

Polisi Ymddygiad

Behaviour Policy

September 2025

Policy Issued: September 2024

Policy History		
Policy Date	Summary of Change	Review Date
01.09.2024	None – Initial Version	01.09.2025
01.09.2025	Reviewed Practical Strategies to reinforce positive behaviour Aims Core Values – UNCRC House system	25.09.2026

Policy Author: Sioned Davies (Headteacher)

Reviewed: Kevin Gallagher (Proprietor)

At Amberleigh Therapeutic School, we will endeavour to enable our young people to be:

- Ambitious, capable learners, ready to learn throughout their lives
- Enterprising, creative contributors, ready to play a full part in life and work
- Ethical, informed citizens of Wales and the world
- Healthy, confident individuals, ready to lead fulfilling lives as valued members of society

The way in which staff and pupils behave on a daily basis towards each other, and their environment is key to achieving these goals, as is effective teamwork between care, therapy and education. As a therapeutic community we are committed to creating a whole community approach to promoting positive behaviour.

The school recognises that positive behaviour is an essential foundation for a creating and effective teaching and learning environment in which all members of the school community can thrive and feel respected, safe and secure. A well implemented policy is an important factor in gaining pupils' and parents' /carers' confidence in the school and in attracting and retaining good quality and well-motivated staff. Good behaviour is an essential part of learning. Amberleigh Therapeutic School promotes a safe and well-ordered learning environment in which good behaviour and endeavour is acknowledge and rewarded. Anti-social and disruptive behaviour is recognised, challenged and corrected. – through the relationships built via the culture and dynamics which are lived by all belonging to the therapeutic community. within our Therapeutic Community, issues around boundaries and expectations for behaviour are signalled and reinforced positively. Forming a cultural and tangible expectation. We recognise that there are levels of expectation for behaviour that support those who may have additional needs, or be younger; the levels of behaviour are shown in the appendix.

- Policy to be read in conjunction with Welsh Government Guidance 097/2013 Safe and effective intervention

– use of reasonable force and searching for weapons (March 2013) - Welsh Assembly Framework for Restrictive Physical Intervention Policy and Practice (March 2005)

Under section 21 (2) of the Education Act 2002, governing bodies are required to conduct a school with a view to promoting high standards of educational achievement.

Aim of the policy

- To encourage a calm, purposeful and happy atmosphere within the school.
- To foster positive caring attitudes towards everyone where achievements at all levels are acknowledged and valued.
- To encourage increasing independence and self-discipline so that each pupil learns to accept responsibility for his own behaviour.
- To have a consistent approach to behaviour throughout the school with care and therapy cooperation and involvement.
- To make boundaries of acceptable behaviour clear and to ensure safety.
- To raise awareness about appropriate behaviour.
- To help pupils, staff and parents/carers have a sense of direction and feeling of common purpose.

To ensure children are aware of the following rights:

- (UNCRC - Article 28) Children have the right to an education
- (UNCRC - Article 29) Goals of an education – Children's education should develop each child's personality, talents and abilities to the fullest.

Responsibilities

The **proprietor** expects the school to be a place where:

- All individuals are respected, and their individuality valued.
- Pupils are encouraged to achieve.
- Self-discipline is promoted and good behaviour is the norm.
- Rewards and sanctions are applied fairly and consistently.

The **Headteacher** has the day-to-day responsibility for maintaining discipline in the school.

- The Headteacher works closely with the Therapy Manager and Registered Manager to employ whole community approach.
- The head will determine measures (which may include a code of conduct and its application) designed to secure an acceptable standard of behaviour and to promote self-discipline, proper regard for

authority and respect for others. These measures should aim to prevent all forms of bullying among pupils.

- The head will ensure that the contents of this policy is made generally known within the school and to parents and carers and, at least once a year, brought to the attention of all pupils, parents and carers and staff.

