



POLICY DOCUMENT

for

Discipline, Behaviour Management

including

Restrictive Physical Intervention (RPI)

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Deputy Headteacher: Mrs T Evans Rickards
Assistant Head: Miss S Blackmore
Assistant Head: Mrs C Buck (ALN Service Lead)

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Ethos and Values of the School

Vision

To be recognised as outstanding in all that we do.

Mission

To empower and support individuals to be resilient and independent and to develop skills to reach their potential.

Core Values

We are a school defined by a commitment and ambition to be recognised and outstanding in all that we do. Our values are fundamental in ensuring that we achieve our vision and mission.

Introduction

This document is a statement of the aims, principles and strategies for Behaviour at Pen-y-Cwm School and should be read in conjunction with the following school policies:

- Personal, Social and Health Education Policy
- Assessment Recording and Reporting Policy
- Health and Safety Policy
- ASD Policy

This policy was developed through a process of consultation with all staff and governors. The policy will be reviewed as set out in the School Improvement Plan. Within this policy there are a number of suggested strategies which are widely seen as good practice. However, these should be adopted flexibly in line with an individual's identified needs. The school are adopting person centred approaches/planning which will support the above.

Rationale

- As a special school catering for pupils with severe and complex needs, it is recognised that there will be a range of factors contributing to behaviour.
- As a school we see behaviour as a form of communication and therefore adopt and individualised and flexible approach to understanding and responding to behaviour.
- Everyone at Pen-y-Cwm School has a duty of care to provide a safe environment for all its learners and staff. All learners have a right to be treated with respect and dignity.
- All learners have a right to access learning irrespective of their disabilities.
- Positive behaviour will be promoted.
- Appropriate behaviour maximises the educational experience our learners receive; allowing staff to teach and young people to learn.
- The school's focus is teaching and learning and we are committed through planning and collaboration to provide a positive education experience in a stimulating environment and therefore negative behaviour is not acceptable
- Bullying among learners or staff is treated seriously and will not be tolerated.

- It is acknowledged that some learners may have behavioural difficulties associated with their learning difficulties and whilst every attempt will be made to manage these behaviours with a range of strategies there may be occasions when force has to be used to physically control or restrain a learner (see Positive Behaviour Management - Restrictive Physical Intervention Policy).
- Some learners may have diagnosed conditions such as Attention Deficit Hyperactivity Disorder (ADHD) that mean they have additional behavioural difficulties and take regular medication for their condition. Whilst some allowances are made for these learners they will receive the same level of care and support for their behaviour management as all other learners.
- Children on the Autism spectrum may have difficulty complying with these.

Aims

- To promote good and appropriate behaviour at all times for all its learners both in school and when involved in off-site activities.
- To value and appreciate one another, irrespective of age, gender, creed or race and to acknowledge that everyone has a part to play within our school community.
- To develop self-discipline, the ability to learn independently and work co-operatively.
- To listen with respect to one another and be conscious to never damage another's self-esteem.
- To foster a caring attitude for the School environment, including the building inside and outside areas, equipment and personal effects.
- That those who work in or visit our school will exhibit behaviour in keeping with these aims and our ethos.

