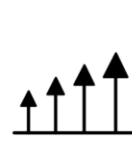




Learning



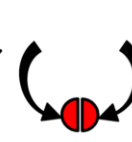
Together



Growing



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Making

a



Difference



Ysgol

Maes

y Coed

Behaviour

Policy

(Including use of Withdrawal).



This



Policy

is

a



collaborative



working



document



designed



to keep



pupils



and



staff



at



YMC



safe.



It

has been



produced



following



discussions



in



classrooms,



meetings,



and



training days



regarding



Team



Teach



and



behaviour.



It is

reviewed



annually

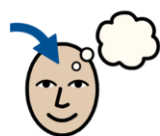


and



adjusted

accordingly.



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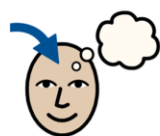


Making



a Difference

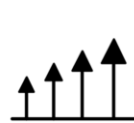
 <p>Communication</p>	<p>We recognise that all behaviour is a form of communication.</p> <p>It is our primary goal to improve communication to reduce frustration and allow pupils to have a true voice in order to actively participate in their learning! We support pupils using a total communication approach including, AAC, Sign, PEC, Coreboards and voice. We hope to teach our pupils strategies that assist with self-regulation techniques and see behaviour as part of the fundamental process of learning and the curriculum as a whole.</p>
 <p>Support</p>	<p>We hold an accreditation in Investors in Families Award.</p> <p>We understand that many of our pupils display aggressive or challenging behaviour at home. Others are passive and lack engagement. We strive to create strong links with parents and endeavour to create positive working relationships with both them and other agencies to allow consistency across all settings. Over the last 12 months we have held several parent engagement sessions to share skills and ideas that we use in school including regulation and communication strategies. We also deliver a 6 week 'Embracing Autism' course to parents highlighted within school and the wider community whose children may have received a recent ASD diagnosis.</p>
 <p>Training</p>	<p>We hold accreditations for Autism Awareness and Team Teach. We have a Professional Learning Community within the school with 5 trained Team Teach trainers.</p> <p>All staff are trained in behaviour de-escalation techniques and positive handling techniques to try and keep pupils and staff safe.</p> <p>We contribute to the LEA short Course booklet to support various areas such as PECs and communication / behaviour strategies and autism.</p> <p>We have introduced Zones of Regulation to all staff in 2022/23 with classes beginning to implement the idea of understanding emotions in order that we can support self regulation going forward.</p>
 <p>Links</p>	<p>Ali Rodenburg holds responsibility for ASD and is the named contact for behaviour at YMC.</p> <p>As such she is the key link with Facing the challenge provision who support parents at home, Educational OT, who support with sensory needs in school and is able to support in medical reviews alongside teaching staff where necessary.</p> <p>Since Jan 2022 we have also appointed Louissa Golding as L4 Behavioural specialist TA. She is building up connections with multi-agency and parents in order to effectively support pupils and their families. She has been able to offer guidance and support to other schools in ASD and behaviour strategies.</p>



Learning



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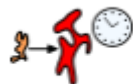
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Transition

Transition is difficult for many of our pupils.

We help pupils gain understanding using objects of reference, PECs now and next cards and visual timetables. All staff have been provided with symbols that are carried on lanyards in order to provide visual support when pupils are at risk of being in crisis.

We also use timers to support transitions and assist with maintaining focus on task through working towards cards. If we are transitioning a child we will always talk to them and tell them where they are going. Louissa is able to support transitioning where possible.

Transition into college has always been difficult. This academic year we have acquired a satellite provision at the college with staff from Maes y Coed to ease this process further.



What's



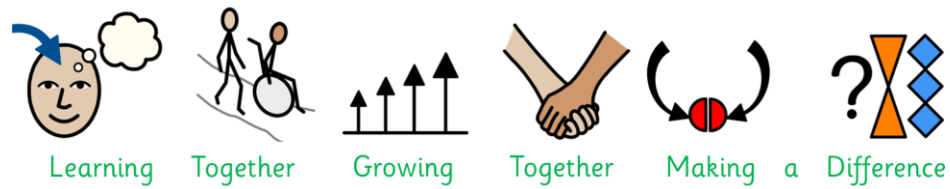
next

Developing practice in 2023 /2024

We recognise the shift in practice to incorporate a 'Reduction in the Use of Restraint'. This is something that is discussed regularly around the school and physical intervention should be a last resort. PBSPs include strategies that aim to reduce the risk of restraint. Further training in the Summer Term 2023 will focus further on the use of restraint such as wheelchairs, outside areas, medication etc.

