



POSITIVE BEHAVIOUR MANAGEMENT AND PHYSICAL INTERVENTION POLICY

Chair of Governors:

Date: March 2026

Review date: March 2029

Positive Behaviour Management and Physical Intervention Policy

Contents

	Page
• Introduction	3
• The nature of positive behaviour management	3
• Implementation	3
• Managing challenging behaviours	4
• The Emotional Regulation Team	5
• The functions of behaviour toolkit	5
• Emotional regulation plans	5
• Individual behaviour plans	5
• Physical Intervention and Restraint	6
• The use of reasonable force: Policy statement	6
• What is the legal use of reasonable force?	7
• Who can use reasonable force?	7
• Circumstances when reasonable force might be appropriate?	7
• Procedures and practical considerations during specific incidents	8
• Application of force during specific incidents	9
• Reporting and recording incidents	10
• Debriefing following serious incident	10
• Other procedures concerning incidents	11
• Planning for incidents and meeting training needs	11
• Arrangements for informing parents	11
• Physical contact with pupils in other circumstances	12
• Complaints	12
• Roles and responsibilities	13
• Review	13
• Appendix A: Positive approach to planning an individual behaviour plan	14
• Appendix B: Safe spaces	20
• Appendix C: Team Teach approach	23

Introduction

This policy outlines the purpose, nature and development of Positive Behaviour Management at Ysgol Bryn Derw.

The school policy for Positive Behaviour Management reflects the consensus of opinion of the whole staff body and has the agreement of the governing body.

The implementation of this policy will be the responsibility of all staff at Ysgol Bryn Derw who come into contact with the children.

The nature of positive behaviour management

A positive approach to behaviour management is one which is based on the principle of self-discipline and consideration for others. It is an approach which emphasises rewards, praises and encouragement and focuses on enabling pupils at Ysgol Bryn Derw to become as independent in terms of their own behaviour as possible.

With this in mind, the aims of the Positive Behaviour Management Policy at Ysgol Bryn Derw are as follows:

- To help each child receive maximum benefit educationally, socially and emotionally.
- To create a positive, caring atmosphere.
- To provide a safe and secure environment.
- To recognise and reward achievements and appropriate behaviour.
- To acknowledge individual differences and preferences.
- To provide support for children and staff.
- To provide pupils with the skills to self-regulate.
- To develop appropriate social behaviours that permit pupils to access their community/work experience.

Implementation

Positive Behaviour Management at Ysgol Bryn Derw begins as early as possible in the school careers of our pupils. The shaping of behaviour is important for children working at very early stages as they will be learning new skills and patterns of behaviour. They may require prompting and encouragement to engage in new activities or to tolerate the proximity of others.

These may include:

- Structured teaching approaches e.g. TEACCH
- Task analysis teaching – when staff break down a specific task into parts, when the pupil completes steps or the whole task with prompts then they are rewarded.

- Total communication used to encourage and enable pupils to communicate their needs using Picture Exchange Communication System (PECS), core boards, communication boards, body language/gestures, signing or communication aids such as devices.
- Physical guiding (informed by the Team Teach approach) through small steps to complete a task, followed by a reward.

Rewards and consequences including; Praise, smiles, often used in conjunction with snacks, drinks, star charts, responsibility (e.g. being a monitor), working towards strategies, 'let's make a deal', pupil voice e.g. choice of activity, favourite activity or compromise, good work stickers, visit to Headteacher's office, certificates, public acknowledgement e.g. in celebration assembly (informed by the Assertive Discipline approach).

(Refer to school marking policy).

Managing challenging behaviours

When managing pupils exhibiting behaviours that challenge, staff carefully and systematically consider the range of factors which may contribute to it. Common factors which can influence behaviour are as follows:

- Physical needs (feeling unwell, hungry, thirsty, too hot)
- The pupil's stage of development and emotional maturity
- Lack of understanding or an inability to communicate, resulting in frustration
- Sensory processing challenges resulting in hyper/hypo-activity.
- A resistance to change
- Factors relating to specific syndrome, where relevant
- Environmental factors; noise, limits on personal space

Staff at Ysgol Bryn Derw make every effort to deal with any incident of challenging behaviour calmly, focusing on appropriate behaviours rather than paying too much attention to the undesirable behaviour, as this could increase it.

Consequences are used in the context of a holistic teaching approach. School Rules in conjunction with consistent teaching approaches are used to encourage positive behaviour. Pupil voice is encouraged in the setting of school and class rules.

A structured consistent positive approach seeks to enable all pupils to gain an understanding of what is expected of them, to develop more self-control or find alternative more appropriate means of expressing themselves. This will partly be achieved by avoiding confrontation which can in itself lead to challenging behaviour. Staff are trained to emphasise the behaviour they would like to see from the pupil rather than refer-to behaviour they wish to diminish.

Staff also recognise that many behaviours caused by the factors listed above are not intentional behaviours targeted at others, but a reaction to circumstances and environments that the individual is unable to control. Staff will seek to meet pupils needs and adapt the environments as a first step when addressing any behaviours that present.

