Ysgol Golwg Pen y Fan

Positive relationships and behaviour policy

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Signatures:

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Ysgol Golwg Pen y Fan

Positive relationships and behaviour policy

Our Mission Statement and Vision

At Ysgol Golwg Pen y Fan, we create a nurturing, inclusive learning environment, where every child feels safe and supported. We foster positive relationships and a sense of belonging, supporting each child's well-being and aspirations, preparing them for lifelong learning and future success.

Our **'BEACON'** vision permeates through our day-to-day learning in school. This forms the strong foundation of our school's curriculum, allowing our learners, staff and the wider community to realise the ambitions and aspirations of:

Belonging

Engaging

Aspiring

Creating

Opportunity

Nurturing

Our values - Ready, Respectful, Safe

These values serve as our foundation for fostering a positive and effective school environment where children can learn, grow, and thrive. They guide learners, staff and parents in building a culture of preparedness, kindness, and security, all of which are essential for academic and personal success.

Ysgol Golwg Pen y Fan has a strong focus on prevention, early identification and intervention. We use a graduated response to need and ensure Universal Learning Provision (ULP) for all learners to promote inclusion.

As a school, we are committed to the principles and values of the United Nations Convention on the Rights of the Child (UNCRC) in all aspects of our work. Everybody has the right to feel valued and entitled to the respect of others, both within and out of the formal learning environment.

Ysgol Golwg Pen y Fan is committed to the principles of inclusion and equality and recognises that these are essential to the promotion of positive behaviour. This is underpinned by a commitment to fostering the wellbeing of all learners through a nurturing environment where all children feel a sense of belonging, linked to our vision and values.

We recognise the need to create an ethos that is engaging, empowering and supportive for learning and positive behaviour to develop. The cornerstones of trust, respect, inclusion, and high expectations of all are integral to creating a well-disciplined learning environment.

At Ysgol Golwg Pen y Fan we recognise that relationships built on mutual trust and respect are fundamental to promoting positive behaviour. High quality interaction between all members of the learning community, including parents/carers and partner agencies is valued, to ensure that all feel respected and included, leading to a greater sense of belonging. We aim to develop consistent positive interactions with our learners that support us to develop a good understanding of learners' learning needs, interests, and development.

Teachers and other school staff should provide the following:

- unconditional positive regard
- a positive, nurturing attitude towards all learners
- an appreciation of all learners as individuals whose talents are valued
- fair and consistent treatment of all learners
- appropriate, focused praise
- guidance and support when addressing unacceptable behaviour to ensure that all children have the opportunity to learn from experience
- a fostering of accountability and responsibility in all individuals
- regular communication with parents/carers

Understanding Behaviour

Understanding the root cause of learners' behaviour is essential, as without this it is unlikely that any behaviour strategy will be sustainable. There are five basic models in understanding learner behaviour. These include:

- biological
- behavioural
- systemic
- psychodynamic
- cognitive

Adverse Childhood Experiences and Trauma Informed Practice

Adverse Childhood Experiences (ACEs) is the term used to describe traumatic experiences before age 18 that can lead to negative, lifelong emotional and physical outcomes.

When the stress of these adverse experiences is so severe or prolonged that a learner is unable to process it, what should be a normal survival response becomes "toxic stress". This type of stress alters the functioning of the brain and has a long-lasting and injurious impact on the developing mind, which

we call "trauma". This trauma affects the way those suffering it think and act throughout their lives. Understanding such mental and emotional trauma is key to understanding the behaviour of millions of people.

The term ACEs derives from a study carried out in the 1990s in California. The 10 ACEs they measured included:

- Emotional abuse
- Physical abuse
- Sexual abuse
- Neglect
- Domestic abuse/violence
- Household substance abuse
- Household mental illness
- Divorced or separated parents.
- Incarcerated parents/family member
- Frequent changes in housing and schooling

As a school, we are

- Developing a whole-school 'Thrive' approach
- Developing our 'Incredible Years Approach' in our Foundation Learning Phase (Year R/1/2), We have adopted the 'Incredible Years' approach, where staff have the knowledge and skills to competently manage the classroom, strengthen their relationships with pupils and parents, foster children's social-emotional learning and academic development.
- Developing our trauma informed approaches across the whole staff What is a Trauma Informed School? Use this link to find out more.
- Providing support with trained staff - Emotional Literacy Support Assistant (ELSA)

At our school we have staff who are trained in supporting children individually or in groups with their emotional needs.

