



YSGOL MAESGLAS

Our Pathway to Progress

Relationships and Behaviour Policy

Date	Review Date	Coordinator	Nominated Governor
Sept 2022	Sept 2023	Inclusion Team	Claire Williams

Aims

- To create an ethos that makes everyone in the school community feel valued and respected.
- To promote good behaviour by forging sound working relationships with everyone involved with the school.
- To promote self-discipline.
- To prevent all forms of bullying among pupils by encouraging good behaviour and respect for others.
- To work with other schools and the local authority to share good practice in order to improve this policy.

Responsibility for the Policy and Procedure

Role of the Governing Body

The Governing Body has:

- **the duty to set the framework of the school's policy on pupil discipline after consultation with the parents and pupils of the school;**
- **responsibility to ensure that the school complies with this policy;**
- **delegated powers and responsibilities to the Headteacher to ensure that school personnel and pupils are aware of this policy;**
- **delegated powers and responsibilities to the Headteacher to ensure all visitors to the school are aware of and comply with this policy;**
- **appointed a coordinator for behaviour and discipline to work with the Headteacher;**
- **the duty to support the Headteacher and school personnel in maintaining high standards of behaviour;**
- **responsibility for ensuring that the school complies with all equalities legislation;**
- **nominated a designated Equalities governor to ensure that appropriate action will be taken to deal with all prejudice related incidents or incidents which are a breach of this policy;**

- responsibility for ensuring funding is in place to support this policy;
- responsibility for ensuring this policy and all policies are maintained and updated regularly;
- responsibility for ensuring all policies are made available to parents;
- the responsibility of involving the School Council in the development, approval, implementation and review of this policy;
 - nominated a link governor to visit the school regularly, to liaise with the Headteacher and the coordinator and to report back to the Governing Body;
 - responsibility for the effective implementation, monitoring and evaluation of this policy

Role of the Headteacher

The Headteacher will:

- determine the detail of the standard of behaviour that is acceptable to the school;
- ensure all school personnel, pupils and parents are aware of and comply with this policy;
- work hard with everyone in the school community to create an ethos that makes everyone feel valued and respected;
- promote good behaviour by forging sound working relationships with everyone involved with the school;
- encourage good behaviour and respect for others, in order to prevent all forms of bullying among pupils;
- ensure the health, safety and welfare of all children in the school;
- work with the School Council to create a set of school rules that will encourage good behaviour and respect for others;
- work closely with the link governor and coordinator;
- provide leadership and vision in respect of equality;
- provide guidance, support and training to all staff;
- monitor the effectiveness of this policy by analysing :

- **pupil attitudes to school and learning**
 - **the views of pupils, parents, school personnel and governors**
 - **the number of fixed-period and permanent exclusions**
 - **incident logs, rewards and sanctions**
 - **the number of reported cases of bullying**
 - **strategies to improve behaviour and discipline**
- **make effective use of relevant research and information to improve this policy;**
 - **annually report to the Governing Body on the success and development of this policy**

Role of the Inclusion Team

The team will:

- **lead the development of this policy throughout the school;**
- **work closely with the Headteacher and the nominated governor;**
- **provide guidance and support to all staff;**
- **provide training for all staff on induction and when the need arises;**
- **keep up to date with new developments and resources;**
- **work with the pupil representatives;**
- **monitor school support systems;**
- **undertake classroom monitoring**
- **analyse staff concerns**
- **track pupils through IDPs/ school provision;**
- **create links with parents;**
- **deal with external agencies;**
- **review and monitor;**
- **annually report to the Governing Body on the success and development of this policy**

Role of the Nominated Governor

The Nominated Governor will:

- **work closely with the Headteacher and the coordinator;**
- **ensure this policy and other linked policies are up to date;**
- **ensure that everyone connected with the school is aware of this policy;**
- **attend training related to this policy;**
- **report to the Governing Body every term;**
- **annually report to the Governing Body on the success and development of this policy**

Role of School Personnel

School personnel are expected to:

- **comply with all aspects of this policy**
- **encourage good behaviour and respect for others in pupils and to apply all praise and natural consequence fairly and consistently;**
- **promote self-discipline amongst pupils;**
- **deal appropriately with any unacceptable behaviour;**
- **discuss pupil behaviour and discipline regularly at staff meetings;**
- **provide well planned, interesting and demanding lessons which will contribute to maintaining positive outcomes;**
- **attend periodic training on behaviour management;**
- **ensure the health and safety of the pupils in their care;**
- **identify problems that may arise and to offer solutions to the problem;**
- **implement the school's equalities policy and schemes;**
- **report and deal with all incidents of discrimination using CPOMs or to SLT;**
- **attend appropriate training sessions on equality;**
- **report any concerns they have on any aspect of the school community**

