

**Ysgol Maes Hyfryd
Flintshire
Behaviour and Positive Pupil Discipline Policy**



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Chair of Governors

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Policy Statement

Pupils at Maes Hyfryd come with a variety of learning needs, many of which are complex. We understand that as a result of their needs, behaviour is a part of how they express themselves and communicate their feelings. This policy identifies the support and the approach the school takes.

Aims

- To create an environment that encourages and supports good behaviour.
- Support pupils to develop skills to manage their own behaviour
- To define acceptable standards of behaviour.
- To encourage consistency of response through implementation of the Team Teach approach, supporting pupils in a non-confrontational, calm proactive and supportive manner
- To promote self-esteem, self-discipline and positive relationships.
- All staff work within the legal framework and understand their duty of care
- To encourage the involvement of both home, school and relevant outside agencies in the implementation of this policy.

Standards of Behaviour

The nature of need relating to learning difficulty at Ysgol Maes Hyfryd is a factor which directly impacts upon behaviour in some students within the school and this must always be considered when an individual's behaviour is deemed to be 'challenging.' Also many students bring to school a wide variety of behaviour patterns based on differences in home values, attitudes and experiences.

At school we must work towards standards of behaviour based on the basic principles of honesty, respect, consideration and responsibility. It follows that acceptable standards of behaviour are those which reflect these principles.

Ethos

At Maes Hyfryd we strive to enable the development of the young person as a whole. This includes educating young people and staff to be better able to understand the function of behaviour (their own and that of others). At Ysgol Maes Hyfryd we recognise that behaviour is a language and an important part of communicating, we therefore as a staff seek to find meaning and understand the function that behaviour serves regardless of whether that behaviour is positive or negative. If we can see the meaning behind behaviour we are better equipped to show the young person a more socially acceptable means of; requesting support or communicating a need or desire.

The adults encountered by the students at school have an important responsibility to model high standards of behaviour, both in their dealings with the students and with each other, as their example has an important influence on the students.

As adults we should aim to:

- Show awareness, understanding and plan for behaviour which is directly linked to a learning disability or sensory need;
- Create a positive learning climate with realistic expectations;
- Emphasise the importance of being valued as an individual within the group;
- Promote, through example, honesty and courtesy;
- Provide a caring and effective learning environment;
- Encourage relationships based on kindness, respect and understanding of the needs of others;

- Ensure fair treatment for all regardless of age, gender, race, ability and disability;
- Show appreciation of the efforts and contribution of all.

Classroom Management

Classroom management and teaching methods have an important influence on students' behaviour. At Maes Hyfryd we recognise the importance of a positive working relationship with all students and the importance of making time to communicate and understand difficulties.

- Body language and the tone of our voices are recognised as being as important as the words we use. In many cases, due to the communication difficulties of some students body language and tone of voice can be more important.
- Clear boundaries and expectations are set out in each class and from lesson to lesson.
- Where possible Behaviour Support plans (or important aspects of them) are discussed with students to make expectations and likely outcomes explicit (see BSP appendix 3).
- Teaching methods should encourage enthusiasm and active participation for all.
- Lessons should aim to develop the skills, knowledge and understanding which will enable the students to work and play in co-operation with others.
- Praise should be used to encourage good behaviour as well as good work.
- Criticism should be discussed in a positive manner, highlighting acceptable behaviours rather than focussing on unacceptable ones.
- Staff will focus upon the behaviour they want to flourish and not give unnecessary attention to negative behaviours (negative behaviours are encouraged to grow when given attention – some behaviours of course cannot be ignored).

The classroom environment gives clear messages to the students about the extent to which they and their efforts are valued. Therefore access to resources and classroom displays all have a bearing on the way students behave.

- Classrooms should be organised to develop independence and personal initiative.
- Materials and resources should be arranged to aid accessibility and reduce uncertainty and disruption.

- Displays should help develop self-esteem through demonstrating the value of every individual's contribution, and overall the classroom should provide a welcoming environment.