Our school offers support in a variety of ways to support learners individual and group needs with their social and emotional support. The school is developing approaches to supporting this as we remain on three campuses to ensure equity of support and approaches for all children.

Effective Classroom Management

To create a positive learning culture within a school, effective interventions need to be implemented. We will consider the following interventions:

- effective classroom management
- consistent positive relationships
- the learning environment

Effective behaviour management is based on the teacher's ability to successfully create a well-managed, structured classroom environment so that learning can occur. Teaching a number of learners with different needs, behaviours and attention spans can be challenging. However, when a positive learning culture is created, the learners will learn better because they will know what is expected of them. This is achieved through setting high expectations, for example, class charters.

Well-managed classrooms:

- begin the year by developing a whole class charter with clear expectations and routines which are understood by all learners – these should be visually available and signed by all learners and the staff
- Should display our vision and values clearly - our school values are: Ready, Respectful and Safe

  - have consistent norms and values, including class charters
  - have agreed rewards and positive reinforcements
  - have agreed sanctions for making the wrong choice
  - make use of their physical space
  - have well-planned lessons and engaging learning experiences
  - encourage respect and develop positive relationships
  - ensure a consistent approach from all adults

Expectations

We will create clear expectations for learners and define what is acceptable behaviour. These must be taught and reinforced on a regular basis and placed in a visible place on the classroom wall. We will include the learners in developing the charter as this will give them ownership and they will be more likely to accept their terms and conditions and therefore comply. Class Charters must be easily remembered by learners.

Routines

Routines help to minimise behavioural challenges in the classroom and are key to a well-managed and organised classroom. Learners enjoy routines that are easy to understand and easy to accomplish, yet flexible enough to alter if circumstances change.

Enabling and organised learning environments

The physical environment has a significant influence on learning and behaviour. It gives children clear messages about how we value them and how we value learning. It will support independent learning

Praise

Praise is an effective way to encourage learners to engage in the desired behaviour as it focuses on a learner's effort rather than on what is accomplished. When staff give genuine praise that is specific, spontaneous, and well-deserved, it encourages continuous learning and decreases competition among learners.

Peer praise

Encouraging learners to praise each other not only creates a positive classroom environment but also motivates individuals to make positive choices. Learners need to be taught how to praise their peers by providing positive and encouraging comments when they see their peers doing something positive.

Rewards

Rewards (or reinforcers), when they follow behaviour, make that behaviour more likely to occur again. They form the basis of human behaviour and motivation and can be used effectively to encourage learners to acquire skills and develop appropriate behaviour. To be effective, rewards need to be something to which the children aspire to and want and need to age and stage appropriate. For example, learners influencing their award for the winning class in weekly house points.

House points are used across KS2 in multiples of 5 and 10. The head people gather these points weekly as classes work towards a termly reward for the class with the highest achievement. Classes choose their choice for their weekly reward and this should be displayed in the classroom.

Foundation learning reward with positive praise and stickers.

Frequency and Level of Rewards

The frequency and level of rewards given to learners depends on the level of behaviour. If a learner is displaying frequent and quite difficult to manage behaviour, then the frequency and level of reward must be high.

Positive relationships

The heart of effective behaviour management is building positive relationships with learners. This allows the teacher to connect to the learners forming a solid foundation from which behavioural change can take place. It is important to focus on positive rather than the negative statements when interacting with learners, guiding them towards positive outcomes rather than highlighting their mistakes. Also, all learners should have one-page profiles so that teachers have a better understanding of the learners they teach.

