

# Behaviour Policy

Review: February 2026



Every child. Every chance. Every day.

## Definitions

ALN	Additional Learning Needs
BSP	Behaviour Support Plan
Co-ordinator	the Behaviour Co-ordinator at Ysgol Pen Coch
CPOMS	Child Protection Online Management System used to record behaviour incidents and child protection concerns
Family, Families	an adult or adults with parental responsibility for Pupils at Ysgol Pen Coch
Head	the Headteacher at Ysgol Pen Coch
HLTA	Higher Learning Teaching Assistant
Policy	Behaviour Policy at Ysgol Pen Coch
Pupil, Pupils	a Pupil or Pupils at Ysgol Pen Coch
School	Ysgol Pen Coch
SMT	the senior management team at Ysgol Pen Coch
Staff	all people employed by Ysgol Pen Coch
Teacher, Teachers	a teacher or teachers at Ysgol Pen Coch

## 1. Aims of the Policy

The Policy aims to create a purposeful and happy atmosphere in School such that

- everyone in School can feel as safe as possible,
- Pupils are ready and able to learn and develop,
- Staff can fulfil their responsibilities effectively,
- the achievements of all Pupils are acknowledged and valued,
- Pupils' self-esteem is enhanced at all opportunities,
- tolerance, kindness and respect for each other is promoted at all times,
- Pupils are encouraged and supported to be as independent as possible and take appropriate levels of self-responsibility for their own behaviour,
- Staff understand the need to have realistic expectations about the rate of progress a Pupil may make when learning to develop new behaviours or adapt existing ones,
- Staff understand the impact of Pupils' different conditions and sensory needs on their emotional self-regulation, communication ability and behavioural presentation,
- Staff understand that mistakes are part of the learning process and that Pupils are at different stages of the learning process,
- Staff are enabled to provide positive, responsive care and support to Pupils to secure these aims,
- School and Families can work together in partnership for the welfare and benefit of Pupils and
- Families therefore have confidence that the School is a safe and purposeful place for their children to be.

## **2. The Rights of the Child**

The School is committed to embedding the principles and values of the United Nation Convention for the Rights of the Child into its culture and practices. This Policy enables Pupils to enjoy their rights during their time in School, especially with regard to the following articles of the convention.

- Article 1 – Every child under the age of 18 has all the rights in the Convention.
- Article 28 – Every child has the right to an education.
- Article 29 – Education must develop every child’s personality, talents and abilities to the full.
- Article 42 – Every child has the right to know their rights.

## **3. Introduction**

The Policy promotes a positive approach to behaviour with emphasis on praise, reward and encouragement, which will foster a secure, supportive and enjoyable learning environment. We aim for the highest standards in all aspects of school life, where everyone is intrinsically valued.

All Pupils have learning difficulties which impact on how they learn to self-regulate their emotions and achieve their wants and needs in pro-social ways. The School believes that Pupils are happy when they behave well, and when that behaviour is recognised and acknowledged by Staff and other Pupils. Our Pupils can behave appropriately when their needs are well met in School and extra-curricular activities. With the right kind of support and intervention Pupils can learn to self-regulate their emotions and communicate their needs and wants with increasing effectiveness such that using anti-social or otherwise challenging behaviour as a means to meet their needs and wants is reduced or disappears entirely. This learning cannot take place unless Staff providing support for Pupils are appropriately responsive to their communication attempts.

The school motto, “Every child. Every chance. Every day.” recognises that mistakes are part of the learning process, in emotional regulation and anti-social behaviour as much as in academic work. Staff will recognise that all Pupils are at different stages of this learning process. Pupils will be given every opportunity to learn pro-social behaviours and past mishaps will not be held against them. All Staff can learn strategies to support Pupils to improve their emotional self-regulation and pro-social behaviour.

School will use approaches and strategies to promote pro-social behaviour and communication that are appropriate to Pupils generally and individually, where those approaches and strategies align with School values and any specific measures outlined in this Policy. Autistic Pupils and Pupils with profound, severe or complex ALN will need a personalised approach to behaviour management and consideration must be given to sensory needs, pain thresholds and levels of stimulation and engagement.

## **4. Behaviour and Communication**

School believes that a person’s behaviour communicates information about them, irrespective of whether the person concerned is consciously communicating or not. Behaviour being a form of communication, Staff must identify the function of anti-social

behaviour exhibited by a Pupil. How Pupils behave gives Staff important information about how they are feeling.