The Emotional Regulation Team

At YBD we have an Emotional Regulation team that is made up of one Senior Leader, one TLR teacher, a level 4 and a level 3 teaching assistant. The team work together to offer support and guidance to staff across the school working with pupils presenting challenging behaviour. The goal of the Emotional Regulation team is to minimise pupil dysregulation, maximise pupil engagement in order to support greater progress. We continuously seek to achieve this goal through understanding of a shared vision, recognising that this needs to be done in this order 'regulate, relate and reason'. First, we must help the child regulate and calm their fight, flight or freeze response. Second, we must relate and connect with the child through an attuned and sensitive relationship. Third, we can support the child to reflect, learn, remember, articulate and become self-assured (where this is appropriate). This is a bottom-up approach prioritizing emotional safety, connection, and understanding before expecting logical thought. As a team we review and set ongoing targets yearly as part of our action plan.

The Functions of behaviour toolkit

The Functions of Behaviour toolkit was created by an internal working party within the school to support staff to understand the functions of behaviour. It is widely recognised that there are four broad reasons for behaviours:

- Escape from unfavourable situations
- Attention seeking
- Access to Tangible items
- Sensory

The working party felt that these categories could be broken down further to support our pupils. Therefore, we have identified six categories to focus upon when behaviours are displayed. Aligned with current practice at YBD, the fundamental categories to prioritise are *Sensory* and *Communication*. If a behaviour is experienced, once these two categories have been ruled out, then your line of enquiry should be to the other categories. The other four categories are *Flexibility of thought*, *Attachment*, *Social Interaction* and *Escape/Avoidance*. The toolkit is split into different categories detailing the behaviour/presentation, then the function/purpose followed by strategies. The aim of the toolkit is to enable staff to feel confident to identify the functions of the behaviour and use a range of appropriate strategies to support pupils.

Emotional regulation plans

For a number of pupils an Emotional Regulation Plan is written. This is written by the Emotional Regulation Team alongside the class teacher. The aim of this plan is to provide information to ensure consistent support and management of their behaviour, detailing how individuals present in different stages of dysregulation and how best to support me. This plan ensures staff are consistent and provide known regulation strategies for pupils focused primarily on a pro-active approach. The Emotional Regulation plan does not involve any physical intervention but it does detail supportive strategies to support co-regulation.

Individual behaviour plans

For a number of pupils, an Individual Behaviour Plan is required. These are drawn up by class teachers under the guidance of a member of the senior leadership team, and in consultation with families, other relevant professionals and, if appropriate, the pupil. The plan aims to provide information to ensure consistent support and management of their behaviour and to teach them a more appropriate way to behave. The strategies included in this plan are focused primarily on a pro-active approach. They are intended to prevent and/or reduce the severity of a pupil's challenging behaviour and aim to eliminate it as far as possible. However, it may also contain a reactive element to advise staff on what to do as a last

resort if during the incident the pupil's behaviour is a risk to themselves and/or others, is in danger of damaging property or significantly disrupting learning of other pupils.

When pupils and staff have been involved in a behavioural incident it may help for them to 'take a break' from the situation and/or provide a 'change of face'. This can help pupils 'get back on track' and following a period of quiet and calm, the usual timetabled activities can be resumed.

The school has a system to draw up an Individual Behaviour Plan. It involves drawing together parents, staff and other professionals who may have information and experience to contribute. The process may involve one meeting or a series of assessing, planning and evaluating pupil progress and the level of effectiveness of the plan. (See Appendix A.)

For the majority of pupils their personal and social development is supported by the Health & Wellbeing curriculum. However, for a minority, there may be times when more reactive approaches are required i.e. for pupils who may hurt others or damage property. In such a case, a policy for the "Use of Reasonable Force" is in place to support staff and individual pupils involved.

Physical Intervention and Restraint

The use of reasonable force: Policy statement

This policy is based on WAG Guidance "Safe and effective intervention – use of reasonable force and searching for weapons" (March 2013), Reducing restrictive practices framework Guidance on reducing restrictive practices in childcare, education, health and social care settings (October 2022) and the preceding Legislation within Section 93 of the Education and Inspections Act 2006.

At Ysgol Bryn Derw we work to ensure each individual pupil is able to reach his or her potential. Every child is entitled to learn and every member of staff is free to work in an environment that is safe and secure with the minimum possible distraction, given the range of behaviours exhibited by the pupils as identified on their Statement of Special Educational Needs.

Staff of Ysgol Bryn Derw are committed to providing the highest standards in protecting and safeguarding the welfare of children and young people entrusted to its care. We recognise there is a need in line with the 1996 Education Act Section 550A, to intervene when there is an obvious risk of safety to pupils, staff and property.

For the most part this is achieved through the fostering of good relationships, and the normal application of positive behaviour management to support and intervene. However, in exceptional or extreme circumstances this may involve the use of reasonable force or use of the "time out" approach.

It should be emphasised that if used at all, restraint (referred to in this document as positive handling), or "time out" should be seen in the context of a further positive action of care and concern. It is used as a 'last resort' option and in the most extreme cases, other strategies will always have been attempted first.

As best practice regarding positive handling this policy should be considered alongside other relevant school policies, specifically those involving behaviour, health and safety and child protection.

What is the legal use of reasonable force?