The classroom

Schools need to create a positive well-structured learning environment right from the start. Self-categorisation theory states that people strive to conform to their representation of the group norm. Hence, based on this theory, classroom behaviour can be established based on what the majority of the learners are doing and how they are behaving. Schools need to provide welcoming environments which are 'safe spaces' and create a sense of belonging. The teacher needs to immediately establish respect in a calm, assertive manner. Make clear that the classroom has a clear charter/ values and where appropriate, co-construct and agree these with the learners. This needs to be practised every time the learners enter the classroom, i.e. beginning of school, after playtime. We also consider how the classroom needs to be adapted for each class. For example:

- 'Calm down' and quiet areas
- Sensory rooms/areas
- Social and emotional programmes/spaces/strategies
- Role play to promote positive relationships and encourage a sense of belonging
- An allocated seat/space for some individual learners
- Displays which reinforce positive attitudes and mindset (4 B's and Values)
- Systems which encourage independence and ownership of learning
- Environments which are overtly 'autism' 'sensory' or 'dyslexia' friendly
- Displays and resources which promote positive attitudes of other minority groups and work against stereotyping.

Wider school expectations

- The school will have expectations for other times across the day, this will include assembly charter, playtime charter and moving around the school charter
- These expectations will be developed with children and staff and reinforce the classroom expectations, they will be displayed around the school
- Assemblies and curriculum learning will be planned to reinforce these expectations on a regular basis

PCC guidance:

• [Using Quiet Areas in Schools](#)

Despite the school adopting a range of preventative measures there will always be occasions when it is necessary for classroom teachers to respond to disruptive or inappropriate behaviour.

Responding to unacceptable behaviour

Routine classroom management is the responsibility of the class teacher and infringements of the class rules, values and/or class charter should be dealt with by the teacher or teaching assistant when appropriate – using the agreed system below. All staff are responsible for seeing that appropriate behaviour is maintained around the school, on the playground and on any educational visits. Support will be given by the Headteacher and Senior Leadership Team.

Unacceptable behaviour includes:

- Continued non-compliance and low-level behaviour across several sessions or days
- Swearing and inappropriate language
- Kicking and hitting
- Threatening language or behaviour to pupils and staff
- Leaving the room without checking in and letting staff know where you are going
- Throwing or damaging equipment and or furniture
- Being persistently defiant when asked to follow instructions
- Bullying – please see the anti-bullying policy

Where unacceptable behaviour is displayed, the following system will be followed:

1. A visual reminder will be given
2. A verbal reminder will be given – a reminder will be given reinforcing expectations

Should the behaviour continue or not meet expectations then:

3. The learner/s will be removed from the situation for an appropriate period of time (this may equate to no more than chronological age plus 1) to another area within the classroom, a parallel classroom, or with support from the deputy headteacher/assistant headteacher or headteacher
4. Consequence – the learner/s will be provided with a consequence (loss of privilege e.g part of breaktime, staying alongside the teacher), for example, reflection opportunity (verbal or recorded), time to complete a task or learning, an apology is given either verbally or written
   Reflection template for recording will be available in the classroom and kept as a record.
   In some occurrences it may be appropriate to provide an alternative place to reflect or continue with learning that is not in the classroom. This maybe with a parallel class or senior leader as described above. There will also be opportunities for a check in or support from a member of staff from the pastoral team (Thrive, Trauma-informed or ELSA)
5. Senior Leadership Team – learners will be supported with their behaviour by a member of the Senior Leadership Team for persistently not following the whole-school expectations/ class charters or in cases of extreme behaviour
6. Contact with parents/ carers – parents/ carers will be contacted and informed of the behaviour/ incidents, should behaviour be persistent or an incident of extreme behaviour. Where appropriate and where persistent and repeated actions occur, parents/ carers will be invited to a meeting to develop an agreed plan to review, monitor and improve the behaviour.

