be determined based on the nature of the case, the ages of those involved and any previous related incidents.

## **Smoking and Controlled Substances**

The school will follow the procedures outlined in its Smoking Policy when managing behaviour in regard to smoking and nicotine / vaping products, legal and illegal drugs, and alcohol.

In accordance with the Health Act 2006, the school is a smoke-free environment. Stakeholders, visitors, staff, and pupils will be instructed not to smoke on school grounds. Pupils will not be permitted to bring smoking materials or vaping / nicotine products to school.

The school will have a zero-tolerance policy on illegal drugs, legal highs, and other controlled substances. Where incidents with pupils related to controlled substances occur, the school will follow the procedures outlined in the Child Protection and Safeguarding Policy.

## **Prohibited items, searching pupils and confiscation**

The Headteacher and staff authorised by them will have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Prior to any search, the Residential Manager of the home will be spoken to and asked to attend the school for the search. Authorised members of staff will be permitted to use reasonable force, as a last resort, when conducting a search without consent for the prohibited items listed below, in line with the school's Physical Intervention Policy. The prohibited items where reasonable force may be used are:

- Knives and weapons.
- Alcohol.
- Illegal drugs.
- Stolen items.
- Tobacco and cigarette papers.
- Fireworks.
- Pornographic images.
- Any article that the member of staff reasonably suspects has been, or is likely to be, used:
  - To commit an offence; or
  - To cause personal injury to any person, including the pupil themselves; or
  - To damage the property of any person, including the pupil themselves.

The school will also identify the following as prohibited items which may be searched for by authorised staff without consent if necessary; however, reasonable force will not be used under any circumstances:

- E-cigarettes and vapes.
- Lighters
- Aerosols
- Legal highs/psychoactive substances
- Energy drinks

Staff will follow the provisions outlined in the Welsh Document '[Safe and Effective Intervention Use of reasonable force and searching for weapons](#)'

## **Behaviour Outside of School Premises**

Pupils at the school must agree to represent the school in a positive manner. The guidance laid out in the home school agreement will apply both inside school and out in the wider community, particularly if the pupil is dressed in school uniform.

Staff can consequence pupils for misbehaviour outside of the school premises, including conduct online, when the pupil is:

- Wearing school uniform.
- Travelling to or from school.
- Taking part in any school-related activity.
- In any way identifiable as being a pupil at the school.

Staff may also consequence pupils for behaviours outside the school premises, including conduct online, that:

- Could negatively affect the reputation of the school.
- Could pose a threat to themselves, another pupil, a member of staff at the school, or a member of the public.
- Could have repercussions for the orderly running of the school.

Any bullying witnessed outside of the school premises and reported to the school will be dealt with in accordance with the Anti-bullying Policy.

The school will impose the same consequences for bullying incidents and non-criminal behaviours witnessed or reported outside of the school premises as would be imposed for the same behaviour conducted on school premises. In all cases of unacceptable behaviour outside of the school premises, staff will only impose consequences once the pupil has returned to the school premises or when under the supervision of a member of staff.

Complaints from members of the public about the behaviour of pupils from the school are taken very seriously and will be dealt with in accordance with the Complaints Procedures Policy.

## **Prevention strategies, intervention and consequences for unacceptable behaviour**

This section outlines the school's strategies for preventing unacceptable behaviour and initial interventions, minimising the severity of incidents, and using consequences and support effectively and appropriately to improve pupils' behaviour in the future.

### Initial interventions

A range of initial intervention strategies to help pupils manage their behaviour and reduce the likelihood of more severe consequences will be used. Support will consider the pupil's specific needs and may be delivered outside of the classroom, in small groups or in one-to-one activities. A system will be in place to ensure all members of the staff are aware of any pupil that is:

- Persistently expressing behaviours
- Not changing their behaviour following low-level consequences
- Displaying a sudden change in behaviour from previous patterns of behaviour
- 

Examples of initial interventions to address behaviours will include, but are not limited to, the following:

- Frequently engaging with stakeholders
- Providing mentoring and coaching
- Short-term behaviour report cards
- Long-term individual behaviour plan
- Engagement with local partners and agencies
- Where the pupil has ALN, the ALNCo and school leadership will undertake an assessment of whether appropriate provision is in place to support the pupil, and if the pupil has an IDP, contact with the LA to consider a review of the plan.

