

# BEHAVIOUR POLICY

“Where Children Come First”

Ysgol Y Gogarth believes that positive behaviour is promoted by creating a calm, consistent, happy and caring school environment where everyone feels valued and respected.

## Aims

- To provide a positive school environment and develop positive social attitudes in pupils
- That behaviour conforms to the reasonable expectations and requirements of the school and is based upon mutual respect for the needs and aspirations of all in the school community and upon care for its environment
- To help our pupils to understand, learn and acquire sufficient skills to enable them to maintain control of their behaviour enabling them to gain better access to the curriculum, school life and the wider community
- To provide staff with clear guidelines/school protocol for dealing with and supporting pupils who display challenging behaviour
- To create an ethos that makes everyone in the school community feel valued and respected
- To secure the cooperation of parents, staff and external agencies to achieve these aims

## Objectives

- To provide an overview of permissible strategies and sanctions
- To provide guidelines for specific behaviours
- To provide a framework for teachers to use when devising Individual Behaviour Plans
- To provide ongoing training which gives all staff at Ysgol y Gogarth the skills to deal confidently and knowledgeably with a range of pupils with challenging behaviours
- To ensure good communication is afforded to all

**Positive Behaviour Support provides the context for our approach to all aspects of behaviour management. It is within this context that the policy for physical intervention and the management of challenging behaviour are considered.**

## Positive Behaviour Support

At Ysgol Y Gogarth we believe in the potential for all our pupils to achieve their best and implement a whole school Positive Behaviour Support model. This is a tiered approach to how we support behaviour for all our pupils. It also provides careful guidance to staff in approaches to promoting behaviour positively, consistently and calmly.



**1. Whole School Expectations**

All pupils access our whole school approaches based around the school expectations of:

- Achieve your best
- Respectful words and actions
- Follow instructions
- Right place, right time



All staff are responsible for modelling, acknowledging and rewarding achievement towards these expectations. We provide recognition and praise for their ongoing achievements. In some classes’ teachers run reward programs where pupils can earn tokens to use to vote towards a class reward. Whole class interventions may be adopted, including The Good Behaviour Game. This is supported via training and monitoring by the ABA team. Pupils can also be nominated for ‘Hot Chocolate Friday’ with the Headteacher. This aims to recognise pupils who routinely go ‘above and beyond’ in their behaviour and attitudes to learning.

**2. STEPS Point & Level System**

Some pupils require additional support to develop positive learning behaviours and to engage with their learning and each other. The STEPS program provides frequent opportunities to review achievements and challenges with pupils. Pupils have an individualised reward system linked to these achievements. They progress through different levels, gradually engaging with increasingly challenging activities with increasing expectations regarding their behaviour. This system supports many pupils to engage fully within school. Staff are provided support and training in effectively delivering the STEPS program by our ABA team, who also review data and progress of individual pupils on the program.



**3. Targeted Behaviour Plans:**

We are committed to supporting all pupils to achieve their best. A few pupils require individually tailored behaviour plans in order to best support them to behave positively and engage fully in school life. These plans are function based, informed by behaviour analysis and are devised by the ABA team. They assess pupil’s behaviour, devise interventions and support to staff in their implementation. They also monitor the impact of plans upon pupils and make changes as required.

**Strategies for promoting positive behaviour**

<p><b>Communication</b> Advice, support and training from the communication team e.g. - considering language use, PECS, PODD, signing, communication aids, and communication sessions</p>	<p><b>Philosophy</b> Positive Behaviour Support A shared philosophy to managing challenging behaviour in school and throughout the County. Initially via training programmes in school and county.</p>
<p><b>Behavioural Support</b></p>	<p><b>Curriculum</b> Carefully selected, individualised and tailored</p>