If behaviour doesn't improve within an agreed time frame or is extreme, then the following will be considered:

7. Learners will be withdrawn from participation in school visit, clubs and events not essential to the curriculum
8. A fixed term exclusion will be considered
9. A permanent exclusion will be considered

N.B. – In instances of extreme behaviour, learners should be sent directly to the Senior Leadership Team and not go through the initial 3 sanctions. E.g. Physical incident, derogatory language – swearing or comments directed at the staff, damage to school property, persistent non-compliance across several days

The Antecedent-Behaviour-Consequence (ABC) Chart

It is important to try and identify the reason for behaviour occurring. Remember, all behaviour has meaning and is communicating something. It has a function, and it is the teacher's responsibility to find this out. The ABC chart can be used to formulate a clearer understanding of the behaviour. The ABC chart is used to collect information through observing information about the events that are occurring within a pupil's environment.

A = Antecedent: what happens before the behaviour occurs

B = Behaviour: the observed behaviour

C = Consequence: the positive or negative results of the behaviour
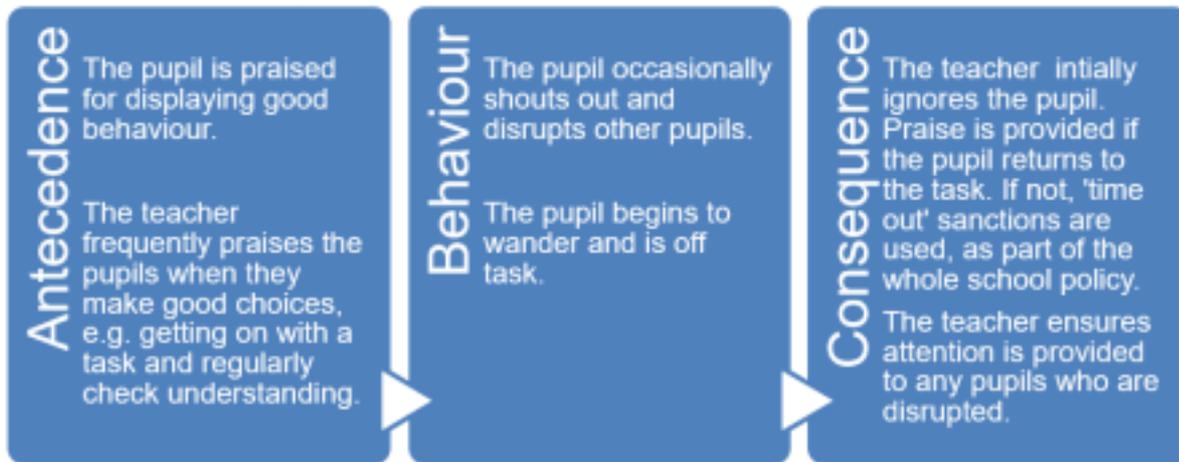
ABC Analysis – Unwanted Behaviours

Through analysing the ABC chart, it helps to identify why the learner is likely to repeat the unwanted behaviours. In the following example, a learner is seeking attention from the teacher. When they display good (positive) behaviour, they receive no attention. When they display unwanted behaviour, the teacher gives them attention by staying in with them during break-time and sitting next to them in class. In this example the unwanted behaviour is more likely to continue

Antecedence: Pupil is displaying good behaviour and recieves little or no attention from the class teacher

Behaviour: Pupil shouts in class, disrupts other pupils, does not focus on work. The negative behaviour escalates.

Consequence: The teacher sits with the pupil and helps them with their work during breaktime.

ABC analysis – reducing unwanted behaviours

Analysing the ABC chart helps to identify why the learner's unwanted behaviours are more likely to decrease over time. The teacher gives the learner positive attention for good behaviour but when they display unwanted behaviour the teacher implements the whole-school sanctions, and they receive little

or no attention. In this example the unwanted behaviour is more likely to decrease.

Antecedence
The pupil is praised for displaying good behaviour.

The teacher frequently praises the pupils when they make good choices, e.g. getting on with a task and regularly check understanding.

Behaviour
The pupil occasionally shouts out and disrupts other pupils.

The pupil begins to wander and is off task.

Consequence
The teacher intially ignores the pupil. Praise is provided if the pupil returns to the task. If not, 'time out' sanctions are used, as part of the whole school policy.

The teacher ensures attention is provided to any pupils who are disrupted.

