Amberleigh Care

Specialist Therapeutic Care & Education

Polisi Ymddygiad

Behaviour Policy

September 2026

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	01.09.2026
07.09.2026	Therapeutic Regulation Spaces Removed House System – Student of the day Additional Learning Needs (ALN) and Reasonable Adjustments #Whole school approach to Emotional and Mental Wellbeing Additional Paragraph Physical Intervention Appendix 4 – Pupil voice and participation	07.09.2027

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Reviewed: Kevin Gallagher (Proprietor)

Induction, Principles and Legislative Framework

Commitment to Positive Behaviour and Compliance

Amberleigh Therapeutic School is committed to ensuring that behaviour management practices comply fully with the Independent School Standards (Wales) Regulations 2024 and reflect current Welsh Government guidance regarding behaviour, safeguarding, additional learning needs, and the use of reasonable force. [legislation.gov.uk], [gov.wales], [gov.wales]

The school will ensure that:

- Behaviour policies are implemented fairly, consistently and without discrimination.
- Positive behaviour support and early intervention strategies are prioritised over punitive approaches.
- The welfare, health and safety of pupils are actively promoted and safeguarded.
- Pupils are supported to develop self-regulation, resilience, emotional well-being and positive relationships.
- The rights of children under the United Nations Convention on the Rights of the Child (UNCRC) are actively promoted.
- Behaviour expectations and consequences are applied with consideration of pupils' age, developmental stage, Additional Learning Needs (ALN), disability, neurodivergence, trauma history and mental health needs.
- Behaviour data is monitored to identify patterns, inequalities and areas requiring support or intervention.
- Pupils are provided with opportunities to contribute to decisions affecting them, particularly when plans are developed or reviewed.
- Restrictive practices are reduced wherever possible through preventative, relational and therapeutic approaches.
- Staff receive regular training in behaviour support, safeguarding, emotional well-being, de-escalation and positive handling strategies.

The Proprietor maintains oversight of compliance, monitoring and quality assurance arrangements in accordance with the Independent School Standards (Wales) Regulations 2024. [legislation.gov.uk], [gov.wales]

Behaviour management operates alongside the school's Safeguarding and Child Protection Policy. Any behaviour that raises concerns regarding a pupil's welfare, exploitation, radicalisation, mental health, self-harm, abuse or safety will be managed in accordance with safeguarding procedures and reported to the appropriate agencies where necessary.

The school takes all forms of bullying seriously, including prejudice-based bullying, discriminatory language, cyberbullying and peer-on-peer abuse. Such behaviours will be

addressed promptly through restorative, educational and safeguarding approaches where appropriate.

The school reserves the right to search pupils, possessions and storage areas where there are reasonable grounds to suspect that prohibited items, weapons, illegal substances or items that may pose a risk to safety are present. Searches will be conducted in accordance with Welsh Government guidance and statutory powers.

Our Vision

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

- 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 wider world.
- Healthy, confident individuals, ready to lead fulfilling lives as valued members of society.

The way in which staff and pupils behave towards one another and their environment on a daily basis is fundamental to achieving these aims. Equally important is the effective collaboration between education, therapy and care teams.

As a Therapeutic Community, we are committed to a whole-community approach to promoting positive behaviour. We recognise that positive behaviour is an essential foundation for creating an effective teaching and learning environment in which all members of the school community can thrive, feel respected, remain safe and experience a sense of belonging.

A well-implemented behaviour policy is a significant factor in building pupils', parents' and carers' confidence in the school, whilst also supporting the recruitment and retention of highly motivated and skilled staff.

Good behaviour is an essential part of learning. Amberleigh Therapeutic School promotes a safe, nurturing and well-ordered environment in which positive behaviour, effort and achievement are recognised and celebrated. Anti-social, unsafe or disruptive behaviour is identified, challenged and addressed through the therapeutic relationships, culture and values that underpin our community.