Be **O**utstanding in everything we do

Total Comm**U**nication

Individualised **T**arget Setting

Seek Continuou**S** Improvement

Holis**T**ic Support

Be **A**ccountable

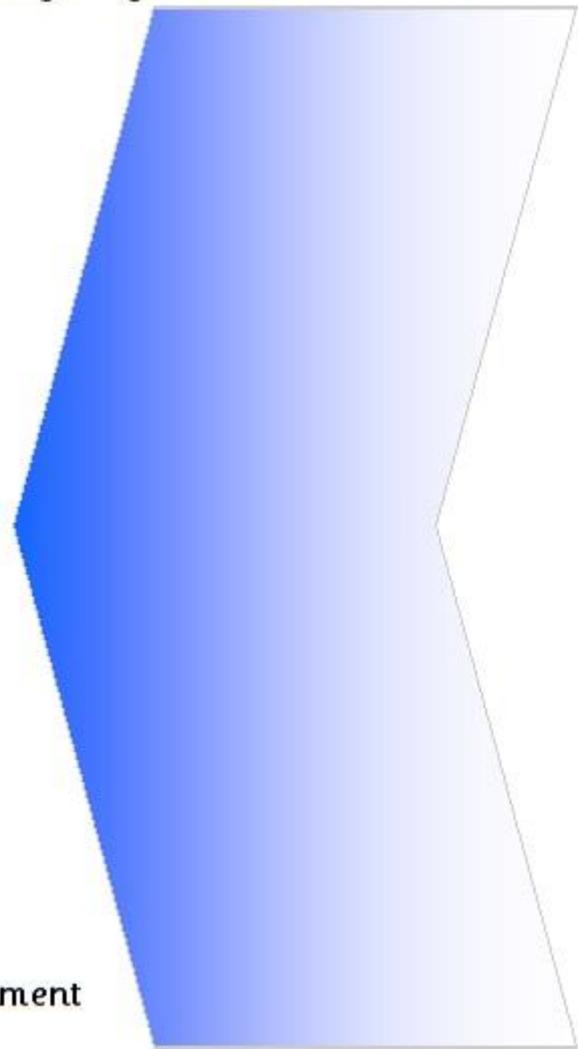
Inspirational Perso**N**alised Learning

Embrace and Value **D**iversity

Successful Trans**I**tion

Promote a **N**urturing environment

Grow and develop potential in all.



Strategies

A range of strategies are used to promote good behaviour. These primarily stem from the belief that rewarding good behaviour has a more beneficial effect and is more positive for the learner than reprimanding negative behaviour. Learners also need to know what is expected of them and this is described later - Code of Conduct.

The strategies employed include:

- Rewarding positive behaviour (described below)
- Specific structures such as the SPELL method for learners on the Autism Spectrum (see ASD policy);
- Consistent Positive Handling and Risk Assessment Plans for individual learners;
- Specific teaching on issues such as rules or bullying through the PSHE curriculum;
- Team Teach Techniques authorised by the Headteacher.
- Appropriate staffing levels at less structured times of the day, for example break time and lunch time;
- Lunchtime club, good outside play equipment and use of ICT during wet lunchtimes to maintain learners attention.
- Circle time - (Jenny Mosely 2000) The process of sharing, discussing and negotiating is as important as the outcome".
- Thrive – Person Centred Approaches.

Rewarding Positive Behaviour

- There are a range of rewards deployed within the school:
- Praise " catch learners being good;
- 'Special Mentions' Certificates- weekly assembly - learners are awarded certificates for good behaviour as well as good work;
- Learners are also encouraged to visit the Senior Leadership Team for praise/rewards for good work or good behaviour;
- Class or school events such as shopping trips, discos, parties, theatre trips;
- Golden ticket system

Discouraging Inappropriate Behaviour

It is important that as far as possible a consistent approach is adapted by all staff. At Pen-y-Cwm School, children are always given the opportunity to make amends. Very often when they have reached a realisation of how their behaviour, action or lack of it has effected someone else children are upset. The opportunity to make reparation can go a long way towards stimulating the motivation for change. We believe that the ingredients for the reparation process are:

- Understanding what is wrong
- Feeling sorry
- Problem solving to put it right
- Acting effectively
- Leaning for the future
- For some learners their cognitive development means that they are unable to revisit this after a period of time
- Sanctions are not to be "carried over" to the next day

Sanctions

Children who exhibit challenging behaviour problems need a great deal of immediate feedback. We believe that we need to initially implement the range of low level sanctions and diversions at ones disposal. Wherever possible, we encourage negotiated sanctions that match the offence. Therefore where appropriate and in discussion with the child we:

- Check that child understands what she/he is in trouble for by asking
- Establish she/he knows the behaviour was unacceptable
- Explore the effect that behaviour has on others
- Examine strategies for avoiding the same situation in the future
- Encourage children to think of or offer some alternative strategies
- Problem solving
- Where learners are able to engage appropriately in these activities

Strategies for minor infringements might normally include:

- A non-verbal signal (shake of head)
- Ignoring
- Using symbols
- A note in the Home/school books
- A private verbal rebuke and reminder of unacceptable behaviour
- Repetition of task if necessary
- Removal from scene of disruption
- Withdrawal from task within the classroom
- Removal from class to an alternative supervised area – Thrive base
- Withdrawal of privilege e.g. loss of one break time
- Informing and discussing with parents/carers if necessary
- Parents will be kept informed via phonecalls and home/school book and in discussion with staff they may contribute to the Positive Handling and Risk Assessment Plan.
- Some learners may need to be removed from a situation to prevent escalation of the behaviour, injury to self or others or to prevent further disruption of a lesson. In these cases a learner will be accompanied away from the situation and remain supervised until the incident/situation is resolved. (See section on Restrictive Physical Intervention)
- If it is necessary to physically intervene to move a child or prevent a child causing physical harm to others, the strategies advocated by Team Teach will be used as authorised by the Head teacher. Positive Handling and Risk Assessment Plans will be followed.
- If further sanctions become necessary, these may include a visit to the Senior Leadership Team, withdrawal from certain off-site activities where the learner's behaviour may disrupt the learning for the other learners or where there are insufficient staff to give a higher staff': learner ratio, limited access to 'treats'.
- In exceptional cases parents/carers may be contacted to discuss temporary or permanent removal from school. If it is felt by all professionals involved that Pen-y-Cwm School is no longer a suitable environment to meet a learner's needs alternative education provision will be sought for the learner.

Exclusions

- The school will try to do as much as possible to prevent learners from being excluded.
- The school will seek advice from the authority's Education Officers who will advise on exclusions.
- Parents, Educational professionals, Positive Behaviour Intervention Team and where appropriate Health Service and Social Service personnel will all be consulted where behaviour has deteriorated to such an extent that exclusion has been necessary
- Any exclusion will only take place in exceptional circumstances and after all other options have been considered.

Recording, Reporting and Monitoring Behaviour

- All incidents/accidents exhibiting challenging behaviour or injury are monitored and recorded using the Behaviour Flow Chart strategies (Appendix 2).
- Behaviour is monitored by Chris Carey, HLTA (behaviour specialist post) and SLT.
- New teachers and supply teachers to the school are given initial and on-going support in behaviour management.
- Whole school training in Positive Behaviour Management (Team Teach) is usually delivered in-house through the school's own staff experience or through LEA courses, other local services personnel or external agencies.

The whole staff needs to be involved in achieving and maintaining good discipline.

There are few rules at Pen-y-Cwm school but those that are in place are based on the following:

- Everyone is to show common sense, responsibility and self-discipline at all times.
- Everyone is to show respect and consideration for other people and their property and possessions.
- Each class develops these in a manner suitable to the age and ability of the learners.

Learners are encouraged to:

- Be in class to start lessons by 9.05 am.
- To walk and not run in the corridors
- Classes to line up in single file when leaving rooms etc
- Not to chew gum anywhere on the premises
- To only bring still drinks to school in cartons or plastic bottles never in glass bottles
- To use litter bins and not to drop litter
- To dress appropriately for school, school uniform is recommended

Lunchtime

- To proceed to the serving hatch in an orderly fashion.
- To respond positively at all times to Lunch Time Supervisor and Support Staff on duty.
- To remain in the playground (if the weather is dry) unless given permission by the person on duty to enter the school.

Home Times

- All learners should remain in allocated class and are escorted to their transport.
- Staff/parents should be vigilant of transport until they are stationary and then walk learners to them in an orderly fashion.

Positive Behaviour

Pen-y-Cwm School places great emphasis on the development of positive acceptable behaviour. We see the importance of encouraging the development of self-esteem amongst learners as crucial to this. All children are celebrated for their achievements and progress in and outside of the classroom and in all areas of development. This is done by:

- Praise from the class teacher and support staff
- Praise from the Head teacher and certificates in the weekly celebration assembly
- The awarding of golden tickets/stickers
- Encouraging good relationships between learners and with staff
- Involvements in special events e.g. concerts and events

This policy recognises that all the staff and learners at Pen-y-Cwm School have a role to play in developing a positive environment.

Restrictive Physical Intervention/Positive Handling (Team Teach)

This policy has been written in accordance with the Welsh Government framework for Restrictive Physical Intervention policy 2005, The Use of Force to control or Restrain Learners, the powers of which are contained in Section 93 of the Education and Inspections Act 2006 and Safe and effective intervention – use of reasonable force and searching for weapons 2010. It forms a subsection within the school policies on Behaviour, Child Protection and Health & Safety.

The School recognises the importance of ensuring good order to provide a safe environment for staff and learners. To achieve this, it is recognised that, in extreme circumstances, it may be necessary for school staff to intervene physically to manage certain harmful behaviours by learners.