Rules and Procedures

Rules and procedures should be designed to make clear to the students how they can achieve acceptable standards of behaviour.

Rules and procedures should:

- be kept to a necessary minimum;
- be positively stated, telling the students what to do rather than what not to do;
- actively encourage everyone involved to take part in their development;
- have a clear rationale, made explicit to all;
- reflect the learning ability of the pupils;
- promote the idea that every member of the school has responsibilities towards the whole.

Rewards

Our emphasis is on rewards to reinforce good behaviour, rather than on failures. We believe that rewards have a motivational role, helping students to see that good behaviour is valued. The most common reward is praise, informal and formal, public and private, to individuals and groups. It is earned by the maintenance of good standards as well as by particularly noteworthy achievements. This is as true for adults as for students. Rates of praise for behaviour should be as high as for work.

Students can gain merits for behaviour and work, which can be accumulated to achieve a particular reward. Dojo points are accrued and shared with parents in Key Stage 3. At Key Stages 4 and 5 messages are sent /phoned home to share achievements and praise with parents.

Celebration assemblies to publicly award merits are held each term.

Sanctions

Although rewards are central to the encouragement of good behaviour, realistically there is a need for sanctions to register the disapproval of unacceptable behaviour

and to protect the security and stability of the school community. Any behaviour strategies, including the use of sanctions, needs to be understood by the pupil and their careful use can be used as a way of teaching them the consequences of their behaviour.

The use of sanctions should be characterised by certain features:-

- It must be clear why the sanction is being applied.
- It must be made clear what changes in behaviour are required to avoid future sanction.
- Group sanctions should be avoided as they breed resentment.
- There should be a clear distinction between minor and major offences.
- It should be the behaviour rather than the person that is punished.

Sanctions range from expressions of disapproval, through to withdrawal of privileges, to referral to the Headteacher, letters or phone calls to parents and, ultimately and in the last resort, exclusion (following Welsh Governments guidance - *Exclusion from schools and pupil referral units Guidance document no: 171/2015*).

Most instances of poor behaviour are relatively minor and can be adequately dealt with through minor sanctions. It is important that the sanction is not out of proportion to the offence.

Important note - Physical Intervention is not a sanction or punishment and will never be used as such.

Where anti-social, disruptive or aggressive behaviour is frequent sanctions alone can be ineffective. In such cases careful evaluation of the curriculum on offer, classroom organisation and management, and whole school procedures should take place to eliminate these as contributory factors at this point a Pastoral Support Plan may be put in place.

Communication and parental / carers partnership

We give high priority to clear communication within the school and to a positive partnership with parents since these are crucial in promoting and maintaining high standards of behaviour.

If a student within the school displays behaviour which is of concern the class teacher along with the class team (and outside agencies where appropriate) will compile a Behaviour Support Plan (see appendix 3).

- The Behaviour support plan is an holistic document and it identifies the positive attributes and the particular needs of the young person in order to develop a plan which gives strategies to reduce and move forward instances of negative behaviour.

- Completed BSPs are shared with the school Behaviour management coordinator who monitors and gives feedback to staff on the document.
- The contents of the BSP are then shared with and agreed by parents who sign the document.
- BSPs are reviewed termly or following any significant incident which was not adequately covered by the plan (See significant behavioural incident flowchart appendix 2).

Where the behaviour of a child is giving cause for concern it is important that all those working with the student in school are aware of those concerns, and of the steps which are being taken in response. To facilitate this sharing all BSPs are made available on the school intranet and hard copies are kept in class red files. The red files are required reading for any staff coming to work in that class (internal class staff swaps and supply staff).

The school will communicate policy and expectations to parents. Behaviour Support plans will be developed for students who are at the greatest risk of needing physical intervention. These plans will be shared with parents as soon as is practicably possible. Parents will be required to sign the forms to show they understand and agree with the plan.

Positive Handling and Physical Intervention.

