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Polisi Ymddygiad

Policy for positive behaviour

Diweddarwyd / Updated: 04/2024

Adolygiad Nesaf / Next Review: 04/2025



Mae croeso i chi gysylltu gyda'r ysgol yn Gymraeg neu Saesneg
You are welcome to contact the school in Welsh or English



Mae polisi ymddygiad yr ysgol wedi'i gynllunio i gefnogi pob aelod o gymuned yr ysgol. Ei nod yw hyrwyddo amgylchedd lle mae pawb yn teimlo'n hapus, yn ddiogel ac yn gallu dysgu a chyrraedd eu llawn botensial. Mae lles disgyblion yn holl bwysig. Mae'r polisi yma yn dystiolaeth o'r ethos a'r ymarfer dyddiol ag amlygir yn yr ysgol a bydd yn rhoi seiliau cadarn inni reoli ymddygiad yn effeithiol.

Egwyddorion a Gwerthoedd yr ysgol

Mae pob aelod o'n hysgol yn bwysig ac yn cael ei werthfawrogi, ac mae ganddo/ganddi gyfraniad pwysig i'w wneud i gymuned yr ysgol. Mae gan bob unigolyn o fewn y gymuned hon ddyletswydd i sicrhau ei bod yn gweithredu'n effeithiol o ddydd i ddydd. Ni all hyn ddigwydd oni bai bod pob aelod yn dangos hunan - ddisgyblaeth a pharch at eraill ac at eiddo. Rhaid iddynt fod yn barod i rannu a dangos goddefgarwch, charedigrwydd a moesgarwch tuag at bawb a gwrddant ar safle'r ysgol a thu hwnt.

Yn yr ysgol, gwerthfawrogwn ymdrech, gwaith caled ac ymddygiad da. Gwerthgawrogwn ein hunain a phawb arall hefyd.

Nid yw ein polisi ymddygiad yn ymwneud yn bennaf â gorfodi rheolau. Ei nod yw caniatáu i bawb cydweithio mewn modd effeithiol ac ystyriol gyda pharch.

Rydym yn trin pob plentyn yn deg ac yn gweithredu'r polisi ymddygiad hwn mewn ffordd gyson, gan gadw anghenion unigolion mewn cof.

Nod y polisi hwn yw helpu plant i dyfu mewn amgylchedd diogel, ac i ddod yn aelodau cadarnhaol, cyfrifol ac annibynnol.

Mae'r ysgol yn gwobrwyo ymddygiad da, gan ei bod yn credu y bydd hyn yn datblygu ethos o garedigrwydd a chydweithrediad. Mae'r polisi hwn wedi'i gynllunio i hyrwyddo ymddygiad da, yn hytrach nag atal ymddygiad gwrthgymdeithasol yn unig.

Ffiniau ymddygiad derbyniol

Disgwyliwn i bob aelod o gymuned yr ysgol i ymddwyn yn rhesymol bob amser, i ddangos parch a moesgarwch tuag at eraill, i siarad yn foesgar a chynnig cymorth lle bo angen. Disgwyliwn i bawb geisio'i gorau glas, i weithio'n galed ac i sicrhau bod y Iaith Gymraeg yn rhan hanfodol o fywyd dyddiol yr ysgol.

Ymdrechwn i

- Greu amgylchedd cadarnhaol gyda disgwyliadau realistig.
- Sicrhau triniaeth deg i bawb, waeth beth fo'u hoedran, rhyw, hil, gallu ac anabled.
- Annog perthnasoedd yn seiliedig ar garedigrwydd, parch, gonestrwydd, goddefgarwch a dealltwriaeth o anghenion eraill.
- Ddatblygu dinasyddion egwyddorol gwybodus sydd â dealltwriaeth o reolau, hawliau a chyfrifoldebau.
- Edrych ar ôl yr amgylchedd, i gadw dosbarthiadau'n daclus, i roi sbwriel yn y bin a bod planhigion yn cael y gofal dyledus.
- Annog pawb i fod yn garedig.

Yr ymddygiad a hoffwn ei weld yn yr ysgol

Bydd y mathau hyn o ymddygiad yn sicrhau bod gennym ysgol hapus yr hoffwn ddod iddi bob dydd.

Caredigrwydd a pharch at eraill a'u heiddo

Meddylgarwch

Moesgarwch

Defnydd o iaith briodol wrth siarad ag eraill

Cynorthwyo'r rhai sydd mewn angen

Ymgeisio'n galed

Gwneud ein gorau glas

Gofalu am ein hysgol

Cyrraedd yr ysgol yn brydlon

Cyfathrebu'n barchus

Gwranddo ar ein gilydd

Cyfrifoldebau

Mae gan y **pennaeth** gyfrifoldeb dros:

- Sicrhau cynhaliath o drefn ac ymddygiad ar bob adeg o fewn y diwrnod ysgol.
- Adrodd yn ôl i lywodraethwyr ar effeithiolrwydd y polisi.
- Cefnogi staff i weithredu'r polisi yma.
- Cadw cofnodion manwl o ddigwyddiadau difrifol o gamymddwyn.
- Mewn achosion difrifol o ymddygiad ymosodol neu dreisgar a allai achosi niwed corfforol, tarfu neu ddifrod mawr i eiddo efallai y bydd angen defnyddio 'restraint'. Byddai hyn yn cael ei wneud mewn modd rheoledig.

