

# Ysgol Maes Hyfryd

## Specialist High School Ysgol Uwchradd Arbenigol

### Ysgol Maes Hyfryd Behaviour Policy

#### 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, rooted in Positive Behaviour Support principles.

#### Aims

- To create an environment that encourages and supports good behaviour through strategies that promote positive interactions and understanding.
- Support pupils to develop skills to manage their own behaviour using techniques that focus on positive reinforcement and proactive intervention.
- To define acceptable standards of behaviour within a framework that emphasises empathy, communication, and collaboration.
- To encourage consistency of response through implementation of non-confrontational, calm, and supportive approaches that foster positive relationships.
- To promote self-esteem, self-discipline, and positive relationships by valuing individual strengths and addressing challenges with empathy and understanding.
- All staff work within the legal framework and understand their duty of care, integrating principles that prioritize empathy, dignity, and respect.
- To encourage the involvement of both home, school, and relevant outside agencies in the implementation of this policy, fostering a collaborative approach centred on positive behaviour support.

#### Standards of Behaviour

The nature of need relating to learning difficulty at Ysgol Maes Hyfryd is a factor that directly impacts behaviour in some students within the school, and this must always be considered when addressing behaviour challenges. 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

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those which reflect these principles within a framework that prioritises empathy, understanding, and proactive intervention.

Providing a "one size fits all" approach to behaviour management can be challenging, especially in a school like Ysgol Maes Hyfryd where there is a broad range of needs among the students.

Consideration should always be given to:

1. **Diverse Needs:** Students at Ysgol Maes Hyfryd have a wide range of learning needs, including specific learning difficulties (SLD), profound and multiple learning difficulties (PMLD), and autism spectrum disorder (ASD). These diverse needs require individualised approaches to behaviour management, as what works for one student may not be effective for another.
2. **Varying Communication Styles:** Students with different needs may communicate in different ways. Some students may use verbal communication effectively, while others may rely on non-verbal cues, augmentative and alternative communication (AAC) systems, or behavioural cues.
3. **Sensory Sensitivities:** Many students at Ysgol Maes Hyfryd may have sensory sensitivities or sensory processing difficulties. These sensitivities can impact how they respond to environmental stimuli and can influence their behaviour. A generic approach may overlook the need for sensory accommodations and supports.
4. **Cognitive Abilities:** The cognitive abilities of students vary widely, from those who may require significant support with learning to those who may be academically advanced but struggle with social skills. Tailoring behaviour management strategies to each student's cognitive abilities is essential for meaningful support.
5. **Emotional Regulation:** Students with diverse needs may also have varying levels of emotional regulation skills. Some students may require explicit teaching and support in this area, while others may benefit from specific coping strategies or mindfulness techniques. A universal approach may not address these individual emotional needs effectively.
6. **Family and Cultural Backgrounds:** Students come from diverse family and cultural backgrounds, which can influence their beliefs, values, and expectations regarding behaviour. Understanding and respecting these differences is crucial for developing effective behaviour management plans.
7. **Complexity of Behaviours:** Challenging behaviours can stem from a variety of factors, including communication difficulties, sensory issues, academic frustrations, emotional

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8. dysregulation, and social challenges. A holistic approach that considers these complexities is necessary, rather than a one-size-fits-all model.

Given these challenges, it's essential for Ysgol Maes Hyfryd to adopt a personalized and flexible approach to behaviour management. This involves individualized behaviour support plans, ongoing assessment and monitoring, collaboration with families and professionals, and a commitment to understanding and addressing the unique needs of each student.

### **Ethos**

At Maes Hyfryd, we strive to enable the development of the whole young person. This includes educating young people and staff to better understand the function of behaviour (their own and that of others). We recognise that behaviour is a language and an important part of communicating. Therefore, as staff, we seek to find meaning and understand the function that behaviour serves regardless of whether that behaviour is positive or negative.

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 adults, we should aim to:

- Show awareness, understanding, and plan for behaviour that is directly linked to a learning disability or sensory need.
- Create a positive learning climate with realistic expectations.
- Emphasize 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, particularly when applying strategies that focus on positive reinforcement, empathy, and understanding.

