

Ysgol Pen-y-Bryn

Pupil Support Policy

Incorporating
Behaviour,
Restrictive Physical Intervention, Safe Touch
& use of Timeout Areas.

Coordinator: S Type

As a Rights Respecting School, we are committed to embedding the principles and values of the United Nation Conventions for the Rights of the Child (UNCRC). This policy enables our pupils to access and enjoy 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.

Headteacher  Date17/2/22.....

Chair of Governors  Date.....17/2/22...

Review Date17/2/23.....

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Values Statement

At Ysgol Pen-y-Bryn we are committed to providing a caring, friendly and **safe community** for all of our pupils and staff where everyone can learn their own self-worth in an atmosphere of tolerance, mutual **respect** and co-operation. We intend the school to be a happy and enjoyable place to work, which will provide the opportunity for every child and adult to realise their **ambitions** in an **exciting** and stimulating environment.

Pen-Y-Bryn CARES

4 Purposes Statement

We at Ysgol Pen-y-Bryn aim to deliver our new transformational curriculum where the 4 purposes and our school values are at the heart of this journey. We will need to focus on the following four key enabling objectives to provide our direction.

- Developing a high-quality education profession.
- Inspirational leaders working collaboratively to raise standards.
- Strong and inclusive schools committed to excellence, equity and well-being.
- Robust assessment, evaluation and accountability arrangements supporting a self-improving system.

Our school mission is to match the national mission, of being ambitious, innovative and confident as we work to deliver a reformed and successful education system. By learning together, we can develop a better future for our pupils at Pen-y-Bryn building, ambitious, creative, ethical and confident individuals.

1. Introduction to Pupil Support

Ysgol Pen-y-Bryn has 150 pupils aged 3-19 who have severe and complex learning difficulties. The population of the school is 65% E band and 35% G band with 57.6% of pupils having a diagnosis of ASD. There are pupils who at times present behaviour that may necessitate the use of restrictive physical interventions to prevent injury to themselves or others, extreme damage to property or the breakdown of discipline as described in Section 93 of the Education and Inspections Act 2006. The use of physical intervention in these circumstances should only be used as a last resort, when all other options have failed. We at Ysgol Pen-Y-Bryn support positive proactive pupil interventions, where staff use The Thrive philosophy to develop and nurture our pupils in a supportive environment. The use of physical force must be reasonable and comply with:

- Welsh Government policy and practice guidance.
- All Wales Safeguarding procedures.
- City and County Of Swansea policies.
- BILD code of practice.
- A Pupil's Personal Support plan.

Ysgol Pen-y-Bryn has an established Pupil Support Team, comprising of the following practitioners:

Mr S Type - Deputy Headteacher & Lead
Mrs B Pearce - ALNCO.
Mrs J Tucker - MAPA & Thrive practitioner.
Miss S Goatley - MAPA & Thrive practitioner.
Miss E Thomas - MAPA practitioner.
Mrs A Roberts - MAPA practitioner.
Mr S Miller - ABA practitioner.

The team aims to provide support to staff and pupils through planned interventions enhancing both staff and pupil wellbeing. Pupil wellbeing is paramount within Ysgol Pen-y-Bryn as we support, prepare and challenge our pupils through our school values of Community, Ambition, Respect, Excitement, and Safety under the motto of Pen-y-Bryn Cares.

2. Behaviour Support

2.1. Positive Behaviour Support/Rewards

All staff should adopt a positive approach to improving behaviour in order to reward effort and application and to build self-esteem. Ysgol Pen-y-Bryn works in partnership with those who know the child in order to:

- Establish the function of behaviours being displayed.
- Understand the factors that influence this child's behaviour.
- Identify early warning signs that indicate foreseeable behaviours are developing.

This approach will help to ensure that early and proactive intervention is the norm. It aims to reduce the incidence of extreme behaviours and make sure that the use of physical force is rare. At Pen-y-Bryn, we have a number of reward systems linked to behaviour, progress and success. We have team points systems linked to gold coins, rewards and merit assemblies, token economy boards, and in class merit systems.