All school staff members have a legal power to use reasonable force to prevent pupils:

- causing injury to themselves or others
- committing a criminal offence (including behaving in a way that would be an offence if the pupil were not under the age of criminal responsibility)
- causing serious damage to property
- causing disruption by engaging in behaviour which is seriously prejudicial to good order and discipline – any such behaviours would be identified in an individual pupil's Individual Behaviour Plan.

Reasonable force has no legal definition but:

- staff must be aware of and take into account the circumstances of the incident, age, sex and development of the pupil together with any medical information which may impact upon the child's behaviour
- the degree of force must be proportional to the seriousness of the situation, behaviour or consequences it is intended to prevent, and always be the minimum force needed
- force could not be justified for a trivial misdemeanour or a situation that could be resolved without it. Everyone has the right to self-defence provided they do not use a disproportionate degree of force
- corporal punishment is illegal

Who can use reasonable force?

We recognise that most of the time positive handling will be used infrequently, that is, as a last resort to maintaining a safe environment. Wherever possible children who present with severe challenging behaviour difficulties will be placed with appropriately qualified and experienced staff.

All teachers are by the nature of their roles authorised to use positive handling as appropriate and are responsible for allocating staff to work with individual pupils in their class / teaching group.

The Headteacher keeps a register of all staff who have an up-to-date Team Teach Certificate.

Circumstances when reasonable force might be appropriate?

We recognise that some children may not be able to control their reaction to events as well as others, and at times may place themselves or others at risk through their uncontrolled behaviour. As indicated in 2.1, reasonable force might be appropriate when action is necessary in self-defence or because of imminent risk of injury.

Examples of this could be:

- A pupil attacks a member of staff, another pupil, a member of the public (when the child is on a school trip)
- Attempts self-injury
- Pupils are fighting
- Pupil has taken hold of a member of staff's hair or clothes in an aggressive manner
- Pupil has bitten a member of staff and is unwilling to release their hold
- Pupil running in a corridor in a way that is likely to cause injury to self or others
- Pupil absconds from a class or tries to leave school and who would be judged to be at risk if not kept in the classroom or at school
- Pupil refuses to move and has consequently placed themselves in a dangerous situation
- There is a serious and developing risk of damage to property, including the pupil's own property
- Pupil is causing, or about to cause, deliberate damage or vandalism
- Pupil is causing or at risk of causing injury or damage by accident, rough play, misuse of dangerous materials or objects
- Where pupil's behaviour is seriously prejudicial to good order and discipline and all other strategies have been exhausted

NB. Wherever possible early support to colleagues will be offered. Single handed intervention increases the risk of injury to both parties and does not provide the person intervening with the support of a colleague acting as a critical friend and can assist in ensuring the safety of the child. The school has help alarm points around the buildings, and help call buttons or radios in each class.

Strategies other than force will be considered:

- Providing the disruptive pupil with a choice of locations to exit the situation
- Giving clear directions
- Removing the audience, i.e. requesting that other pupils leave the room, (however in some classes this may result in constant disruption and shouldn't be used if this is the case)
- When working with pupils who are known to bite, it is advised that arms are covered
- When working with pupils who take hold of-hair, it is advised that hair is tied up
- When working with pupils who take hold of clothes, wear minimal jewellery - see school dress code
- Implementing Team Teach help protocols so that another member of staff takes over the strategic lead of the incident, if he/she feels it is appropriate to do so.

Procedures and practical considerations during specific incidents

Wherever practicable staff are expected to:

- Use a calm and measured approach
- Tell the pupil to stop, remind them of consequences, tell them what will happen if she/he does not stop
- Seek assistance from other colleagues at as early a stage as possible

- Staff who become aware that another member of staff is intervening physically with a pupil have a responsibility to provide a presence, and to offer support and assistance should this be required
- Try to defuse the situation using total communication approaches and prevent escalation
- Try to remove the pupil from the peer audience
- Attempt to communicate with the pupil throughout the incident
- In as calm a manner as possible, explain that the reason for intervention is to keep the pupil and others safe
- Make it clear that positive handling will stop as soon as the pupil calms and the risk assessment indicates it is no longer necessary
- Summon assistance, if it is not possible to maintain safety without risk of injury to yourself or others; remove the other pupils who may be at risk. The use of appropriate help buttons should be considered to request additional support
- Offer help to colleagues who are dealing with a difficult situation by using Team Teach help scripts

Application of force during specific incidents

Methods that staff may use in appropriate circumstances where a risk assessment judgement supports this:

- Physically interposing themselves between pupils
- Blocking a pupil's path
- Using classroom furniture to restrict movement
- Leading by the arm
- Guiding a pupil away by a light touch on the elbow or near the shoulder
- "Assertive guiding" - remembering this is the positive application of force and would be used in rare circumstances, e.g. if the pupil is in extreme danger and no other alternative is available, or where reasonable force is used to assist a pupil's movement.
- Holding - for security and to reduce anxiety where there is potential risk, even if the pupil is not yet out of control. The purpose is to defuse or prevent escalation.
- When intervening staff should take care that their actions should in no way be capable of being interpreted as aggressive. All holds are devised to minimise the risk of injury. They do not set out to intentionally cause pain to the pupil.