Mae gan y **staff addysgu** gyfrifoldeb dros:

- Sefydlu perthynas athro/disgybl priodol lle mae'r athro a'r disgybl yn cael eu parchu.
- Darparu disgyblion gyda model rôl dda ar gyfer ymddygiad.
- Sefydlu amgylchedd trefnus/taclus.
- Cynllunio gweithgaredd sydd yn addas i anghenion y disgyblion.
- Sefydlu disgwyliadau uchel tuag at agwedd, ymdrech ac ymddygiad.
- Sicrhau datblygiad sgiliau cymdeithasol.
- Datblygu agwedd o ofal, ac ystyriaeth dros eraill.
- Adrodd i rieni am gynnydd eu plentyn neu yn canmol gwaith da neu ymdrech, a gall hefyd gysylltu â rhiant os oes pryderon am ymddygiad neu les plentyn.
- Ar ddechrau blwyddyn ysgol, cyfrifoldeb athrawon dosbarth yw gweithio gyda'r disgyblion i atgyfnerthu egwyddorion ein polisi ymddygiad cadarnhaol. Dylent sefydlu eu systemau dosbarth penodol i hybu hunan-barch ac i hyrwyddo agweddau cadarnhaol tuag at ddysgu. Fel hyn, mae pob plentyn yn yr ysgol yn gwybod y safon ymddygiad yr ydym yn ei ddisgwyl.

Rol Rhieni

- Mae'r ysgol yn cydweithio gyda'r rhieni, fel bod y disgyblion yn derbyn negeseuon cyson ynglun a sut i ymddwyn yn y tŷ ac yn yr ysgol.
- Rydym yn disgwyl i'r rheini gefnogi dysgu eu plant, ac i gydweithredu gyda'r ysgol.
- Ceisiwn greu deialog cefnogol rhwng y cartref ar ysgol, ac yr ydym yn hysbysebu rhieni yn syth os oes gennym ni unrhyw bryderon yn ymwneud a lles neu ymddygiad eu plant.
- Rhoi gwybod i'r ysgol am unrhyw amgylchiadau a all effeithio eu plant - ymddygiad neu allu i ddysgu.
- Gwneud pob ymdrech i fynychu cyfarfodydd gwybodaeth a nosweithiau rhieni i drafod cynnydd eu plant a chefnogi unrhyw argymhellion a chyingor.

Canmoliaeth

Rydym bob amser yn falch o gael y cyfle i gydnabod cyraeddiadau disgyblion a staff yr ysgol mewn nifer o ffyrdd gwahanol. Mae pwyslais ar ddull positif o ganmoliaeth, yn hytrach na'r ochr o gosb.

- Canmoliaeth ar lafar - un i un o gwmpas yr ysgol ac yn y gwasanaeth.
- Clodfori ein gilydd - yn ddyddiol pan fo achlysuron yn codi yn y dosbarth neu ar yr iard.
- Sticeri.
- Canmol caredigrwydd, parch at eraill a helpu aelodau'r gymuned.
- Hysbyseba rhieni a rhieni'n ein hysbysebu ni - ar lafar neu yn ysgrifenedig.
- Cydnabyddir llwyddiannau tu allan i'r ysgol yn ein gwasanaethau.
- Llythyron i rieni, adroddiadau a chylchlythyron misol.
- Yn ystod y gwasanaeth ar Ddydd Gwener rydym yn dathlu gwaith da a chyflawniadau disgyblion trwy ddathlu caredigrwydd, gwaith gwych a Chymreictod.
- Ymweld ag aelod o staff arall ar gyfer canmoliaeth.
- Pwyntiau llys.
- Casglu pwyntiau ar gyfer amser aur.

Rhinweddau

Fel ysgol cytunwyd i ddatblygu 5 rhinwedd penodol yn y plant. Y rhinweddau cytunwyd arni yw :

Annibyniaeth

Gwytnwch

Gallu i ddarllen

Hunan - Werth

Barod i

Cytunwyd ar feini prawf o sut i ddatblygu'r rhinweddau yma. Rhannwyd gyda holl rhanddeiliad yr ysgol. Mae gan bob rhinwedd gwenyn penodol ac enw penodol. (Hari Hunan - Werth, Beti Barod i, Doti Darllen, Alun Annibynnol, Gari Gwytnwch). Mae gan bob gwenyn hefyd stori sy'n adrodd hanes sut y daethant yn wydn, yn ddarllenwyr hyderus, ddatblygu hunan-werth, annibyniaeth a pharodrwydd i ddysgu. Gweler atodiad 2.

Sanctsiynau

Weithiau bydd angen cyflwyno sanctsiynau. Mae'r rhestr isod yn dechrau gyda'r sanctsiynau llai difrifol ac yn gorffen gyda'r rhai mwyaf difrifol. Mae natur y digwyddiad yn penderfynu ar y cam mae'r sanctsiynau yn dechrau.

- a) Anwybyddu Tactegol : Osgoi ymddygiad annerbyniol, gan dynnu sylw at ymddygiad derbyniol.
- b) Atgoffa o'r rheolau: eglurhad o'r rheol sydd yn cael ei thorri, gair tawel nad yw ei ymddygiad yn dderbyniol o fewn cymuned yr ysgol.

c) Rhybudd: Dewis clir i'r disgybl a cherdyn oren ar y siart dosbarth (Gweler atodiad 1)

Ch) Siarad â phennaeth yr adran : Mrs Hughes, Mrs Roberts a Miss Davies a cherdyn coch ar y siart dosbarth (Gweler atodiad 1) Galwad gartref i'r rhieni.