Preventing Disruptive Behaviours

Proactive Strategies

Proactive management strategies are designed to equip the teacher with preventative measures to implement before a behaviour problem occurs. These strategies create a sound routine, clear expectations and coping strategies designed to reduce frustration and outbursts. The secret to successful proactive interventions is strategic planning – otherwise teachers are put in a situation where they must react to the behaviour problem. This unplanned reaction tends to be emotionally laden. It is always best to focus on increasing positive behaviours through praise and reinforcement instead of trying to reduce unwanted behaviours. Proactive behaviour management is the bedrock of good (positive) behaviour. However, reactive techniques are also necessary.

Redirection

It is important to understand that we cannot control a learner's behaviour, but we can redirect it. Learners can display behaviours that warn us that they are about to lose control; by recognising these 'early warning signs' we can stop the behaviours from getting worse by redirecting them. Try not to put energy and time into unwanted behaviour. Instead implement the appropriate sanctions in a calm manner. As soon as the learner displays appropriate behaviour celebrate with motivational and dynamic energy.

Choices

It is important to understand we cannot control a learner's behaviour, but we can enable them to make their own choices and then understand the consequences of that behaviour. If a learner is engaging in unwanted behaviour, ask them to choose to either continue with the unwanted behaviour and have the appropriate sanctions or display positive behaviour. Allow the learner time to make this choice, to calm down and think rationally.

Scripted Conversations

Scripted conversation provides a consistent script that is used by all adults within the setting in incidents of behaviour.

They are made up of three parts, start with what you have noticed i.e. "I notice that this morning you have had a problem starting your work". Make sure you go down to the learner's level where possible. The next step is to remind the learner of the rule that they are not adhering to i.e. "You know the rule about being ready and willing to work, I need you to follow the rule and pick up your pencil to begin now." Now give the child a chance to change the behaviour, "I will give you five minutes to think about making the right choice otherwise we will have to have a chat about this again at breaktime", then conclude on a positive by referring back to an incident that they performed well in, "I remember last week when you completed the full page of sums, that was really impressive! That's the kind of attitude to learning we need to see today too!' After delivering the script walk away for the agreed five minutes, if the learner hasn't changed the behaviour then you must follow through and meet with them at the

allotted time. This approach should be used consistently by all staff in the school so that the learners know the approach that will be taken.

Responding to Challenging Behaviours

Reactive Strategies

Responding correctly to an incident of unwanted behaviour is vitally important. Reactive strategies are designed to manage the behaviour at the time it occurs. These strategies are effective providing they are planned for and used correctly. Reactive strategies should ensure that:

- staff are non-confrontational
- school's positive-handling strategies are followed
- the school's guidelines of dealing with challenging behaviours are followed and the learner is safe.
- staff and other learners are safe.

Dealing with Challenging Behaviour

When dealing with a situation it is important to wait for a learner to calm down fully so as to have time to 'self-regulate', before discussing the incident. This prevents the situation from escalating out of control. The 'recovery phase' following an incident is a risky time to discuss the incident and to start requesting apologies. This is because it is a time when further incidents are highly likely.

Thrive - Vital Relational Functions (VRFs)

Attunement and Validation:

It is important to let the child know that you recognise how they are feeling, showing them that you understand that they are feeling cross, sad, angry etc. You are demonstrating to the child that you know how they feel. You then validate this feeling by letting them know that it is okay to feel the way they do. You are not excusing the behaviour, simply recognising how the child is feeling and that it is okay to have the emotions they are experiencing.

Containment and Soothing:

Using a strategy known as 'Catch it and match it' we can help learners to become regulated. Here you talk to the child, say what you can see and match their level of intensity i.e. "I can see that you are feeling very angry, I would be feeling angry if someone had taken my car too, it's upsetting when that happens isn't it", we do this in the same tone of their distress/outburst and then slowly bring our voices down to a normalised level thus bringing the child's levels down too. When the child is calm, we can then discuss the behaviour and how they could have responded differently to the situation, providing concrete ways of dealing differently with the situation for them to use in future incidents.