Within our Therapeutic Community, boundaries and expectations are communicated clearly and reinforced positively. This creates a shared culture in which expectations are understood, predictable and supportive. We recognise that some pupils may require differentiated expectations and additional support due to their age, developmental stage, Additional Learning Needs, disabilities, trauma experiences or other individual needs. Guidance regarding these expectations is outlined within the appendices and associated support plans.

This policy should be read alongside:

- Welsh Government Guidance 097/2013 *Safe and Effective Intervention: Use of Reasonable Force and Searching for Weapons*.
- Welsh Assembly Government *Framework for Restrictive Physical Intervention Policy and Practice* (2005).
- The School Safeguarding and Child Protection Policy.
- The Anti-Bullying Policy.
- Relevant Additional Learning Needs (ALN) policies and procedures.
- The Independent School Standards (Wales) Regulations 2024. [legislation.gov.uk], [gov.wales], [gov.wales]

Under Section 21(2) of the Education Act 2002, proprietors and school leaders are required to conduct the school with a view to promoting high standards of educational achievement. Amberleigh Therapeutic School recognises that positive behaviour, emotional well-being and a strong therapeutic culture are fundamental to achieving this objective.

Aim of the Policy

The aim of this policy is to create a safe, nurturing, inclusive and therapeutic learning environment where all pupils are supported to achieve their full potential academically, socially and emotionally. Through a whole-community approach, Amberleigh Therapeutic School seeks to promote positive behaviour, emotional wellbeing, personal responsibility and respectful relationships.

This policy aims:

- To encourage a calm, purposeful and positive atmosphere throughout the school.
- To foster caring and respectful attitudes where achievement, effort and progress at all levels are recognised and valued.
- To encourage increasing independence, self-regulation and self-discipline so that each pupil develops responsibility for their own behaviour and choices.
- To provide a consistent approach to behaviour support across education, care and therapy services.
- To establish clear expectations, boundaries and routines that promote safety, security and positive outcomes for all members of the school community.
- To raise awareness and understanding of appropriate behaviour and its impact on others.
- To promote restorative, relational and therapeutic approaches that support reflection, learning and personal growth.
- To help pupils, staff, parents/carers and stakeholders develop a shared sense of purpose and community responsibility.

- To ensure equality of opportunity and appropriate support for pupils with Additional Learning Needs (ALN), Special Educational Needs and Disabilities (SEND), and social, emotional and mental health needs.
- To fulfil the requirements of Welsh Government legislation, guidance and the Independent School Standards (Wales) Regulations.

Children's Rights

Amberleigh Therapeutic School is committed to upholding the principles of the United Nations Convention on the Rights of the Child (UNCRC) and ensuring that pupils understand and exercise their rights within a safe and supportive environment.

Pupils are supported to understand the following rights:

- **Article 28:** Every child has the right to education.
- **Article 29:** Education should develop each child's personality, talents, abilities and potential to the fullest.

In addition, the school recognises that:

- **Article 12:** Children have the right to express their views freely in matters affecting them, and for those views to be given due weight.
- **Article 19:** Children have the right to be protected from all forms of violence, abuse, neglect and harm.
- **Article 23:** Children with disabilities have the right to receive support that enables them to participate fully and independently in society.
- **Article 24:** Children have the right to the highest attainable standard of physical and mental health.
- **Article 29(1)(d):** Education should prepare children for responsible life in a free society, promoting understanding, peace, tolerance and respect for others.

Through the implementation of this policy, Amberleigh Therapeutic School aims to ensure that all pupils feel safe, respected, listened to and valued, enabling them to engage positively in learning and develop as ambitious, capable learners; enterprising, creative contributors; ethical, informed citizens; and healthy, confident individuals in accordance with the Curriculum for Wales purposes.

Whole-School Approach to Emotional Well-being and Positive Behaviour

Amberleigh Therapeutic School adopts a whole-school approach to emotional well-being and mental health. We recognise that positive behaviour is closely linked to emotional well-being and that young people are most able to learn, develop and thrive when they feel safe, understood, connected and valued.

As a therapeutic community, we recognise that behaviour is a form of communication. Through positive relationships, clear boundaries and consistent support, we aim to help pupils develop self-awareness, resilience and the ability to self-regulate.