D) Colled o Freintiau: Dylai'r golled o faint fod yn berthnasol i'r plentyn ac yn rhesymol. Amser i ffwrdd gyda'r Pennaeth neu'r Dirprwy.

Dd) Asiantaethau allanol a Diarddeliad Tymor penodol o'r ysgol: Os ydy'r sanctsiynau uchod wedi digwydd ac mae rheolau'r ysgol yn parhau i gael eu torri'n ddifrifol, bydd y Pennaeth yn ystyried a fyddai diarddeliad dros - dro o'r ysgol yn addas. Hysbysir y rhieni ar unwaith a thrwy lythyr a darparir gwaith ar gyfer y plentyn yn ystod y cyfnod o diarddeliad. Os yw pob cam uwchben yn methu ac mae'r ymddygiad yn barhaus byddem yn cysylltu ag asiantaethau ymddygiad allanol a bydd y disgybl yn cael ei atgyweirio at y Seicolegydd Addysgol gyda chaniatâd y rhieni.

Gwaharddiad

Byddem ond yn gwahardd disgybl os yw eu hymddygiad yn annerbyniol e.e.. parhau i ddefnyddio trais corfforol neu os ydyn nhw'n tanseilio disgyblaeth yr ysgol gyfan, yn yr amgylchiadau yma mae'n rhaid i'r Pennaeth cynnal trafodaethau gyda'r Bwrdd Llywodraethol. Mae'n ddyletswydd gan y Corff Llywodraethol i sicrhau fod y polisi yn cael ei gweithredu a'u bod yn monitro'r nifer o waharddiadau ac ataliadau.

Rheolaeth Gorfforol a'r ddisgyblion

Ein nod yn yr ysgol yw sicrhau bod pob disgybl yn teimlo'n ddiogel o fewn cymuned yr ysgol. Os cwyd achlysur pan deimlwn fod disgybl yn berygl ei hun neu eraill byddwn yn defnyddio dulliau rhesymir o reolaeth fel gweithred o ofal yn hytrach na chosb. Dim ond aelodau o staff sydd wedi hyfforddi yn nulliau 'Team Teach / Positive Behaviour' caiff defnyddio strategaethau yma. Os oes angen defnyddio'r strategaethau yma wedyn byddwn yn dilyn 'Policy for Reasonable Force' o dîm Positive Behaviour. (Gweler atodiad 2)

Yn ystod achosion fel hyn bydd pob aelod o staff yn dilyn yr asesiad risg sydd yng nghlwm a'r plentyn.

Bydd unrhyw ddigwyddiadau yn cael eu hadrodd i'r Pennaeth ac anfonwyd copi o 'Form R' i Sir Fynwy. Bydd y digwyddiadau hefyd yn cael eu nodi mewn llyfr 'Bound and Red Book' yr ysgol. Mae'r llyfr ystafell y Dirprwy Bennaeth.

The school's behaviour policy is designed to support all members of the school community. Its aim is to promote an environment where everyone feels happy, safe and able to learn and reach their full potential. Pupils' welfare is all important. This policy is evidence of the ethos and the daily practice that are highlighted in the school and will give us solid foundations to manage behaviour effectively.

Principles and Values of the school

Every member of our school is important and valued, and he/she has an important contribution to make to the school community. Every individual within this community has a duty to ensure that it operates effectively; from day to day. This cannot happen unless each member of the school community shows self-discipline and respect towards others and property. They must be ready to share and show tolerance, kindness and manners towards everyone they meet on the school site and beyond.

At school, we value effort, hard work and good behaviour. We value ourselves and everyone else too.

Our behaviour policy is not primarily about enforcing rules. Its aim is to allow everyone to work together in an effective and considerate manner with respect.

We treat all children fairly and implement this behaviour policy in a consistent way, bearing in mind the needs of individuals.

The aim of this policy is to help children grow in a safe environment, and to become positive, responsible and independent members.

The school rewards good behaviour, as it believes that this will develop an ethos of kindness and cooperation. This policy is designed to promote good behaviour, rather than just prevent anti-social behaviour.

Boundaries of acceptable behaviour

We expect all members of the school community to behave reasonably at all times, to show respect and manners towards others, to speak politely and offer help where necessary. We expect everyone to try their very best, to work hard and to ensure that the Welsh Language is an essential part of the school's daily life.

We try to:

- Create a positive environment with realistic expectations.
- Ensure fair treatment for all, regardless of age, sex, race and ability.
- Encourage relationships based on kindness, respect, honesty, tolerance and understanding of others' needs.
- To develop informed principled citizens who have an understanding of rules, rights and responsibilities.
- Look after the environment, to keep classes tidy and to put rubbish in the bin and that plants are given due care.
- Encourage everyone to be kind.

The behaviour we would like to see at school

These types of behaviours will ensure that we have a happy school that we want to come to every day.

Kindness and respect for others and their property

Thoughtfulness

Etiquette

Use of appropriate language when speaking to others

Help those in need

Try hard

Do our very best

Care for our school

Arrive at school on time

Communicate respectfully

Listen to each other

Responsibilities

The **headteacher** has responsibility to:

- Ensure and maintain order and behaviour at all times within the school day.
- Reporting back to governors on the effectiveness of the policy.
- Support staff to implement this policy.
- Keep detailed records of serious incidents of behaviour.
- In serious cases of aggressive or violent behaviour that could cause physical harm, disruption or major damage to property it may be necessary to use 'restraint'. This would be done in a controlled manner.