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- Body language and the tone of our voices are recognized as being as important as the words we use.
- 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.
- Teaching methods should encourage enthusiasm and active participation for all.
- Lessons should aim to develop the skills, knowledge, and understanding that will enable the students to work and play in cooperation 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 focusing on unacceptable ones.
- Staff will focus on the behaviour they want to flourish and not give unnecessary attention to negative behaviours.

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 organized 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 by demonstrating the value of every individual's contribution.
- 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.

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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. Class Dojo is used to share achievements and praise with parents.

Celebration assemblies are held within school to share successes and achievements.

### Sanctions

At Ysgol Maes Hyfryd, the use of sanctions is approached in a manner that aligns with the principles of Positive Behaviour Support (PBS), where the focus is on proactive strategies, teaching replacement behaviours, and fostering a supportive environment rather than punitive measures.

1. **Understanding Behaviour as Communication:** The school recognises that behaviour is a form of communication, particularly for students with diverse learning needs. Instead of viewing behaviour solely as "good" or "bad," staff members are trained to understand the underlying function of behaviour. This perspective helps in responding to behaviour in a way that addresses the underlying needs or messages communicated by the students.
2. **Emphasis on Positive Reinforcement:** The primary focus of behaviour management at Ysgol Maes Hyfryd is on reinforcing positive behaviours. This includes providing praise, acknowledgment, and rewards for desired behaviours. Positive reinforcement is used to motivate students and encourage the repetition of positive actions.
3. **Proactive Behaviour Support Plans:** Students who may be at risk of displaying challenging behaviours have individualised Behaviour Support Plans (BSPs) in place. These plans outline proactive strategies, accommodations, and interventions to prevent the occurrence of

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4. challenging behaviours. The emphasis is on addressing triggers, teaching alternative skills, and creating supportive environments.
5. **Teaching Replacement Behaviours:** Instead of solely relying on sanctions for undesired behaviours, the school focuses on teaching and reinforcing replacement behaviours. This involves explicitly teaching students appropriate ways to express their needs, regulate their emotions, and interact positively with others.
6. **Use of Restorative Practices:** When incidents occur, restorative practices are employed to repair harm, promote understanding, and rebuild relationships. This approach emphasises accountability, empathy, and problem-solving rather than punishment.
7. **Graduated Response to Behaviour:** If a behaviour requires intervention beyond positive reinforcement and proactive strategies, a graduated response is used. This may involve verbal redirection, providing choices, implementing consequences related to the behaviour (such as loss of privileges or time-out), and involving parents or caregivers in problem-solving.
8. **Focus on Skill Building:** Sanctions, when used, are viewed as opportunities for learning and skill-building rather than punitive measures. The goal is to help students understand the consequences of their actions, learn from their experiences, and develop the skills needed to make positive choices in the future.

Overall, the approach to sanctions at Ysgol Maes Hyfryd is guided by the principles of PBS, emphasizing prevention, positive reinforcement, individualised support, and a focus on teaching and learning. Sanctions are used judiciously, within a framework of understanding and supporting the unique needs of each student.

## 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 that is of concern, the class teacher along with the class team (and outside agencies where appropriate) will compile a Behaviour Support Plan.

- The Behaviour support plan is a holistic document that identifies the positive attributes and the particular needs of the young person to develop 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.

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- 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.

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 and hard copies are kept in class files. Class files should be required reading for any staff coming to work in that class.

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 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.

## **Emotional Regulation**

Emotional Regulation is a vital aspect of behaviour management and support. At Maes Hyfryd, we utilize the 'Zones of Regulation' to help students understand the basic theory of sensory input in relation to their arousal states. These programs are integrated into our curriculum to provide students with tools and strategies to regulate their emotions effectively.