To achieve this, staff will:

- Promote emotionally available, attuned and supportive relationships.
- Recognise behaviour as a form of communication and seek to understand the underlying need.
- Use relational and restorative approaches to support positive behaviour.
- Employ de-escalation and co-regulation strategies to prevent situations from escalating.
- Foster a sense of belonging, participation and pupil voice.
- Support pupils to reflect on incidents and repair relationships where appropriate.
- Work collaboratively with pupils to develop self-regulation strategies and coping skills.

The school will work in partnership with therapy staff, care staff, families, social workers and other professionals to ensure a coordinated and consistent approach to supporting pupils' emotional well-being, learning and behaviour.

Pupil Expectations and Code of Conduct

All pupils are expected to follow the school's **Code of Conduct**. Pupils are expected to show respect for themselves, for others and for the environment. They should behave in a way that promotes safety, learning and well-being and does not cause harm to themselves or others.

At Amberleigh Therapeutic School we expect pupils to:

- Listen to and follow instructions given by staff.
- Work respectfully and sensibly in lessons.
- Be polite and courteous to all members of the school community.
- Respect the school environment and wider community by helping to keep it clean and free from litter.
- Treat others with dignity, kindness and respect.
- Follow classroom expectations
- Comply with the school's multimedia agreement and behave responsibly online.
- Not bring smartphones or unauthorised electronic devices into school.
- Take responsibility for their own behaviour and make positive choices.
- Move around the school in a safe and respectful manner.

- Look after others and report any concerns about themselves or others to a member of staff.
- Think before speaking and consider the impact of their words and actions.
- Act as positive role models within the school community.
- Refrain from possessing offensive weapons, illegal substances or prohibited items.
- Respect school property and resources.
- Use appropriate language at all times.
- Ask for help when needed, including requesting regulation or "chill out" time where appropriate.

Young people are supported to understand and reflect on their behaviour through discussion, restorative conversations and therapeutic approaches, enabling them to develop increasing self-awareness and self-regulation skills.

Partnership Working

Positive behaviour is most effectively promoted when there is a consistent approach between home, care, therapy and education. Parents, carers and staff all play an important role in supporting pupils to develop positive behaviour, resilience and independence.

Responsibilities

Proprietor

The Proprietor will:

- Maintain oversight of behaviour management arrangements.
- Ensure compliance with legislation and Independent School Standards.
- Monitor behaviour, safeguarding and welfare arrangements.

Headteacher

The Headteacher will:

- Ensure implementation of this policy.
- Promote a consistent therapeutic approach.
- Monitor behaviour trends and effectiveness.
- Ensure staff training remains current.

Staff

All staff will:

- Model positive behaviour.

- Apply the policy consistently.
- Build therapeutic relationships.
- Promote pupil well-being and safety.

Pupils

Pupils will:

- Follow the school's Code of Conduct.
- Treat others with respect.
- Engage positively in learning.
- Seek support when required.

Link Workers will:

- Support the implementation of this Behaviour Policy.
- Help pupils understand appropriate behaviour and expectations in different situations.
- Promote and encourage excellent attendance and punctuality.
- Ensure their key child attends school in the correct uniform or PE kit.
- Be familiar with school rules, expectations and routines.
- Encourage independence, self-discipline and personal responsibility.
- Take an active interest in their key child's learning, progress and achievements.
- Encourage completion of any catch-up work where required.
- Ensure the school is informed of any issues that may affect learning, behaviour or emotional well-being.
- Attend meetings and reviews relating to their key child's progress and development.
- Maintain positive communication and effective working relationships with school staff.

Shared Responsibility

Everyone within the Amberleigh Therapeutic School community is expected to maintain high standards of personal conduct, take responsibility for their own behaviour and encourage others to do the same.

All staff are trained in the **Therapeutic Thinking** approach, which underpins the school's behaviour policy and supports a positive, inclusive and trauma-informed environment. This approach focuses on understanding the underlying causes of behaviour, promoting emotional well-being and using relational and restorative strategies to support pupils in developing self-regulation and positive coping skills.