The **teaching staff** have responsibility for:

- Establishing an appropriate teacher/pupil relationship where the teacher and pupil are respected
- Provide pupils with a good role model for behaviour
- Establish an orderly/ tidy environment
- Planning an activity that is suitable for the pupils' needs
- Establish high expectations towards attitude, effort and behaviour
- Ensure the development of social skills
- Develop an attitude of care, and consideration for others
- The class teacher reports to parents about their child's progress or praises good work or effort, and can also contact a parent if there are concerns about a child's behaviour or welfare.
- At the beginning of the school year, it is the responsibility of classroom teachers to work with the pupils to reinforce the principles of our positive behaviour policy. They should set up their specific

classroom systems to promote self-esteem and to promote positive attitudes towards learning. In this way, every child in the school knows the standard of behaviour we expect.

Role of Parents

- The school works together with parents, so that the pupils receive constant messages about how to behave at home and at school.
- We expect those to support their children's learning, and to cooperate with the school.
- We try to create a supportive dialogue between home and school, and we notify parents immediately if we have any concerns relating to the welfare or behaviour of their children.
- Inform the school of any circumstances that may affect their child's behaviour or ability to learn.
- Make every effort to attend information meetings and parents' evenings to discuss their child's progress and support any recommendations and advice.

Praise and reward

We are always proud to have the opportunity to recognize the achievements of pupils and school staff in a number of different ways. There is a heavy emphasis on positive approaches to praise, rather than the side of punishment.

- Verbal praise - one to one around the school and in the assembly.
- Praise each other - daily when occasions arise in the classroom or on the yard.
- Stickers
- Praise kindness, respect for others and helping the school community.
- Parents advertising and parents letting us know of any successes - verbally or in writing.
- Successes outside the school are recognized in our assemblies
- Letters to parents, reports and monthly newsletters.
- During the assembly on Friday we celebrate the good work and achievements of pupils by celebrating kindness, great work and Welshness.
- Visit another member of staff for a compliment/ praise/ reward
- 'Llys' points
- Collect points for golden time

School Values

As a school we agreed to develop 5 specific virtues/ values in the children. The agreed virtues/values are:

Independence

Resilience

Ability to read

Self - Worth

Ready to learn, speak Welsh, listen, enjoy and help.

We agreed on a criteria outlining how we develop these qualities and it was shared with all the school's stakeholders. Each virtue/value has a specific bee with a specific name. (Hari Hunan -

Werth, Beti Barod i, Doti Darllen, Alun Annibynnol, Gari Gwynwch). Each bee also has a story that tells the tale of how they became resilient, confident reader, have self - worth, independence and a readiness to learn. See appendix 2.

Sanctions

Sanctions will sometimes need to be introduced. The list below starts with the less serious sanctions and ends with the most serious ones. The nature of the incident determines at what stage the sanctions start.

- a) Tactical Ignoring : Avoiding unacceptable behaviour, drawing attention to acceptable behaviour.
- b) Reminder of the rules: an explanation of the rule that is being broken, a quiet word that his/her behaviour is not acceptable within the school community.
- c) Warning: A clear choice for the pupil and an orange card (See attachment 1)
- d) Talk to the head of the department: Mrs Hughes, Mrs Roberts and Miss Davies and a red card (See appendix 1) Call home to the parents.
- e) Loss of Privileges: The loss of privilege should be relevant to the child and reasonable. Time away from class with the headteacher or deputy.
- F) External agencies and Fixed Term Expulsion from the school: If the above sanctions have occurred and the school's rules continue to be seriously broken, the Headteacher will consider whether a temporary expulsion of the school is suitable. The parents are notified immediately by phone and by letter and work is provided for the child during the period and expulsion. If all steps above fail and the behaviour is continuous we would contact external behaviour agencies and the pupil will be referred to the Educational Psychologist with the consent of the parents.

Expulsion

We would only expel a pupil if their behaviour is unacceptable e.g. continuing to use physical violence or if they undermine the discipline of the whole school, in these circumstances the headteacher must hold discussions with the Governing Body. It is the duty of the Governing Body to ensure that the policy is implemented and that they monitor the number of invitations and suspensions.

Physical Management and the pupils

Our aim at the school is to ensure that all pupils feel safe within the school community. If there is an occasion when we feel that a pupil is a danger to himself or others we will use reasoned methods of control as an act of care rather than punishment. Only members of staff who have trained in Team Teach / Positive Behaviour methods may use strategies here. If it is necessary to use these strategies then we will follow 'Policy for Reasonable Force' from the Positive Behaviour team. See appendix 2.