1. It is Pen-y-Cwm Special School's policy that Restrictive Physical Intervention (RPI), also referred to as positive handling, will be used as a last resort, normally after non-physical strategies have failed to manage a learner's behaviour.
2. Restrictive Physical Intervention is defined as direct physical contact between persons where reasonable force is positively applied against resistance, either to restrict movement or mobility or to disengage from harmful behaviour displayed by an individual.
3. The school will work to create an environment that minimises the risk of incidents that might require restrictive physical intervention. This will include :-
 - the implementation of whole-school behaviour management strategies
 - training staff to de-escalate and defuse potentially disruptive situations
 - working with individual learners and their parents to identify trigger behaviours and to develop preventative strategies that avoid the need for physical intervention,

4. Restrictive physical intervention will only be used when the risk of not intervening outweighs the risk of doing so. It will only be used to prevent learners:
 - Harming themselves or others
 - Committing a criminal offence
 - Causing serious damage to property
 - Engaging in behaviour which is seriously prejudicial to good order and discipline.
5. Action taken during a restrictive physical intervention will be:
 - Reasonable
 - Proportionate
 - Necessary
 - In the best interest of the child.
6. At the outset of the introduction of this policy, all parents/carers will be sent a letter outlining its introduction with information about how they can obtain their own copy. All parents will be informed after an incident where positive handling is used with a pupil. For more detailed information please refer to BGCBC's Physical Intervention Policy.
7. While any member of school staff may intervene physically in an emergency, and all teachers are legally enabled to use reasonable force under section 93 of the Education and Inspections Act 2006, only those staff who have been specifically authorised by the Head Teacher will normally take part in restrictive physical interventions that have been included in Positive Handling Plans. An up to date list of authorised staff will be kept in the school and will be reported annually to the Governing Body (Appendix 1).
8. If we are aware that a pupil is likely to require physical intervention on more than one occasion in a term we will plan how to respond in line with Team teach protocols and guidance. This will include involving the parents to ensure they are clear about what specific action we might need to take obtaining medical advice if the child has specific health needs. A risk assessment and a physical intervention agreement will be drawn up.
9. Records :-

All incidents involving restrictive physical intervention will be recorded in a Bound and Numbered book.

All serious incidents will be reported to the LA in order to provide appropriate follow up and support for learners and staff.

Parents will be informed as soon as practical about all serious incidents.

A completed accident/incident form will be sent to the LA if a member of staff is injured during an incident.

The Restrictive Physical Intervention reporting form is attached as Appendix 4.

10. The school's Bound and Numbered Book will be reviewed every half term by the Head Teacher and the Governor with responsibility for Child Protection issues, and will be monitored annually by an LA representative. The information will be used to review Positive Handling Plans for individual children, staff training needs and relevant school policies.
11. The Head Teacher will determine the training needs of school staff after assessing the likely need and scope of physical intervention that might be required. Advice and support on assessing training needs will be available from the LA.
12. Training will be provided via the SLA agreed by the Governing Body between Newport County Borough Council and Blaenau Gwent County Borough Council, predominantly delivered by Employer Tutors (staff of Pen-y-Cwm School) and will meet the standards approved by the British Institute of Learning Disabilities. Staff will only use intervention techniques which they have been trained to use, except in extreme emergencies. Staff will not use any technique that restricts a child's breathing or which requires a child to be held face down.
13. All members of staff involved will be allowed a period to debrief and recover from the incident. This may involve access to external support. A senior member of staff will provide support to the member of staff involved.
14. Learners will be given medical attention if necessary, and will be given time to become calm before discussing an incident. The learner will be given the opportunity to explain things from his/her point of view to a member of staff (not involved in the incident) and steps will be taken to re-establish the relationship between the learner and the staff involved in the incident. If there are any issues arising from this, the member of staff will refer to the Head Teacher.
15. Staff who act in accordance with this policy will be positively supported by the LA and the School, but staff will be expected to use their professional judgement when handling children, and everyone involved must be aware that their actions may be subject to scrutiny and possible legal action.
16. While staff will use the minimum force for the shortest time during a restrictive physical intervention, it is recognised that minor injuries, such as bruises and scratches, may occur. Such minor injuries will not, by themselves, be regarded as evidence of misconduct.
17. All complaints will be recorded and followed up by the Headteacher or their representative in the first instance. Where appropriate the Authority will be notified/kept informed.
18. This policy was adopted by the School's Governing Body in April 2015 and will be reviewed annually. Appendices may be amended at any time to reflect changes in legislation or good practice.