All staff:

- Responsible in ensuring that the policy is consistently and fairly applied.
- To treat all children fairly and with respect.
- To raise pupil's self-esteem and develop their full potential.
- To provide a challenging and interesting and relevant curriculum.
- To create a safe and pleasant environment, physically and emotionally
- To be a good role model.
- To use rules and sanctions clearly and consistently.
- To form a good relationship with carers so that all children can see that the key adults in their lives share a common aim.
- To recognise that each child is an individual, to be aware of their additional learner needs and the possible impact this may have on behaviour.
- Staff consistently emphasise the importance of good behaviour through verbal direction and through example and linked to the Good Lives Model.
- Amberleigh Care employs an attachment model of care and in line with this, all staff at Amberleigh School aim to foster a positive therapeutic relationship with the young people based on mutual trust and respect. With the establishing of such a relationship, it is believed that behaviour is more easily managed and developed.
- Young people are provided with well-trained, confident, calm and assertive staff. Staff are aware that 'behaviour is communication' and all staff are trained in and are competent in applying the core values of our therapeutic community. Staff are aware of what standards of behaviour to expect and what action to take to promote it and are consistent in their approach to good behaviour – modelling and living the core behaviours.

All pupils are expected to:

- To treat others with respect.
- To co-operate with other pupils and adults.
- To take care of property and the environment in and out of school.
- To follow the instructions of the school staff.

- To work to the best of their abilities, and allow others to do the same.

All pupils are expected to follow **the schools code of conduct**. Pupils are expected to show respect for themselves, for others and the environment. Pupils should behave in a way that does not cause harm to themselves or others.

- We listen to and act on all instructions given by members of staff
- We will work respectfully and sensibly in class
- We will be polite and courteous to all members of the community
- We will respect the school environment and wider community and keep the school tidy and free of litter
- We will treat others with dignity
- We will respect the rule that we do not eat in lessons and that only water should be drunk
- We will comply with the multimedia contract; we will ensure that we conduct ourselves appropriately online
- We will **not** bring smart phones or devices into school
- We will make sure we take responsibility for our own supervision.
- We will move around the school in a safe and respectful manner
- We will look after others, and we will report any concerns regarding other pupils to a member of staff
- We will think before we speak out
- We will act as positive role models
- We will refrain from being in possession of anything in school that could be described as an offensive weapon or an illegal substance.
- We will respect the school property and environment.
- We will use appropriate language
- We will ask for help when needed including 'chill out' time if needed

Parents/Carers and staff also then play a vital role in supporting and developing positive behaviour and as a school we expect.

Young people are helped to understand their behaviour through discussion and reflection so they can begin to self-regulate.

Link Workers should:

- To support the school in the implementation of this policy.
- To make pupils aware of appropriate behaviour in all situations.
- Ensure that their key child has excellent attendance and arrives on time
- To ensure that their child attends school in the correct uniform or PE Kit

- To be aware of the school rules and expectations.
- To encourage independence and self-discipline.
- Take an interest in their key child's work and encourage them to do well and complete catch-up work
- Ensure the school is aware of any concerns that may affect their learning and/or behaviour
- Attend all meetings with teachers/staff to discuss their child's progress. Inform the school if there are any problems or issues that may affect their key child's ability to learn, show an interest in all that their key child's does in school.
- To foster good relationships with the school.

Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same

All staff have been trained in Therapeutic Thinking approach, which is reflected in our behaviour policy and supports a positive, inclusive learning environment. This approach focuses on understanding the underlying causes of behaviour, promoting emotional well-being, and using relational and restorative strategies to help pupils develop self-regulation skills. Staff are equipped with the tools to respond to behaviours in a consistent, compassionate, and supportive manner, ensuring that every child feels safe, valued, and able to thrive. By embedding Therapeutic Thinking into our practice, we foster a culture of empathy, respect, and resilience across our school community.

Everyone in the school is responsible for behaviour and discipline and must ensure that continuity exists between all personnel within the establishment. Where continuity exists, so does security. All pupils in school need to know the rules of the school and indeed to have played a part in creating them.