In-school Board Certified Behaviour Analysts and Assistant Behaviour Analysts	
<b>Strong Emphasis on PSHE</b> Workshops e.g. Art, Drama, Anger Management	<b>Residential Experience</b> Pupils have the opportunity to a 6 week placement in the Schools' residential setting
<b>Vocational Projects</b> Garden Project, Cafe, Car valet service	<b>High expectations</b> In school and also within class teams
<b>Outdoor Education</b> Single days, extended residential opportunities	<b>Tracking</b> Behaviour Tracking via ABA team, Iris Adapt, ABA data
<b>Psychological support</b>	<b>Therapeutic strategies</b> Referral to Counselling, support from Mental Health service, Child Care Service, Social Services. Deep pressure massage
<b>Environmental factors</b> Consider pupil working environment and address as appropriate	<b>Celebration/reward</b> Individualised; token systems, individual and class rewards, whole school recognitions, Hot Chocolate Friday
	<b>Training</b> In-house staff training (4 X trainers) in dealing with challenging behaviour, Pivotal Trainers x 2

## Core Strategies

In order to promote positive behavior and where necessary manage challenging the underlying principles of good practice are, for example:-

- Implementing Positive Behaviour Approaches and proactive strategies
- Calm, consistent adult behaviour in managing and interacting during difficult situations
- Verbal praise and signing is used to reinforce appropriate behaviour
- Social praise for pupils responding appropriately
- Raising self-esteem - all pupils are valued and respected
- Pupils are encouraged to celebrate achievement in relation to their behaviour
- Avoid physical intervention if possible
- A comprehensive assessment of behavioural needs is undertaken including Functional Assessment via the ABA team
- Present appropriate models of behaviour
- Understand the importance of clear, concise instructions – taking into account their level of understanding
- Allow pupils to find their solutions
- Support and teach functionally equivalent behaviours
- Use assistance if required
- Use diversion and de-escalation
- Empathise
- Recognise your own limitations
- Use opportunities to repeat/practice/modify/consolidate acquired or newly emerging skills and behaviours
- Use opportunities to work in a range of motivating, meaningful contexts, individually or in groups
- Involve pupils in self-evaluation of their performance/ behaviour and target setting for themselves

## Functions of Behaviour

All behaviour occurs for a reason – behaviour is selected and maintained by the environment. The consequences of behaviour can be defined functionally; reinforcement increases the likelihood that an instance of behaviour will occur in the future, while punishment decreases that likelihood. When an individual engages in a behaviour that challenges services it is important to identify what the function of the behaviour is.

There are four basic functions of behaviour:-

- escape/avoidance (i.e. getting out of/preventing something from happening)
- attention (i.e. attention from others)
- access to tangibles (i.e. access to a preferred activity/item)
- automatic or sensory (i.e. self stimulatory)

Therefore, not only do individuals' challenging behaviours look different, different things also reinforce them – this is why it is important to identify what the function of behaviour is.

The Pupil Behaviour Support/ ABA Team at Ysgol Y Gogarth work closely with the children who engage in behaviours that challenge services, as well as supporting and advising staff who work with these children. Functional Assessments are carried as required and behaviour guidelines are devised and put in place based on the outcomes of these assessments.

Behaviour guidelines focus on re-arranging the environment so that the child does not need to engage in challenging behaviours. This is achieved by:-

- identifying possible triggers for the behaviour
- changing the environment so that the triggers are reduced/removed
- teaching the individual appropriate functionally equivalent skills (skills that the child needs to access the reinforcer that maintains challenging behaviour) e.g. when a child's behaviour is maintained by escape from task demand, a break card could be introduced during lessons
- reinforcement for appropriate behaviours; children need to receive positive feedback when they behave appropriately
- a further preventative measure is providing the child with 'free' access to the reinforcer that maintains the behaviour, e.g. if it is known that a child engaging in challenging behaviour for attention, it's important to provide regular non-contingent attention throughout the day

The above along with various other strategies can reduce the need for the child to engage in challenging behaviours.