Role of Pupils

Pupils will:

- **be aware of and comply with this policy**
- **be ready, respectful and safe at all times;**
- **show consideration and respect to others;**
- **listen carefully to all instructions given by the teacher;**
- **ask for further help if they do not understand;**
- **treat others, their work and equipment with respect;**
- **follow all health and safety regulations in all areas of the school;**
- **co-sign and abide by the Home School Agreement;**
- **liaise with the school council make suggestions about improving school behaviour;**
- **take part in questionnaires and surveys**

Role of Parents/Carers

Parents/carers are encouraged to:

- **comply with this policy;**
- **have strong communication and good relations with the school;**
- **support positive behaviour;**
- **sign the school's 'Home-School Agreement ';**
- **Sign the positive handling policy where appropriate**

- ensure their children understand and value the meaning of positive behaviour, relating to our code of conduct 'be ready, respectful and safe'.
- support school rules and sanctions
- be asked to take part in periodic surveys conducted by the school;
- support the school Code of Conduct and guidance necessary to ensure smooth running of the school

Role of the Pupil Representatives

The representatives will be involved in:

- determining this policy with the Governing Body;
- discussing improvements to this policy during the school year;
- devising school code of conduct;
- reviewing the effectiveness of this policy with the Governing Body

Our School Rules apply for all children and adults at all times and have been decided by the whole school community. They apply to areas outside of the classroom and outside school.

We expect everyone to follow our code of conduct:

Context of Policy

- Behaviour is a learned response to the environment and should be regarded as a form of 'communication'. Many pupils with challenging behaviours will have had limiting, damaging, adverse experiences in their lives. Staff at Ysgol Maesglas do not believe that pupils are helped to change challenging behaviour patterns by being allowed to act in an unacceptable manner. We offer an environment which allows new behaviour patterns to emerge, to rehearse and reinforce positive constructive behaviour. Our behaviour rules are "Ready, Respectful and Safe".
- At Ysgol Maesglas we believe that positive attitudes and behaviour are developed through the use of positive reinforcement such as praise, encouragement and recognition of positive behaviour. We ensure that all the pupils and the adults who support them are involved with

what constitutes appropriate behaviour and how we as a group should respond to incidents of challenging behaviour.

- An effective recognition system is an important tool in supporting pupils to develop appropriate behaviour patterns. At Ysgol Maesglas we have a number of different methods that are used to praise and recognise good work, effort and positive behaviour. Consistent natural consequences will occur appropriately to each situation with an acute understanding of individual needs and the context of the situation.
- In order to maintain a safe environment we recognise that there may possibly be a need for physical intervention in extreme circumstances and to this end staff are trained and certified in positive handling: through the 'PROACTIVE' approach. Training forms part of staff's annual CPD programmes. PROACTIVE training includes and advocates the use of de-escalation techniques and, where necessary, specific positive handling methods.
- All staff members must complete and hold a current certificate for them to be authorised to use such techniques. These would only be used to keep a pupil safe from harm, or from harming another pupil, staff member, or creating extensive damage and to avoid seriously disrupting the good order and discipline of the school. It is never used as a punishment but as a crisis response to a crisis situation.
- All incidents are fully recorded using Incident and Significant Event records (ISE) and debriefing of staff and pupils is always desirable when appropriate/applicable through specific reflection reviewing, verbal discussions (recorded for pupils) or group discussions.

Behaviour Management at Ysgol Maesglas

The most important factor in behavioural management is the quality of the relationship between the adults and the pupil. High expectations of behaviour must be apparent and no inappropriate behaviour should be left completely unchallenged. How the inappropriate behaviour is challenged is dependent on a variety of factors most important of which is the professional judgement of the staff members.

The following principles underlie the procedures and methods of behavioural management used at Ysgol Maesglas

- It is recognised that some of the students of Ysgol Maesglas may find difficulty in managing their anger. The reason(s) for this could include a variety of ACE's eg:
 - that they have been victims of abuse or neglect
 - that they have felt or feel a sense of rejection
 - that they low self-esteem, or poor self-image
 - that they not experienced consistent levels of care and attention
 - that they have difficulty trusting adults
 - that they medical conditions, i.e. ADHD which contribute to their poor behaviour, or medications which alter their mood
 - that they have frequently experienced periods of failure throughout their educational career
- When considering incidents that have occurred and resulting natural consequences, staff acknowledge the above considerations and apply careful thought as to the appropriate

course of action. At Ysgol Maesglas, we don't apply a 'one size fits all' approach to behaviour management. This is due to the wide range of different needs our pupils face. All pupils are treated as individuals.