Process

Amberleigh Therapeutic School staff recognise the importance of a 'whole school' and holistic process.

- All pupils are introduced to the rules and their purpose during a discussion at their initial induction. These are or can be reflected and reinforced, discussed and adjusted during the community meetings.
- As far as is possible, school rules reflect the house rules and rules for behaviour within therapeutic sessions in order to avoid confusions of

understanding and in order to simplify the pupils' operational framework.

- MDT approach - Full assessments led by therapy, informing individual therapy and interventions across care and education using the Good Lives Model - 3 monthly, multi-disciplinary reviews of placement plans to maintain progress
- The results of behaviours and actions, both positive and negative, are explained to pupils and consistently reinforced through a system of rewards and appropriate consequences.
- Carers are informed verbally at the end of each school day, by the Deputy Head Teacher, on the positive and negative performance of pupils. A written daily handover sheet with details of each pupils' behaviour, engagement and progress is completed. Positive behaviour during the day is celebrated at the end of the day handover meeting with pupils present.
- A 'Time Out' system is in place in school (see Appendix 2)

Practical strategies to support and reinforce positive behaviour:

Look for things to praise. So often a pupil displaying detrimental behaviour only gains attention by being disruptive. There is a tendency to feel relief when the pupil is behaving appropriately and to leave well alone.

By making a positive effort to find something to reinforce, we can develop the pupil's repertoire of acceptable behaviour.

It is often the case that the pupil who is disruptive demands a disproportionate amount of adult time. By making the adult time positive, the pupil can feel better about themselves and so too can the adult. Time previously used for managing detrimental behaviour can then be redistributed amongst all the pupils.

Using regular short periods of time before incidences gives opportunity for the adult to build relationships with the pupil. Listening and understanding avoids the pressure of jumping to wrong conclusions. This does not mean that the pupil is always right either but that increased opportunities for understanding each other are valuable.

Try to reinforce valued behaviours in another pupil rather than drawing attention to detrimental behaviours.

Speak to the pupil quietly and with respect. If it is necessary to enforce rules with a pupil, aim to do this without the other pupils observing.

Establish a number of favourite activities that can be used as reinforcers when work is finished as well as to calm someone down. These could be books, an activity or the security of tightly structured work, and should always be particular to the pupils. It is sometimes better - both for the pupil and for other pupils - if the pupil is given permission to get on quietly with something else and then brought back into the group rather than being confronted when they are not ready.

Celebrating Outstanding Behaviour

Rewards are based as much as possible on the public recognition achievement and the sense of pride it brings rather than simply on material rewards. Recognition is arranged in such a way that there is always some reward opportunity within sight. Once gained rewards must not be 'lost'.

- Recognition for good effort in class
- Class teachers may use weekly class reward time for individual or groups of pupils who have performed exceptionally well over the week. This reward may involve - Time on the computer, a cooperative game, a short in-class activity.
- Positive comments written on good work
- The positive use of school reports to highlight achievement
- Peer reward system (at the end of the year) to allow young people to recognise and nominate others for their achievement
- Special mentions in community meetings
- Termly rewards for the most behaviour points earned.
- Celebrated at Celebrations Day, yearly

As a motivational tool to promote pupil's learning both in and out of school, the school reward points are reported to the registered care managers and staff within the community meetings. All staff should familiarise themselves with and actively promote the Amberleigh School's reward system. This system of reward points allows young people to gain positive attention for positive actions and behaviour. Often young people thrive on attention and we endeavour to provide positive attention to young people, whereby adults are seen to praise and reward positive behaviour. The use of the reward system promotes positive attention and recognises those things that young people do well or have tried hard to do well with.

