

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



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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, which 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 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).

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:

- create a positive 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. The classroom environment gives clear messages to the students about the extent to which they and their efforts are valued. Relationships between teacher and students, strategies for encouraging good behaviour, arrangements of furniture, 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.

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.

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. 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 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.

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.

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.

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. The key professional in this process of communication is the classteacher who has the initial responsibility for the student's welfare. Early warning of concerns should be communicated to the Headteacher so that strategies can be discussed and agreed before more formal steps are required.

The school will communicate policy and expectations to parents. Where behaviour is causing concern parents will be informed at an early stage, and given an opportunity to discuss the situation. Parental support will be sought in devising a plan of action within this policy, and further disciplinary action will be discussed with the parents.

Positive handling 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.

Team Teach

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 three 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

Monitoring

Behaviour that causes concern will be monitored.

Students whose behaviour requires consistent monitoring will have an individual behaviour plan. This will be written through class team discussion. Inappropriate behaviour will be highlighted and antecedents noted. Strategies for distraction and diffusion of such behaviours will be set out, as will effective praise and rewards for avoidance of inappropriate behaviour.

Where behaviour could possibly lead to harm to self or others, the plan will include a positive handling and intervention form. This will include detail of team teach handling strategies appropriate for managing such behaviour. The formulation of such a plan will require discussion with a school based Team Teach trainers and parents.

Records of behaviour relating to an individual behaviour plan will be kept in class, by class staff, as well as on the secure school electronic system.

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)