Supporting Pupils to communicate, by whatever means they can, effectively and pro-socially is a very important part of supporting them to behave well.

## **5. Expectations**

### **5.1 Staff**

#### **5.1.1 Staff are expected to:**

- invest in their relationships with Pupils and have fun together,
- always be respectful to Pupils, not talk about them over their heads or in front of other Pupils,
- reflect on what may be the underlying issues that drive or trigger anti-social behaviour in Pupils,
- be non-judgemental about a Pupil's life experiences, but use evidence to inform planning support for a Pupil,
- respond to Pupils' anti-social behaviour in a non- judgemental and supportive way,
- acknowledge that this can be very difficult, especially if a Pupil is aggressive or is targeting others in a very focussed way,
- name and manage their own emotional reactions to a Pupil's behaviour, ie: always demonstrate emotional intelligence, seek support if they are finding it difficult to manage their feelings about a Pupil's behaviour and develop their own emotional resilience through professional support provided by the School,
- be committed to professional learning in behaviour support, eg: through giving and receiving peer-to-peer support, actively participating in in-service training, coaching, mentoring and reflective practice
- calmly, firmly and consistently apply and maintain appropriate boundaries for all Pupils,
- listen respectfully to Pupils, and use professional judgement about how and when to respond,
- respect Pupils' feelings and emotions as valid, and support them with strategies to manage their emotions in pro-social ways,
- actively build trust and rapport with Pupils, which must be earned through daily consistency and fairness,
- be excellent role models for Pupils, demonstrating the character and qualities that School plans for Pupils to develop,
- take responsibility appropriate to their role for developing and delivering appropriate classroom management plans for the Pupils they work with,
- be consistent with Pupils, keep their word, and if circumstances change and Staff are unable to honour a commitment then communicate this clearly and honestly to the Pupils concerned,
- realise that mistakes are part of the learning process, and that Staff don't make judgements about it but instead they support Pupils to get it right,
- ask why a Pupil is behaving the way they do - there will always be an explanation that Staff must try to identify,
- use professional, respectful and moderate language and terminology when discussing Pupils and behaviour incidents, eg: we say a Pupil is "in crisis", not that they are "kicking off" or "having a meltdown."

- identify Pupils' strengths, with them if possible, and build on those strengths. If the Pupil is not able to do this then advocate for the Pupil within the team,
- seek support from wider professional networks to problem-solve Pupil anti-social behaviour,
- offer professionally respectful support and guidance to students, volunteers and visitors to School with regard to their engagement with Pupils and take the lead in any Pupil behaviour management situation that may develop, see Section 5.5,
- use Incredible Years positive classroom management approaches to deliver learning opportunities,
- teach Pupils the Incredible Years Show Me Five whole school rules and support them to follow them,
- use appropriate elements of the Zones of Regulation scheme to support Pupils,
- follow Team Teach principles when supporting Pupils who are beginning to demonstrate anti-social behaviour, or are in a behaviour crisis,
- read and follow the Behaviour Policy and Positive Handling Policy, and
- keep records of behaviour issues using CPOMS.

5.1.2 Teachers are expected to follow all of the principles outlined in 5.1.1 and in addition:

- proactively lead on classroom management in their classes,
- set up BSPs when needed for Pupils in their class,
- communicate promptly and openly with a Pupil's Family regarding their emotional regulation and any significant anti social behaviour incidents their child is involved in, eg: strategies for managing emotional regulation, if a Pupil hits another child, if a Pupil has been hit, patterns of seemingly less significant incidences, and
- use appropriate methods to communicate with Families, eg: message on Class Dojo for minor concerns, phone for anything more than minor or where discussion is complex or ongoing, arrange face to face meetings when judged necessary or requested by the Family concerned.

## 5.2 Pupils

Pupils are supported to, and within their capacities expected to:

- be polite, kind and caring towards one another,
- help those less able than themselves,
- show respect for and listen to Staff and other adults,
- show respect for the School and any supplementary classroom rules operating in their own classes,
- show respect for all property,
- evaluate and modify their own behaviour to the best of their ability
- follow the Incredible Years Show Me Five rules.