2.2. Planning to Support

Each child has their own Risk matrix (Appendix 1) outlining potential behaviours and risk rating. From the matrix, a bespoke Personal Support Plan (Appendix 2) is developed providing detail of how the individual is best managed, early warning signs and pro active strategies. These plans provide direction for all staff and consistency for the pupils.

We at Ysgol Pen-y-Bryn believe in a pro active approach to supporting our pupils , this is underpinned by the philosophy outlined within the Thrive approach. Placing the pupils at the heart of the process developing relationships and a culture where all pupils feel supported and safe.

The Pupil Support team not only provide the systems for supporting pro active practice but, it supports class and pupils by providing a pupil referral system to where the team aims to provide expertise and intervention guidance to pupils referred to the team . All pupils receiving support from the team undertake a Thrive assessment providing baseline data that is used to monitor the effectiveness of any intervention used. This data along with Behaviour Watch and risk matrix data is used

to demonstrate individual progress of each pupil and to monitor the effectiveness of the intervention.

All Personal Support Plans, if required, should be agreed in partnership with the pupil, his/her parents (or those with parental responsibility) and other statutory agencies working with the pupil. This is especially the case when children are looked after by the local authority, in respite care or cared for by others with legal responsibility. All staff working with that pupil must sign and date the PSP once they have read it and agree to the strategies outlined in the plan. This is highly effective multi-agency working practice

An electronic copy of all Pupil Support documentation is stored on the School Storage section of HWB and printed copies are kept in the class personal files. All new staff and supply staff must be made aware of these plans and given time to read and discuss the plans with the class team. Any amendments made to a plan following an incident must be shared with relevant persons.

2.3. Staff Training

All staff at Ysgol Pen-y-Bryn undertake an initial two day MAPA training course, covering communication, intervention, ACE's, fear and anxiety, decision making, crisis management, risk assessment and holding skills.

A one day refresher session is taken each year, where the focus is to re visit the physical interventions, a group needs analysis is undertaken by the group which is then used to create a bespoke learning pathway for the remainder of the course.

Staff are trained to use strategies to keep themselves safe, they are also taught to recognise the escalation of behaviours and calming strategies to diffuse potentially difficult situations. Staff receive training in completing the individual risk matrix, pupil referral form (Appendix 3) and PSP' to ensure all are part of the identification process and have a voice in writing the Personal Support Plans. A proactive approach to managing behaviour is key to all staff practice.

Members of staff may be taught specific restrictive physical interventions to use with a pupil. This must be documented in their Personal Support Plan and be agreed by parents/guardians. Such interventions can only be taught by the MAPA instructors. Staff undertake progressive Thrive training and Champs coaching developing their ability to understand themselves and their pupils.

3. Restrictive Physical Intervention

3.1. Definition of Physical Intervention

The Department of Health Circular 1993 (3) outlines 3 levels of physical intervention.

1. By simple physical presence, involving no contact e.g. standing in front of an exit.
2. Holding - touching a child to persuade him/her to comply e.g. taking a child by the arm, touch support to lead away from a situation.
3. Physical restraint/restrictive physical intervention. When a child is held, probably against his/her will where the intention is to overpower the child.

Restrictive Physical Intervention has been defined by BILD as:

"A method of responding to the challenging behaviour of people with learning disability and/or autism which involves some degree of direct physical force which limits or restricts the movement or mobility of the person concerned".

3.2. What the Law says

Section 93 of the Education and Inspections Act 2006 states that school staff are authorised to use such force as is reasonable in the circumstances to prevent a pupil from doing, or continuing to do, any of the following:

- **Committing any offence (or, for a pupil under the age of criminal responsibility, what would be an offence for an older pupil).**
- **Causing personal injury to, or damage to the property of, any person (including the pupil him/herself) .**
- **Prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise,**

In these examples use of force would be reasonable (and therefore lawful) if it was clear that the **behaviour was sufficiently dangerous or disruptive** to warrant physical intervention of the degree applied and could not realistically be dealt with by any other means.

The staff to which this power applies are defined in Section 95 of the Act.