Staff are equipped to respond to behaviour in a consistent, compassionate and supportive manner, ensuring that all pupils feel safe, respected and valued. Through embedding Therapeutic Thinking within everyday practice, Amberleigh fosters a culture of empathy, respect, responsibility and resilience.

Behaviour management is everyone's responsibility. Consistency between education, care and therapy teams is essential in creating a safe, secure and predictable environment. When expectations, boundaries and responses are consistent, pupils experience greater stability, trust and emotional security.

Pupils are introduced to the school's rules, values and expectations during induction and are encouraged to contribute to discussions about community expectations through pupil voice opportunities and therapeutic community meetings. This helps foster a shared sense of ownership, responsibility and belonging within the school community.

Process

Effective support for young people is achieved through consistent collaboration between education, care and therapy, ensuring that expectations, interventions and support strategies are understood and applied across all areas of the organisation.

The school promotes a proactive approach to behaviour, focusing on understanding need, developing relationships and supporting positive outcomes.

This is achieved through:

- Introducing all pupils to the school's rules, values and expectations during the induction process. Pupils are supported to understand the purpose of these expectations and are given opportunities to discuss, review and contribute to them through community meetings and pupil voice activities.
- Ensuring that, wherever possible, school rules reflect the expectations within residential care and therapeutic environments. This consistency helps reduce confusion and provides pupils with a clear and predictable framework.
- Maintaining a multidisciplinary approach, with comprehensive assessments led by the Therapy Team informing individual therapeutic interventions and support strategies across care and education. Progress is reviewed through three-monthly multi-disciplinary reviews of placement plans and targets (Board Reviews)
- Helping pupils understand the impact of their actions by discussing both positive and negative behaviours and consistently reinforcing expectations through rewards, recognition, restorative approaches and appropriate consequences.
- Maintaining regular communication between education and care staff. A daily handover is provided by the Deputy Headteacher, supported by a written handover sheet detailing each pupil's behaviour, engagement, achievements and progress. Positive behaviour and successes are celebrated with pupils during end-of-day handover meetings.

Therapeutic Regulation Spaces

As part of our therapeutic approach and commitment to emotional regulation, all classrooms provide access to a designated regulation area, including bean bags and other appropriate sensory and calming resources.

These spaces are not intended as a sanction or exclusion from learning. Instead, they form part of the school's graduated therapeutic response, enabling pupils to regulate their emotions, reduce anxiety and return to learning successfully.

Pupils may be encouraged to access, or request access to, these spaces when:

- They are displaying early signs of emotional dysregulation.
- They require support to manage anxiety, frustration or emotional distress.
- Staff identify that proactive regulation may prevent escalation.
- The use of the space forms part of an agreed risk assessment or therapeutic intervention (see Appendix 2).

Where appropriate, pupils may be offered access to a regulation space as an initial intervention to support self-regulation before more intensive behaviour support strategies are considered. Access will always be determined by individual need and recognised support strategies.

The use of regulation spaces will:

- Be appropriately supervised.
- Promote self-regulation rather than avoidance of learning.
- Be monitored and reviewed where use becomes frequent or prolonged.
- Form part of a supportive, trauma-informed and therapeutic approach.
- Support pupils to return to learning and engagement at the earliest appropriate opportunity.

This approach reflects Amberleigh's commitment to Therapeutic Thinking, attachment-aware practice and promoting emotional well-being.

Practical Strategies to Support Positive Behaviour

Developing positive behaviour relies on recognising and reinforcing success. Staff are encouraged to actively identify opportunities to acknowledge effort, progress and achievement, particularly for pupils who may previously have gained attention through negative behaviour.

Positive reinforcement helps pupils develop confidence, self-esteem and a wider repertoire of successful behaviours.

Staff will:

- Regularly recognise and praise positive behaviour, effort and achievement.