- Adults should always be prepared to listen to the pupil, even when their views are not agreed with.
- In day to day decision making staff need to exercise a balance between the pupil's wishes and preferences; the needs of the pupil; the needs of other pupils they are with and protection of others from harm.
- Communication between staff and the pupil must always seek to be positive and reflect concern for the pupil's welfare.
- Behaviour issues are often (although not exclusively) a pupil's way of trying to communicate or meet their unmet needs in inappropriate ways. In effect they are a solution to the pupil's underlying problems and conflicts.
- Staff should pay attention to any factors that may trigger or fuel behaviour and make a commitment to defusing explosive situations.
- Challenging behaviour can be symptomatic of reflection, organic or developmental causes and is not under the pupil's or adult's control. Pupils in these situations may require specific behavioural or medical intervention as recommended by a mental health professional or therapist.
- The pupil has a right to be protected from their own self-destruction or anti-social behaviour and be assisted in developing strategies of self-regulation and to control their state of arousal.
- Both staff, other pupils and the pupil have a right to live without extremes of verbal abuse, physical violence, and damage to their school or property.
- The pupil should be encouraged and supported when attempting to regulate their behaviour.
- Behaviour regulation strategies should be implemented according to the needs of the individual as identified in their IDP/ OPP
- Staff must be respectful of pupils' individual situations and the ACE's that may be impacting on their ability to self- regulate or manage their levels of arousal.
- Wherever possible the cooperation of the pupil will be sought in deciding an appropriate method of self- regulation and all pupils will have access/input into their OPP/IDP.
- Behaviour regulation should encourage reparation and restitution.
- No form of corporal punishment is acceptable (see below for further details)

- The pupil should never be threatened with the placement being ended.
- The pupil should be aware that it is the behaviour that is disapproved of and not the pupil.

It is important to note, at Ysgol Maesglas, we do not use a 'one size fits all' approach to natural consequences. We understand that there are times in the lives of our pupils when they have additional pressures on them. These can occur for a number of reasons: including but not limited to some of the reasons highlighted in this document. As a result, when we are considering consequences in response to heightened states of arousal and low levels of self-regulation, we aim to treat all students on an individual basis according to their needs.

Use of Rewards

Positive behaviour and learning progress is celebrated regularly through praise, encouragement and recognition is part of the school ethos.

- Rewards can take the form of praise and recognition from staff and peers.
- They can be rewards that are tangible if that is appropriate for the individual
- Reward and recognition can take the form of a Headteachers award post card which is sent home and outlines the reasons for the pupil being praised. This is based on the recognition of positive effort/ work

Use of consequences

The following guidance and principles underpin our approach to ensuring children are settled and ready to learn:-

- Wherever possible, the pupil will be made aware that natural consequences will result if their behaviour does not improve. The therapeutic value of this is to place the responsibility for behavioural change upon the pupil and emphasise their personal choice.
- Natural consequences will follow on and be time appropriate, natural consequences by definition related to the problem behaviour.
- A natural consequence should be designed to influence the pupil's future behaviour and not to inflict punishment or make the staff member feel better.
- A natural consequence should not be designed to humiliate or intimidate a pupil.
- Any resulting appropriate natural consequence should be supported by all members of staff to keep a consistent approach that is practical and appropriate.
- Staff should offer genuine recognition to encourage pupils to engage in more positive communication and behaviours.

- If necessary staff will take time to reflect, and seek advice from a colleague who is familiar with the child..
- Alternatively staff may wish to consult with a member of SLT before deciding on an action plan to promote positive behaviour.
- SLT will aim to inform staff of any further information that they have regarding a pupil if they have become aware of information about a student which may explain a change in a student's behaviour.
- Staff will remember that all behaviour is communication.

Possible restrictions and actions

- Minor restrictions
 - Staff may use a period during breaktime to hold a restorative conversation with a pupil to discuss the incident and reflect on their own levels of self regulation.
 - Offsite Restrictions: some behaviour may make leaving the safety of the school too risky and as such off site trips may not be appropriate. This would be determined through the Activity and Individual Risk Assessment process.

- Major actions
 - Exclusions: The Headteacher has the responsibility for giving fixed-term exclusions to individual pupils. These would be usually for serious acts which present a serious threat to other pupils or staff.
 - Screening and searching pupils: if a pupil is thought to be concealing items that are not permitted (for example a cigarette lighter or a knife) then a search may be made in line with guidance from Welsh Gov: *Safe and effective intervention – use of reasonable force and searching for weapons*.