- (i) Any teacher who works at the school and any other person whom the head has authorised to have control or charge of pupils.
- (ii) Support staff whose job normally includes supervising pupils such as teaching assistants, learning support assistants, learning mentors and lunchtime supervisors.
- (iii) Can also include people to whom the head has given temporary authorisation to have control or charge of pupils such as paid members of staff whose job does not normally involve supervising pupils (for example catering or premises-related staff) .
- (iv) Does not include prefects.

There is no legal definition of when it is reasonable to use force. That will always depend on the precise circumstances of individual cases. To be judged lawful, the force used would need to be in proportion to the consequences it is intended to prevent. The degree of force used should be the minimum needed to achieve the desired result. Use of force could not be justified to prevent trivial misbehaviour. However, deciding whether misbehaviour is trivial also depends on circumstances. For example, running in a corridor crowded with small children where there is a real danger of knocking them into walls or down steps may be dangerous enough not to be regarded as trivial. It is always unlawful to use force as a punishment. This is because it would fall within the definition of corporal punishment, abolished by Section 548 of the Education Act 1996.

3.3. Use of Restrictive Physical Interventions at Ysgol Pen-y-Bryn

The use of restrictive physical interventions should always be considered as a last resort option when all other avenues have been explored or as a response to an emergency. Ysgol Pen-y-Bryn seeks to promote and maintain good relationships with pupils using a proactive whole school Thrive approach which seeks to identify and understand what a person is trying to communicate through their behaviour and try to address these needs. To support this philosophy, staff at Ysgol Pen-y-Bryn are trained in MAPA by BILD recognised instructors. This is a mandatory course where initial MAPA training takes place over two days which is then refreshed annually over 6 hours.

Restrictive Physical Intervention is not used to:

- Demonstrate authority.
- Enforce compliance.
- Inflict harm or pain.
- Punish or discipline.

Use of physical force that is unwarranted, excessive or punitive is not acceptable. Failure to comply with this principle, when considering or using physical force, should be dealt with under school disciplinary procedures.

3.4. Key Principles surrounding the use of a Restrictive Physical Intervention

- Consider if you really need to use a restrictive physical intervention. If so, then use the least restrictive first and return to the least restrictive as soon as possible.
- Physical Interventions should be employed using the minimum reasonable force.
- Physical Interventions should be used for the shortest time possible. Restraint times need to be recorded accurately on Behaviour Watch.
- Physical interventions should not cause pain. Pupils who have had a physical intervention should be assessed for signs of injury or psychological distress during and after the intervention.
- Staff should always avoid touching or restraining a pupil in a way that could be interpreted as sexually inappropriate conduct.
- Staff should make every effort to avoid acting in a way that might reasonably be expected to cause injury. However, in the most extreme circumstances it may not always be possible to avoid injuring a pupil.
- Staff should not enter into a restrictive physical intervention if on their own, help must always be sought.

3.5 Reducing the likelihood of situations where use of force may be required

Although preventative measures will not always work, there are a number of steps which can be taken to help reduce the likelihood of situations arising where the power to use force may need to be exercised:

- Creating a calm, orderly and supportive school climate that minimises the risk and threat of violence of any kind.
- Developing effective relationships between pupils and staff that are central to good order using the whole school Thrive approach to building relationships
- Adopting a whole-school approach to supporting behaviours (MAPA)
- Taking a structured approach to staff development that helps staff to develop the skills of positive behaviour management; managing conflict and also to support each other during and after an incident.
- Effectively managing individual incidents. It is important to communicate calmly with the pupil, using non-threatening, verbal and body language and ensuring the pupil can see a way out of a situation.

- Teaching pupils strategies to use in a crisis (such as using personal communication passports and non-verbal signals to indicate the need to use a designated quiet area) and ensure staff are familiar with these strategies.
- Wherever practicable, warning a pupil that force may have to be used before using it.
- Ensure that staff and volunteers read pupils' Personal Support Plans and understand the situations that may provoke difficult behaviour, triggers, preventative strategies and e-escalation techniques.

4. Safe Touch

4.1. Research

Research shows clearly that healthy pro-social brain development requires access to safe touch as one of the means of calming, soothing and containing distress for a frightened, sad or angry individual. It is essential for all to learn the difference between safe and unsafe touch and to experience having the strongest emotions contained, validated, accepted and soothed by a significant adult.