Appendices:

1. List of staff authorised to use physical intervention
2. Escalating Behaviour Flow Chart
3. Individual Pupil Behaviour Tracking Chart
4. Positive Handling & Risk Assessment Plan
5. Incident Recording Form – Non RPI
6. Physical Intervention – Incident Record Form
7. Behavioural Risk Assessment for Outdoor Visits
8. Simple Guidelines for Effective Behaviour management

Policy Review

The Policy statement will be reviewed in line with the programme of monitoring displayed in the School Development Plan.

The policy has been agreed by the Governing Body.

Signed _____ September 2015

Headteacher

Signed _____ September 2015

Chair of Governors

Appendix 1

Team Teach Trained staff

TA'S 10th October 2014 (Refresher)			
Nichola Fry	Jacqueline Jones	Nicola Jenkins	Mel Tabbott
Carys Bailey	Tracey Baker	Louise Davies	Kelly Davies
Nyree Jones	Sally Jones	Helen Millard	Sandra Court
Rebecca Phillips	Julie Tabbott	Sue Snelgrove	Sharon Bennett
Pat Withey	Sophie Jones	Alison Bailey	Catherine Fox
Mandy Morgan	Carly Thomas	Tanya Healey	Claire Griffiths
Suzanne Sainsbury	Daniel Davies	Karen Burgum	Samantha Pennells
Jayne Diplock	Melanie Wilson	Jodie Lovell	Jackie Watkins
Vaughan Williams	Claire Flook	Iris Barrett	Helen Collins
Charlotte Harris	Wayne Hughes	Sian Gullick	Caroline Williams
Victoria Yemm	Gemma Rees	Tania Stevens	Christyleigh Evers
Erika Evans	Julie Brown	Rebecca Davies	
Teachers/ TA's 16th October 2014 (Refresher)			
S. Blackmore	P.Shopland	E.Hurley	A. Cuttell
S.Atkinson	L. Williams	J. Mildenhall	D.Robinson
2 day (initial TT training) - 3rd/4th Nov 2014			
H.Whitehouse	S. Hollett	Mrs T Evans-Rickards	D. Scott
N .Lewis	L. Hillman	J.Coombs	S.Preen
D. Watkins	J. Hughes	J.Lander	G. Johns
S.Hall			