Staff at Ysgol Maes Hyfryd are aware that the behaviour they sometimes encounter within the school can be a challenge to manage and that in managing behaviour dynamic risk assessments are key. There is no situation more fitting of dynamic risk assessment than when considering physical intervention. Staff must firstly consider the legal dimension and ask the questions:

1. Is this behaviour a danger to students, staff or self?
2. Is damage to property occurring?
3. Is there a criminal act occurring?
4. Is the behaviour prejudicial to the good order within the school or amongst its pupils?

With these legal dimensions understood staff at Maes Hyfryd are aware that although the behaviour might legally allow for physical intervention, that it may not be required. The dynamic risk assessment staff will carry out in these scenarios is simple:

What are the likely dangers if I do something? (Physical Intervention) and what are the dangers if I do not do something?

If the decision is made to intervene physically the next questions should be:

1. Am I trained to do this / Is my Team Teach certificate in date?
2. Where is my support for the planned intervention?
3. What is best for the remainder of the class group?

Following any physical intervention there must be recording in place and relevant parties must be contacted. The Positive Handling Intervention Proforma will be completed (Appendix 4).

Positive Listening and Learning.

Following a significant behavioural incident students need to be debriefed / involved in restorative practise.

At all times we will link feelings and experiences to behaviour and consider behaviour as a communication of need, or an inappropriate request for support. By thinking in this way poor behaviour will be viewed as something we can help with, rather than something which damages relationships.

Post incident learning will take place where discussion / sharing regarding the intervention and the behaviour exhibited will take place. This will be given the time and space needed for it to be an effective learning process. Where students understand the consequences of behaviour, this can take the form of a conversation, review of expectations and rules or a social story. Where the understanding is not sufficient staff should focus on the calming of the individual and as a class team (or in conversation with the Behaviour Management Coordinator or other professional) identify an approach to best understand and plan for future instances of the behaviour.

Team Teach and Emotional Literacy Support

Maes Hyfryd has adopted Team Teach as the behaviour training provided to its staff. Team Teach is a national accredited training programme which is widely used in schools to promote a positive supporting approach to dealing with behaviour including promoting positive relationships, behaviour de-escalation techniques and restrictive physical intervention. We currently have two members of staff who are accredited Team teach tutors who deliver training to our staff team, as well as offering training to schools across Flintshire. See Appendix 1

Maes Hyfryd employs two trained Emotional Literacy Support Assistants (ELSA). Time and space is provided in the school day to meet the needs of those students requiring this support. This system of working with young people around their emotions is working effectively within the school and staff are encouraged to

identify and signpost students towards this support. The aim of this support is to remove the barriers to learning and have happy children both at school and at home.

Monitoring

Behaviour that causes concern will be monitored. Incidents of behaviour requiring physical intervention and significant behaviours not requiring physical intervention will be recorded on the school secure system – Positive Handling Intervention Proforma (PHIP). A very structured series of questions which have been developed over a period of two years from the format set out in the bound and numbered book are answered by staff involved and the completed form is sent to the coordinator to review (Appendix 4). The behaviour management coordinator completes a monitoring process and completes a check list to ensure actions taken are acceptable. Feedback from the coordinator is given and returned to the person completing the form. Headteacher monitoring is in place for all incidents resulting in physical intervention.

Behaviour and PHIP is a standard agenda item in school governors meetings and a breakdown of incidents is supplied and discussed within the meeting.

Appendix 1

Document from Team Teach website

Team Teach aims: through positive behaviour support approaches and plans, with a focus on de-escalation, to actively reduce risk and the need for restraint; to support teaching, learning and caring, by increasing staff confidence and competence, in responding to behaviours that challenge, whilst promoting and protecting positive relationships. External Quality Control and Assurance The Team Teach training system has been nationally accredited (2006, 2009, 2012 and 2015) and all physical techniques, as part of these accreditations, undergone a medical risk assessment review, carried out by independent, medical experts.