## Individual Behaviour Plan (IBP)

- Every pupil who has challenging behaviour will have an Individual Behaviour Programme (IBP)
- These are devised by the class teacher with support as appropriate e.g. Speech and Language Therapist, colleagues, Psychology Support Service
- The IBP Identifies a reward system and sanctions/consequences
- If appropriate, the need for an Individual Reactive Strategy (IRS) where physical intervention may be necessary
- Teacher, parents and if appropriate, the pupil, will sign the agreed programme



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## Recording/monitoring

- The IBP/IRS is monitored and reviewed on a regular basis
- All behavioural incidents are recorded using tracking sheets and Iris Adapt online recording system
- Violent incidents and/or the use of physical restraint are recorded on school incident forms / Iris Adapt online recording system and stored centrally
- Data is inputted into the Iris Adapt Database for recording, analysis and evaluation purposes
- Records are held centrally within the Iris Adapt online recording system

## Rewards and Incentives

- Rewards and consequences are usually pupil specific and dependant on the child's understanding of them
- Additional rewards and incentives are identified to best support pupils in developing positive behavioural strategies. These may be specified within Individual Behaviour Plans, agreed as part of group or whole class strategies and are planned to be pupil or group specific.
- They are intended to be used as incentive to support learning and engagement and NOT as a 'bribe'.
- Best practice will ensure that options for incentives and consequences are shared prior to events occurring, whenever is possible or appropriate. For example, a specific behaviour plan will be shared before implemented. Where possible pupils are involved in preparing these plans and identifying incentives and motivators to achieve and engage.
- We endeavour to manage rewards and consequences with sensitivity and dignity. Our aim is to recognise and celebrate individual achievement and promote further learning. They should never be used or removed as a punishment.

## Consequences and Exclusions

### Consequences:

- are identified within individual pupil Behaviour Plans. These can include positive consequences (such as rewards and reinforcement) as well as consequences in the form of plans for how staff may need to respond to specific behaviours.
- The school focus is on Positive Behaviour Support and therefore negative consequences and punishment are not a feature of our approach to supporting behaviour.
- Therefore we do not promote the use of punishment, reprimand or removal of privileges/rewards already earned.

### Exclusions:

- On occasion it may be necessary for the school to consider further responses to pupil behaviour or events.
- These responses may include fixed term or permanent exclusion.
- Exclusion is not considered lightly and a range of factors will be considered in making these decisions. These factors may include consideration to safety or pupils, staff and school community or time to plan to support pupils' when considering new or recent events.

When exclusion is being considered, the school follows the Welsh Government Guidance: **Exclusion from schools and pupil referral units (PRU)**. This guidance can be found following the link below:

<https://www.gov.wales/exclusion-schools-and-pupil-referral-units-pru>



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## School Rules

- Formulated in partnership with the Student Council
- Relate to the whole school expectations
- Discrete variations may exist with individual pupils and within certain class groups

## Health and Safety

It is the responsibility of all staff to be aware of:-

- Possible Health and Safety issues with pupils who display specific known challenging behaviours in various environments within and out of the school
- Safe and careful planning of educational trips out of school is essential
- Individual pupil risk assessments

Any specific issues relating to health and safety that need immediate attention should be brought to the notice of the Headteacher/Health and Safety Officer.

## Community Links

One of the major aspects of our pupil's learning involves how they can transfer skills learnt to everyday life outside of school. For this reason time is spent in shops and cafes, at local sports center and at various community resources. We actively foster good relationships in the community. Our pupils with challenging behaviour are not excluded from these activities in the community, it is particularly important for them to gain success in this environment.

## Parent Links

Parents are essential and effective partners in celebrating positive behaviour and developing strategies for reducing challenging behaviour.

## Ethos

The school implements a Positive Behaviour Support (PBS) approach to behaviour management. The school aims to minimise the need to use physical interventions through consistent implementation of positive and proactive approaches to behaviour.