## 5.3 Families

Families are expected to:

- be supportive of the Policy, including raising concerns or suggestions about its content or the operation of its provisions,
- where they have Internet access, use Class Dojo to stay in touch with their child's class staff and keep them informed of relevant matters arising out of School, eg: poor sleep affecting their child's mood or energy levels,

- provide School with emergency contact details including phone numbers so that Staff may get in touch with them reliably should the need arise, and
- work in partnership with School to provide the best emotional regulation and behaviour support possible for their child, eg: contribute to their child's Behaviour Support Plans and sign off once agreed.

#### 5.4 Governors

Governors are expected to support and appropriately challenge the Head and Staff in the implementation of this policy.

#### 5.5 Other people on the School site

5.5.1 Occasional visitors to the School are not expected to involve themselves in Pupils' emotional regulation or behaviour support for Pupils outside of any professional or volunteering responsibility they may be performing, or emergency situation that may arise where available adults may need to assist Staff. Staff will be on hand to ensure appropriate support if available. Visitors are encouraged to discuss any concerns they have regarding Pupils' emotional regulation or anti-social behaviour with Staff.

5.5.2 Students and volunteers working for School with Pupils will over the course of their placements develop knowledge of and relationships with those Pupils. While they may naturally become involved with emotional and behavioural support for those Pupils this should only be of a routine, low level nature. Staff must be aware of this and offer support and as necessary take over any developing incident. Staff must lead on any more involved or complex incidents of Pupil anti-social behaviour. Students and volunteers will best be used to support other Pupils in the class to enable Staff to be available for the incident in question.

### 6. Strategies to encourage pro-social behaviour

Behaviour management strategies used in the Ysgol Pen Coch will be diverse to suit the needs of Pupils, but the underlying principles using the Incredible Years, Zones of Regulation and Team Teach approaches will be the same. Staff will differentiate between Pupils, using strategies appropriate to the individual, accounting for their age, abilities and any relevant condition specific considerations. Some Pupils whose needs are greater than others will have BSPs, which should be adhered to by all staff who come in to contact with those Pupils (see Section 7).

These will be age and ability appropriate. Each class teacher will compile their plans with the Pupils to enhance their ownership and understanding of expectations upon them.

#### 6.1 Preventative strategies

It is far better to prevent inappropriate behaviour occurring than to deal with it afterwards. If Pupils' needs can be met at their point of need it is more likely that inappropriate behaviour may not arise, stop or be moderated. The critical point is for Staff to know and understand Pupils in their classes.

Preventative strategies therefore include, but are not limited to:

- Teachers and HLTAs to plan lessons that are appropriately engaging, challenging and resourced for the Pupils concerned,
- Staff being well prepared for lessons, which includes being briefed by their Teacher and/or HLTA,
- Staff to put in place a class routine so Pupils feel secure and understand what is happening,
- Class rules should be formulated with Pupil input and agreement where developmentally appropriate, be expressed in positive terms, eg: “In Elephants Class we use kind words.”, be kept short, and be communicated clearly and frequently to the Pupils concerned in ways they can understand, eg: visuals, Makaton etc.
- here explicit class rules have been formulated they should
- being aware of Pupil dynamics within the class and managing the classroom accordingly,
- Staff to accurately assess Pupils’ needs, drawing on all relevant sources of information, including their history and current circumstances
- Teachers to lead on maintaining Pupil documents including termly targets, One Page Profile, Sensory Profile and if necessary, BSP, and ensure that Staff are aware of their contents and their guidance is followed,
- in line with their abilities and understanding, Staff to involve Pupils in their own target setting and promoting self- assessment,
- Staff to plan for activities and take advantage of opportunities that will develop Pupils’ self-esteem, independence and personal resilience, including frequent praise for pro-social behaviour and trying hard when working, using motivators to acknowledge pro social behaviour and kind acts, giving responsibility, encouraging peer praise
- giving minimal feedback for low level, inappropriate behaviour,
- Staff having high expectations of standards of behaviour for Pupils,
- ensuring routines and tasks are understood by Pupils,
- having consistency of approach and setting clear parameters for Pupils,
- understanding and diverting trigger points for individual Pupils,
- using tactics appropriate to the Pupil to help diffuse a situation, eg: remind the Pupil Staff are there to help, to use humour where it is known to improve a Pupil’s mood, change of face if a Pupil is becoming cross with one particular Staff member, move location, offer Pupil some control over activities such as the order they are done in or alternatives,
- Staff to liaise with Families regarding their child’s activities, achievements, wellbeing and concerns following School/Family communication practice, and
- Staff to seek guidance from the Co-ordinator for additional support.