- Invest time in building trusting and supportive relationships with pupils.
- Listen actively and seek to understand the factors influencing behaviour.
- Reinforce positive behaviour by highlighting the success of others where appropriate.
- Address concerns calmly, respectfully and discreetly whenever possible.
- Use restorative conversations to support reflection and understanding.
- Provide access to preferred activities, structured tasks or calming resources as appropriate.
- Allow pupils opportunities to regulate and re-engage when they are not emotionally ready to participate fully.
- Prioritise relationship-based approaches over confrontation.

By focusing on positive interactions, staff seek to increase pupils' sense of belonging, success and emotional security whilst reducing the need for reactive interventions.

Additional Learning Needs (ALN) and Reasonable Adjustments

Amberleigh Therapeutic School recognises that behaviour may be influenced by Additional Learning Needs (ALN), communication differences, sensory needs, disability, adverse childhood experiences, attachment difficulties, neurodevelopmental differences and mental health needs.

In line with the Equality Act 2010 and the Additional Learning Needs and Education Tribunal (Wales) Act 2018, reasonable adjustments will be made where appropriate to support pupils in accessing education and participating fully in school life.

Adjustments may include:

- Adapted expectations.
- Individual behaviour support plans.
- Sensory regulation opportunities.
- Access to therapeutic regulation spaces.
- Visual supports.
- Additional movement breaks.
- Alternative communication methods.
- Individual risk assessments.
- Personalised intervention programmes.

The school will seek to understand the function and meaning of behaviour and ensure that support is proportionate, individualised and focused on long-term development, independence and positive outcomes.

Celebrating Outstanding Behaviour

Amberleigh Therapeutic School believes that recognition and praise are among the most effective ways of promoting positive behaviour. Rewards are based primarily on celebrating achievement, effort and personal success rather than material gain.

Recognition is organised so that pupils regularly experience success and have meaningful opportunities to be acknowledged for their efforts. Once earned, rewards will not be removed.

Examples of recognition include:

- Praise and recognition for effort in lessons.
- Positive comments recorded on completed work.
- Reward activities organised by class teachers.
- Positive references in school reports.
- Special mentions during community meetings.
- Daily, weekly and termly achievement awards.
- Recognition during annual Celebration Day events.

As part of the school's therapeutic approach, positive behaviours are shared with care staff and managers through handovers and community meetings, promoting consistency and reinforcing achievement across the wider community.

Behaviour Points System

The Behaviour Points System is designed to motivate pupils, recognise achievement and celebrate positive behaviour.

At the end of each lesson, pupils are awarded points against three core areas:

ABC Framework:

- **Attitude to Learning**
- **Behaviour in Class**
- **Completion of Work**

Performance is recorded using Green, Amber and Red zones, with Green Points contributing towards weekly, termly and annual rewards.

Each week:

- Staff review pupils' achievements and successes.
- A Behaviour Points Winner is identified.
- Certificates are awarded.
- Pupils may select an item from the reward box.

Examples of rewards include:

- Stationery.
- Books.
- Fidget resources.
- Toiletries and personal care items.

Reward items are chosen collaboratively by pupils during Therapeutic Community Meetings.

Reviewing Progress and Rewards

Behaviour point totals are reviewed regularly to monitor pupil engagement, participation, effort and progress. The rewards system is designed to recognise consistency, celebrate achievement and reinforce positive behaviour across the school community.

- Weekly totals contribute towards recognition awards and celebration of achievements.
- Termly totals are displayed to enable pupils to monitor their own progress and set personal goals.
- Annual totals are reviewed and analysed to identify trends, celebrate success and inform future targets.

Individual Reward Milestones

Pupils can work towards the following rewards through the accumulation of Behaviour Points:

Points Achieved	Reward
500 Points	Non-uniform day
1000 Points	£5 Book Voucher
1500 Points	1:1 Coffee and Cake Trip with a Teacher of Their Choice
2000 Points	£10 Amazon Voucher

2500 Points	£20 Amazon Voucher

Rewards are intended to celebrate effort, resilience, engagement and positive contributions to the school community. Once achieved, rewards cannot be removed.

Termly Rewards

In addition to individual reward milestones, pupils have the opportunity to participate in termly celebration events:

Autumn Term

- Movie Afternoon with a choice of snacks.