Behaviour Points

At the end of each lesson teachers will reflect on the lesson to the young people and give reward points for effort, behaviour and achievement. In all,

there are three different criteria for each lesson through which the pupils can accumulate points. These are for Attitude to Learning, Behaviour in Class, Completion of Work (ABC) and they are given in either the green amber or red zones. Green behaviour points are totalled at the end of each week.

As a motivational tool to promote pupils behaviour and learning each week, teachers will discuss achievements and successes in the weekly staff meeting and award Behaviour Points Winner Each week a certificate is awarded to 'Points Winner' which is based on attitude to learning, behaviour and completing class work.

These certificates will be displayed in school for all pupils, Staff and visitors to see and they can select a 'prize' which consists of the following:

- Stationery
- Books
- Fidget toys
- Sprays and Body Wash.

All items in the prize box have been chosen by the young people during therapeutic community meetings.

Review

The termly points totals are displayed in school, for pupils to see their individual progress. The yearly totals are presented on a comparison graph. The totals are reviewed and analysed as it provides relevant indicators of the engagement of the pupil and can highlight improvement or disengagement very quickly. Points that total over 300 at the end of term, are rewarded with a gift voucher in various amounts.

House System

House points can be awarded to pupils for a variety of reasons, which link to our Therapeutic Core Values. For example:

- Respect for peers (**Relationships**)
- Determination and effort in a piece of work (**Participation**)
- Being honest and fair (**Respect**)
- Supporting each other (**Interdependence**)
- Confident and positive attitude to work (**Containment**)
- Polite, good behaviour (**Communication**)
- Representing the school (**Responsibility**)

A House Cup awarded during celebration day house.

Individual winners for events receive certificates, celebrating as much success as possible.

- Cross stages house assemblies, timed each term, to support the calendar of events and competitions.

Consequences

Consequences serve a variety of purposes in the overall management of behaviour. They assert outright and responsibility to regulate and manage young people's behaviour. They also help young people understand that a community has the right to show their disapproval of certain behaviours and take fair action against those who threaten its welfare.

Although a consequence may stop a behaviour temporarily there is no evidence that consequences are sufficient in themselves to produce lasting good behaviour. Behaviour improves largely through the development and rewarding of desirable behaviour rather than through the suppression and sanctioning of undesirable behaviour. Our aim is to deal with any poor behaviour in a way that stops it immediately and effectively but then return to positive support and encouragement of good behaviour as soon as possible.

Where possible behaviour is corrected without consequences by talking the incident through with the young person (and staff concerned) and helping the young person acknowledge their mistake. Restorative Justice (UNCRC – Article 12) which respects the views of the child. Children have the right to say what they think should happen and their opinions to be taken into account. Young people may also be supported to carry out the necessary action correctly and then being commended for doing so.

However, if the young person is unwilling to engage in any of the restorative actions identified above then consequences may be given. If consequences are given then:

The young person must be informed about the consequences as soon as possible and in person (this should not be left for others to do);

- The young person must be told why the consequence has been given.

Staff must make sure that, where possible, the young person had warnings and support to make better choices.

If consequences are issued they should be determined by the scale or frequency of the misbehaviour concerned and, where possible, replicate the

consequences of the house' for example, removal of privileges, restorative action, being refused permission for an external activity or school visit, loss of school break, earlier bed-time or loss of privileges.

Lateness for school, unfinished work due to disruptive behaviour or absence from lesson without permission is dealt with by the pupil having to complete the work missed after school in the home and prior to undertaking any other off-site activity is earned.

Reparations/Consequences must not include:

- Any form of corporal punishment including the unnecessary use of force;
- Any punishment involving the consumption or deprivation of food or drink;
- Any restriction on a young person's contact or communication with parents, relatives, advocates or friends;
- The intentional deprivation of rest or sleep;
- Humiliation, including any requirement that a young person wear distinctive clothes;
- Any measure which involves any young person in the imposition of any sanction against another young person;
- The punishment of a group of young people for the behaviour of an individual young person.