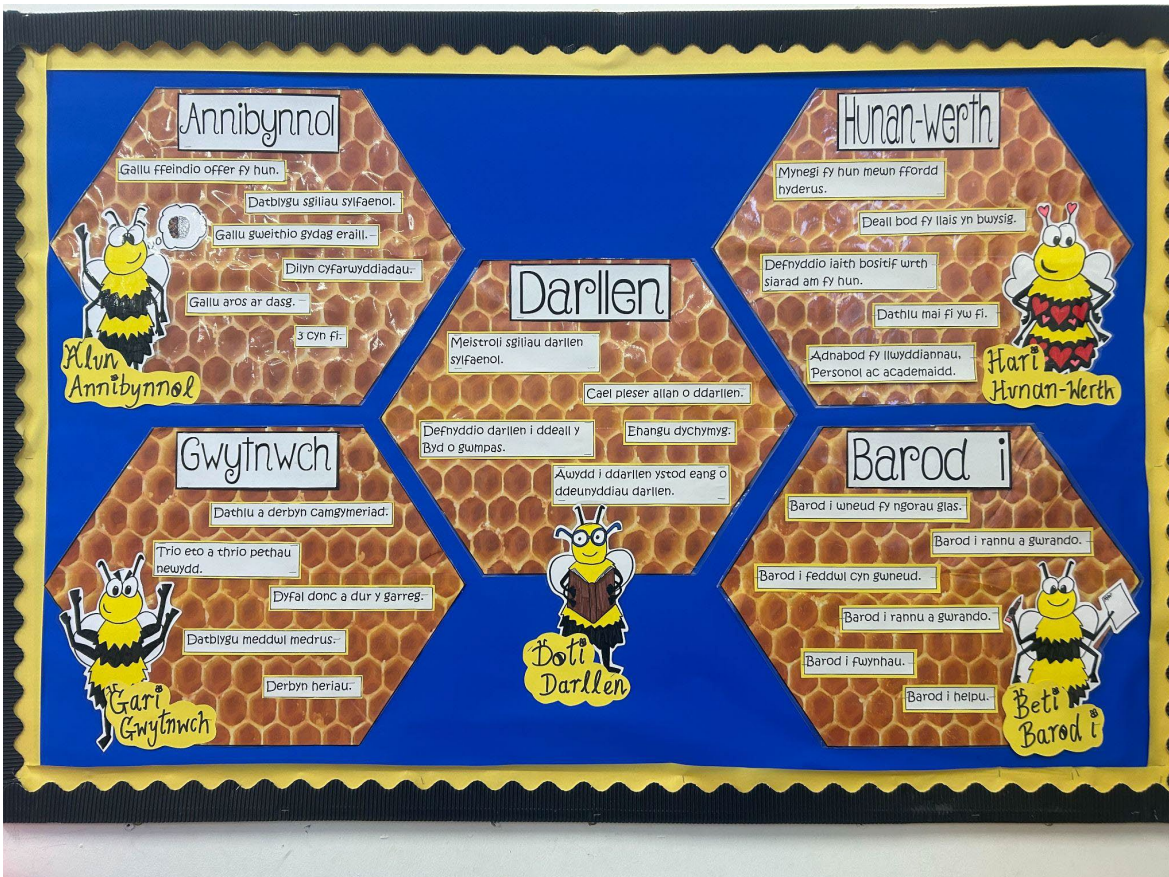
During cases like this every member of staff will follow the risk assessment which is linked to the child.

Any incidents will be reported to the Headteacher and a copy of 'Form R' has been sent to Monmouthshire. The events will also be noted in the school's 'Bound and Red Book'. The book is in the room of the deputy head.

Atodiad 1 / Appendix 1



Atodiad 2 / Appendix 2



Model School Policy on Use of Reasonable Force

Policy Statement

- 1.1. The aim of this school's policy is to assist all staff in the school to deal effectively with challenging behaviour; to ensure that staff are protected from harm and that pupils are protected from any form of physical intervention or restraint which is inappropriate.
- 1.2. This policy (**appendix 1**) provides direction on the powers of school staff in using force, as set out in Section 93 of the Education and Inspections Act 2006. These powers commenced in October 2010 and replaced section 550A of the Education Act 1996. This guidance should be viewed within the framework of Welsh Assembly Government Circular 3/99, Inclusion and Pupil Support (203/2016), Welsh Office Circular 37/98, 41/2010, ("The Use of Force to Control or Restrain Pupils" Safe and Effective Intervention) The Welsh Assembly Guidance, ("Framework for Restrictive Physical Intervention Policy and Practice-March 2005") and the Department of Health "Guidance on restrictive physical interventions for people with learning disability and autistic spectrum disorder in health, education and social care settings". In addition, it should be considered alongside the overall suite of guidance from Welsh Government including those for exclusions, tackling bullying and the SEN Code of Practice and the Local Authority's Policy on Safeguarding.
- 1.3. At Ysgol Y Fenni we work to ensure each individual pupil is able to reach his or her potential.
- 1.4. Every pupil is entitled to learn and every teacher is free to teach in an environment that is safe, secure and free from distraction. The guiding principles to achieve this should be established in the school's policy on positive behaviour management.
- 1.5. Staff of Ysgol Y Fenni are committed to providing the highest standards in protecting and safeguarding the welfare of children and young people entrusted to its care. We recognise there is a need to act when there is an obvious risk of safety to pupils, staff and property.
- 1.6. For the most part this is achieved through the development and fostering of good relationships, and the normal application of positive behaviour management to provide supportive and corrective feedback. However, in exceptional or extreme circumstances this may involve the use of reasonable force.
- 1.7. There may be young people within the school whose challenging behaviour may require a risk assessment to be undertaken. The Local Authority's preferred template for a behaviour **risk assessment** can be found in **appendix 2**.
- 1.8. It should be emphasised that if used at all, reasonable force/restrictive physical intervention (referred to in this document as **positive handling**) should be seen in the context of a further positive action of care and concern. In line with Welsh Government guidance, it is used as a 'last resort' option and in the most extreme cases, other strategies will always have been attempted first.
- 1.9. As best practice regarding positive handling, this policy should be considered alongside other relevant school policies, specifically those involving behaviour, health and safety and child protection.

What is The Legal Use of Restrictive Physical Intervention to Control Pupils?