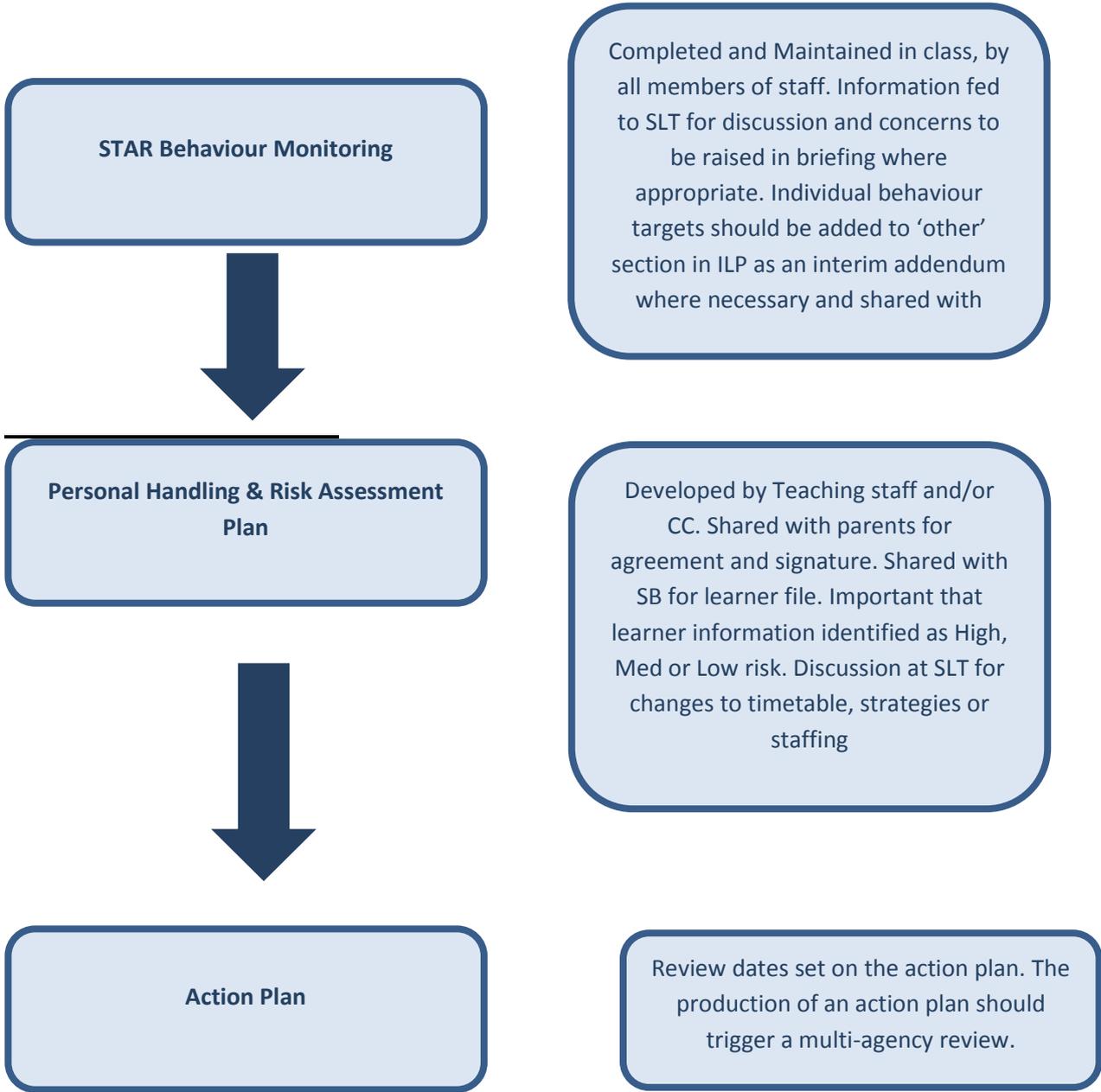
Staff in Pen-y-Cwm for whom TT training has lapsed

Zoe Evans	Louise Edwards	Cheryl Buck	Deb Phillips
Sylvia Prosser	Kirsty Matthews	Emma Charles	Donna Gilson
Andrea Williams	Louise Grezcia	Sarah Snell	Sarah Weldon

NB - staff who are not within the terms of compliance with TT training are not able to physically intervene but can use the 95% techniques. They will require a two day training to put them back in line with training.

Appendix 2

Escalating Behaviour Flow Chart



This chart is an indication of the development of the strategies and management of escalating behaviour. Moving through the levels extends, enhances and builds on previous levels. The package of support and documentation builds to develop an in depth picture and thorough understanding of the behaviour being displayed.

Appendix 4



POSITIVE HANDLING AND RISK ASSESSMENT PLAN

Name of individual	Date of Birth
--------------------	---------------

Name of Author (s)	Revision Date /
--------------------	--------------------

Individuals Likes <ul style="list-style-type: none">••••	Individuals Dislikes <ul style="list-style-type: none">••••
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Known Behaviours <ul style="list-style-type: none">•••••

Known Triggers <ul style="list-style-type: none">•••••

Preventive Measures (Change of Routine/Activities/Personnel/Environment) <ul style="list-style-type: none">••••

De-escalation/Diversion and Distraction

-
-
-
-
-
-

Positive Intervention (Safe Holding Techniques)

-
-
-
-
-
-

Post Incident Support (Learning and Listening Support)

-
-
-
-
-
-

Signatures

Staff:

SENCO

Parent (s)

Placing Authority

Transport Staff

Social Services Staff

Educational

Psychologist

LADO/Safeguarding Team

Other (s)

Signed by:

Title:

Date / /

(Head Teacher/ Manager/ Named

Appendix 5



Incident Record Form - Non RPI

Name of Learner	
Location	
Date	
Time	

Names of Staff Involved	Position

Nature of Incident	(Please Tick)
Injury to person/learner	
Damage to Property	
Criminal Offence	
Serious Disruption	
Absconding	

External Agencies Informed	(Please Tick)
Parent/Carer	
Social Worker	
Medical Staff/First Aid	
Placing Authority	
Police	

Description of Incident:

Warnings Given:

De-escalation techniques used:

Injuries (Please Tick)	Child	Staff	Other

Name of Person Completing Form:	Signed:
Countersigned (Name):	Signed:

Head Teacher/Deputy Head Teacher _____

Date _____

Appendix 6

Physical intervention - Incident record form

SECTION A – Basic Data

School:

Name of learner:

D.O.B.