Use of Physical intervention

- Our school rules are Be Ready, Respectful and Safe. Our aim is to provide a framework where children can be taught and guided into understanding what is appropriate behaviour. By developing their understanding of their emotions and feelings, we aim to support the child and help them to develop and manage their behaviour.
- Occasionally, some children may find themselves in situations where they find it difficult to manage their behaviour without becoming aggressive and disruptive, and staff may have to intervene. The law allows teachers, and other persons who are authorised by the Head/Deputy to use positive interventions to keep everyone safe.
- At Maesglas, staff receive regular training, and follow both County and National guidelines regarding the use of positive handling techniques to ensure the safety of the child, other pupils and staff should the situation require the use of any form of physical interventions.
- These positive handling interventions would only be used as a last resort, after all other strategies have been exercised or if the incident was becoming increasingly dangerous or severe. Positive handling is never used as a punishment, to gain compliance or disciplinary action.
- The physical intervention will always be a last resort, will be least intrusive, and will be minimum force for a minimum amount of time

Physical intervention techniques are never a substitute for good communication and awareness skills and should always be preceded by de escalation strategies:

- Active Listening.
 - Boundary Setting.
 - Prompting/ Signaling.
 - Planned Ignoring / Silence.
 - Reminder of Past Strengths & Achievements.
 - Reminders of Rules / Consequences.
 - Humour.
 - Assertive Direction / Direct Statement.
 - Redirection / Diversion / Distraction.
 - Time Out / Space Offered.
 - Restructuring / Change of Face.
 - Make the Environment Safer.
 - Removal of Person / Audience.
 - Or any method deemed appropriate by staff to the individual which isn't listed above.
- Physical Intervention can only be used in the following circumstances
 - Where staff firmly believe that pupils are likely to be a danger to themselves.
 - Where staff firmly believe that pupils are likely to be a danger to or injure others
 - Where staff firmly believe that pupils are likely to cause significant/ irreparable damage to property

- Where staff firmly believe that pupils need to be removed from an area due to health and safety reasons

- Proactive is the only approved physical intervention technique available to staff at Ysgol Maesglas.

- All staff members working directly with pupils in Dosbarth Ywen (class 9 ESB unit) and mainstream at Ysgol Maesglas are trained in Proactive approved, managing disruptive behaviour and physical intervention techniques. Proactive trainer who delivers all INSET and refresher courses (Roger Chadwick: roger.chadwick@gewc.co.uk or 01978 760034).

- To ensure a minimum level of competence is acquired before using PROACTIVE techniques, the course is certified. This should be renewed annually in refresher training and to ensure that a high level of skill and understanding is maintained, staff are encouraged as a team to practice and rehearse. Any staff or those who do not achieve certification or do not attend regular updates will not be allowed to use any of the skills or techniques until they have successfully completed a full course.

- Physical intervention cannot be used to enforce compliance with general rules or general staff instructions. It is only to be used in compliance with the above guidelines. For pupils who have experienced past abuse great care is taken in the use of physical intervention and this would be identified. Staff are trained to be careful of how and where to hold the pupil and to take account of any emotional triggers resulting from such intervention.

- Physical intervention is only to be used as a last resort and every attempt must be made to de-escalate situations and help the pupil regulate their state of arousal in order to avoid such intervention.

- Before any physical intervention staff must always seek to advise a pupil to stop their behaviour and self regulate.

- Staff must stay emotionally neutral but caring, communicating that they are calm and in control.

- Specific de-escalation/ regulation techniques should be implemented to support rapid positive resolution as detailed above, throughout any intervention. During the intervention staff can communicate with the pupil, providing calm reassurance and frequently checking upon their well-being if this is appropriate.

- The techniques used, allow for a gradual reduction in the restrictions of the hold and staff should engage the pupil in this process if appropriate.

- Where possible, physical intervention should, as a preference, be carried out by the minimum number of staff as identified in PROACTIVE Training protocols.

- The pupil may be exhausted, lethargic or distant after a physical intervention and should they wish to sit quietly they will be allowed to do so. Alternatively the pupil may remain in a very hyper arousal, agitated or excited state. Staff will use their knowledge of the pupil and

the guidance of PROACTIVE, Thrive and breath first. This may include engaging them in a physical or leisure activity. This should not be seen as a reward or as ignoring the behaviour but as a therapeutic strategy to help the pupil regulate their arousal state and to divert away from conflict and the need for physical intervention.

- The members of staff involved in an incident will complete/contribute to the recording of the incident, recording the reasons for the intervention, the methods used, any triggers, what de-escalation strategies were used and what the impact of the intervention was on the pupil.
- Initial notifications will be made to Stakeholders as soon as possible after the incident, ideally on the same day.
- Debriefs of both the pupil and staff must take place as soon as possible after the incident unless circumstances dictate otherwise and these reasons should then be recorded in the bound and numbered book record.
- Records of physical intervention should be recorded in the bound and numbered book within 24 hours of the incident.
- Hard copies of the document should be signed as quickly as possible by all named parties and filed securely. Copies should then be forwarded to Stakeholders (as appropriate).