Educated Off Site

It is important that the boundaries in Amberleigh School are adhered to and that pupils are encouraged to discuss any problems they may have with a teacher. However, we recognise that sometimes pupils do not act within the rules or expectations and on these occasions, staff must respond in a consistent, clear and purposeful way, to ensure that the school environment remains a safe and welcoming place for both pupils and staff alike. Due to the nature of our pupils and quite often negative experiences of school Amberleigh has a no exclusion policy in order to support the inclusion of every pupil. Every effort is made to support each individual pupil, but it is recognised that on rare occasions it may be necessary to educate a pupil off site. Such a decision is not taken lightly and is a reflection of the seriousness of the situation and/or the threat posed to others.

Physical Restraint

As part of the assessment and planning process for all children, consideration must be given to whether the child is likely to behave in ways which may

place the individual or others at risk of injury or may cause damage to property.

If such risks exist, consideration must be given to the Strategies that will be adopted to prevent or reduce the risk. These Strategies may include Physical Intervention.

Where Physical Intervention may be necessary, for example, if it has been used in the recent past or there is an indication from a Risk Assessment that it may be necessary, the circumstances that give rise to it and the Strategies for managing it should be outlined in the child's Placement Plan.

In developing such a plan, consideration must be given to whether there are any medical conditions which might place the child at risk should particular techniques or methods of physical intervention be used. If so, any health care professional currently involved with the child, should approve strategies and this must be drawn to the attention of those working with or looking after the child and it must be stated in the Placement Plan. If in doubt, medical advice must be sought.

NOTE

The existence or absence of a Placement Plan or other behaviour management plan does not prevent staff from acting as they see fit in the management of highly confrontational or potentially harmful behaviour. However, staff may only deviate from agreed plans where they are able to demonstrate that the plan would not be sufficient to prevent injury or damage to property and the alternative actions they are take are consistent with the principles contained in this Chapter.

Any deviation from an agreed plan or from the principles contained in this Chapter must be reported to the Registered Manager and the child's social worker as soon as practicable thereafter.

2. Definition of Physical Interventions

There are four broad categories of Physical Intervention.

1. **Restraint:** Defined as the positive application of force with the intention of overpowering a child. Practically, this means any measure or technique designed to completely restrict a child's mobility or prevent a child from leaving, for example:

- Any technique which involves a child being held;
- Any technique involving the child being held by two or more people;
- Any technique involving a child being held by one person if the balance of power is so great that the child is effectively overpowered; e.g. where a child under the age of ten is held firmly by an adult;

The significant distinction between the first category, [Restraint](#), and the others (Holding, Touch and Presence), is that Restraint is defined as the positive application of force with the intention of overpowering a child. The intention is to overpower the child, completely restricting the child's mobility. The other categories of Physical Intervention provide the child with varying degrees of freedom and mobility;

2. **Holding:** This includes any measure or technique which involves the child being held firmly by one person, so long as the child retains a degree of mobility and can leave if determined enough;
3. **Touching:** This includes minimum contact in order to lead, guide, usher or block a child; applied in a manner which permits the child quite a lot of freedom and mobility;
4. **Presence:** A form of control using no contact, such as standing in front of a child or obstructing a doorway to negotiate with a child; but allowing the child the freedom to leave if they wish.

2. Who may use Physical Interventions

Staff may only use techniques that are approved by the home; such techniques should comply with the following principles:

- a. Not impede the process of breathing - the use of 'prone facedown' techniques must never be used;
- b. Not be used in a way which may be interpreted as sexual;
- c. Not intentionally inflict pain or injury or threaten to do so;
- d. Avoid vulnerable parts of the body, e.g. the neck, chest and sexual areas;
- e. Avoid hyperextension, hyper flexion and pressure on or across the joints;
- f. Not employ potentially dangerous positions.

Staff Training and Criteria for using Physical Interventions

Staff Training

The Proprietor and Headteacher are committed to achieving effective Teaching and Learning and ensuring class teachers have the necessary skills to approach their teaching in ways that reduce the likelihood of pupils misbehaving and equipping them with effective skills and resources for those instances where difficult behaviour does occur.