A multi-agency assessment, such as an early help assessment, that goes beyond a pupil's education will be considered where serious concerns about a pupil's behaviour exist.

### Behaviour - whole school approach curriculum

Positive behaviour will be taught to all pupils as part of the whole school approach towards behaviour, in order to enable them to understand what behaviour is expected and encouraged and what is unacceptable. Positive reinforcement will be used by staff where expectations are met to acknowledge good behaviour and encourage repetition. The behaviour curriculum will focus on defining positive behaviour and making it clear what this looks like, including the key habits and routines required by the school, e.g., arriving on time.

Routine will be used to teach and reinforce the expected behaviours of all pupils. Appropriate and reasonable adjustments to routines for pupils with additional needs, e.g., ALN, will be made. Consistent and clear language will be used when acknowledging positive behaviour and addressing misbehaviour.

### Positive teacher-pupil relationships

Positive teacher-pupil relationships are key to combatting unacceptable behaviour. The school will focus heavily on forming positive relationships based on predictability, fairness, and trust

to allow teachers to understand their pupils and create a strong foundation from which behavioural change can take place.

### Preventative measures for pupils with ALN

Behaviour will always be considered in relation to a pupil's ALN. If it is deemed that a pupil's ALN has contributed to their behaviour, the school will consider whether it is appropriate and lawful to sanction the pupil.

Where a pupil is identified as having ALN, The Graduated Approach will be used to assess, plan, deliver and review the impact of support being provided.

The school will aim to anticipate likely triggers of behaviour and put in place support to prevent these, taking into account the specific circumstances and requirements of the pupil concerned. Measures the school will implement where appropriate include, but are not limited to, the following:

- Short, planned movement breaks for a pupil whose ALN means they find it difficult to sit still for long.
- Ensuring a pupil with visual or hearing impairment is seated in sight of the teacher.
- Adjusting uniform requirements for a pupil with sensory issues or relevant medical condition
- Training for staff in understanding autism and other conditions
- 

### De-escalation strategies

Where negative behaviour is present, staff members will implement de-escalation strategies to diffuse the situation. This will include:

- Appearing calm and using a modulated, low tone of voice
- Using simple, direct language.
- Avoiding being defensive, e.g., if comments or insults are directed at the staff member, this is not usually personal, rather an expression for help to a trusted individual.
- Providing adequate personal space.
- Showing open, accepting body language, e.g., not standing with their arms crossed.
- Reassuring the pupil and creating an outcome goal.
- Identifying any points of agreement to build a rapport.
- Offering the pupil, a face-saving route out of confrontation, e.g., a limited choice option, explaining the outcomes of each choice.

Rephrasing requests made up of negative words with positive phrases, e.g., "if you don't return to your seat, I won't help you with your work" becomes "if you return to your seat, I can help you with your work".

## 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.**

Physical Intervention requires an application of reasonable force in the circumstances prevailing. Referring to Use of Reasonable Force: Advice for head teachers, staff and governing bodies (DfE, 2013), this is defined as follows:

1. The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.
2. Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm, through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
3. 'Reasonable in the circumstances' means using no more force than is needed.
4. As mentioned above, schools usually use force to **control** pupils and / or to **restrain** them.
5. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.
6. Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.
7. School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

Additionally, 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, but should always be done 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, 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 physician 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.

### 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 12 months.

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.

### **Data Collection and Behaviour Evaluation**

The school will collect data from the following sources:

- Behaviour incident data, including on removal from the classroom.
- Attendance, permanent exclusion, and suspension data
- Use of pupil support units, off-site directions, and managed moves
- Incidents of searching, screening, and confiscation
- Anonymous surveys for staff, pupils, and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be monitored and objectively analysed regularly by the Headteacher. Attempts will be made to identify possible factors contributing to the behaviour, any system problems, or inadequacies with existing support. The data will also be analysed considering the protected characteristics under the Equality Act 2010 to inform school policies and practice.

All data and records will be kept in line with Welsh data protection guidance (GDPR/Data Protection Act 2018).

*This policy is reviewed every year as a minimum. However, where there are changes to legislation/guidance or in response to recommendation from any significant incident, review of the policy will take place immediately.*

Policy Created By	Sam Thomas	25/11/2025
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