Staff may not carry out actions that might reasonably be expected to injure by:

- Holding a pupil around the neck, or by the collar, or in any other way that might restrict the ability to breathe
- Slapping, punching or kicking a pupil
- Twisting or forcing limbs against a joint
- Tripping a pupil
- Holding or pulling the pupil by the hair

Other considerations for non-urgent situations where the risk to people or property is not imminent:

- Consider carefully whether positive handling is the right course of action
- Try to deal with the situation through other appropriate strategies before using force
- Try to defuse and calm the situation to establish good order, the use of positive handling could lead to an escalation of the problem

- Take into account the age, understanding, personal characteristics of the pupil
- The use of positive handling to enforce compliance is likely to be increasingly inappropriate with older pupils
- Never use force as a substitute for good behaviour management
- In non-urgent situations force should only be used when all other methods have failed

Reporting and recording incidents

Should an injury occur as a result of an incident at school, immediate steps will be taken to secure appropriate medical attention. This will be reported and recorded in accordance with LA policy.

All incidents where force has been used will be recorded in detail using the school recording system (Behaviour Watch). After any recordable incident, parents should always be informed.

All injuries should be recorded in accordance with school procedures. The school should take action to report relevant injuries to staff or pupils to the LA when staff members record incidents of violence at work, as described in the “Violence at Work” policy.

Debriefing following serious incident

Pupils and members of staff will be checked for any sign of injury and first aid will be administered if required

The pupil will be given time to become calm while staff continue to supervise him/her. When the pupil regains complete composure, if appropriate a senior member of staff will discuss the incident with the pupil and try to ascertain the reason for it. The pupil will be given the opportunity to explain things from his/her point of view.

All necessary steps will be taken to re-establish the relationship between the pupil and the member(s) of staff involved in the incident. In cases where it is not possible to speak to the pupil on the same day the debrief will occur as soon as possible after the pupil returns to school.

Where pupils are unable to verbally communicate about the incident, staff continue to demonstrate unconditional positive regard and ensure they take opportunities to rebuild the relationship at an appropriate level for individual pupils.

All members of staff involved will be allowed a period to debrief and recover from the incident. This may involve access to external support. The Headteacher within Ysgol Bryn Derw plays a pivotal role in the support of staff especially after an incident involving challenging behaviour when staff stress levels may be high. Opportunities will be provided for staff to speak with either the Headteacher or a senior member of staff to provide support to the member of staff involved.

Other procedures concerning incidents

If necessary and appropriate the Chair of Governors, LEA representative and Designated Safeguarding Person will be informed / consulted.

Help, support and reassurance will be given where appropriate to those involved.

Where possible an attempt will be made to help the pupil modify their behaviour by supporting emotional regulation on an individual basis.

If required procedures for the involvement of outside agencies should be formalised and documented and all staff made aware of these.

Planning for incidents and meeting training needs

If we are aware that a pupil is likely to require positive handling on more than one occasion in a term we will plan how to respond in line with Team Teach protocols and guidance. This will include involving the parents to ensure they are clear about what specific action we might need to take and obtaining medical advice if the pupil with the Individual Behaviour Plan has any specific health needs. A risk assessment will be drawn up, in consultation with all concerned and included as part of the Individual Behaviour Plan (IBP). It will be regularly reviewed.

Staff involved will, through risk assessment, have identified their training needs in this area. In cases where it is known that a pupil will require positive handling appropriate training will be provided.

Arrangements for informing parents

Involvement of parents in as many aspects of education as possible is seen as essential by staff at Ysgol Bryn Derw. However, it is particularly important to involve parents in a positive approach to behaviour management in order to encourage consistency of approach between home and school settings.

Ysgol Bryn Derw will develop its behaviour plans and approaches in partnership with parents and other agencies, and, all parents/carers will be sent a letter outlining its introduction and a copy of the plan.

Ysgol Bryn Derw works closely with the local social services, Health professionals and the Educational Psychology Service.

All parents will be informed after an incident where positive handling is used with a pupil which is in excess of what has been agreed in the positive handling plan.

Physical contact with pupils in other circumstances

Staff must be sensitive to matters relating to culture and gender issues and any known individual characteristics or special circumstances relating to pupils.

Some physical contact will be necessary e.g. during P.E. lessons, sports coaching or Design & Technology, or if a member of staff has to administer first aid or medication or physiotherapy.

Young children and children with SEN will need staff to provide physical prompts or help.

Within Ysgol Bryn Derw there may be occasions when staff have to undertake procedures that require intimate care.

Physical contact must always be age appropriate and done openly; e.g. feeding, changing and manual and positive handling.

Complaints

This policy is in accordance with WAG Guidance “Safe and effective intervention – use of reasonable force and searching for weapons” (March 2013), Reducing restrictive practices framework Guidance on reducing restrictive practices in childcare, education, health and social care settings (October 2022) and the preceding Legislation within Section 93 of the Education and Inspections Act 2006.

Involving parents when an incident occurs, and having our clear policy about physical contact with pupils that staff adhere to will help avoid complaints from parents. Providing staff with approved training will also help.