Team - Teach training has received the highest level of award in the U.K - a National Training Award - This government supported award is presented to entries who have demonstrated exceptional achievement through training and development. Judges were impressed by the support infrastructure and the robust quality control and assurance processes. They observed that it was a clearly needed service and its innovative approaches have delivered significant benefits to schools/services and local authorities/employers. There are over 7, 000 registered trainers who are able to deliver "in house" 6 and 12 hour courses to colleagues. Experience has shown that a pattern of intensive 12 hour 'whole staff' training conducted over consecutive days and dedicated to specific staff groups is particularly effective. The results have been highly impressive with the Team Teach strategy being commended by Ofsted inspections for its effectiveness. The training has led to a reduction in the frequency of restraint and a greater use of nonverbal and verbal responses. It also means that life for staff is made easier because they have the skills to deal with these very difficult situations.

KEY ELEMENTS AND CRITICAL FACTORS Our approach to training has been successful because:

- The methodologies which are taught are highly effective and underpinned and set in the context of maintaining and sustaining positive relationships with children, young people and vulnerable adults. In particular the focus on personalised de-escalation strategies and the listening and learning module help prevent the need for restraint to take place.
- The cascade model, of "in house" employer-led trainer delivery, has provided best value and has allowed for a cost effective and fast response when staff need refresher training.
- The training uses a variety of delivery methods and is based on good teamwork and an engaged and enjoyable approach, stressing the value of team-work and de-escalation through the use of help scripts and controlled and crafted role play Team-Teach provides a wide range of risk reduction positive handling techniques. They have been all been medically risk assessed in 2006, 2009,2012 and 2015 by three independent experts. The physical techniques of Team-Teach will reduce risk, their effectiveness being linked to the confidence and competence of the individuals concerned.

Deliberately hurting individuals in order to bring them under control, has no part within the Team Teach curriculum.

- There have been regular reviews in order to keep the programme up-to-date.
- There is extensive back-up available in terms of the course textbook and subsequent access to the website and video library
- There is a requirement for refresher training
- E-mail alerts and the tt news section keep participants aware of the latest developments.
- There is regular consultation with the Users' group.