## 6.2 Motivators

Judicious use of motivators can be a very powerful way of building a Pupil’s ability to behave in pro-social ways intrinsically. Motivators may look like rewards offered to achieve simple compliance, but the journey a Pupil goes on learning pro-social behaviour and building intrinsic motivation has a starting point and proceeds in as small steps as are necessary for the Pupil to achieve.

Motivators or rewards include, but are not limited to:

- praise and other general motivational communication, which raises Pupil self-esteem, leads to pro-social behaviour and supports behaviour for learning,

- descriptive praise, where a Staff member tells a Pupil what it is exactly that they like about what the Pupil is doing. It reinforcing the behaviour that is being commented upon, eg: “I liked the way you came in the first time I asked. Thank you.” or “I noticed how kindly you helped X. Thank you.”,
- giving a Pupil special responsibilities or privileges,
- permitting a Pupil to have a special activity or more time on preferred activities, eg: time in a sensory room or on an iPad, and
- communication with Families to tell them about their pro-social behaviour and/or achievements.

### 6.3 Consequences

A consequence is something that relates back to a specific behaviour. If a pupil exhibits anti social behaviour the consequence is that Staff will act in the situation to interrupt the behaviour and the Pupil concerned will be supported to use the incident to learn more pro social ways of behaving, eg: a Pupil behaves in a way which makes others feel unsafe, as a consequence that pupil has a break from the activity and is supported by Staff to consider their behaviour, the Pupil apologises to the group and carries on with activity. Staff will review the incident and put in place further support for the Pupil as necessary such as personal/social targets.

It is important for Pupils to link a specific behaviour with a consequence. The consequence needs to be a natural consequence which makes sense to the Pupil. A consequence need not feel negative to the child, but must build their understanding of and ability to show pro social behaviour.

School does not believe that the use of punishments is appropriate to our Pupils’ developmental abilities and understanding. A punishment does not relate to the incident that gave rise to it. A punishment will frequently lead a Pupil to be angry about that rather than focus on the effect of their anti-social behaviour on those around them. Staff must therefore think carefully about consequences distinct from punishment, eg: if a Pupil has tipped up a bin an appropriate consequence is for them to tidy up the mess that they made (assuming it is safe to do so, and with appropriate Staff support) but litter picking in the playground because a Pupil has not completed their work is a punishment and therefore an inappropriate.

Staff must be careful to prevent consequences becoming punishments, but it is recognised the distinction may be hard to maintain at all times, eg: the Pupil in the example above runs the risk of missing some time in soft play because they have had to stay back in class to tidy the mess they made. It could be argued that there is a punishment element in this consequence. Staff must therefore manage the situation to reduce this risk as much as possible, eg: the Pupil must tidy for a short time and then go to soft play, Staff to jolly the Pupil along to make sure the tidying is quick. Withdrawal of timetabled activities must never be used as a punishment.

**Corporal punishment is illegal in all circumstances and must never be used. Incidents of suspected corporal punishment by Staff must be reported immediately to the Head or another SMT member, who will deal with the matter according to School policies, which may include instituting gross misconduct proceedings and potentially result in the dismissal of any Staff member found to have used corporal punishment on a Pupil.**

## 6.4 Reparation

Opportunities to repair an incident must be given to the Pupil. Appropriate reparation focusses the child's mind on the punishment rather than what they did. Reparation gives the Pupil agency in making things better, they are learning to take responsibility to resolve situations. Unresolved difficulties can make Pupils anxious, which in turn may cause dysregulated behaviour to return, escalate or even become habitual.

Reparation must be appropriate to the individual Pupil. Pupils with greater communicative and conceptual understanding may be able to participate in a debrief with Staff. Other Pupils may not be able to engage with a debrief but can be involved in other ways, eg: tidying up things they have thrown.