All staff must be trained in methods of behaviour management, including the use of physical intervention and restraint, that are agreed by the Home.

This training must ensure that staff are able to:

- Manage their own feelings and responses to the emotions and behaviours presented by children and understand how past experiences and present emotions are communicated through behaviour;
- Manage their responses and feelings arising from working with children, particularly where children display challenging behaviour or have difficult emotional issues;
- Understand how children's previous experiences can manifest in challenging behaviour;
- Use methods to de-escalate confrontations or potentially violent behaviour to avoid the use of physical intervention and restraint.

Criteria for using Physical Intervention

Amberleigh Therapeutic School's policy on applying section 550a of the Education Act 1996 within its' school is as follows;

"We do not make physical interventions for non-compliance for classroom management unless there is a clear safety rationale for keeping the young person, their peers, staff or the public safe from harm."

All staff are Team Teach Trained, all staff complete a 2-day course on induction and attend refresher courses annually. Team Teach is an accredited, award winning provider of positive behaviour management training, equipping individuals and teams to deal with challenging situations and behaviours in ways that lead to desirable outcomes and positive relationships. Team teach is designed to reduced reliance on restraint and restriction by expanding the toolbox on positive behavioural supports. The

focus should be on preventing, as far as possible, the need for the use of force on pupils, 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, school staff 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 pupils.

Welsh Governments Safe and Effective intervention 2013 guidance document states "All school staff members have a legal power to use reasonable force to prevent pupils committing a criminal offence, injuring themselves or others, or damaging property; and to maintain good order and discipline amongst pupils"

The staff to which this power applies are defined in section 95 of the Education and Inspections Act 2006.

They are:

- any teacher who works at the school, and any other person whom the head has authorised to have control or charge of pupils. This:
 - i) includes support staff whose job normally includes supervising pupils such as teaching assistants, learning support assistants, learning mentors and lunchtime supervisors.
 - ii) 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) and unpaid volunteers.
 - iii) does not include prefects. Those exercising the power to use force must also take proper account of any particular special educational need (SEN) and/or disability that a pupil might have.

Under the Equality Act 2010 schools have key duties:

- not to treat a disabled pupil less favourably, because of his/her disability, than a non-disabled pupil;
- not to treat a disabled pupil unfavourably because of a reason related to their disability, without justification;
- not to apply a provision, criterion or practice that puts or would put a disabled pupil at a particular disadvantage compared with a nondisabled

pupil, without justification; and to take reasonable steps to avoid putting a disabled pupil at a substantial disadvantage in comparison with a non-disabled pupil (known as the reasonable adjustments duty).