All complaints will be recorded and followed up by the Headteacher or their representative in the first instance. Where appropriate the Authority will be notified/kept informed.

A complaint or dispute about the use of force by a member of staff might lead to an investigation under disciplinary procedures or by the Police under Child Protection procedures.

ROLES AND RESPONSIBILITIES

THE HEADTEACHER AND SENIOR LEADERSHIP

The Headteacher plays a pivotal role in the support of pupils and staff. Opportunities are provided for parents and staff to speak to the Headteacher on needs led basis to assess risks, plan programmes of support and to evaluate the effectiveness of provision. The Headteacher, with the support of a designated senior member of staff, collects and analyses performance data (quantitative and qualitative) relating to pupil behaviour and evaluates the impact of school provision on raising standards and providing effective interventions to support individual progress and whole school improvement.

PARENTAL INVOLVEMENT

Ysgol Bryn Derw believes that an effective partnership with parents in as many aspects of education as possible is essential. However, it is particularly important for parents to be engaged in the planning and evaluating of any positive individual behaviour plans (IBPs). This approach ensures consistency across school, home settings and community settings. Every attempt is made to inform and involve parents in the strategies used in the shaping and managing of the IBP.

LINKS WITH OTHER AGENCIES – ‘CIRCLE OF CRITICAL FRIENDS’

The school works closely with local social care services, health professionals, the education psychology service and the clinical psychology service to ensure a holistic approach to developing pupil’s emotional and social behaviour. They act as partners in planning and evaluating IBPs. They also act as “Critical Friends” by providing external perspectives on school provision, advocating for pupils, supporting families to implement plans across settings, attending review meetings and visiting classes to observe pupil responses.

Review

This policy will be reviewed within 3 years of approval or sooner if legislation/best practice requires

APPENDIX A

POSITIVE APPROACH TO PLANNING AN INDIVIDUAL BEHAVIOUR PLAN

A collaborative “Solution Focused” approach to devising an Individual Behaviour Plan.

Positive Pupil Profile

Profile of Strengths:

E.g. Greatest success / their best day; Times when behaviours are not presented; People they get on with; Things they enjoy/ enjoyed in the past

Needs

Profile of Difficulties & Needs:

E.g. Medical needs; Environmental needs; Behaviours (actually what they do? Who with? When)

NB: At this stage don't spend time speculating on reasons and solutions.

Deciding on a Focus

Focus:

Recording:

What?

When?

How?

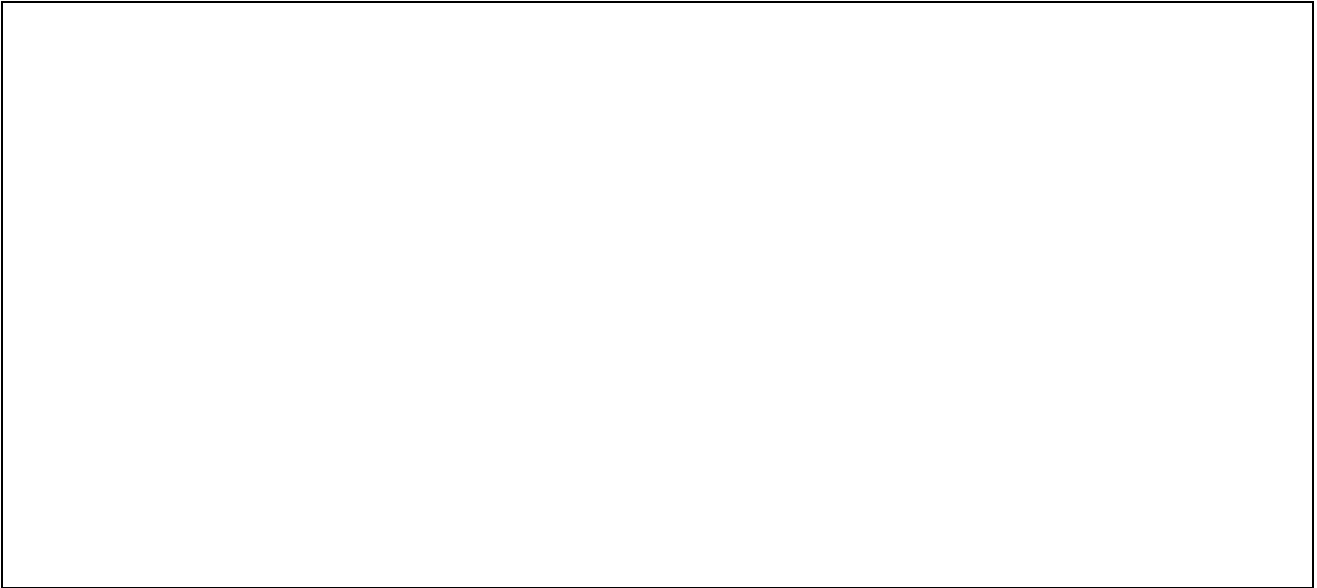
NB: Not all behaviours can be addressed at once. You will need to decide on a main focus and prioritise, informed by.....