## 7. Behaviour Support Plans

Some Pupils will exhibit anti-social or dangerous behaviours that regular classroom management strategies do not appear to be ameliorating. This could be because the behaviours are extreme, eg: biting, or lower level behaviours that are frequent, eg: screaming. In these instances the Pupil's Teacher must set up a BSP for them (see Appendix A for the current School BSP template). Other Staff may contribute to the BSP as necessary, eg: class Staff will all have valuable knowledge to share, the Co-ordinator may give advice. Families must be given a draft copy for comments and suggestions. The final version should be dated and agreed between the Teacher, Family and Co-ordinator. A BSP must be regarded alongside all other sources of information about the Pupil.

A BSP must address each behaviour concern, indicating strategies to address it safely and strategies for building a positive relationship with the Pupil. Ordinarily the knowledge and expertise is available within the class team with help from the Pupil's Family. The Co-ordinator is always available for guidance. However some Pupils require very specific and detailed plans entailing significant changes to their activities, support and daily routine, eg: shortened school day or off site learning. The class Teacher concerned will have to co-ordinate planning from all relevant colleagues and agencies, eg: Family, Co-ordinator, SMT, school transport, social workers.

It is the Teacher's responsibility to update their Pupils' BSPs termly or more frequently if as circumstances indicate, eg: a new behaviour starts part way through term. Every time a BSP is updated Family involvement and agreement must be sought. Behaviours that are no longer current should be removed from a BSP.

If a Family does not agree their child's BSP, the draft copy will be held as the record of what School believes is appropriate for the Pupil concerned. School will endeavour to adhere to specific instructions given by the Family, but at all times has a legal duty to ensure the safety of Pupils and Staff and may take such action deemed necessary to secure this. School will continue to seek agreement with a Pupil's Family regarding behaviour support.

Each class must maintain a Keeping Safe Folder, which will contain the current BSPs for all Pupils in that class who have one. In addition the Co-ordinator will ensure that BSPs will be filed in School systems, eg: by maintaining a dated filing system on Hwb Teams or the school server. Anyone new to a class, Staff, volunteers, students, visitors, must be given time to familiarise themselves with BSPs of Pupils with whom they will be working.

## 8. Children with exceptional behavioural needs



The majority of Pupils will respond positively when Staff work to support them following this Policy. However, some Pupils need additional support to manage their behaviour. This will typically be co-ordinated by that Pupil's class Teacher and may include. At all times the principles of this Policy will be followed. Further actions to support the Pupil concerned may include, but is not limited to:

- putting in additional support tailored for the individual needs,
- Education Psychology referral
- multi agency review
- observations including home visits if necessary and agreed with the Pupil's Family,
- medical investigations to ensure the Pupil is not unwell or in pain
- drawing up a risk assessment, or in exceptional cases
- reviewing the Pupil's IDP.

## **9. Bullying**

Bullying as understood in mainstream schools occurs far less frequently within School. Most Pupils lack the emotional maturity necessary to understand the exacerbating features of bullying. Staff:Pupil ratios are greatly enhanced so general supervision is higher and specific Pupil peer to peer interactions are heavily moderated by Staff. Pupils however do sometimes interfere with others, some may target specific individuals (Staff or other Pupils) and most lack the understanding necessary to quickly change their behaviours, eg: to learn to stop anti-social behaviour.

All incidents where a Pupil interferes with or hurts another are taken seriously: School does not tolerate bullying nor behaviour which approximates to it. All principles of the Policy apply to these situations, including any perpetrators being helped to understand why their actions were wrong, apologising to others and working to change their behaviour. Any targeted Pupils will need reassurance and will be supported how to communicate that they need help, to communicate "No" to others etc.

The times of day when specific incidents are most likely to occur are those when Staff supervision is lower and Pupils' time is therefore less structured, eg: lunch time when Staff rotate for their own lunch break, break times when Staff are split between the playground and prepping in class, and during transitions between activities or rooms when there is a lot of Pupil movement.

Bullying will be recorded on CPOMS in the usual way, see Section 13. Families of all Pupils involved, the perpetrator and any target Pupils, will be informed by phone. All Pupils involved will receive the support they need to move on. A Pupil's BSP will be reviewed as necessary, or one will be put in place for them. Teachers will consider their classroom routines and management to see if there are further ways they can minimise the risk of incidents occurring and support their Pupil's pro-social learning.

Where an incident of bullying occurs, the Local Authority are notified via the headteacher.