Spring Term

- Pupils help plan and choose activities for a special Friday timetable.

Summer Term

- Form Group Celebration Trip planned collaboratively with pupils.

These rewards provide opportunities for pupils to celebrate their achievements, strengthen relationships, develop decision-making skills and experience positive community participation in line with Amberleigh's Therapeutic Community values.

Behaviour and reward data are reviewed regularly by staff and shared, where appropriate, with care teams and families to ensure a consistent and collaborative approach to celebrating success and supporting positive outcomes

Behaviour data is used as an early indicator of progress, emerging concerns or disengagement and helps inform intervention and support planning.

Pupil of the Day and Therapeutic Values Recognition

In addition to Behaviour Points, pupils may receive recognition linked directly to Amberleigh's Therapeutic Community Core Values.

Educated Off Site

Amberleigh Therapeutic School is committed to providing an inclusive learning environment and operates a no-exclusion approach wherever possible. We recognise that many of our pupils have experienced previous challenges within educational settings and may require additional support to successfully engage in learning.

Pupils are encouraged to discuss any concerns or difficulties with staff, and every effort is made to maintain their access to education within the school environment. However, there may be exceptional circumstances where a pupil's behaviour presents a significant risk to their own safety, the safety of others, or the effective operation of the school.

In such cases, and only after all appropriate interventions and support strategies have been considered, it may be necessary for a pupil to be educated off site for a temporary period.

Any such decision will be made on an individual basis, taking account of risk assessments, therapeutic recommendations and the needs of all members of the school community.

The decision to educate a pupil off site is not taken lightly and will always reflect the seriousness of the situation, the risks identified and the need to maintain a safe and supportive learning environment for all.

Physical Intervention and Restrictive Practices

Amberleigh Therapeutic School is committed to reducing the use of restrictive practices wherever possible. Physical intervention will only be used as a last resort when preventative, therapeutic and de-escalation strategies have been exhausted, or where immediate action is required to prevent injury, serious harm or significant damage to property.

The least restrictive intervention necessary, for the shortest possible duration, will always be used. All incidents involving physical intervention will be recorded, reviewed and used to inform future planning, risk assessments and support strategies.

This approach is consistent with Welsh Government guidance on *Safe and Effective Intervention* and the principles of Team Teach.

Risk Assessment and Planning

As part of the assessment and planning process for all pupils, consideration must be given to whether a young person is likely to behave in a manner that places themselves or others at risk of injury or causes damage to property.

Where such risks are identified, appropriate strategies must be developed to reduce or prevent those risks. These strategies may include physical intervention where necessary.

Where physical intervention is foreseeable, the circumstances that may give rise to its use and the methods for managing such situations should be clearly identified within the pupil's:

- Individual Risk Assessment
- Therapeutic Support Plan

When developing these plans, consideration must be given to any medical condition, disability or additional learning need that may increase risk during physical intervention. Where appropriate, advice should be sought from relevant healthcare professionals and recorded within the pupil's plans.

Important Guidance

The existence or absence of a behaviour plan or risk assessment does not prevent staff from acting to manage behaviour that presents an immediate risk of harm.

However, any departure from agreed plans must be justifiable and based upon a clear assessment that the agreed approach would not sufficiently prevent injury, harm or damage to property.

Any deviation from agreed strategies must be reported to the Headteacher, Registered Manager and, where required, the pupil's Social Worker at the earliest reasonable opportunity.

Definitions of Physical Intervention

There are four broad categories of physical intervention.

1. Restraint

Restraint is defined as the positive application of force with the intention of overpowering a child and restricting their movement.

Examples include:

- Any technique involving a child being physically held.
- Any technique involving two or more adults holding a child.
- Any intervention where an imbalance of physical power effectively prevents the child from moving freely.

The defining feature of restraint is that the child's mobility is intentionally restricted.

2. Holding

Holding involves a child being held firmly by one person while still retaining a degree of movement and the ability to move away if sufficiently determined.

3. Touch

Touch involves minimal physical contact used to:

- Guide
- Lead
- Prompt
- Usher
- Block movement

The pupil retains significant freedom of movement throughout.