## Individual Behaviour Plan (IBP)/Individual Reactive Strategy (IRS)

Every pupil who has challenging behaviour will have an Individual Behaviour Programme (IBP) which:-

- is devised by the class teacher with support as appropriate e.g. SLT, colleagues, Applied Behaviour Analysis (ABA) team, Psychology Support Service etc.
- identifies proactive approaches, a reward system and sanctions/consequences
- if appropriate, states the need for an **Individual Reactive Strategy (IRS)** where physical intervention may be necessary.



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## Individual Reactive Strategy

This identifies:-

- behaviours of concern
- triggers
- cues
- breakaway Techniques
- non-physical strategies
- physical Intervention Strategies
- short term targets

Teacher, parents and if appropriate, the pupil, will sign the agreed IBP/IRS programme/s.

**It is important to remember that physical intervention should only be used to prevent likely injury to the young person concerned or to others or likely to cause serious damage to property.**

## Use of quiet rooms and areas

The use of quiet rooms (Hafan) and areas away from class can be used as a short term measure to deescalate a situation and reduce or remove the need for physical intervention. These areas can be accessed voluntarily and independently by pupils as a strategy in managing their own behaviour and may be included within their individual behaviour plans.

It may be that staff consider these areas to be the most appropriate for managing and deescalating an incident in the safest and most dignified manner. It is important that pupils understand this strategy within their proactive and reactive plans.

Pupils are **never** prevented from leaving or locked into a room. They are **never** taken to these spaces as punishment. This would be in breach of the child's human rights. Rooms and spaces are not to be used for isolation or seclusion purposes, but may be used for short term withdrawal and de-escalation.

Pupils must be supervised, wherever possible remaining with them until calm. Pupils have the right to ask to be left alone. However staff must continue to monitor and regularly interact with the pupil in order to maintain their safety and to be able to intervene as may be necessary should behaviour escalate.

Use of the quiet rooms (Hafan) is recorded via the incident reporting procedures and monitored accordingly.

## Training

All staff receive training regarding Positive Behaviour Support in order to develop positive strategies to avoid the need to use physical intervention.

Staff working with pupils likely to require physical intervention, will receive training in physical interventions (Timian Training, BILD accredited) via an accredited trainer. Physical intervention is only to be used when the young person is going to cause himself or herself or others harm or serious damage to property. The need for interventions will be documented in a young person's Behaviour Support Plan and Individual Reactive Strategy.

Staff also receive training and support by the ABA team in understanding and effectively implementing Behaviour Plans.



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A Physical Intervention should ideally be undertaken by staff trained in breakaway and physical intervention techniques by a Timian Trainer (British Institute of Learning Disabilities – BILD - accredited). However there may be times when staff have a duty of care to themselves or others when they may need to intervene physically. In such cases, training requirements will be quickly reviewed.

No person should physically intervene by themselves, unless of course in an emergency where the young person (s) is in imminent danger of significant harm. Where planned physical intervention is used, there must be a minimum of two staff present. All staff who may be required to implement physical intervention will be trained in the use of physical interventions via the school's recognised programme of training.

## Monitoring

Physical intervention is a cause for concern and will be rigorously monitored via:-

- Physical Intervention Logs: paper and via Iris Adapt data analysis
- These will be reviewed regularly by the Deputy Head teacher, to monitor and identify any patterns in the occurrence of incidents leading to a physical intervention becoming necessary
- Behavioural data is also analysed by the ABA team, who will advise changes and adaptations. They liaise closely with staff and the Timian trainers where physical interventions may need to be included as a reactive strategy.