## **10. Discriminatory language /incidents**

Although rare, Pupil behaviour incidents that include elements of racism, homophobia, sexism or relate to disability, gender, religion or other legally protected characteristics are unacceptable in School and will be dealt with as a serious behaviour incident. All incidences must be recorded on CPOMS in the usual way, see Section 13, and be verbally reported as soon as is practical to SMT. The Pupil's Family must be phoned to explain and debrief on the incident. School may need to report any such incident to the local authority. Detailed guidance can be found in the Equality Policy.

## 10. Specific schemes

### 10.1 Zones of Regulation ([www.zonesofregulation.com](http://www.zonesofregulation.com))

Most Pupils in School struggle to recognise and name what they are feeling, work out what, if anything, they need to do about it and how to ask for help. The Zones of Regulation provides an easy way to think and talk about feelings by sorting emotions into four coloured Zones. Staff will help Pupils recognise when they are becoming less regulated, so they can do something about it to manage their feelings and become calm and ready to learn and play in School. As well as learning to recognise feelings, the Zones scheme also teaches strategies to help when a Pupil realises they are in a certain Zone. These may be suggested by the scheme, or the Pupil with support from Staff may work out their very own strategies.

The four coloured Zones of Regulation organise our feelings, states of alertness, and energy levels:

- Blue – low energy and flat feelings, a person may need to rest and recharge
- Green – calm and alert feelings, a person may be happy to carry on as they are but might still want to find things to do that actively support this state, eg: use fidgets
- Yellow – rising energy levels but feelings are becoming unclear, a person may need to start using calming techniques to avoid getting over excited or worried
- Red – very high energy levels and feelings are beginning to become overwhelming, a person may need to pause and reset maybe by using up physical energy

A core belief of The Zones of Regulation is that all Zones, all feelings, are themselves valid. It is understandable that a Pupil may sometimes be cross or sad or excited, for a whole variety of immediate and underlying causes. Staff must acknowledge, accept and support Pupils' feelings: never make them feel like the Green Zone is the norm or the only acceptable Zone. The Zones of Regulation scheme aims to enable Pupils to manage their emotions in a pro-social way, rather than resort to undesirable behaviour.

Teachers will lead on using Zones of Regulation in a way that is appropriate to the Pupils in their classes. All Zones of Regulation resources are available Even where it is felt that Pupils do not have the communicative or cognitive capacity to engage with the scheme at all, the colour based terminology should still be used when interacting with those Pupils so that there is a base level consistency across the whole School.

### 10.2 Incredible Years ([www.incredibleyears.com](http://www.incredibleyears.com))

Incredible Years is an evidence-based early support programme for parents, teachers and other professionals who work with children ages 0-12. It provides curriculum activities to promote children's social and emotional learning and for organisations to provide an environment that supports children's optimal early development. Teaching methods include a social and emotional learning curriculum, nurturing child-directed play interactions using narrated descriptive commenting, proactive teaching with predictable routines, consistent

positive behaviour management strategies. The intervention resources use dinosaur-themed materials and life-size puppets (including Wally, who becomes a pupil in School, and Dina the Dinosaur) to engage children and strengthen social, emotional, and academic skills. Teachers are able to use and adapt the resources to plan sessions meeting the social and emotional learning needs of Pupils in their classes.

### 10.3 Team Teach ([www.teamteach.com](http://www.teamteach.com))

School uses the Team Teach approach to behaviour incident management as School and Team Teach values are in alignment. Team Teach is toolkit of holistic strategies on de-escalation and crisis intervention, both verbal and non-verbal for supporting and reducing instances of disruptive and distressed behaviours. The aim is to of keep those who have become distressed safe, as well as those around them. As School does, Team Teach believes that all behaviour is communication being driven by experiences and emotions. Team Teach approaches promote understanding behaviours and encouraging de-escalation and have been incorporated into the body of this Policy, especially in Sections 1, 5, and 6. Team Teach also includes instruction in the use of physically restrictive interventions including evaluation of situations, dynamic risk assessment and the techniques themselves. In all instances Team Teach stresses that restrictive physical intervention is a last resort to be used when a person or people are at risk of significant harm, or property is at risk of significant damage. See Section 11.1 for general guidance, and the Positive Handling Policy for detailed guidance.