- 2.1 Teachers and other persons authorised by the Head Teacher to have charge of pupils may use reasonable force to prevent pupils :
 - causing injury to themselves or others
 - committing a criminal offence (including behaving in a way that would be an offence if the pupil were not under the age of criminal responsibility)
 - causing serious damage to property
 - causing disruption by engaging in behaviour which is seriously prejudicial to good order and discipline.
- 2.2 Reasonable force has no legal definition but:
 - Staff must take into account the circumstances of the incident, age, sex and development of the pupil

- The degree of force must be proportional to the seriousness of the situation, behaviour or consequences it is intended to prevent, and always be the minimum force needed
- Force could not be justified for a trivial misdemeanour or a situation that could be resolved without it
- Everyone has the right to self-defence provided they do not use a disproportionate degree of force
- Corporal punishment is illegal (Education Act 1986)

Objectives Of This Policy

3.0 To provide all staff, governors, parents and pupils with an understanding of care and control and the use of force (positive handling).

3.1 To emphasise that the use of positive handling is:

- Part of a positive care and control approach to discipline and welfare as a last resort, or a necessary expedient option to be used in extreme circumstances.
- To ensure that all members of staff or authorised persons who may have to positively handle pupils clearly understand the options and strategies open to them.
- To use the minimum force required, provide maximum care and hold pupils for the minimum time when the pupils needed to be supported in a crisis

Who Can Use Reasonable Force?

4.0 We recognise that most of the time the use of force/positive handling will be used infrequently, that is, as a last resort to maintaining a safe environment.

4.1 The staff to which this power applies are defined in section 95 of the Act. 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.
- includes support staff whose job normally includes supervising pupils such as teaching assistants, learning support assistants, learning mentors and lunchtime supervisors;
- 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 (for example parents accompanying pupils on school-organised visits);
- **This guidance does not include prefects.**

Circumstances When Reasonable Force Might Be Appropriate?

5.0 Before using force staff should, wherever practicable, tell the pupil to stop misbehaving and communicate in a calm and measured manner throughout the incident. Staff should not act out of anger or frustration, or in order to punish a pupil, and should make it clear that physical contact or restraint will stop as soon as it ceases to be necessary.

5.1 Restrictive physical intervention is only to be used to prevent serious harm and is consistent with the promotion of an individual's welfare. The application of restrictive physical intervention must always be an option of last resort and must always be the minimum action necessary to manage the situation as safely as possible and taking account of any known health problems.

5.2 The types of force used could include:

- passive physical contact resulting from standing between pupils or blocking a pupil's path;
- active physical contact such as:
 - (i) leading a pupil by the hand or arm;
 - (ii) ushering a pupil away by placing a hand in the centre of the back;
- using more appropriate restrictive holds
 - (iii) which in more extreme circumstances, may well require specific expertise or training

5.3 Where there is a high and immediate risk of death or serious injury, any member of staff would be justified in taking any necessary action (consistent with the principle of seeking to use the minimum force required to achieve the desired result).

Such situations could include preventing a pupil running off the pavement onto a busy road or preventing a pupil from hitting someone with a dangerous object.

5.4 Staff should make every effort to avoid acting in a way that might reasonably be expected to cause injury. However, in the most extreme circumstances it may not always be possible to avoid injuring a pupil. Staff should always avoid touching or restraining a pupil in a way that could be interpreted as sexually inappropriate conduct.

5.5 We recognise that some children may not be able to control their reaction to events as well as others and at times may place themselves or others at risk through their uncontrolled behaviour. As indicated previously, reasonable force might be appropriate when action is necessary in self-defence or because of imminent risk of injury. E.g.

- Pupil attacks a member of staff, another pupil, attempt self-injury, or where pupils are fighting
- Pupil running in stairway or corridor in a way that is likely to cause injury to self or others
- Pupil absconds from a class or tries to leave school and who would be judged to be at risk if not kept in the classroom or at school.

There is a serious and developing risk of damage to property, including the pupil's own property. E.g.

- Pupil is causing or about to cause deliberate damage or vandalism
- Pupil is causing or at risk of causing injury or damage by accident, rough play, misuse of dangerous materials or objects

Where pupil's behaviour is seriously prejudicial to good order and discipline. E.g.

- Pupil persistently refuses to obey an order to leave the classroom
- Pupil is behaving in a way that is seriously disrupting a lesson

5.6 *NB Wherever possible early support from colleagues will be sought. Single handed intervention increases the risk of injury to both parties and does not provide the person intervening with the support of a colleague acting as a witness/critical friend.*

5.7 Strategies other than force would therefore need to be considered. Examples are outlined below

- Providing the disruptive pupil with a choice of locations to exit to
- Giving clear directions
- Allowing 'take-up' time thus allowing a 'face-saving' opportunity
- Removing the audience, i.e. requesting that other pupils leave the room

Procedures and practical considerations during specific incidents

6.0 Wherever practicable staff are expected to:

- Use a calm and measured approach
- Tell the pupil to stop, offer them a choice, remind them of consequences, let them know what will happen if she/he does not stop
- Seek assistance from other colleagues at an early as stage as possible
- Try to defuse the situation by talking with the pupil and prevent further escalation
- Try to remove the pupil from the peer audience
- Staff who become aware that another member of staff is intervening physically with a pupil have a responsibility to provide a presence, and to offer support and assistance should this be required
- Attempt to communicate with the pupil throughout the incident
- In as calm a manner as possible, explain that the reason for intervention is to keep the pupil and others safe
- Make it clear that positive handling will stop as soon as the pupil calms and a dynamic risk assessment indicates it is no longer necessary
- If it is not possible to control the extreme pupil without risk of injury to yourself or others, remove the other pupils who may be at risk and summon assistance.