## **Positive Handling and Physical Intervention**

Staff at Ysgol Maes Hyfryd are aware of the importance of dynamic risk assessment in managing challenging behaviour. Physical intervention is never used as a punishment but as a last resort to ensure the safety of students, staff, and property. Staff are trained in Team Teach techniques to promote positive interactions and de-escalate challenging situations.

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?

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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.

## **Positive Listening and Learning**

Following a significant behavioural incident, students are debriefed and involved in restorative practices. We link feelings and experiences to behaviour and consider behaviour as a communication of need or an inappropriate request for support. Post-incident learning takes place where discussions and sharing regarding the intervention and the behaviour exhibited occur. This is given the time and space needed for it to be an effective learning process.

## **Team Teach and Emotional Literacy Support**

Maes Hyfryd has adopted Team Teach as the behaviour training provided to its staff. This program promotes positive supporting approaches to dealing with behaviour, including promoting positive relationships, behaviour de-escalation techniques, and restrictive physical intervention. We also employ Emotional Literacy Support Assistants (ELSA) to provide emotional support to students and remove barriers to learning.

## **Monitoring**

Behaviour that causes concern is monitored using CPOMS, a secure online system designed for managing safeguarding, wellbeing, and behaviour in schools. Incidents requiring physical intervention and significant behaviours are recorded and reviewed regularly using CPOMS. This information is shared with relevant stakeholders to ensure consistent and effective behaviour management strategies are in place.



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Additionally, termly feedback on incidents and their outcomes, as well as consequent changes to support strategies, is provided to the school governors. This feedback allows for ongoing evaluation and refinement of behaviour support measures, ensuring they remain effective and responsive to student needs.

## 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.

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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.

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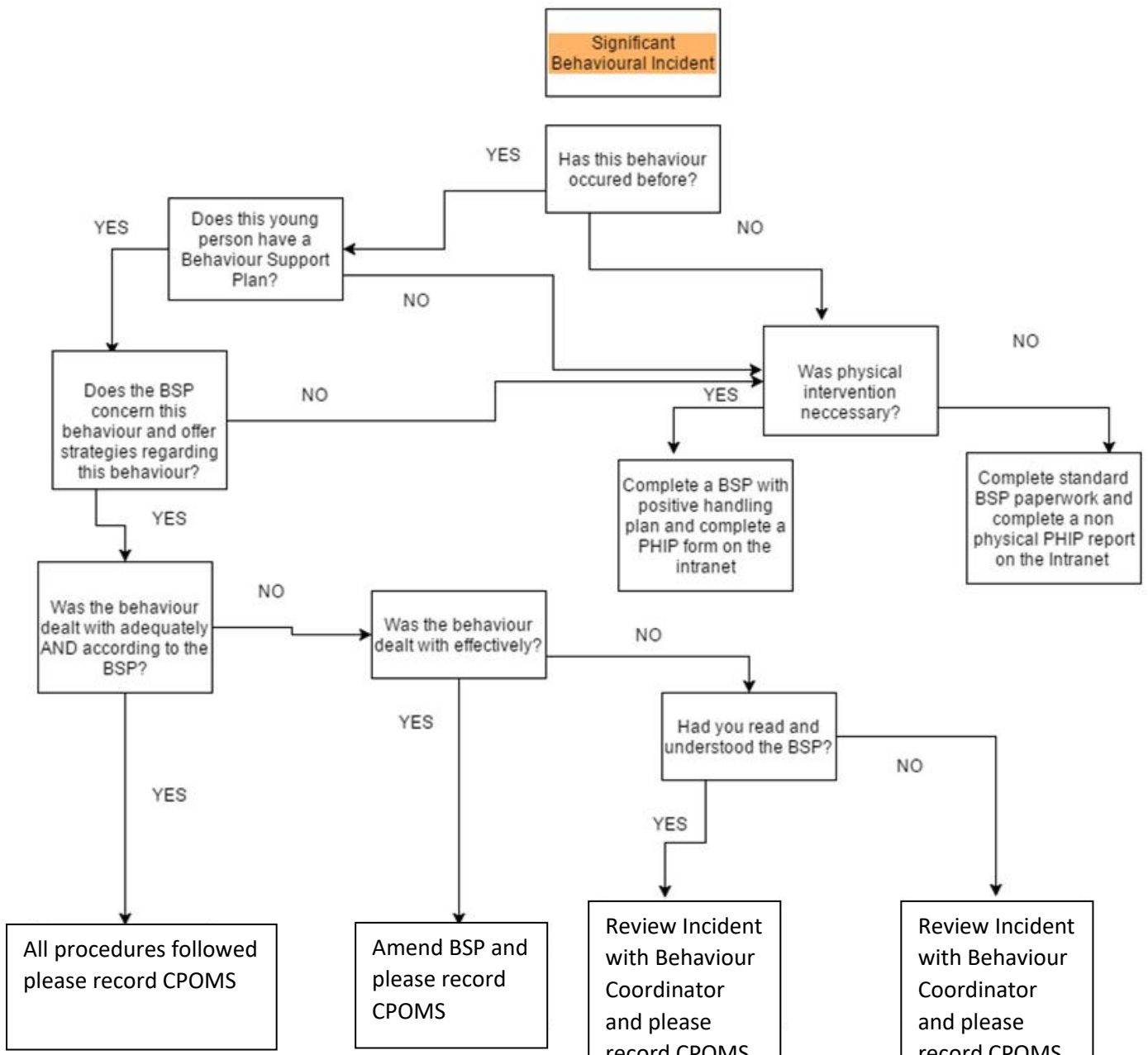
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For more information, please follow the links below to the tt web site: <http://www.team-teach.co.uk/CaseStudies.html> <http://www.team-teach.co.uk/Testimonials.html>