- Health & safety
- Stress
- Disruption to learning – self & others
- Impact on social inclusion
- Emerging problem that needs to be ‘nipped in the bud’
- Something that might bring success relatively quickly

Hypothesis about Triggers, Setting Conditions

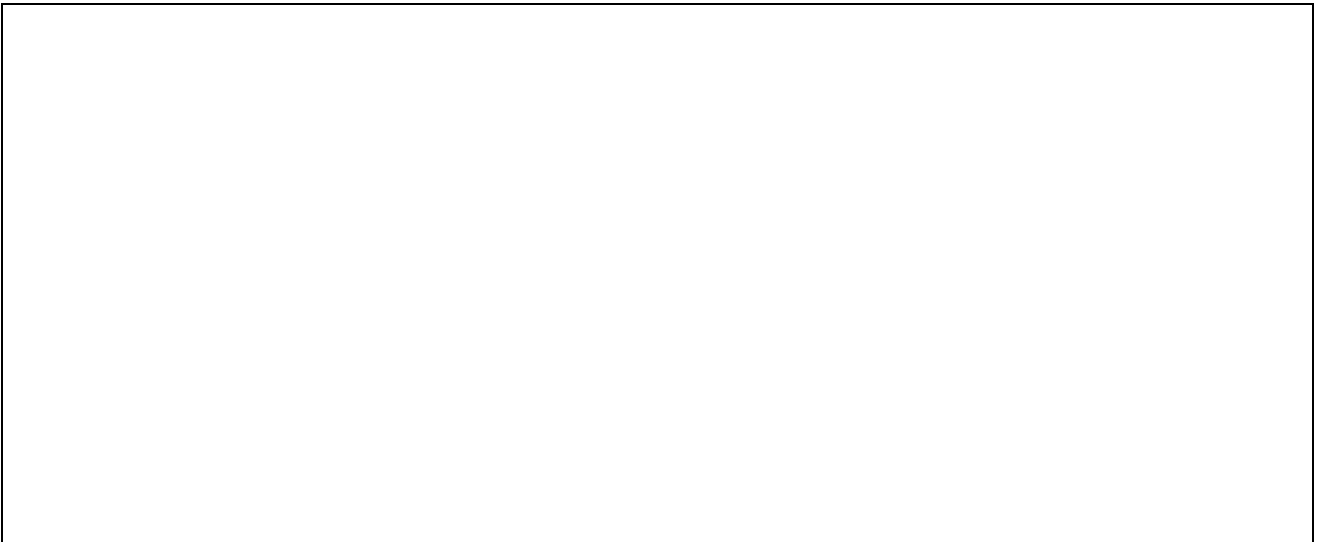
E.g. Triggers – immediate reaction; Setting conditions (medical, environmental, sleep patterns, convergence of a number of these)

Consequences



E.g. Gets others to move away, miss out on opportunities.

Interventions



E.g. Proactive Approaches; Make it less likely for behaviour to happen e.g.

- personnel to support
- ecological (hot, cold, noisy)
- organisational
- interpersonal/ interaction (best way to interact)

Direct Teaching & Positive Programming: Something to replace the challenging behaviour and how we are going to manage.

Reactive & Safety Response: Physical Interventions agreed, Help Protocols.

Behaviour Support and Intervention Plan

Pupil Name:
Class:
Teacher:

I.B.P Date:
Review Date:

(n.b. yellow highlights are indicative content that will differ for each individual)

Trigger Behaviours: *(Describe common behaviours/situations which are known to have led to positive handling being required. When is such behaviour likely to occur?)*

- Anxiety from - choice, debrief of an incident, transition, new or exciting activities
- Not getting his own way, sanctions, being told 'no'
- Inconsistency of rewards, sanctions & rules
- Unfamiliar staff
- Unfavourable tasks/ activities
- Waiting
- Not finishing an activity
- Access to busy areas with open spaces – escalates high level 2 behaviour

Preferred Supportive Strategies: *(other ways of C.A.L.M.ing such behaviours).*

- Structured teaching approaches e.g. TEACCH
- Task analysis teaching
- Total communication approach
- Rewards and consequences

For further information see page 3 for explanations & Ysgol Bryn Derw Behaviour Policy

Class staff may ask for additional support so that colleagues can offer guidance

Class Teacher or SLT will phone parent or guardian with:

- an explanation of the incident
- how your child was supported
- how they will be supported in the future
- any amendments if required in the BEHAVIOUR SUPPORT INTERVENTION PLAN
- a REQUEST that if you notice any marks on your child please inform school

At any time, parents would like to ask questions / or renew the IBP then they are welcome to request an appointment with the Behaviour Leader and / or Headteacher

	PLEASE PRINT	PLEASE SIGN:	Date:
Establishment	Name:		
Placing authority	Name:		
Parents / Guardians	Name:		