### 10.4 A total support approach

Zones of Regulation provides a model to help individual Pupils learn how to recognise and understand their own emotions, and manage them pro-socially when needed. Pupils learn to manage themselves. Incredible Years provides proactive curriculum input for social and emotional learning in class groups. Pupils learn how to manage in groups. Team Teach provides a consistent and respectful approach for Staff to use to support Pupils during behaviour related incidents. Pupils have the security and reassurance of knowing they are supported at all times. Together the three schemes meet different strands of behaviour need in a complementary manner, leading it is hoped to a total approach to behaviour support for Pupils.

## 11. Use of physically restrictive intervention

### 11.1 Restraint

Physical contact between Staff and Pupils may occur throughout the day in a range of appropriate circumstances and is called contingent touch, eg: PE, massage and other therapies, toileting and other personal care, mealtimes, comforting and safeguarding. Contingent touch also includes any specific strategies involving touch to use with specific Pupils that may be referenced in their documentation and therefore be used with them in the circumstances provided for, eg: a Pupil's Sensory Profile indicates wrapping in a blanket gives the Pupil the right sort of sensory input to help them ground their body awareness, or their BSP states that deep pressure massage on their shoulders helps them to calm if they have become distressed. None of these situations restrain the Pupil's movement.

In Wales all School staff are legally allowed to use physical restraint that is necessary, reasonable and proportionate to secure the safety of pupils. School believes that it is highly undesirable for anyone to be involved in a situation where restraint is used. However School

also recognises that at times restraint may be the safest way to ensure the safety of people and possibly property where a Pupil is in crisis and is unable to control their behaviour. Insofar as it is possible, to ensure the greatest safety of Pupils and Staff in situations where restraint is judged to be necessary, it will be delivered by Staff who have current Team Teach training certification. Other Staff involved in any such situations are responsible for redeployment between classes to ensure that appropriately trained Staff are available where and when needed. Any incident involving restraint must be documented on CPOMS (see Section 13) and the Pupil's Family must be informed as soon as is practical, which will at the very latest be after School has ended on the day of the incident.

Please see the Positive Handling Policy for detailed guidance on the use of physical intervention, restrictive or otherwise, in School.

## 11.2 Restriction of liberty

**At Ysgol Pen Coch a Pupil must never be locked in a room alone without support or supervision, deprived of food or drink, or denied access to a toilet.**

Generally there will be options for managing rooms and outside space to ensure that a Pupil in crisis can have the space they need to "let off steam" in an acceptable level of safety for the Pupil, other Pupils and Staff. However in exceptional circumstances a Pupil may need to be moved to a safe space to reduce overall risk to themselves or others. There must always be Staff present, and SMT must be notified as soon as is practical. During a seclusion incident all the principles of the Policy remain active. Pupil welfare is the central consideration.

The incident must be recorded on CPOMS. The Pupils' Family must be phoned and debriefed on the incident and their child's welfare.

## 12. Exclusions

School does not believe that exclusions are an effective way to support Pupils, not least as they run counter to the School motto "Every child. Every chance. Every day." Nevertheless exclusion remains an option that is available to the School if other courses of action have been tried and deemed ineffective. Decisions to exclude Pupils should always be a reasonable and measured response, which will have impact and provide a learning opportunity for the child. Exclusions can be managed internally, and a child can be moved from class for a period of time. An exclusion from School would only be used in extreme circumstances, eg: deliberate use by a Pupil of a weapon, safety of Pupils or Staff is severely compromised, sexual assault, significant damage to property.

All exclusions must follow local authority procedures and be reported to the Chair of Governors, the local authority, the School's allocated Education Welfare Officer and if they have one, the Pupil's allocated social worker.

## 13. CPOMS ([www.cpoms.co.uk](http://www.cpoms.co.uk))

CPOMS is a secure, web and app based platform used to record safeguarding issues, child protection concerns and behaviour incidents, and correspondence relating to them, eg: a social services report may be added. Each log may then start a thread relating to the initial incident or concern where there is follow up that needs to be recorded, eg: a TA logs a behaviour incident to which the Co-ordinator adds some guidance, meanwhile the Teacher

may need to phone the Family about it and will add the response to the log thread. All relevant information about incidents and concerns is kept safely and is easily accessible when needed. CPOMS enables comprehensive recording as it is easy to use, paperwork is not lost or degraded, Staff are reassured that SMT will see all logs and can ask for feedback if they feel the need, Pupil histories are kept together and available, SMT can run reports to support planning, training or for meetings such as Case Conferences etc.