If pupils' behaviours are unacceptable, threatening, dangerous, and aggressive or out of control, they have not yet learned how their strongest emotional reactions can be contained, channelled and communicated safely.

In recognition of this, under special, agreed and supervised conditions, specially trained staff will consider using safe touch as one of the means available to them, for example, to calm a distressed pupil, to contain when angry or physically at risk to themselves or others and/or encourage or affirm an anxious pupil or to support a pupil with low self-esteem.

Safe touch used to calm, soothe and regulate emotions is a needed developmental experience. The brain does not develop neuronal pathways to initiate calming and self-soothing unless and until this safe emotional regulation has been experienced within a positive relationship with a significant adult.

Safe touch is one of the key ways of regulating pupils' emotions, but it is a strategy that fully trained staff will use only under supervision and in line with a whole school Positive Handling Policy.

Ways of regulating emotions. Other means of calming, soothing and containing children's strong emotions include:

- Slow one's pace.
- Lower one's voice.

- Initially, match the pitch and volume of the pupil's emotional display (shout, cry etc.) and then regulate it down.
- Talk slowly, firmly and quietly in an unhurried, unflustered way. Provide clear, predictable and consistently held boundaries.

The developmentally appropriate (and reparative) use of safe touch is defined by situations in which abstinence would actually be inhumane, unkind and potentially psychologically or neuro-biologically damaging. Safe touch protocols are identified within the West Glamorgan Safeguarding Board policy, which the school used as guidance for its own safeguarding and child protection policy

4.2. Appropriate and inappropriate touch

We are highly aware of the current atmosphere where due to fears of abuse, touch as a natural and important form of human connection has been almost vetoed in some school contexts. Our policy rests on the belief that every member of staff needs to appreciate the difference between appropriate and inappropriate touch. Hence all staff members need to demonstrate a clear understanding of the difference. They need to show themselves to be highly aware of both the damaging and unnecessary uses of touch in an educational context. Touch is not to be used as an ill-thought out or impulsive act of futile reassurance/gratification or as a block to referral for psychological assessment.

4.3 Guidelines For The Use Of Safe Touch

To ensure touch is only used appropriately the following guidelines are to be followed:

Parents/carers should be informed of the school policy on touch.

School policy follows West Glamorgan safeguarding guidance.

Parents/carers should provide signed consent for their child to be part of the Thrive programme.

Parents/carers, wherever possible, should be involved in the Thrive Assessments and Action Plans and be regularly updated as to their child's progress through the programme.

Teachers/support staff should be trained in the Thrive approach.

Teachers/support staff should be trained in all aspects of Positive Handling (MAPA).

Staff members should agree the use of safe touch in discussion with their manager.

Where touch is used, contact should be brief and gentle, on clothed or publically visible parts of the body: hands, arms, shoulders, head, hair, shoes.

4.4. Unsafe Touch

Where touch is used, contact should be brief and gentle, on clothed or publically visible parts of the body: hands, arms, shoulders, head, hair, shoes.

At no point and under no circumstances should staff members use touch to satisfy their own need for physical contact or reassurance.

No unsafe touch: All staff are trained to be fully cognisant of touch that is invasive or which could be confusing, traumatising, overstimulating, arousing or experienced as eroticising in any way whatsoever.

Serious Breach: Should any such touch be used it would be deemed as the most serious breach of the Code of Ethics warranting the highest level of disciplinary action.

5. Reporting & Recording Incidents

The school uses Behaviour Watch and SIMS to record and report incidents of behaviour, under the banners of 'Anxiety' , 'Challenging' and 'Physical'. All staff have access to this system and the system allows all of the Pupil Support team to stay informed of all behaviours across the school . After incidents in which restrictive physical intervention is used, staff should report and record the matter in accordance with school procedures, including informing the parents/legal guardians. All incidents requiring the use of restrictive physical intervention should be thoroughly and systematically documented within school records using Behaviour Watch and additional documentation (Debriefing) which is available through the Pupil Support Team (Appendix 4). The incident must be reported directly to the Headteacher or Deputy Headteacher and staff involved will be debriefed to review the incident, modifications to Personal Support Plans and to support members of staff involved.

