



Positive Behaviour Policy (website / parents)

This document was:

Generated by the Headteacher in March 2016

**Reviewed/revised at a meeting of the Standards
Committee held on 20th November 2018;**

**Revision approved at a meeting of the full Governing
Body held on 28th November 2018;**

**Reviewed/Revised/Approved by the full Governing
Body on - 21st October 2020; 26th October 2022; 21st
June 2023**

Review date: October 2024

**Signed: _____ Chairperson
schools governing body, on behalf of the governing
body Date: _____**

Signed: _____ Headteacher

**Distribution: Staff, governors, pupils, parents/carers
and Visitors to the school**

Ysgol Ty Coch Special School Positive Behaviour Policy

(Website version)

Introduction

Ysgol Ty Coch Special School is a Rights Respecting School. As a Rights Respecting School, we aim to embed children's human rights in our ethos and school culture. We base our practice on the principles of equality, dignity, respect, non-discrimination and participation. Working within these principles not only empowers our children and young people, but also leads to enhanced learning, improved standards and better relationships.

The United Nations Convention on the Rights of the Child (UNCRC) is the most complete statement of children's rights ever produced and is the most widely-ratified international human rights treaty in history. This policy relates to Articles 3 and 28 of the UNCRC.

Article 3: All organisations concerned with children should work towards what is best for each child.

Article 28: Children have a right to an education. Discipline in schools should respect children's human dignity.

The school aims to provide a secure, well-ordered environment to promote learning. Students are encouraged to treat one another with respect, care for the school, the environment and take care of one another.

We aim to know our students well as individuals and to promote a positive working environment in an atmosphere of mutual respect. We reward good behaviour. Students react well to praise and we can find praiseworthy performances and positive aspects in every student.

We focus on the positive aspects of behaviour. Where negative behaviours occur, we work hard to find the antecedents to this behaviour and, if possible, remove them.

We agree the best way to achieve our aims is to nurture a relaxed, anxiety and stress-free environment in which positive behaviours are a priority. Students are encouraged to give their best and are stimulated and supported to develop their full potential.

Important ingredients within this are the provision of a relevant and appropriate curriculum, the use of inspiring and motivating teaching methods and the full engagement of all students and staff. Pupils are given clear and consistent boundaries with clear expectations of their behaviour. These boundaries include the school rules which have been devised in conjunction with the School Council. These rules cover all school activities whether on or off site.

School Rules

1. We are polite.
2. We are kind and friendly to each other.
3. We respect other people and their property.
4. We are sensible when we move around school and are thoughtful to each other.
5. The Golden Rule: Treat other people the way you would like to be treated yourself.

Roles and Responsibilities

The governing body will, in consultation with the headteacher and staff, establish a policy for the promotion of good behaviour.

The policy will; be non-discriminatory, be clear about the school's expectations about student behaviour and be kept under regular review. Pupils and parents/carers will be made aware of the policy and be advised that they can access the policy through the school website.

The policy is available on the website.

Three governors will work closely with the behaviour co-ordinator to monitor:

- the Team Teach reports

- the data sent to the LA

The following procedure is in line with the behaviour policy, the restrictive physical intervention policy and the exclusion policy.

All staff will be responsible for ensuring that the policy and procedures are followed and that they are consistently and fairly applied.

Pupils will be aware of the school's rules and requirements in respect of their behaviour for which they will be expected to take responsibility.

Parents and pupils are expected to demonstrate acceptance of the school's behaviour strategy by signing the Home School Agreement (HSA).

Parents and carers will be encouraged to work in partnership with the school in maintaining high standards of behaviour as given in the Home School Agreement.

Rewards

A school ethos of encouragement is central to the promotion of good behaviour.

We emphasise the positive approach and rewards have a motivational role. We use the following examples of rewards:

- Informal praise such as verbal praise and smiles
- Favourite activity/ reward activity
- Tangible rewards such as good work sticker, behaviour stickers
- Star chart
- Certificate
- Choice of Activity
- Responsibility e.g. school councillor
- Public acknowledgement e.g. weekly celebration assemblies
- Display board acknowledging students with outstanding behaviour

- Visit to SMT/ partner teacher to show work / demonstrate good behaviour
- Positive note in home school book

Across the school, examples of good work are displayed on notice boards and are shown and discussed between classes and in assemblies.

Staff are made aware that students with autism have differing needs and what may be a reward for one student may create anxiety in another.

The Restorative School

Ysgol Ty Coch Special School is on a journey towards becoming a Restorative School. All staff have had initial training in the Restorative Approach and some staff are fully trained in conducting a Restorative Enquiry. The ethos of the school is towards becoming more restorative and when staff help resolve conflict, the restorative response is increasingly being used, particularly with older pupils.

Restorative Approaches are value-based and needs-led. They are part of a broader ethos or culture that identifies strong, mutually respectful relationships and a cohesive community as the foundations on which good teaching and learning can grow.

What is a restorative response to harm or conflict?