We have also introduced a Triage system. Where pupils are displaying regular behaviours and might need support from OT or the Educational Psychologist we ask Staff to complete a 4 + 1. This allows in house discussion regarding strategies to try before a referral goes into the OT. Initial feedback is that this is very useful and allows external agencies to focus on different strategies or support the use of current ones.

We are looking into a corridor sensory circuit as the permanent circuit in the hall has proven difficult to maintain due to various 'seasonal' reasons. Pupils are still able to access individual equipment for sensory input in their classes.



School Ethos

The ethos of the school is important for all in promoting good behaviour in a positive way. Success and achievements are celebrated at all times. General rules are used in school to promote good behaviour and staff work as good role models for students to emulate. These rules are also stated in the Staff Handbook.

Walk in corridors	No Gum	Sit on chairs
Keep tidy	no eating in corridor	Dress appropriately
no false nails	Wear PPE when necessary	No Phones in class

Rewards Positive behaviour will be recognised and celebrated will be ...



Examples include

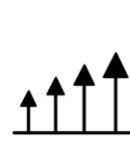
- The use of individual reward charts, certificates and achievements
- Use of very individual rewards e.g. use of computer, a walk, a shower, time with a flapper and many, many more!



Learning



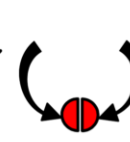
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Dealing with Challenging Behaviour

When a behaviour occurs staff are encouraged to really examine



Key to this is open and honest discussions both within the class team and with parents / other agencies. They might recognise something that we have missed.

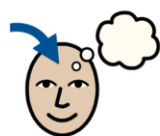
- Did the child have breakfast?
- Are they constipated etc?

Sometimes triggers are unknown and more time is needed to try and explore what is happening for the pupil.

- ABC and Specific Behaviour charts will be used to identify behaviours, frequency of behaviours and its purpose over a period of time
- Conversations with parents and other professionals to try and gain more understanding. (Educational Psychologist / Team Teach trainers/ Medical professionals)

Once a behaviour has been displayed ;

- Parents will be informed of the new behaviour
- A Behaviour Support Plan will be made with the class team (within 1 week) and in consultation with parents. Parents must sign the PBSP to approve its content.
- All class staff must read the Behaviour Support Plan and sign to say they have read, understood and agreed the plan.
- The plan will be reviewed annually at the student's annual review, or inline with a new behaviour, whichever occurs first.
- A copy of the signed Behaviour Plan must be uploaded onto the one drive. All signed plans will be saved as PDF copies and attached to the pupils SIM file. All behaviour plans will be monitored bi-annually by the behaviour support team within school.



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Should parents have objections that cannot be resolved by discussion, the teacher should inform the Head teacher as soon as possible. Behaviour plans are often paramount to the safety of the pupil and others.

Reporting of Serious Incidents



All serious incidents must be reported to Senior Management and recorded within 24 hours (preferably before the end of the school day).

Reporting

- The incident must be recorded on a Serious Incident form found on the shared drive under behaviour.
- All staff and pupils should be named in full on records made.
- All staff involved in or witness to the incident should sign the form prior to debrief with a member of the SMT.
- A phone call must be made to parents as soon as possible and logged in the telephone logbook.
- A message on class dojo should be sent asking parents to contact the school in the event that they cannot be reached.
- Should a new behaviour have been reported then parents will be invited to discuss updating the Behaviour Plan

Risk Assessments



Risk Assessments

At Ysgol Maes y Coed, all outside visits are risk assessed 3 weeks in advance before leaving the school. Students who present with challenging behaviour are also risk assessed within their Support Plan to further ensure the safety and well-being for all involved. Copies of risk assessments regarding venues are given to the Deputy Head Teacher.

The behaviour support plans include risk assessment ratings. These encourage staff to look at strategies to reduce risk and foresee difficulties.