Using Reasonable Force (De-escalation)

All school staff members in charge of learners have a legal power to use reasonable force to prevent learners committing a criminal offence, injuring themselves or others, or damaging property; and to maintain good order and discipline among learners. The focus will be on preventing, as far as possible, the need for the use of force on learners, by creating a calm, orderly and supportive school climate that lessens the risk and threat of violence of any kind. The use of force should only be a last resort; schools should minimise the possibility of force being needed. However, this may not always be possible and in such circumstances, staff need to be aware of sensitivities associated with any form of physical contact with learners. The judgement on whether to use force and what force to use should always depend on the circumstances of each case and, crucially in the case of learners with ALN and/or disabilities, information about the individual concerned. Our school will ensure that staff have received relevant de-escalation training, staff across the campuses are Team Teach trained to support with positive handling.

Pupils will have a positive handling plan in place and this will be reviewed regularly following a positive handling event with staff and parents.

Please also see the Policy on Physical Intervention

Recording and Reporting Incidents of challenging behaviour and children needing support with BESD

At Ysgol Golwg Pen y Fan we keep systematic records of every significant incident in which force has been used, in accordance with school policy and procedures on the use of force and its child protection requirements. The purpose of recording is to ensure policy guidelines are followed, to inform parents/carers, to inform future planning as part of school improvement processes, to prevent misunderstanding or misinterpretation of the incident and to provide a record for any future enquiry.

Staff will follow the following procedures to record support for children

1. Ensure that children who require Behaviour Emotional Social Development support (ULP/School IDP or LA IDP) have a behaviour support plan in place that is developed with staff and children, shared with parents and reviewed regularly, uploaded to Tyfu
2. Ensure that children who require risks assessed have a risk assessment in place, shared with parents and reviewed regularly with parents, uploaded to Tyfu
3. Ensure that children who require positive handling support, have a positive handling plan in place that is uploaded to Tyfu, reviewed regularly with parents, uploaded to Tyfu

Staff will follow the following procedures to record incidents of challenging behaviour

1. Log any incidents of non-compliance and low-level disruption for individuals using a weekly log, these will also be shared on Tyfu if appropriate
2. Log any incidents of challenging behaviour with a brief bullet point of the incident, these can be then uploaded to Tyfu
3. Use ABCs to log incidents and upload to Tyfu
4. Ensure that any bullying incidents, racial incidents and physical intervention are recorded on PCC school incident reporting form
5. Teachers in the first instance will call the parents either prior to or after pick up time. On some occasions a member of the SLT will also support.

All physical intervention will:

1. Be recorded
2. Be recorded in the red and bound book (kept in Headteacher's office)
3. Following a physical intervention a child's positive handling plan will be reviewed with the child, staff and parents

Children that require physical intervention will have a physical intervention plan in place, that is reviewed with parents regularly and uploaded to Tyfu

The PCC **School Incident Reporting form** should be used to report all:

- bullying incidents,
- racial incidents
- physical intervention incidents

Monitoring and evaluating behavioural progress

Some behaviours are difficult to change. In these cases, behaviour support plans need to be implemented to help monitor and evaluate the behaviour. Before compiling these plans an approach such as an ABC analysis needs to take place to help identify and understand the learner's behaviour. It is important to involve the learner in discussing, planning and reviewing their targets for learning and behaviour. There are several ways we will support learners and parents to monitor and evaluate their behaviour and follow a graduated response:

- reward charts
- home–school link communication book

Appropriate Use of the Communication Book:

1. **Daily Entries:** The communication book is a vital tool for daily communication between home and school. Please ensure your child brings it to school every day and that you check it each evening for notes from the teacher.
2. **Parent Notes:** Use the communication book to write any notes or messages for the teacher. This can include information about absences, changes in routine, or any concerns you may have about your child's learning or emotional needs.
3. **Teacher Notes:** Teachers will use the communication book to inform you about your child's daily success, behaviour, and any important reminders. These will be a brief note as required.
4. **Positive Reinforcement:** We encourage you to use the communication book to share positive feedback and achievements from home. Celebrating your child's successes together helps reinforce their efforts and motivation.

