



Ysgol Maes y Coed Behaviour Policy (Including use of Withdrawal).



At Ysgol Maes y Coed we recognise that all behaviour, both positive and negative is a form of communication. First and foremost our goal is to improve communication and teach pupils strategies that assist them in self regulation in order that their daily activities become more accessible and easier for them. We recognise that these behaviours are often present in the home environment and we endeavour to support parents with strategies to develop consistency for the pupil across all settings.

The development of acceptable and appropriate behaviour is fundamental to personal progress. As such approaches to the behaviour are seen as part of the curriculum as a whole.

This policy is a working document which gives guidance to staff, parents and any other interested parties as to how behaviour is managed at Ysgol Maes y Coed. Its purpose is to guide staff in managing behaviour so that students and staff are protected and kept safe.

The policy has been produced after a series of discussions:

- a. In classrooms
- b. In departmental meetings
- c. In full staff meetings
- d. During whole school training days on:
Dealing with Challenging behaviour / Team Teach.

A Professional Learning Community was established within the school specifically focusing on behaviour management. We currently have 4 trained tutors who deliver training and advice across the school on de-escalation techniques and positive handling. The named contact person for enquiries regarding behaviour is **Alison Rodenburg**.

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 the corridors
- No chewing gum
- Sitting on chairs not tables
- Keeping everything tidy
- No eating in the corridors
- Dressing appropriately



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The nature of a special school is in working with very individual students and very often rules and rewards will reflect this by

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

The nature of our pupils' requires careful consideration of rewards. In Ysgol Maes y Coed, to aid understanding, rewards should be immediate and meaningful to the pupil.

Dealing with Challenging Behaviour

All staff are encouraged to look behind any behaviour and to question why it is being presented. Discussion within class teams allow staff to share ideas, really look at the needs of the individual and explore opportunities to reduce and escalate behaviour.

Sometimes triggers are unknown and more time is needed to try and explore what is happening for the pupil. It is worth exploring the use of

- 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 behaviour
- A Behaviour Support Plan will be made with the class team (within 1 week) and in consultation with parents. Parents sign the BSP 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.

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.



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Reporting of Serious Incidents

All serious incidents must be reported to Senior Management and recorded before the end of the school day.

- 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

At Ysgol Maes y Coed, all outside visits are risk assessed 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

Visitor Concern Cards

Like wise information is available for visitors to school and is displayed on the back of visitor cards.



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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.

Outside and Quiet Room Areas used for withdrawal

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

Time out is when a pupil is removed 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 or for the minimum time necessary.
- Be monitored by staff at all times
- Be logged on SIMS under pupil behaviour

Withdrawal is when a pupil is away from the main group and monitored by staff.

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.



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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.

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 Individual Behaviour Plan (IBP) 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. 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 to place them in the room for withdrawal is made.

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
- There is an attempt to damage expensive or irreplaceable equipment
- Any other behaviour that is potentially damaging to themselves and others.



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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.

- minimal language should be used throughout
- Seek additional support if necessary
- Ensure staff dealing with the situation are trained in Team Teach and that these principles are adopted when moving the pupil
- 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
- 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
- Reduce interaction with the pupil until they present desirable behaviour
- 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



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

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.

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)

Who can sanction withdrawal?

Any member of the class team can sanction sending a pupil to the room for withdrawal. However, staff must be trained in Team Teach if involved in the positive handling of a pupil into the room. It is imperative that the person who initially makes the decision to send the pupil to the room follows the procedure (directly or indirectly) and fills in the appropriate paper work. All actions by staff must be 'reasonable', 'proportionate' and 'necessary'.

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 4 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.



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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.

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.

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 BSPs 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 Senior Leadership Team, have the responsibility for the day-to-day implementation of this policy and guidelines. They will also be responsible for the maintenance of any resources, such as reward systems and visual supports.



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They will support colleagues in all aspects of their work; writing of IBPS, co-ordinating specific issues relating to individual pupils etc.

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.

<i>Review Date</i>	<i>Next Review</i>
October 2019	October 2020

Helen Glover
Headteacher

H. Hall
Chair of Governors

Important Definitions



- **Seclusion**
 - Forced to spend time alone against will
 - (requires statutory powers other than in an emergency)
- **Time out**
 - Restricting positive reinforcement as part of a planned behavioural programme
 - (requires written agreed plan)
- **Withdrawal**
 - Removed from the situation but observed and supported until they are ready to resume

Were your actions reasonable, proportionate, necessary?