The Head will ensure Staff receive training to use CPOMS effectively and are given their own login to do so.

Staff have differing CPOMS access levels according to their role in School. All Staff have their own login and password, and in line with their safeguarding duty are able to log concerns relating to any Pupil whether or not they teach them or are even in a Pupil facing role. SMT members have access to every log made for every Pupil. Class Teachers have access to every log made for Pupils in their Class. The Co-ordinator has access to every log tagged as a behaviour incident. The school nurse, who is not a School staff member but is employed by the local health trust, has a CPOMS login, can make logs for any Pupil and has access to every log tagged as a child protection concern. Unless they are themselves tagged into it by someone who does have access to a log, other Staff not yet mentioned do not have access to any log, even if they made the initial log concerned. They will be tagged back into a log where the other Staff member requires further input from them, eg: to clarify what happened or to remind about follow up.

Ideally behaviour incidents should be logged by the Staff member who led on managing the incident, whether they are a TA or the Head. If this is not practical the Staff member best placed to make an accurate log should do so. Supporting documents can be attached to logs, eg: a weekly behaviour frequency chart should be uploaded at the end of each week.

CPOMS logs are documents of record may be requested by other professionals in pursuit of their responsibilities, eg: social workers, police. They may also be relied upon and interrogated in formal legal proceedings. Staff making logs may be called upon to answer questions regarding their logs in any such proceedings. As such it is imperative that Staff making logs should use appropriate, professional language and describe incidents and concerns fully, openly and plainly, explaining specialist or sector terminology as necessary. Emotive or dramatic language must be avoided. Where it is necessary to give an opinion in a log, the author must flag this clearly.

If someone without a CPOMS login needs to report an incident, eg: a visitor, student or volunteer, or Staff who have not yet received their login, the person they report to should make the log, reporting what they have been told and by whom.

CPOMS records will be kept for the legally required periods for Pupils in School.

## **14. Recording**

The Co-ordinator will ensure that current and archived BSPs will be kept in the Behaviour folder in Ysgol Pen Coch Teams site. In addition classes will keep current hard copies of BSPs for their Pupils in their Keeping Safe Folder.

Behaviour incidents of a more serious or unusual nature, including bullying, must be recorded individually on CPOMS, see Section 13.

Behaviour frequency charts and/or ABC (Antecedent, Behaviour, Consequence) charts may be used to help Staff understand patterns and causes of a Pupil's behaviour. When used they must be uploaded weekly as a CPOMS record.

## **15. Review**

The Policy must be reviewed every two years as set out on the header page of the Policy. In addition it may be reviewed at any time deemed necessary by the Co-ordinator, the School governor with responsibility for behaviour or the Head. Changes to the Policy must be ratified by the School governing body. Historic versions of the Policy should be archived but remain readily available for reference as required.


**Signed:** (Behaviour Co-ordinator) **Date:**

**Signed:** (Head Teacher) **Date:**

**Signed:** (Chair of Governors) **Date:**

**Date of next review: February 2026**

# Behaviour Policy Appendix A

Ysgol Pen Coch <b>Behaviour Support Plan</b>			This plan supports the pupil's behaviour in areas deemed outside of the general classroom behavioural issues. <b>It should be read in conjunction with the pupil's One-Page Profile.</b> Staff should also refer to the school's Behaviour Policy and Positive Handling and Physical Intervention Policy. This plan should be updated each term.	
<b>Section 1</b>	<b>Agreed approaches to supporting pupil</b>			
Name:	Class: Term:			
Behaviour	Why / When?	Desired behaviour	Agreed proactive strategies	Building a relationship with the child

<b>Section 2</b>	<b>Use of positive handling and restrictive physical intervention</b>	<b>Please list agreed positive handling and restrictive physical intervention to be used below</b>
On occasions pupils may require the use of physical support or intervention to keep themselves or others from harm if the agreed proactive strategies (above) have failed. Any physical intervention must be agreed by the Behaviour Co-ordinator and only used by trained, competent and confident staff. Any incidents must be recorded on CPOMS.		

Class teacher:	Behaviour coordinator	Parent / carer