Behaviour Support and Intervention Plan

Level	Topography of Behaviour	Staff Support	Reporting
Good <i>Green</i>	xxxx calm & shows interest/good listening/talkative, works sensibly in small group or on his own with TA support. Appropriate physical contact – shaking hands or a ‘high five’.	Continue assertive discipline approach – praise good work/ on task behaviour. Catch xxxx being good. Model the task/activity	
1 <i>Green</i>	Intermittently fidgety or distracted, looking around the room. Intermittently focused & listening, still able to work with a very small group or individual work. Anxiety may sporadically rise/fall. Quiet	Praise desired behaviour & work. Distract xxxx with conversation or the activity; staff may need to model the activity Remind xxxx of rewards and ‘Take a break’ option	
2 <i>Amber</i>	xxxx unsettled (out of routine behaviour, not sitting in usual spot), distracted & looking around. May be very quiet &/ pace or mumbles or voice level may rise, hiss, growl, shout. Says ‘I don’t know’, ‘I’m confused’ or shout ‘I want my...’, very oppositional. Anxiety may sporadically rise/fall. <ul style="list-style-type: none"> Wandering/running out of learning area 	Ask xxxx ‘do you want to take a break’ e.g. in an allocated space. Staff may need script ‘you need to take a break’. A staff member prepares safe area – remove throw-able objects & chairs for ‘take a break’ space, staff monitor xxxx should physical intervention be needed. Pull help alarm. Remind xxxx of rewards, rules, and take a break space <ul style="list-style-type: none"> 2-person single elbow escort to learning area / allocated outside space 	*Teacher or SMT to speak to parent/carer on day of physical intervention. Identify Amber or Red behaviour.
3 <i>Red</i>	Ignoring staff/not listening, running around learning space. Damaging property. Spitting, pushing, hitting, and kicking others, throwing objects, biting. Shouting demands, climbing e.g. gates, fences	Handling strategies: ESCORT using Caring ‘C’s and deflections to steer only - avoiding hitting, kicking and to safeguard pupil and others. Disengagements from - hair pulling, biting, grabbing clothing <ul style="list-style-type: none"> HOLD: 1-person double elbow, 2-person single elbow, 2-person single elbow to chairs, wrap 	
4 <i>Amber</i>	xxxx sitting, may appear unsettled. Using ‘take a break space’ Mumbles or voice level may rise, hiss, growl, shout or cry. Says ‘I don’t know’, ‘I’m confused’ or shout ‘I want my...’, Very oppositional. Anxiety may sporadically rise/fall. May ask for his drink	Calm assertive approach, allow xxxx to take a break in an agreed area. Support xxx/ supervise from distance, direct pupil with ‘take a break’ do not speak to xxxx during recovery time. Use simple language e.g. ‘stop, wait, take a break’	
5	xxxx quiet, listening. Anxiety may sporadically rise/fall. Pupil may shout during debrief	Speak calmly & quietly. Highlight what xxxx did well e.g. ‘Well done for taking a break’. Make clear boundaries for taking a break and physical intervention. Staff may discuss with another member of staff what went well, followed by topics of interest for xxxx to listen.	
6	xxxx showing good and level 1 behaviour.	Staff to talk about matters of interest to allow xxxx to return to activity/ alternative without a direct choice. Praise xxxx for taking a break (if elected at stage2) <i>Highlight right choices with reward tokens, debrief with Mum</i>	

Behaviour Support and Intervention Plan

Timeout Directed and/ or Elected positive reinforcement as part of a planned behaviour programme (requires written agreed IBP plan)

Withdrawal is defined as removal from a situation but with observation and support until ready to resume e.g. taking pupil to do a job

Timeout Offered / Timeout Directed

- Timeout will be time away from the group, either in an area of the classroom, in a space adjoining the classroom, time outside the classroom in the playground or library (all with supervision)
- Time will be given to work through emotions
- Physical interventions may be necessary to escort the child to a quiet space
- Close supervision is essential in order that both pupil and staff are safe
- staff judgements will determine when a pupil is ready to re-join the class or 'take a break' or 'Withdrawal' be offered e.g. 'let's do a job'

Recording and notifications required:

- All classes are required to record all 'incidents', 'physical interventions' and 'time out' in the bound and numbered book. Any injuries should be recorded in the online accident book and on LEA RIDDOR forms. The Headteacher should be informed of any injuries, near misses.
- Records from bound and numbered books are monitored and evaluated to identify patterns in behaviour. This informs staff how to better support young people in managing their behaviour and monitor progress. The Behaviour Manager is responsible to report to the Headteacher
- When holding is deemed necessary it will be undertaken with sensitivity, dignity and respect and applied reasonably and proportionate to the circumstances. However, there may be occasions when marks are unavoidable to all parties

APPENDIX B

SAFE SPACES

AIMS:

- To provide flexible options to help avoid and support pupils during potentially crisis situations.
- To provide a continuum of support for pupils with behaviours that challenge to avoid behaviours escalating
- To reduce anxiety and tension
- To reducing environmental factors / triggers
- To reducing social stimulus

DESCRIPTION

SAFE LOW AROUSAL (RED)

In times of crisis, we aim to provide a space which is physically safe and has the welfare of pupils and staff as paramount.

Spaces are on the opposite side of each corridor to main classrooms with sensory input significantly reduced / withdrawn. The room or outdoor classroom is prepared to prevent self-harm or harm to others or significant damage to property (eg. no edges, easy clean floor, carefully chosen furniture and resources). Staff observe pupils' responses constantly and record episodes in detail

INTERVENTION (AMBER)

To encourage self-management of anxiety when it begins - for those who at times are unable to regulate their emotions. To avoid behaviours escalating to "Red".