Age:

Full names of staff involved:

Date of incident:

Location of incident:

Time:

Duration of incident:

Minutes

Full names of staff /learner who witnessed the incident:

SECTION B - Reason for Intervention

(Please tick appropriate)

1. Risk of personal injury to learner
2. Risk of injury to another person
3. Risk of significant damage to property
4. Compromising good order and discipline
5. At risk of committing criminal offence

SECTION C - Details of Incident

- **Antecedents:** (Where did incident start, what was happening at the time?)

De-escalation: Please tick all used

- Humour Verbal advice and support Firm clear directions Negotiation Limited choices
Distraction Diversion Reassurance Planned ignoring Contingent touch Calm talking
Patience Withdrawal offered Withdrawal directed Swap adult Reminders about consequences
 Success reminders

- **Description of Incident**

SECTION D: Method of Physical Intervention

- How was the learner held?
- How long did the learner need to be held? Minutes
- Has the learner been physically restrained before?
How many times at your school? Yes / No
- How effective was the intervention?
- How was the intervention in the best interest of the young person?

SECTION E: Outcome of incident

1. Was anybody injured? Yes / No
(Please give details (nature of injuries, treatment required))
2. Response and view of learner
3. Does learner have a behaviour programme Yes / No
Do any changes need to be made Yes / No
If yes please specify
4. How was the incident resolved and what were the consequences?

SECTION F: - Follow up action

1. Do other agencies need to be contacted? Yes / No
If yes please specify who and with what aim.

2. Parent/carer informed by Direct Contact Letter Telephone
3. Follow up support/interview for Learner Staff

SECTION G: Additional comments

Form completed by: (Print) (Signed) **Date:**

Designation:

Head Teachers signature **Date:**

Appendix 7



Pen-y-Cwm School: Behavioural Risk Assessment for Out

Pupil: _____

Class; _____

Location: _____

<u>Incidents occurred in week prior to visit</u>	<u>Physical Intervention</u>
1.	<u>Yes/ No</u>
2.	<u>Yes/ No</u>
3.	<u>Yes/ No</u>
4.	<u>Yes/ No</u>
5.	<u>Yes/ No</u>

Behaviours exhibited by pupil
1.
2.
3.
4.
5.

Foreseeable risks	High	Medium	Low
To Self			
To Pupils			
To Staff			
To public			
On Transport			
Unpredictability			

Action Agreed
Reason for action
Person Notified Date
Signed Head Teacher Date
Class Teacher Date
Behaviour support Date

Appendix 8

Simple guidelines for effective behaviour management

1. Establish a friendly, positive supportive relationship with the learners in your care.
2. Make sure, whenever possible, that learners are doing purposeful activities that they enjoy. Busy learners generally don't present challenging behaviours.
3. As soon as it occurs, reward positive behaviour with attention and praise. 'Catch them being good'.
4. Try to identify when behaviour problems are likely to arise and, where possible, try to divert or modify the learners' behaviour before there is a need to discipline them.
5. Know the school rules and the reasons for them. Be clear, firm and polite about behaviour boundaries.
6. Know what sanction you can use, but avoid using them - especially if a quiet word or reminder will do.
7. Always remain calm when you speak to learners - this will help you to maintain your authority and confidence and keep your relationships with them positive.
8. Avoid telling a learner off publicly.
9. Avoid the use of sanctions when support strategies will suffice. E.g. use Time Out so that when a learner behaves inappropriately, he or she is given an opportunity to calm down. Once the learner has calmed down you can discuss, in a calm and rational way, what went wrong and how the learner could avoid or resolve the problem in the future.
10. Use other school staff, share an issue with a colleague so that staff can support each other in addressing the individual learner's behaviour needs of the whole school.
11. Refer for further support to get another view of the issue.

(Taken from THE PRIMARY BEHAVIOUR FILE. Rory Gorden.pFp. London 1996).