6. Post Incident Support

Incidents that require use of restrictive physical interventions can be upsetting to all concerned and result in injuries to the child or staff. After an incident has subsided, it is important to ensure that staff and children are given emotional and psychological support and basic first aid treatment for any injuries. Immediate action should, of course, be taken to ensure that medical help is accessed for any injuries that require other than basic first aid. There should be a time provided for all involved to step back reflect on the incident before returning to their designated environment.

All injuries should be reported and recorded in accordance with school procedures. The school should take action to report any injuries to staff or pupils in accordance with RIDDOR (Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 1995).

The Headteacher or Business Manager must be notified of all injuries that require reporting to the county Health & Safety Advisor. The Business Manager will have the responsibility of reporting injuries to the county Health & Safety Advisor liaising with the Head of Department for any subsequent action or review.

A Member of the Pupil Support Team will lead the debrief with all staff involved in the incident. Where appropriate the pupil will also be called in to discuss the incident with the Deputy Head.

7. Use Of Timeout Areas & Rooms

On occasions, the use of barriers to limit freedom of movement, e.g. double door handles, top and bottom of the door, to prevent exit or key pads on doors to corridors may be required to ensure the safety of the individual, other pupils or other staff.

The situations where this may occur are:

- Some classes with younger pupils use double door handles to prevent pupils running out of the classroom into potential danger.
- Some areas of the school require a code to enter and exit the area or a key fob. This is to protect pupils who are at risk of absconding and is a safeguarding strategy not a restrictive physical intervention.(all external doors have a key fob systems
- A pupil has, as part of their PSP, specific times when they are given space on their own and the room has a stable door or glass window to ensure that the

pupil is in full view of staff at all times. A person must be standing outside the door at all times and must have clear sight of the person inside.

- Pupils can indicate if they would like to use the timeout area at any time during the day as a means of another working environment. This ensures the area is seen by pupils as an additional working environment in a positive light and is not used solely for timeout ,this is very important.

8. Responding To Complaints

The use of restrictive physical intervention can lead to allegations of inappropriate or excessive use. In the event of a complaint being received by a school in relation to use of force by staff, the matter should be dealt with in accordance with agreed procedures for handling allegations against members of staff. Revised guidance about such procedures, prepared jointly by the National Employers Organisation for School Teachers and the six teacher unions, was published in September 2002.

9. Exclusions

At Ysgol Pen -y- Bryn we try to do as much as possible to prevent pupils from exclusion. All stakeholders are consulted when behaviours deteriorate to crisis point and exclusion is considered. Any exclusions will only take place in exceptional circumstances and the placement has broken down, with all other options being considered.

10. Bullying

Bullying can be defined as: "Behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally". (Rights Respecting Equalities Act 2019)

Bullying can be:

· Emotional

· Verbal

· Physical

- Racist
- Sexual
- Homophobic
- Cyber (internet and social media sites) including mobile phones and camera misuse

10.1 The role of the school

Everyone at Ysgol Pen-y-Bryn has the ability to contribute towards making the school a safe and happy place where bullying has no place and where bullying will be challenged and eliminated. Staff should therefore:

- Be familiar with the definition of bullying
- Monitor changes in pupils' or colleagues' behaviour
- Ensure that everyone understands the definition of bullying and know that the school will not tolerate it and will deal with it quickly and professionally
- Ensure that pupils/staff reporting bullying are heard
- Ensure that pupils understand that staff cannot promise confidentiality
- Make sure that the personal being bullied feels safe and supported
- Prevent the use of inappropriate language
- Record and report cases of bullying
- Help to foster a climate of respect through their own words and action

In addition the school will:

- Collate data about incidents of bullying and monitor trends
- Provide training to new staff at induction and to all staff regularly through INSET and briefings
- Promote awareness and ensure actions are taken to reduce the risk

· Promote the anti bullying policy and the schools stance on bullying through PSE lessons and assemblies

· Ensure that the pupils know about the roles they can take in preventing bullying

· Ensure that the parents are confident that the school will take any complaint about bullying seriously

· Celebrate the success of anti bullying measures and a positive culture where everyone feels safe to be themselves and where no fears to learn or work