4. Presence

Presence involves no physical contact and may include:

- Standing in front of a pupil.
- Positioning oneself near an exit.
- Using body language and verbal communication to influence behaviour.

The pupil remains free to leave if they choose.

Approved Physical Intervention Techniques

Only intervention techniques approved by the organisation and delivered through accredited training programmes may be used.

Any physical intervention must:

- Never impede breathing.
- Never involve prone (face-down) restraint.
- Never be used in a manner that could be interpreted as sexual.
- Never intentionally inflict pain or injury.
- Avoid vulnerable areas of the body, including the neck, chest and intimate areas.
- Avoid hyperextension, hyperflexion or pressure across joints.
- Avoid dangerous positions or techniques.

Staff Training

The Proprietor and Headteacher are committed to ensuring that staff possess the knowledge, skills and confidence required to promote positive behaviour and safely manage challenging situations.

All staff receive training in behaviour support, de-escalation and physical intervention methods approved by the organisation.

Training ensures staff understand how to:

- Manage their own emotional responses to challenging situations.
- Understand behaviour as communication.
- Recognise the impact of trauma, attachment difficulties and previous life experiences on behaviour.
- Respond to challenging behaviour in a calm, therapeutic and consistent manner.
- Use de-escalation and conflict-resolution strategies.
- Reduce the likelihood of situations escalating to physical intervention.

Criteria for the Use of Physical Intervention

Amberleigh Therapeutic School's position is:

"Physical intervention will not be used solely in response to non-compliance or for classroom management purposes unless there is a clear and immediate safety rationale for keeping the young person, their peers, staff or members of the public safe from harm."

All staff receive Team Teach training on induction and attend regular refresher training to maintain competence.

Team Teach promotes positive behaviour support and seeks to reduce reliance on restriction and restraint through relational practice, de-escalation and therapeutic intervention. The overall focus is on preventing situations from reaching a point where physical intervention becomes necessary.

Physical intervention may only be considered when it is necessary to:

- Prevent a criminal offence.
- Prevent injury to the pupil or others.
- Prevent serious damage to property.
- Maintain safety where there is an immediate risk of harm.
- Restore order where all other reasonable interventions have failed.

The use of force must always be reasonable, proportionate and necessary in the circumstances.

Statutory Authority to Use Reasonable Force

In accordance with the Education and Inspections Act 2006 and Welsh Government guidance, authorised school staff have the legal power to use reasonable force where necessary to prevent harm or maintain safety.

This includes:

- Teachers.
- Teaching assistants.
- Learning support assistants.
- Learning mentors.
- Other staff authorised by the Headteacher to have care or control of pupils.
- Approved volunteers working under the direction of the school.

When exercising this power, staff must take account of any Special Educational Needs (SEN), Additional Learning Needs (ALN), disability, medical condition or vulnerability that may affect the pupil concerned.

Equality and Reasonable Adjustments

In accordance with the Equality Act 2010, Amberleigh Therapeutic School will ensure that pupils with disabilities are not disadvantaged by behaviour management practices.

The school will:

- Not treat a disabled pupil less favourably because of their disability.
- Not apply behaviour management procedures that place disabled pupils at a substantial disadvantage without appropriate justification.
- Make reasonable adjustments to behaviour expectations, support plans and interventions where required.
- Consider individual needs, disabilities, Additional Learning Needs (ALN), communication differences and medical conditions when assessing behaviour and determining appropriate responses.

Behaviour support will always seek to balance the safety and welfare of the individual pupil with the safety and welfare of the wider school community.