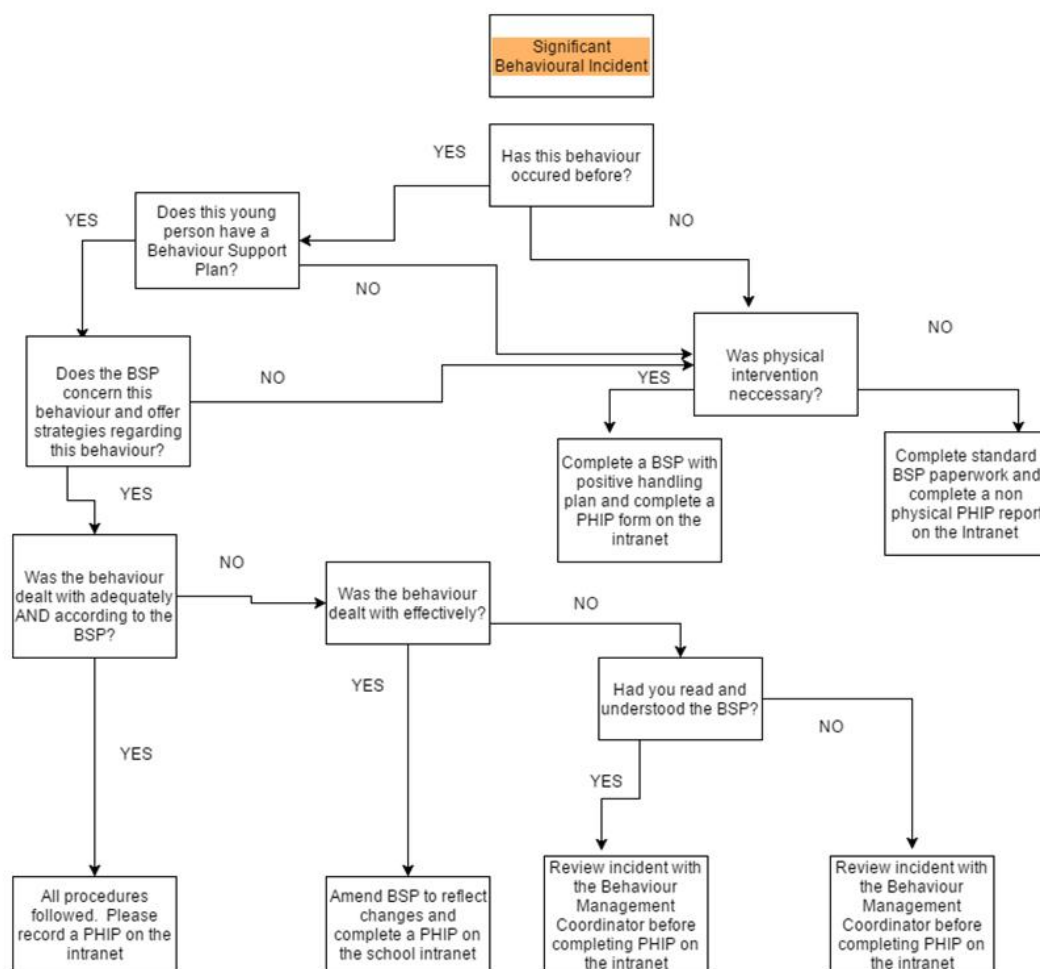
Positive Handling Strategies are constantly being evaluated, with safety being paramount. The number of serious incidents / restraints should decrease following training. Training will help employers and employees meet their obligations under Health and Safety legislation thus reducing potential liability claims. Learning outcomes and behaviour should improve through the provision of safe learning and caring. The training has a fun element. It will reduce stress, enhancing team-work, co-operation and staff morale. Courses are quality controlled and assured with all training summary evaluation reports being produced as evidence of best value. These summary reports are sent to the Director of Team Teach for acknowledgement and comment. The Positive Handling Strategies have sufficient range and flexibility to be appropriate across the age and development range, for both the intentional and non-intentionally "challenging" individual. Training enables staff to feel more confident and competent in their management of disruptive and "challenging" behaviour , reducing stress by increasing physical and emotional well-being for all involved.

For more information, please follow the links below to the tt web site:

<http://www.team-teach.co.uk/CaseStudies.html> <http://www.team-teach.co.uk/Testimonials.html>

Should you wish to talk through any issues arising or clarifications required, I can be contacted on 0772 0106522 and 01825 740778 George Matthews (Director / Founder Team Teach)

Appendix 2 Significant incident flow chart.



Appendix 3 Behaviour Support Plan



Behaviour Support Plan (BSP)	Student Name	Person completing BSP	Date	Review date

Description of behaviour (s) (description of behaviour & what it looks like, including possible warning signs prior to the behaviour)	Known triggers/Antecedents (What immediate events are likely to trigger the behaviour)	What helps? (Proactive) (interests, incentives, diversions)	Strategy (What to do)

Post Crisis Intervention	Other notes / issues to consider regarding behaviour (e.g. differences in behaviour when out of school)	Signed
		Class teacher
		Parent
		Behaviour Management Coordinator

Appendix 4 Example PHIP (Maes Hyfryd Online system to report incidents)

Name: <input type="text" value="Please choose..."/>			
Date: <input type="text" value="5"/> <input type="text" value="Oct"/> <input type="text" value="2018"/>	Time: <input type="text" value="11"/> : <input type="text" value="05"/>	Time Span (mins): <input type="text"/>	
Location: <input type="text" value="Please Choose..."/>		Activity: <input type="text"/>	
(Other Location): <input type="text"/>		Report Compiled by: <input type="text" value="Please choose..."/>	
Staff Involved: <input type="text" value="Please choose..."/> <input type="text" value="Please choose..."/> <input type="text" value="Please choose..."/> <input type="text" value="Please choose..."/>			
Witnesses (staff): <input type="text" value="Please choose..."/> <input type="text" value="Please choose..."/> <input type="text" value="Please choose..."/>			