Those affected are invited to share:

1. What has happened
2. What the impact has been on those involved: i.e. who has been affected and in what ways they have been affected
3. What needs to happen to put things right or to make things better in the future

Sanctions should only be given if pupils understand the concept of behaviour consequences. In sensory classes, classes of very young pupils and ASD classes, staff consider the function of the behaviour and do not apply behaviour consequences.

An example of Behavioural Consequences which may be used:

- Verbal warnings

- Withdrawal of privileges
- Removal from the group with supervision – timed in increasing amounts
- Agreed sanction with older/ more able students

For More Serious Incidents

- A referral may be made to a member of the SMT as appropriate
- Parents will be informed and asked to visit if necessary
- Fixed or permanent exclusion may be used. The school will follow the guidance given by the Welsh Government and the Local Authority Guidelines and teaching unions with regard to exclusions. We take exclusions very seriously.

Whilst every effort is made to work with pupils and parents to ensure that a child remains in school, we may exclude a pupil in line with accepted guidance if:

- false allegations are made against staff
- a pupil destroys resources or behaves violently towards staff or pupils
- there is a serious incident where bullying has occurred

We will invite parents to discuss pupil's behaviour and to agree any behavioural plans needed to support and change a pupil's behaviour. We will hold a multi-agency strategy meeting if needed to agree a way forward. If this fails, it may be necessary to exclude pupils. We will make every effort to ensure that pupils remain in school and consider exclusion a "last resort."

Where possible after the student has calmed, a discussion should take place to discuss who has been affected. The school uses "The Restorative Approach" wherever it is possible, to assist the pupils in "helping to repair the harm caused."

Positive Handling Plans

Identified students have a Positive Handling Plan - the majority of these plans are to manage students' behaviours. Where necessary some plans will have agreed Team Teach techniques incorporated. These plans are reviewed regularly (see RPI policy for further information.) All staff are trained in Team Teach techniques and may intervene if an incident occurs in school or off school

premises e.g. when on a school trip. This will then be recorded, discussed and positive handling plan procedures may be put into place. The school will inform the parents if their child has a positive handling plan and there will be opportunities to discuss the positive handling plan further, in addition to signing the plan. The school operates within the Local Authority guidance and policies on Restrictive Positive Intervention. If a student requires physical intervention then parents will be informed.

Team Teach is recognised by the LA as having 95% de escalation and 5% physical intervention. There may be times when Team Teach physical intervention is not suitable for that particular pupil.

If a pupil displays extremely aggressive behaviour then staff will risk assess the situation, move all other students from the vicinity, where possible, remove objects which they could hurt themselves with and withdraw from the space, whilst keeping close observation of the student. Pupils have been identified who have a higher risk of this behaviour and it has been written on to their PHP. If behaviour is extremely aggressive and cannot be calmed, then it may be necessary to inform the police.

Bullying

Challenging Behaviour may take the form of bullying. All/any bullying is taken seriously and is investigated immediately, SMT are informed as are parents. Parents may be invited into school to discuss the matter further.
Online

bullying such as bullying on social networking sites is also taken very seriously and advice given which is consistent with the online safety policy. Counselling is given to both the target and the perpetrator. A behavioural plan, in conjunction with the pupil and parents and will be drawn up for persistent perpetrators. More information is available in the Anti Bullying Policy. We celebrate Anti Bullying week each year, linking with Rights Respecting Schools and Relationships education. We raise awareness of bullying and promote tolerance through social and emotional literacy activities and class discussions.

We are consistent in our approach to bullying and follow Local Authority guidelines on this.

Parents and carers will be encouraged to work in partnership with the school in maintaining high standards of behaviour.

Trauma Informed School- the Journey

As a school, we have extended our knowledge and have been working toward becoming a Trauma Informed School. We have eight Trauma Informed Licensed Practitioners and are progressing each year towards having more staff trained in Trauma Informed Schools Approach. Whole staff training has been completed with a 1 day workshop on trauma Informed schools. The concepts are referred to in the context booklets and are becoming embedded in people's practice. The Well Being Centre "Taith Y Meddwyl" is central to the holistic approach of helping pupils have their needs met.

This is an umbrella approach which incorporates Ty Hywl (previously known as Nurture), ELSA(Emotional Literacy Support Assistants) and other interventions.

Parental Involvement

Parents must be informed, by telephone or in writing, if a student is hurt or if a physical intervention has occurred. Staff will meet with parents to discuss their child's behaviour and to "find a way forward". Behaviour is recognised as a way to communicate and staff will work with parents to promote positive behaviour. Meetings involving other agencies e.g. psychology, children's services, counselling and medical are provided when necessary.

Parents have access to their children's records should they wish to see them.

Confidentiality is respected at all times.

Safeguarding

Safeguarding of pupils is of paramount importance. The school understands

its duty to keep learners safe and adheres to the PREVENT agenda and broader safeguarding guidelines.

If as a parent you are concerned about any aspect of behaviour please contact your child's teacher or the deputy head teacher.

Linked Policies

- Anti-bullying policy
- Online-safety policy
- Relationship policy