Quiet spaces 'ensuite' to some classrooms, Thrive areas, outdoor classroom spaces, use of school specialist spaces e.g. library, play grounds, with carefully chosen furniture and display, encourages relaxation and coaching, counselling.

USUAL CLASS TIMETABLE (GREEN)

Allows personal space in the class room, for exploration and relaxation to enable pupils to request or be directed to personal space/time away from others.

Offers choice and control over the environment, relaxation and/or to expend energy. Includes; TEACCH stations / areas, PECS approaches.

USE OF SAFE SPACES

DEFINITIONS OF SAFE SPACES

'Timeout'

- Restricting positive reinforcement as part of a planned behaviour programme.

'Withdrawal'

- Removal from a situation but with observation and support until the pupil is ready to resume.

'Safe Space / Environment'

- Soft walls and flooring
- Carefully selected furniture / resources
- Easy viewing for staff for observation purposes

WHEN TO USE THE SAFE SPACES (AMBER AND RED)

- When a pupil chooses to use time-out or withdrawal as an option to manage their emotions or behaviour using visual systems or verbally
- When the child wishes to be in a totally quiet, distraction free place.
- When a pupil wants to lie down rather than sit when feeling upset / agitated.
- When it is the safer space option due to behaviours that risk injury to self, or others or threaten to seriously damage property (e.g. throwing or tipping over of furniture in other places)
- When it is the safer option due to a high level of aggression/violence being displayed which may be a high risk of injury to self or others.

HOW TO USE SAFE SPACES

If the safe space (amber or red) is to be used as a strategy for supporting and managing pupils who are distressed / agitated; the strategy must be included in the pupil's behaviour management plan as 'withdrawal' or 'time out'. Red spaces should only be used as specifically expressed in IBPs.

- Indicate why the time out is the most appropriate form of planned intervention.
- If a pupil opts to go there, any door will remain open, unless they close the door themselves and it has been discussed with SLT and parent/carers, and they will to be monitored from outside the room and given space. They can indicate when they are ready to return to their group.
- Observation can be by close visual monitoring or from an appropriate distance through listening to the pupil (this depends on the pupil's response, as close proximity for some children will cause the situation to escalate)
- If a pupil is aggressive / violent when they enter the safe space they will need to be monitored closely until they begin to calm. As soon as calming begins, the pupil should be given the option to leave the space and a risk assessment undertaken by staff as to whether they are ready to return to class or need a period away from others.

- If a pupil wishes to go to the safe space to lie or sit in order to calm down; they can choose whether any door remains open or closed, as close proximity of others can cause their feelings to escalate. They can be left to quiet, but must be monitored from a distance to ensure safety.
- If there is a significant risk that a pupil may leave the safe space and injure themselves or others, then their access may be restricted by staff and secured for a short period (as deemed necessary, reasonable and proportionate to the risk) while a dynamic risk assessment is undertaken. This should be for the minimum time required to ensure the safety of the pupil and others. Continual monitoring and assessment is essential and senior staff should be informed via the school alert system.

RECORDING AND REPORTING

Whenever the safe space is used as the result of an incident, this incident must be recorded on the school electronic accident book system.

Parents will be informed of any incidents in accordance with their individual behaviour plans.

Data relating to the frequency and the nature of incidents is regularly monitored by a designated member of the school's senior leadership team. Collection and evaluation of this data, on an individual pupil, groups of pupils and a whole school basis, is undertaken by the Headteacher to identify pupil's progress, patterns and themes. The conclusions of the data evaluation process are used by the senior leadership team to inform future planning.

APPENDIX C

TEAM TEACH APPROACH

Ysgol Bryn Derw strives to provide a safe learning environment for pupils and staff. Sometimes, some pupils may feel anxious or agitated; during these times staff are committed to doing their best to support pupils to calm down using their communication skills, distraction techniques and by removing any triggers, where possible.

However, there may be times when an individual pupil needs a higher level of support to calm down – at times this may require physical support from staff to ensure the pupil's own safety, the safety of other pupils and staff, or that property is not seriously damaged. In such circumstances physical interventions may be necessary. To safeguard all members of the school community an accredited approach, called 'Team Teach', is adopted to manage challenging behaviour. All staff receive initial training and regular refresher training in the implementation of this approach. The school will also have at least one member of staff trained to Team Teach tutor level. These staff are trained to carry out initial training, on-going refresher training, to advise staff on managing behaviour and to support pupils and are on hand continuously to advise and provide guidance.

All incidents which involve pupils in physical interventions to support them to calm down are recorded by school staff in the bound and numbered book and parents are informed in accordance with the agreement in their Individual Behaviour Plan (IBP). The IBP is created in consultation with parents, the local authority and other relevant professionals and is consistently followed by all school staff. This information is shared with other people / agencies supporting the pupils, e.g. respite settings, after school clubs etc

If you have any questions about the school's policy and provision relating to a pupil's IBP, a general issue relating to behaviour management at school, or about the Team Teach approach in particular then, please contact the Headteacher directly who will make an appointment to meet with you and provide additional information.