Public Concern Cards

Every class must carry Public Concern Cards when on outside visits. The purpose of the cards is to be given to members of the public to

- Inform them and reassure them that staff have been trained in dealing with such situations
- Give them a point of contact should they wish more information

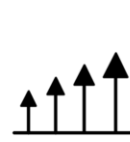
Visitors also receive this information on the back of their visitor cards.



Learning



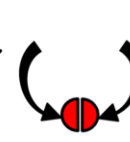
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Behaviour Support



Behaviour



Support

In the event of an alarm being activated and assistance being requested; a member of staff from each class IF POSSIBLE will respond to the call, in order to support students and staff in dealing with very difficult situations. They:

- Respond to the 'assistance required' message when it is repeated for the second time
- Will walk calmly through the classroom door and remain calm in class.
- Take instructions from 1 person in charge
- May assist in escorting other students away from the class
- May wait in case they are needed to assist later
- May relieve a member of staff in a positive physical intervention by changing face
- May help the class if staff need to leave the room
- May use help script ' Help is available' and 'more help is available' inline with Team Teach training &/or to provide change of face.
- Should infectious disease levels rise across the school it maybe necessary for staff to wear PPE when they attend to support other classes. This will depend on local and governmental guidance and staff will adhere to a risk assessment as shared by the Deputy head..

Outside and Quiet Room Areas used for withdrawal



Quiet room

Some classes have access to a quiet room and/or outside areas whether it is in the playground or outside the classroom. These areas are multi- functional but can be used as work or calming areas



Outdoor

Time out is when a pupil is asked or escorted to the quiet room as part of a strategy on their behaviour support plan. This plan must be agreed and signed by parents.

It is important to note that Time out must

- Be planned for in the Behaviour Plan
- Have a positive function in helping with challenging behaviour
- Have definite time limits – maybe used with timers as within IBPs (always for the minimum time necessary).
- Be monitored by staff at all times



Learning



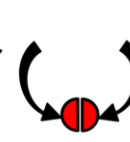
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- Be logged on SIMS under pupil behaviour

Many classrooms are equipped with a separate room fitted with, an observation window and pupil friendly surfaces. These rooms in the Secondary part of the school also have closed circuit TV. The rooms have been developed to maintain a relaxing and sensory environment.

In day-to-day teaching, the room has a number of uses including:

- A 'choice' activity
- A reward for good work/behaviour
- A calming or quiet area
- An area for 1:1 work
- An area for sensory work
- A withdrawal area.



Calming



sensory



activity



work



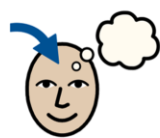
choices

The purpose of this policy is to highlight guidelines and procedures to follow when the quiet room is being used in a withdrawal capacity. **A pupil can only use the room in a Time out capacity if it is stated in their Personal Behaviour Support Plan (PSBP) however if there is an unforeseen dramatic change in a pupil's behaviour a pupil may, as an exception use the room in a withdrawal capacity.**

What is Withdrawal?

The term withdrawal is used to describe the procedure to follow when a pupil's behaviour becomes so challenging that it threatens the safety of the individual and/or the people around them. The pupil maybe escorted to a quieter area of the room, outside or into the quiet room to be monitored. Where possible, pupils should be encouraged to understand when their anxiety levels are raised and should be educated to use the room for 'calming' independently.

However, due to the additional learning needs of our pupils, they are not always able to regulate their behaviour. Occasionally, a pupil's behaviour will become so challenging and dangerous to themselves and/or others, that the decision to use positive handling without a PBSP maybe necessary.



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When should pupils use the withdrawal room?

When used in a withdrawal capacity, pupils will be presenting with extremely challenging behaviour. Use of withdrawal should only be used when absolutely necessary and be a reasonable and proportionate response to the behaviour. Use of the withdrawal room may be considered as an option and be in the pupils best interests when:

- There is an attempt to injure staff or pupils,
- There is an attempt to throw or use classroom objects as weapons
- There is an attempt to smash windows and/or damage property
- There is an attempt to damage expensive or irreplaceable equipment
- Any other behaviour that is potentially damaging to themselves and others.

Other reasons when it may be used are:

- Positive handling has been necessary for a prolonged period of time, which staff consider is causing the pupil significant distress.
- The pupil shows no sign of calming when positive handling has been necessary.
- Staff/pupils are being assaulted by the pupil.
- Staff are uncomfortable in the positive handling process, and feel that the possibility of injury to pupil or staff would be reduced by removal to the chill out room.

