



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 childrens 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 and parents is achieved through a structure of regular meetings with agreed agendas. All aspects of the school and individual pupils are considered and managers/parents 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 or the pupils home parents.

Outside regular meetings, daily communication between all managers / parents 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 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, and home life if applicable 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:

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. 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.

Consequences for unacceptable behaviour

Where a consequence is required, it will be reasonable, proportionate, related to the behaviour and applied in a way that protects the pupil's dignity. Staff will consider the pupil's age, understanding, additional learning needs, disability, trauma history, individual plans and the circumstances of the incident.

Consequences may include:

- a restorative discussion and opportunity to repair harm;
- a verbal reminder or clearly explained warning;
- completion of missed or disrupted learning;
- a time-limited and supervised change of learning environment;
- loss or postponement of an appropriate privilege where this is directly related to the behaviour;
- review or amendment of the pupil's Behaviour Support Plan, risk assessment or individual support arrangements;
- involvement of parents, carers, the pupil's home, placing authority or other relevant professionals; and
- suspension or permanent exclusion in serious circumstances, in accordance with the school's Exclusion Policy.

Consequences will never include physical punishment, humiliation, deprivation of food, drink or access to a toilet, collective punishment, or the use of restrictive physical intervention as a punishment. A written record will be maintained of sanctions imposed for serious misbehaviour.

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

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 school may identify items that pupils are prohibited from bringing onto the premises. Where there are reasonable grounds to believe that a pupil possesses a prohibited item, the pupil will normally be asked to hand over the item or agree to a search. Staff may search a pupil or their possessions for an item other than a weapon only with the pupil's consent.

The Headteacher, or a member of staff specifically authorised by the Headteacher, may search a pupil without consent where there are reasonable grounds for suspecting that the pupil has a knife or other weapon. Any such search must be conducted in accordance with the Welsh Government guidance *Safe and Effective Intervention: Use of Reasonable Force and Searching for Weapons*. The power to search is not a duty. Where staff believe that undertaking a search would be unsafe, they must not conduct it and should contact the police.

Reasonable force must not be used to search for items other than knives or weapons. Any force used in connection with a lawful weapons search must be necessary, reasonable and proportionate.

Prohibited items may include weapons, alcohol, illegal drugs or psychoactive substances, stolen items, tobacco, cigarette papers, lighters, e-cigarettes or vapes, fireworks, pornographic images, aerosols, energy drinks and any article likely to be used to commit an offence, cause injury or damage property. Any item obtained will be managed, retained, returned or passed to the police as appropriate, having regard to safeguarding, health and safety and the law. A written record will be made of searches and confiscations.

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 adults working around the child.
- 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
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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

Ysgol Y Rhos is committed to reducing and, wherever possible, avoiding restrictive practices through positive relationships, person-centred planning, appropriate support, de-escalation and trauma-informed practice.

Restrictive physical intervention will only be used as a last resort where a member of staff genuinely believes that there is a real and immediate likelihood of harm to the pupil or another person and where less restrictive approaches have been attempted or would be unlikely to prevent the harm. It must never be used as a punishment, to secure compliance, because of staff shortages or solely to address disruption or damage that does not present a risk of harm.

Any intervention must be lawful, necessary, proportionate to the risk, the least restrictive option available and used for the minimum amount of time. The pupil's dignity, communication needs, additional learning needs, medical needs, trauma history and individual risk factors must be considered.

Planned restrictive interventions must be identified within the pupil's Behaviour Support Plan and risk assessment, developed with appropriate involvement from the pupil and relevant adults and professionals, and regularly reviewed with the aim of reducing their use. Any unplanned restrictive intervention must prompt an immediate review of the pupil's arrangements.

Only staff who have received appropriate and current PRICE training may use trained restrictive physical-intervention techniques. Staff must act within the scope of that training and must not improvise or use pain-inducing techniques. Seclusion will not be used. Pupils may access a quieter space voluntarily and must remain free to leave it.

During and immediately following an intervention, staff must monitor the pupil's physical and emotional welfare and arrange first aid or medical assistance where required.

The same principles apply when pupils are under the lawful charge of school staff away from the school premises. Physical intervention must not be used simply to compel a pupil to return to school. Where a pupil leaves without permission, staff must follow the school's missing pupil procedures and may intervene physically only where this is lawful, necessary and proportionate to prevent a genuine likelihood of harm.

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.

Every use of restrictive physical intervention must be recorded by the staff involved as soon as possible and before the end of the working day. The record must include:

- when and where the intervention occurred;
- the events, risks and behaviour that led to it;
- de-escalation and less restrictive approaches attempted;
- the type of intervention used and its duration;
- the staff and witnesses involved;
- the impact upon the pupil and others, including any injuries;
- first aid or medical attention provided;
- the pupil's views, where these can be obtained;

- when parents, carers, the pupil's home and other relevant persons were informed; and
- the outcome of the post-incident review and action intended to reduce the likelihood of recurrence.

Parents/carers and the pupil's home will be informed as soon as reasonably practicable unless an individual plan records a safeguarding reason why this would be inappropriate. Relevant placing authorities or professionals will be informed where required.

The pupil and staff involved will be offered appropriate immediate emotional and physical support. A later post-incident review will be undertaken separately to identify learning and consider whether the pupil's Behaviour Support Plan, risk assessment or other arrangements need to change.

Any injury resulting from restrictive practice must be recorded and considered under the school's safeguarding procedures. Any indication that restrictive practice may have been inappropriate must be reported immediately as a safeguarding concern.

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.

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
- 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.

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