Appendix 1

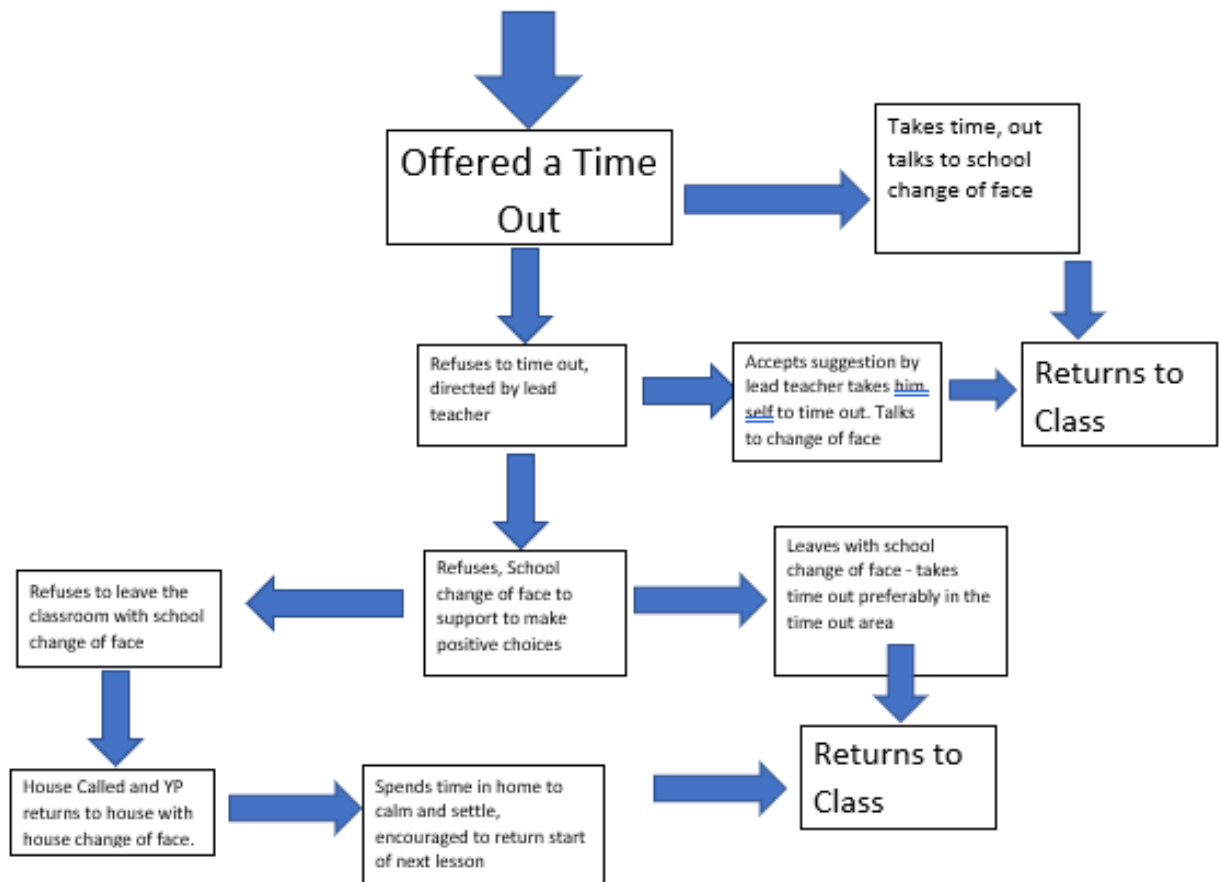
Amberleigh Therapeutic school rules:

- Be kind
- Be thoughtful
- Work hard
- Don't give up
- Don't be scared of trying
- Believe in yourself because we all do
- Look after and be kind to yourself
- Remember that you are important

Breaking any of the school rules will be reflected in the daily handover sheet and appropriate action taken.

Appendix 2

Boy struggling to focus / not engaging.



Appendix 3

Core Values

- 1. Attachment** – Healthy attachment is a developmental requirement for all human beings and should be seen as a basic human right.
- 2. Containment** – A safe and supportive environment is required for an individual to develop, to grow, or to change.
- 3. Respect** – People need to feel respected and valued by others to be healthy. Everybody is unique and nobody should be defined or described by their problems alone.
- 4. Communication** – All behaviour has meaning and represents communication which deserves understanding.
- 5. Interdependence** – Personal well-being arises from one's ability to develop relationships which recognise the mutual needs.

6. Relationships – Understanding how you relate to others and how others relate to you leads to better intimate, family, social and working relationships.

7. Participation – The ability to influence one's environment and relationships is necessary for personal well-being. Being involved in decision-making is required for shared participation, responsibility, and ownership.

8. Process – There is not always a right answer, and it is often useful for individuals, groups, and larger organisations to reflect rather than act immediately.

9. Balance – Positive and negative experiences are necessary for healthy development of individuals, groups, and the community.

10. Responsibility – Each individual has responsibility to the group and the group in turn has a collective responsibility to all individuals in it.