6.1 It is good practice for staff to:

- Give the impression they are in control
- Give the impression they have not lost their temper or are not acting out of anger or frustration
- Give the impression they are not trying to punish the pupil
- Call for assistance
- Intervene with the support of a colleague acting as a critical friend

- Implementing Team Teach help protocols so that another member of staff takes over the strategic lead of the incident, if he/she feels it is appropriate to do so.

Application of Force During Specific Incidents

7.0 Methods that staff **may use** in appropriate circumstances where a dynamic risk assessment judgement supports this:

7.1 Passive Physical Intervention

- Physically interposing themselves between pupils
- Blocking a pupil's path
- Using classroom furniture to restrict movement

7.2 Active Physical Intervention †

- Leading by the arm
- Shepherding a pupil away by a light touch on the elbow or near the shoulder
- "Assertive guiding" – remembering this is the positive application of force to control a pupil and would be used in rare circumstances, e.g. if the pupil is in extreme danger and no other alternative is available, or where reasonable force is used to assist a pupil's movement.

7.3 Restrictive Physical Interventions-

- Holding – for security and to reduce anxiety where there is potential risk, even if the pupil is not yet out of control. The purpose is to defuse or prevent escalation.
- When intervening staff should take care that their actions should in no way be capable of being interpreted as aggressive. All holds are devised to minimise the risk of injury. They should not cause pain. It is important that these techniques have been delivered by appropriately qualified Team Teach instructors in line with Team Teach protocols.
- Where pupils are presenting with more challenging behaviour which may require more restrictive holds at advanced level, it is important that these techniques have been delivered by appropriately qualified Advanced Team Teach instructors in line with Team Teach protocols.

Situations where staff should not normally intervene without help.

8.0 A member of staff should not intervene in an incident without help, unless it is an emergency. Schools should have communication systems that enable a member of staff to summon rapid assistance when necessary. Help may be needed in dealing with a situation involving an older or physically stronger pupil, a large pupil, more than one pupil or if the authorised member of staff believes he or she may be at risk of injury. In these circumstances he or she should take steps to remove other pupils who might be at risk and summon assistance from other authorised staff, or where necessary phone the police.

8.1 Staff **may not** carry out action that might reasonably be expected to injure by:

Holding a pupil around the neck, or by the collar, or in any other way that might restrict the ability to breathe

- Slapping, punching or kicking a pupil
- Twisting or forcing limbs against a joint
- Tripping a pupil
- Holding or pulling the pupil by the hair

8.2 Other considerations for **non-urgent situations** where the risk to people or property is not imminent, staff should:-

- Consider carefully whether positive handling is the right course of action
- Try to deal with the situation through other strategies before using force
- Try to defuse and calm the situation to establish good order, the use of positive handling could lead to an escalation of the problem
- Take into account the age, understanding, personal characteristics of the pupil
- The use of positive handling to enforce compliance is likely to be increasingly inappropriate with older pupils
- Never use force as a substitute for effective behaviour management strategies
- In non-urgent situations force should only be used when all other methods have failed.

Use of Time out Rooms and Seclusion

9.0 Sometimes, pupils may need some time to recover following an incident and in Ysgol Y Fenni the advice would be that pupils are given reflection opportunities in a supportive manner with an appropriate adult present.

Ysgol Y Fenni does not condone the use of seclusion whereby “pupils are kept alone in a room against their will” as a form of behaviour management.

Reporting and Recording Incidents

10.0 In the event of an injury as a result of an incident at school, immediate steps must be taken to secure appropriate medical attention. This is particularly important if any advanced holds have been used. These injuries should be reported and recorded in accordance with Monmouthshire Local Authority policy.

10.1 All incidents that result in restraint (where a child has to be held) will be recorded in detail using Form R, (**see appendix 4**) or if a Risk Reduction Plan is in place, then a record of the incident will be recorded in the schools bound and numbered book and the Positive Handling Plan reviewed accordingly.

10.2 Restraint is **“the positive application of force with the intention of overpowering the client” (DOH 4/93 Section 5.2).** Welsh Assembly Government (March 2005) guidance defined the term “Restrictive physical interventions” as *“direct physical contact between persons where reasonable force is positively applied against resistance, either to restrict movement or mobility or to disengage from harmful behaviour displayed by an individual”*

10.3 The member of staff concerned will report the matter orally to the Head or a senior member of staff as soon as possible. The incident will be recorded in the School’s Bound and Numbered Book by staff at the earliest opportunity.

10.4 Staff may wish to seek advice from a senior colleague or their professional association when compiling a report. A written report should be completed within 24 hours of the incident’s occurrence, and should be signed and dated. Staff are advised to keep a copy of the report for themselves.

10.5 The Head or his/her deputy will tell parents about the incident by the end of the school day. However, if parents cannot be reached a letter will be sent to inform them of the incident on the day of the incident and offer them the opportunity to discuss the matter.

Other witnesses to the incident, staff, pupils, should also sign and date the incident report.

10.6 When positive handling has been used and pupils have been held using techniques such as the wrap, single or double elbow or the half shield, Form R is required to be completed and signed by the member(s) of staff involved. Reports will also be completed and attached from other members of staff present and the pupil(s) involved. The Incident Report will be signed by the Head, teacher involved and a copy will be sent to the Principal Officer Inclusion.