Reasons for Intervention:-			
Danger to student: <input type="checkbox"/>	Danger to others: <input type="checkbox"/>	Danger to staff: <input type="checkbox"/>	Damage to property: <input type="checkbox"/>
Prevent a criminal act: <input type="checkbox"/>	Prejudicial to good order: <input type="checkbox"/>	A known trigger: <input type="checkbox"/>	

What do you think triggered the behaviour?			
<input type="text"/>			
BRIEF description of behaviour:			
<input type="text"/>			

Behaviour:-			
Persistent refusal: <input type="checkbox"/>	Verbally abusive: <input type="checkbox"/>	Disruptive to lesson: <input type="checkbox"/>	Property damage: <input type="checkbox"/>
Pushing: <input type="checkbox"/>	Kicking: <input type="checkbox"/>	Hitting: <input type="checkbox"/>	Spitting: <input type="checkbox"/>
Self-harm: <input type="checkbox"/>	Biting: <input type="checkbox"/>	Head butting: <input type="checkbox"/>	
Other (details): <input type="text"/>			

De-escalation techniques attempted			
Verbal support: <input type="checkbox"/>	Distraction: <input type="checkbox"/>	Reassurance: <input type="checkbox"/>	Time out: <input type="checkbox"/>
Negotiation: <input type="checkbox"/>	Limited choices: <input type="checkbox"/>	Changing face: <input type="checkbox"/>	Humour: <input type="checkbox"/>
Planned Ignoring: <input type="checkbox"/>	Supportive Touch: <input type="checkbox"/>	Success Reminders: <input type="checkbox"/>	Consequence Reminders: <input type="checkbox"/>
Other: <input type="text"/>			
Can you explain why the above did not have a positive effect?: <input type="text"/>			
What would you do differently next time to de-escalate?: <input type="text"/>			

Intervention strategies used:-			
None: <input type="checkbox"/>	Escort: <input type="checkbox"/>	Help Hug: <input type="checkbox"/>	Friendly Hold: <input type="checkbox"/>
Single Elbow: <input type="checkbox"/>	Figure 4: <input type="checkbox"/>	Double elbow: <input type="checkbox"/>	Shield: <input type="checkbox"/>
Arm and neck disengagement: <input type="checkbox"/>			
Other: <input type="text"/>			
Total duration of all holds (mins): <input type="text"/>			
Effectiveness of holds: <input type="text"/>			
Who held which body part?: <input type="text"/>			

Medical Intervention			
Pupil checked by a first aider? Yes: <input type="radio"/> No: <input checked="" type="radio"/>			
Any injuries?: <input type="text"/>			
Is referral to GP necessary? Yes: <input type="radio"/> No: <input checked="" type="radio"/>			
Has an accident form been completed? Yes: <input type="radio"/> No: <input checked="" type="radio"/>			
Staff checked by first aider? Yes: <input type="radio"/> No: <input checked="" type="radio"/>			
Any injuries?: <input type="text"/>			
Is referral to GP necessary? Yes: <input type="radio"/> No: <input checked="" type="radio"/>			
Has an accident form been completed? Yes: <input type="radio"/> No: <input checked="" type="radio"/>			

Further action taken:			
None: <input type="checkbox"/>	No access to rewards: <input type="checkbox"/>	Exclusion: <input type="checkbox"/>	Phone call home: <input type="checkbox"/>
Other: <input type="text"/>			
How was Post Incident Learning completed?: <input type="text"/>			

To whom was the Incident reported?			
Reported to: <input type="text" value="Please choose..."/>		Time: <input type="text" value="11"/> : <input type="text" value="05"/>	
Parents Informed: <input type="checkbox"/>			
If not, why not: <input type="text"/>			
Parental comments: <input type="text"/>			