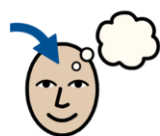
In the event of extremely challenging behaviour, the use of the room for withdrawal should only be used as a last resort. It is a time limited activity but will be used with the consideration that the pupils welfare is of paramount importance.

Procedure to follow when using Withdrawal.



The room should only be used for withdrawal as a last resort. A range of distraction, calming and de-escalation techniques which are consistent with the pupils IBP should always be implemented first. However, when attempts to calm a pupil's behaviour have failed, it may be necessary to place them in the room for withdrawal. Where this is deemed necessary, staff should proceed according to the IBP, the following protocol serve as a guide. De-escalation strategies should continue.

- Minimal language should be used throughout
- Seek additional support if necessary
- **Only staff trained in TeamTeach should be involved in any positive handling of the pupil. Other staff may observe.**



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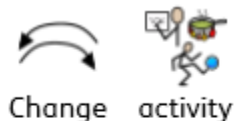
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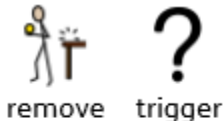
Difference

- The room should be clear of potential weapons
- When safely in the room, the door should be closed but not locked
- Entry time to the room should be noted
- The pupil should be supervised and monitored using the CCTV or observation window at all times
- The pupil should be checked by a First Aider if an injury is caused.
- The appropriate records should be completed
- Staff should make a note of any identifiable triggers leading up to the behaviour
- Showing visuals might help to calm the child quicker. These can include but are not limited to PECS, written instructions and timers.
- The pupil should only remain in the room for the minimum time necessary for them to calm.
- Parents/Guardians should be informed of significant incidents that require the use of the room for withdrawal.
- Respect the dignity of the pupil at all times

What are the procedures to follow when the pupil comes out of the room?

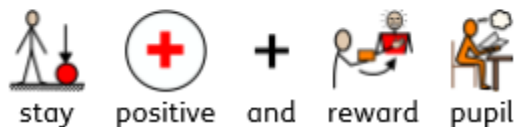


Change activity



remove trigger

When the behaviour of the pupil is deemed to be desirable they should be encouraged to leave the room and continue their learning. It may be necessary to change the activity they were working on or remove any known triggers (If logistically possible to do so). It is of paramount importance to remain positive with the pupil and praise/reward compliance, apologies and desirable behaviour.



stay positive and reward pupil

Use of withdrawal is logged on SIMs. A staff debrief may be necessary to discuss the incident and how the situation could be improved in future.

If the pupil has entered the room for the first time due to an unforeseen dramatic change in behaviour, their IBP should be updated to include the possible future use of the withdrawal room and parents notified. **When behaviours are identified within the Behaviour Support Plan, this will then become 'Time out.'** (See Appendix1)



Write report



SIMS

or



Serious



Incident



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Alternative locations for withdrawal



It may be in the best interests of particular pupils to use a different location for withdrawal. Some pupils can express a preference, or staff realise that other areas are more effective in having a calming influence. For example using an outside area or using the classroom once the rest of the class have left the room. The policy applies to the use of withdrawal in any area that is used for this purpose. The strategy should be clearly stated on the pupils IBP and parents and other stakeholders consulted.

Team Teach

All staff must have training at an intermediate level of Team Teach which is up-dated every 24 months. Procedures are in place for new staff to receive such training as soon as possible. Ysgol Maes y Coed currently has 5 Team Teach Intermediate Trainers who can deliver such training.

In Neath Port Talbot LEA students and staff are further supported by the County Safe Guarding Officer, Sam Jones.

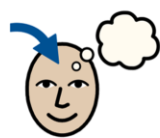
Ysgol Maes y Coed has a separate policy for Positive Handling Strategies.

At Ysgol Maes y Coed a member of the Governing Body is elected to oversee Behaviour Policy; we also have a SEN/Behaviour sub-committee in place to look at all aspects of policies and procedures.

All parents can request a copy of the Behaviour Policy.

Each class has an orange folder in which to hold Personal Behaviour Support Plans. The file also includes policies and guidelines for staff. All staff are expected to read and sign policies.

The Senior Leadership Team has responsibility for collating all risk assessments regarding behaviour, behaviour plans and incident forms. The Team can then oversee and identify any training needs for staff.