## Dissemination of the Behaviour Policy

The policy will be disseminated to:-

- staff at induction and ongoing as part of professional development in line with the aims and objectives of the school. All staff should read this document and will be asked to sign that they have done so.
- pupils on request and via the development of a caring environment that fosters an ethos of mutual respect and empowerment. The policy will be provided in a suitable format.
- parents on request.
- CSSIW on request

## Health and Safety

It is the responsibility of all staff to be aware of and act on :-

- possible Health and Safety issues with pupils who display specific known challenging behaviours in various environments within and out of the school.
- safe and careful planning of educational trips out of school.
- individual pupil risk assessments
- Safeguarding and Child Protection issues and concerns: understanding individual pupils experiences and behavior; following Safeguarding policy and procedures if they have any concerns regarding an incident, behaviour or intervention
- Complaints and allegations: following procedures regarding behavior, incidents and interventions

Any specific issues relating to health and safety that need immediate attention should be brought to the notice of the Head teacher/Health and Safety Officer.



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## Appendix 1 - Timian Training

### MANAGING CHALLENGING BEHAVIOUR

Timian provides a fusion of skills between academic researchers, specialist movement skills trainers, applied clinicians, psychologists (educational and clinical). The broad objectives of the training are:-

1. To increase staff confidence in the management of challenging behaviour
2. To instil in staff the principles and benefits of working within a non-aversive framework
3. To demonstrate to staff the importance of understanding how their own behaviours can affect others
4. To provide staff with the skills to defuse challenging situations with the aim of negating the need for physical intervention
5. To provide staff with an understanding of some of the causes of challenging behaviour, to help view young people in a more positive way
6. To make staff aware of the importance of working within the law and the need for and use of the policies and guidelines
7. To emphasise the importance of de-briefing after incidents
8. To provide staff with a range of physical intervention skills which are safe and acceptable to both staff and young people alike

### INTRODUCTION

The following is intended to give an idea of the content, philosophy and background to our two day “Managing Challenging Behaviour” course for staff working with young people.

The ideals of Timian are to promote the management of challenging behaviour in a totally non-violent, gentle and dignified way by providing a better understanding and insight into challenging behaviour and by the use of low arousal approaches and gentle physical skills.

Timian trainers have been running courses in the management of challenging behaviour for many years and our courses are based on applied academic research, carried out in residential homes, schools and respite centres. We aim to give staff the skills they need to manage challenging behaviour so that the environment for the young person improves and staff develop more positive relationships with them.

We also find that after the course, staff feel more confident in the workplace and enjoy their jobs more and, hopefully with less stress.

The course addresses various legal issues in relation to dealing with challenging behaviour – physical and non-physical. It provides an understanding of the nature of aggressive behaviours presented by young people with learning disabilities and/or Autism. The course addresses participants’:-

- own reactions and tolerances to challenging behaviour
- understanding causes of challenging behaviour
- introduction to the low arousal approaches (including interaction, defusion and distraction strategies)
- introduction to debriefing (why it is necessary and how to do it)
- introduction to using physical skills



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Timian feel very strongly that physical skills are very much the last resort and no matter how gentle they are, we would prefer not to use them at all. However, being practical, there are times when they will be necessary.

Academic research has shown us which physical behaviours are most common. The course addresses managing such behaviours. The physical skills are gentle, simple and easy to learn and they work very well because they are designed to be part of the overall low arousal approach to help defuse an incident.

The course also allows plenty of time for practising the low arousal approaches and physical skills together.

The last element of the course is learning restraint procedures. This comprises of participants learning to walk a young person around in a safe way, hopefully allowing them time to calm down. This technique of using movement to defuse a situation has the added benefit of not employing any form of immobilisation which in itself can be highly arousing. We emphasise that the philosophy of the course is to use restraint as little as possible and that often, if we know what to do, we can back off and defuse an incident. Any time that we use restraint it is an admission that we have run out of other things to do. However, realistically, there may be occasions when restraint will be needed. This method of restraint allows carers to talk to the young person who can then choose to calm down and so be let go, giving the young person some choice and control.