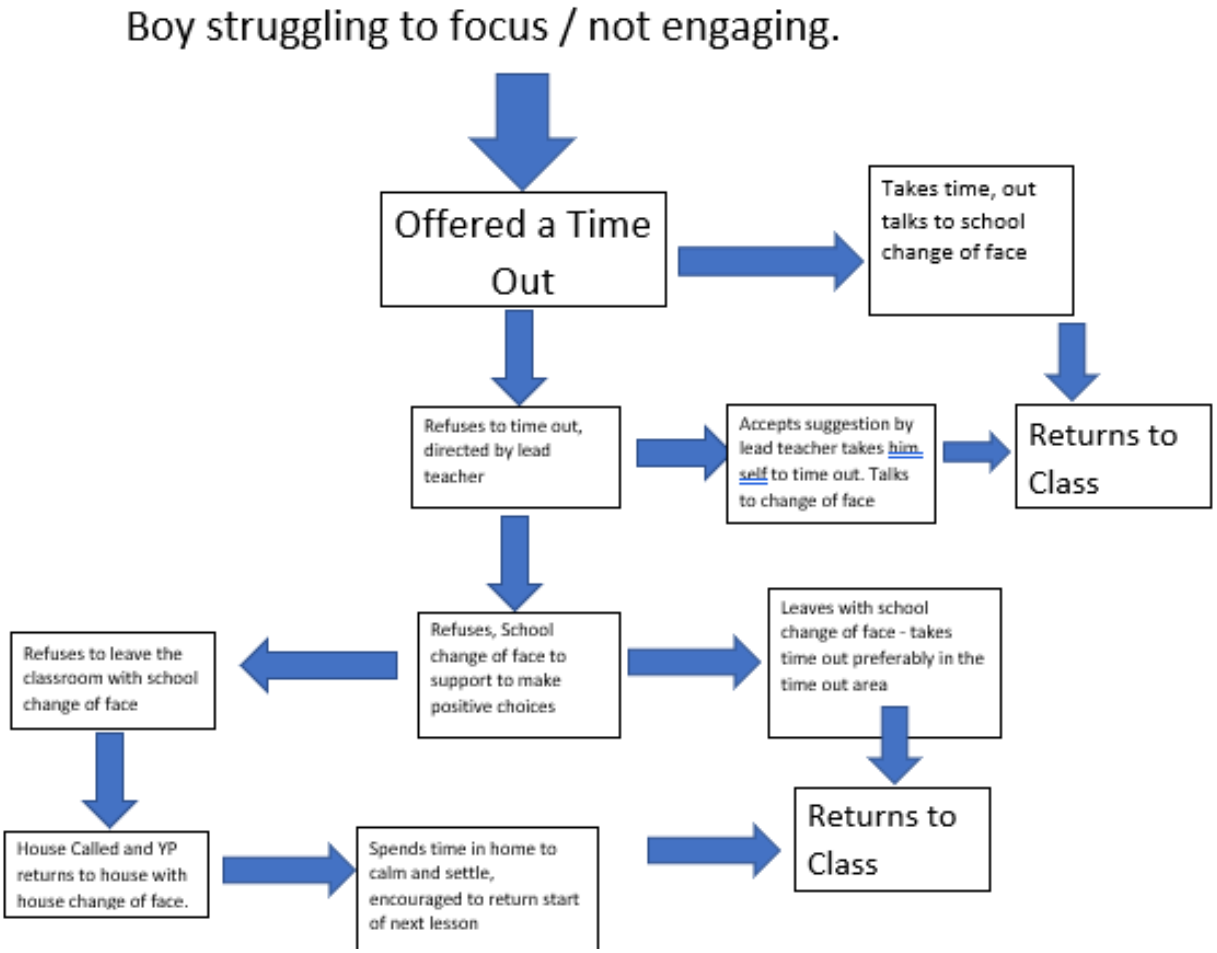
Appendix 1

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



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.

Appendix 4 - **Pupil Participation**

In accordance with Article 12 of the United Nations Convention on the Rights of the Child and Amberleigh's Therapeutic Community model:

- Pupils will be given opportunities to contribute to the development and review of school rules.
- Community meetings will provide a regular forum for pupil voice.
- Pupils will be involved, where appropriate, in behaviour support planning.
- Pupils will be encouraged to reflect upon incidents and identify restorative actions.
- Feedback from pupils will be used to improve behaviour systems and therapeutic practice across the school.

This supports the school's commitment to participation, responsibility and shared ownership within the therapeutic community. [senedd.wales], [senedd.wales]