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Parental Involvement

The amount of parental involvement is specific to each child and will be discussed at various times during the year, notably at Annual Reviews, following reports at coffee mornings and regular contact through home books. Parents are welcome to telephone or visit the school to discuss issues with the teacher.

The parents of pupils with PBSPs will be consulted, made aware of and be required to sign the programmes to show that they have read them and are in agreement with the strategies to be used. Where Team Teach methods have been explained to parents it must be highlighted that they are only being shown methods used on their child, it will be stressed that they are not to use the physical intervention techniques themselves.

Staff Development

The school takes a structured approach to staff development. All staff attend a 2 day Team Teach course and receive regular refresher training. New staff are trained as soon as practically possible upon commencement. Staff also attend courses on Manual Handling and Risk Assessment. Staff will continue to have access to in-service training and support as and when appropriate, in line with the school's staff development policy.

The Senior Management Team will also disseminate any relevant information to staff.

Role of the Co-ordinator.

The co-ordinator collates and monitors the behavioural incidents each month and sends Serious Incidents to the Physical Intervention Monitoring Group for further analysis and support. They also attend the PIMG meeting to analyse other behaviours across the authority. They will support colleagues in all aspects of their work; writing of PBSP, co-ordinating specific issues relating to individual pupils etc.

Where behaviours are declining or persistent in nature, 4 + 1 forms are filled in prior to meetings held with teachers and parents to discuss and plan strategies. Where necessary referral for OT and Educational Psychologist support can also be sought in monthly meetings.

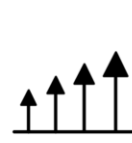
OT/ calming and sensory equipment is monitored for assessment purposes by the co-ordinator / HLTA as are a supply of arm guards to reduce the risk of scrambling. Please ask if you need further support.



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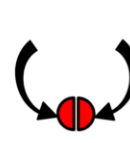
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Should further assessments or advice be required, for example the ND pathway these are also processed by the Co-ordinator/ HLTA. Where a referral to Facing the Challenge parenting classes is appropriate, these referrals can be made through the school nurse.

The Senior Leadership Team,

Responsibility for the day-to-day implementation of this policy and guidelines is held by the senior leadership team.. They will also be responsible for the maintenance of any resources, such as reward systems and visual supports.

The Head Teacher will ensure that all staff are aware of the guidelines and procedures outlined in this policy, ensuring that these are implemented and the policy up-dated as necessary.

Policy reviewed: Oct 2019

Policy reviewed: Nov 2021

Policy reviewed: March 2022

Policy reviews : Jan 2023

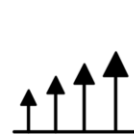
Date of next review: Jan 2024



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YES

Log it on SIMS. In behaviour type select Serious Incident and put Incident number in comments box. Please also write if Team Teach was used.

E.g.
AB191021 TT escorts used./ No TT used

You need to fill out a serious incident form within 24 hours if possible. (Version 2021 Staff Briefing TEAMS) All areas must be filled in including incident number, date of birth etc. Full names to be used please.

There is a space for the pupils point of view. If it is inappropriate to get their view point please put this and say why.

This form must be printed signed by all staff that are named, even if they weren't directly involved in the incident.

Completed Serious incident forms are to be given to Ali Rodenburg asap. (If Ali is not in please give them to Cath / Helen asap)

Update the Behaviour plan and send it home to parents to sign asap.

Once signed by parents the PBSP must be uploaded to the pupils' SIMS and a copy placed in the Serious incident file in Cath Tuckers room with the SI report.

Is this a new behaviour or is it more serious than normal?

YMC Behaviour Log Flow chart

NO

Log it on SIMS under pupil. Make sure that full names are used. Remember we Escort (or Guide if lower intensity than a single elbow).

All reports must be sent to Cath Tucker

If you have any questions about wording please see Louissa, Angela or Kelly.

If the report is too long complete 2 SIMS writing CONT.. On the 2nd one.

If you have any questions about wording please see Louissa, Angela or Kelly.

It is good practice to challenge each other.

Were our actions in the best interest of the child?
Could we have stepped back?

Was it reasonable/
proportionate and necessary?

If an injury occurs the staff or pupil **MUST** see a First Aider and a First Aid report must also be filled in.