This course is designed to help staff cope with the vast majority of challenging behaviour but there will always be incidents that fall outside the remit of the basic course. When there are individuals who are so challenging that additional support is needed or where the use of physical intervention is unsuitable or even dangerous, staff should discuss this with a member of the Senior Leadership Team, who will advise on the appropriate action to take. It may be necessary to liaise with a Trainer from Timian to discuss alternative physical intervention.

## Refresher Training

Every 12 months it is important for staff to undergo a refresher day to renew and update their Physical Intervention skills. This is an opportunity to discuss and work through any problems that may arise. Every 3 years, staff undergo Theory refresher training.



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## **Appendix 2 - BILD – Summary Of Guidance**


Ten point guide to young people states:-

1. You may not always know why staff strongly hold you
2. If you are strongly held you have a right to tell other people what happened
3. If you are strongly held, this does not always mean you have done something wrong
4. After you have been strongly held you may need time to 'cool off' in a quiet safe place
5. If staff hold you or a friend in the wrong way they can get in trouble with the police
6. If you are hurt, you need medical help
7. Services must have clear and easy rules about holding people
8. Staff are paid to care for you
9. They must hold you when:-
  - you are in danger
  - you might hurt other people or yourself
  - you are at risk of being hurt by others
10. Staff can only hold you in an emergency




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# Ysgol Y Gogarth Behaviour Plan

## Where Children Come First



<p style="text-align: center;"><b><u>Our School Expectations</u></b></p> <p style="text-align: center;">We all:</p> <ul style="list-style-type: none"> <li>Try to achieve our best</li> <li>Use respectful words &amp; actions</li> <li>follow instructions</li> <li>are in the right place at the right time</li> </ul> <p style="text-align: center;"><b><u>We are ALL winners!</u></b></p>	<p style="text-align: center;"><b><u>We Recognise Achievement by:</u></b></p> <ul style="list-style-type: none"> <li>Specific praise and feedback</li> <li>Positive notes and calls home</li> <li>Postcards home</li> <li>Visual Recognition boards</li> <li>Hot Chocolate Friday nominations</li> <li>Special Mentions</li> <li>Individual reward systems</li> </ul>	<p style="text-align: center;"><b><u>Visible Adult Consistencies</u></b></p> <p style="text-align: center;">You will see adults who:</p> <ul style="list-style-type: none"> <li>Use &amp; model calm behaviour</li> <li>Model achieving school expectations</li> <li>Give attention &amp; praise to the best behaviour</li> <li>Start each new day/lesson/interaction with a clean slate</li> <li>Are in the right place at the right time</li> </ul> <p style="text-align: center;"><b><u>We are relentlessly positive!</u></b></p>
<p style="text-align: center;"><b><u>30 Second intervention (no longer!)</u></b></p> <p>A. <b>Gentle</b> non-threatening approach, side on, eye level or lower.</p> <p>B. <b>State the behaviour</b> observed and which expectation it contravenes.</p> <p>C. <b>Tell the learner</b> what the consequences of their action is. Refer to previous good behaviour/learning as a model for the desired behaviour.</p> <p>D. <b>Walk away</b> from the learner; allow her time to decide what to do next. If there are comments, as you walk away write them down and follow up later.</p> <p><b>Resist endless discussions</b> around behaviour and spend our energy returning learners to their learning</p>	<p style="text-align: center;"><b><u>Useful comments:</u></b></p> <ul style="list-style-type: none"> <li>I've noticed that...</li> <li>I can see that...</li> <li>Be that as it may...</li> <li>I need to move on but I know you can make a choice..</li> <li>I really appreciate ...</li> <li>I trust you</li> <li>I am sorry...</li> <li>I am here</li> </ul>	<p style="text-align: center;"><b><u>We:</u></b></p> <ul style="list-style-type: none"> <li>Give time to respond</li> <li>Manage our own behaviour and <b>NEVER</b> respond with anger, frustration, judgement or a raise voice</li> <li>Are respectful and polite</li> <li>We are fair</li> <li>Are consistent and refer to the plan!</li> <li>Record and inform</li> </ul>