- self-monitoring
- behaviour contracts using the home-school agreement and behaviour support plans – including parenting contracts
- Behaviour support plan (BSP)
- Risk assessment, if required
- Positive handling plan, if required
- Universal Learning Plan (ULP)
- Individual Development Plan (IDP)
- Pastoral Support Programme (PSP)
- Support will be provided to staff to develop plans and strategies for learners with BESD in line with the graduated response – please see support for staff below
- Staff will attend specialist teacher drop ins for advice, a behaviour consultation or ALN form and meeting will be arranged with PCC – the ALNCo will support with this

Further information can be found in the following Welsh Government guidance for primary and secondary schools:

Behaviour Management in the Classroom: A Handbook for Classroom Teachers in Primary Schools
Behaviour Management in the Classroom: A Handbook for Classroom Teachers in Secondary Schools

Involving parents and carers

The involvement and support of parents and carers is recognised as invaluable in achieving good outcomes for learners. The expectation is that schools will engage with parents/ carers in some or all of the following ways:

- Ensuring that parents and carers are aware of all relevant school policies
- Ensuring that parents and their children work in partnership with the school and understand the home-school agreement, returning a signed copy to school annually
- Offering parents and carers the opportunity to engage positively with school staff through attendance at reviews, parents' meetings and other arranged activities
- The parent forum will offer opportunities for parents to discuss policies and procedures
- Parents will be offered opportunities to attend external agencies sessions to support with behaviour or ALN needs for their children
- Parents will be made aware of PCC procedures for supporting children with BESD or ALN
- The school will gain views from parents regularly using questionnaires and drop in sessions across the year

- Working in partnership with parents to help address the needs of their children and develop strategies for ensuring high levels of success
- Parents will be informed by the class teacher, on the day, following any serious incident and non-compliance (persistent) where appropriate
- Parents can be contacted by phone or asked to be spoken to in person
- Parents need to be shared the behaviour support plan and documents linked to their child
- Parents need to review these documents with you every six weeks as appropriate

Universal Learning Provision

Universal Learning Provision (ULP) should be made available to all children in schools should they need it. This is the first response to emerging needs.

Ordinarily, if after two terms of intervention / support through Universal Learning Provision a child is still not making sufficient progress from their baseline they will be moved onto a school individual development plan (School IDP). In situations where the child's emerging need is behaviour based and the strategies recommended within this Policy and support provided through Universal Learning Provision are not helping alleviate the issue, a referral to attend a behaviour consultation can be made. If the child already has a school based IDP they can be referred to PIP using the usual route on TYFU.

Support for staff

The school will support staff with dealing with children with complex behaviour by providing the following:

- Training will be provided to new staff and current staff (Thrive introductory modules, ALN approaches including BESD, PDA, ADHD and ASD, external providers or similar)
- Induction for new staff will include school positive relationships and behaviour approaches and the anti-bullying policy, opportunities for training
- Staff will be supported to use external support form PCC including, attending specialist teacher drop ins – monthly, behaviour and ALN consultations and meeting with external agencies e.g. behaviour support or educational psychologist
- Approaches to communicate to senior leaders for support during incidents, through the use of phone contact or walkie talkie
- Arrange for external support and advice from PCC, including supervision with an educational psychologist or similar and access to well-being support
- Provide supervision opportunities with lead pastoral staff and or senior leadership team on a weekly basis
- Monitor and support well-being at regular intervals
- Involve staff in the development and review of the positive relationships and behaviour policy
- Staff will be supported to complete behaviour plans and documents to support pupils needs and follow the graduated response
- Staff with a wider knowledge and experience will support staff as appropriate e.g. those with L1 Thrive training, Trauma-informed, ALNCo, staff in specialist provision centres
- Supply staff will be made aware of positive relationships and behaviour expectations, how to ask for support and asked to record a brief outcome of the day, using a template format to feedback to the class teacher

Powys County Council Responsibilities

PCC offers a continuum of support. This consists of:

- Whole school support/advice/training
- Short term attendance at the PRU
- Placement in Brynllywarch Hall School
- Placement in out of county residential school

Early intervention

To support early identification of need for learners failing to make progress Powys Local Authority will provide the following:

- A response to emails within 5 school days in line with corporate directives
- Cluster level ALN consultation meetings led by the Educational Psychology service
- A drop-in session for advice from specialist teachers
- A drop-in session for advice from TYFU
- Regular behaviour consultations. Complete request form. Upload to TYFU and change status to 'Authority Referral'

    Guidance - [Cymuned ADY Powys ALN Community - Files - Networks - Hwb (gov.wales)](gov.wales) Form - [Cymuned ADY Powys ALN Community - Files - Networks - Hwb (gov.wales)](gov.wales)

- ALN fora which will take place termly
- A comprehensive training programme, which can be found on Eventbrite

Powys Inclusion Panel (PIP)

For learners whose needs are more complex and require further support, the school will be required to submit an application to the PIP via TYFU.

Types of support/intervention that may be agreed by PIP include:

- Assessment by an Educational Psychologist
- Referral to Neuro-Developmental Service (NDS)
- Advice from the Brynllywarch outreach service
- Advice from the PRU outreach service
- Placement at the PRU

Pastoral Support Plans (PSP) and Reduced Timetables

Reduced timetable – What is it?

All learners are entitled to a full-time education. However, section 19 of the Education Act 1996 allows a Local Authority to reduce the full-time education offer, if it considered to be in the best interests of the learner.

The decision to implement a reduced timetable must not be taken lightly, and only when all other avenues have been attempted. Without a suitable reason to take such an approach the school could be found to have discriminated against a learner (contrary to section 15 of the Equality Act 2010) by a tribunal because the learner has been denied full time education.

A reduced timetable can only take place through a Pastoral Support Plan (PSP) and with the agreement of the Local Authority. These are intended to be short term, school based interventions and the relevant paperwork, including review paperwork, must be submitted to the Local Authority.

A PSP:

- is school based
- is time limited
- has smart targets with practical strategies
- is overseen by a school leader e.g., Head Teacher, Additional Learning Needs Coordinator (ALNCO), or member of the Senior Management Team
- follows a standard format so involves minimum administration
- includes the views of the young person and their family.

Please see the Guidance for schools on the use of Pastoral Support Plans (PSP) and reduced Timetables document for further information on the use of PSPs.

[Cymuned ADY Powys ALN Community - Files - Networks - Hwb (gov.wales)](#)

Universally available assessments to help identify learner needs may include the following:

- Materials provided by the neuro developmental team
- Boxall Profile
- Thrive "Observed Behaviours" assessment
- ELSA/MELSA assessment
- Pupil Attitudes to Self and School (PASS)
- CAT4 SAS (Standardised Assessment Score)
- A range of sensory and behaviour checklists are available in the 'Beyond Behaviours', by Mona Delahooke book
- Motional assessments

Suggested reading list

- 'When the adults change, everything changes,' by Paul Dix
- 'After the adult changes,' by Paul Dix
- 'Beyond Behaviours,' by Mona Delahooke
- 'Running the Room,' by Tom Bennett
- 'The Gendered Brain,' by Gina Rippon
- 'The Deepest Well,' by Dr Nadine Burke Harris
- 'Understanding Attachment and Attachment Disorders,' by Vivien Prior and Danya Glaser
- 'You are awesome,' by Matthew Syed

Appendix A – documentation to support a graduated response

1. Incidents logged using online programme
2. Behaviour Support Plan
3. A risk assessment - where appropriate
4. A positive handling plan - where appropriate
5. ABCs - these need to be completed for each incident and uploaded on a weekly basis to Tyfu
6. Red and bound book
7. Safety and support plan
8. Supply staff record form
9. PCC - Incident record form
10. ULP for individual children linked to BSP
11. School IDP for individual children linked to BSP
12. Local Authority IDP for individual children linked to BSP
13. Behaviour consultation form – PCC
14. ALN consultation form - PCC
15. The school will develop a behaviour checklist for staff