10.7 The Bound and Numbered Book and any incident reports will be reviewed by the Head Teacher and the Governing Body on at least an annual basis to consider control measures and possible training or further training needs etc.

10.8 A copy of the Form R will be placed in the pupil’s file and sent to the Local Authority Officer responsible for provision of training re Physical Intervention.

Debrief Following Serious Incident

11.0 Pupils and members of staff will be checked for any sign of injury and first aid will be administered if required

11.1 The pupil and staff member/s involved will be given time to become calm while staff continue to supervise him/her. When the pupil regains complete composure, a senior member of staff will discuss the incident with the pupil and try to ascertain the reason for it. The pupil will be given the opportunity to explain things from his/her point of view. All necessary steps will be taken to re-establish the relationship between the pupil and the member(s) of staff involved in the incident. In cases where it is not possible to speak to the pupil on the same day, the debriefing will occur as soon as possible after the pupil returns to school.

11.2 All members of staff involved will be allowed a period to debrief and recover from the incident. This may involve access to external support. A senior member of staff will provide support to the member of staff involved.

Other Procedures Concerning Incidents

12.0 Help, support and reassurance will be given where appropriate to any individual/s involved.

12.1 Where possible an attempt will be made to help the pupil modify their behaviour.

12.2 Where possible the pupil should apologise, this should be meaningful or appropriate. If this cannot be undertaken then other consequences/sanctions reparations and monitoring should take place.

12.3 In extreme cases exclusion could be considered.

Planning for Incidents and Meeting Training Needs

13.0 If we are aware that a pupil is likely to require positive handling on more than one occasion in a term, we will plan how to respond in line with agreed protocols and guidance. This will include involving the parents and any other relevant person to ensure they are clear about what specific action we might need to take and obtaining medical advice if the child has any specific health needs. A risk assessment and a risk reduction plan will be drawn up, in consultation with all concerned and included as part of the pupil's Individual Educational Plan (IEP) or Pastoral Support Plan (PSP). It will be regularly reviewed by the SENCO or assigned member of Senior Management on a termly basis. Staff involved will via the risk assessment, have identified their training needs in this area. In cases where it is known that a pupil will require positive handling appropriate training will be provided and commissioned by the school.

Arrangements for Informing Parents

14.0 At the outset of the introduction of this policy, all parents/carers will be sent a letter outlining its introduction with information about how they can obtain their own copy.

14.1 Thereafter, a section about the school's legal duty to maintain a safe environment and the possible use of positive handling (as a very last resort) with pupil will be included in the school brochure/prospectus/report.

14.2 For some children there may be the need to use specific techniques to routinely manage their challenging behaviour. This will be recorded in their risk reduction plan. Such arrangements will be fully discussed with parents/carers, on an individual basis, in advance of their implementation. All interventions will be routinely recorded and monitored.

14.3 All parents will be informed by telephone and in writing after an incident where positive handling is used with a pupil. The school will ensure that a record of the communication is made, with a copy of the written communication kept in the pupil's file.

Physical Contact With Pupils In Other Circumstances

15.0 Staff must be sensitive to matters relating to culture and gender issues and any known individual characteristics or special circumstances relating to pupils.

15.1 Some physical contact may be necessary e.g. during P.E. lessons, sports coaching or CDT, or if a member of staff has to administer first aid or medication.

15.2 Young children and children with SEN may need staff to provide physical prompts or help physical contact must always be age appropriate and done openly

Staff Training

16.0 As with other forms of professional development, decisions about training in physical intervention are best made by individual schools in the light of their particular needs and circumstances. The Head teacher will ensure that any such training is current and in line with local policy guidance. **Where the risk assessment indicates a higher level of risk and that more restrictive strategies may be required then the school may need to seek further advanced training which would build on training delivered at intermediate level. This would be particularly true if there were issues related to weapons such as knives, dangerous objects. Whilst schools have the power to search on suspicion, it is just that " a power, not a duty". The power to search on suspicion adds another option which schools can choose when they suspect a knife or other weapon may have been carried onto the premises or may be carried on an off-site educational visit. It has the advantage of immediacy.**

16.1 **Head teachers are strongly advised to report and seek support from the police any incidents where pupils are suspected of having knives/other weapons and refusing to hand them to staff in a calm and orderly fashion.**

Complaints

17.0 This policy should be read in accordance with WG Circulars 081/2012 and 47/2006; as such, those acting in accordance with it, providing they act in good faith, working within the authority guidelines, will be positively supported in their actions.

- 17.1** Involving parents when an incident occurs, and having our clear policy that staff adhere about physical contact with pupils will help avoid complaints from parents. Providing staff with training from an approved provider will also help.
- 17.2** All complaints will be recorded and followed up by the Head Teacher or their representative in the first instance. Where appropriate the Authority will be notified/kept informed.
- 17.3** A complaint or dispute about the use of force by a member of staff might lead to an investigation under disciplinary procedures or by the Police under Child Protection procedures.

Review

- 18.0** This policy will be regularly monitored by the Head and reviewed and updated annually. In the event of disputes over, or concerns about, techniques and methods being considered, a meeting will be held with one of the Local Authority Team Teach Instructors. In the event of the dispute not being able to be resolved the matter referred to the Local Authority's Principal Inclusion Officer. If necessary, adjudication might be offered by an independent officer nominated by the South East Wales Regional Safeguarding Children Board.