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.



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## Appendix 3 – Behaviour Support Plan



Behaviour Support Plan (BSP)	Student Name	Person completing BSP	Date	Review date
<b>Description of behaviour (s)</b> (description of behaviour & what it looks like, including possible warning signs prior to the behaviour )	<b>Known triggers/Antecedents</b> (What immediate events are likely to trigger the behaviour)	<b>What helps? (Proactive)</b> (interests, incentives, diversions)	<b>Strategy</b> (What to do)	
<b>Post Crisis Intervention</b>	<b>Other notes / issues to consider regarding behaviour</b> (e.g. differences in behaviour when out of school)	<b>Signed</b>		
		Class teacher		
		Parent		
		Behaviour Management Coordinator		

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#### Appendix 4

#### CPOMS incident form

The screenshot shows the CPOMS incident form interface. The top header includes the school name 'Ysgol Maes Hyfryd' and a '+ Add Incident' button. The sidebar on the left contains navigation options: Dashboard, Library, Account Settings, and Support. The main form area is divided into several sections:

- Student:** A text input field with the placeholder 'Begin typing a student's name'.
- Incident:** A large text area for describing the incident.
- Categories:** A list of checkboxes for selecting incident categories, including Allainment, Attendance, Behaviour Related Log, Bullying/ Friendship Related Issues, Cause for Concern, Child Contact, Child Protection, Communication, Contact with External Agency, Home Issues/ Parenting Issues, Medical Issues, Parental Contact, Safeguarding, Safeguarding Medical, SEND, Team Teach Incident, and Verbal & Aggressive Incidents. There is also a 'Staff involved' checkbox and a 'Referral to School Nurse' option.
- Linked student(s):** A text input field with the placeholder 'Begin typing a student's name' and a sub-field 'Type a student's name to link them to this incident'.
- Maps:** A small icon representing a map.
- Date/Time:** A date and time picker showing '10/04/2024 11:11'.
- Reason for intervention:** A text input field.
- Antecedent (What was happening immediately before the incident / trigger):** A text input field.
- Behaviour (What behaviour was observed?):** A text input field.
- Consequence (What was the outcome of this incident?):** A text input field.
- Staff involved:** A text input field.
- Hold type:** A text input field.
- Time in hold (minutes):** A text input field with a 'minutes in hold' label.
- Accident form completed:** A dropdown menu with 'Yes/No' options.