



Behaviour Policy

Valid until September 2027

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Introduction

Many pupils at Ysgol Tarren and Mill Haven school, through the nature of their needs and difficulties, display some type of complex behaviour. This behaviour can be translated as an individual's response to their environment, an experience, an unmet request or inability to communicate their wants and needs effectively.

It is essential that all staff understand a wide range of strategies and de-escalation skills which will aim to:

- Understand the purpose of these behaviours.
- Replace them with more appropriate behaviours and skills.
- Reduce the frequency of challenging behaviours by striving to improve the persons quality of life.

This is a fundamental part of the young persons' progress and ensures they reach their full potential and enjoy a good quality of life.

Policy Aims

Ysgol Tarren and Mill Haven school believes that every pupil has the right to learn, and every teacher has the right to teach, in a safe and secure environment. We show the values of care to our staff and pupils in this belief.

We will ensure that our pupils show resilience when facing behaviour challenges and are celebrated when they show progress and success within their individual behaviours. School will challenge and support students who struggle to meet the behavioural expectations of the school, engaging with external stakeholder including where appropriate families to offer support through differentiation, in order to support independent, happy and resilient students.

This policy aims to

- Provide a consistent approach to behaviour management in school
- Define what we consider to be unacceptable behaviour, including bullying
- Outline how pupils are expected to behave
- To ensure children and young people's rights and dignity are considered
- To promote a culture of social inclusion and respect for diversity
- To ensure that young people are confident of their rights to be treated fairly.
- To ensure a collaborative approach to behaviour management involving young people, staff, parents/carers and external agencies
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- Outline our system of rewards and sanctions

Legislation and Statutory Requirements

Independent School Standards (Wales) Regulations 2024 – replacing the previous independent school standards framework and setting the current standards for independent schools in Wales, including quality of education, pupils’ spiritual, moral, social and cultural development, welfare, health and safety, suitability of proprietors and staff, premises, provision of information and complaints handling.

Education Act 2002 – including the proprietor’s responsibility to ensure that independent school standards are met and maintained.

Additional Learning Needs and Education Tribunal (Wales) Act 2018, Additional Learning Needs (Wales) Regulations 2021 and the Additional Learning Needs Code for Wales 2021 – providing the statutory framework for identifying and meeting additional learning needs through person-centred practice, Individual Development Plans and appropriate additional learning provision.

Equality Act 2010 – requiring reasonable adjustments and protection from discrimination, harassment and victimisation for pupils and staff with protected characteristics.

Keeping Learners Safe guidance and Wales Safeguarding Procedures – requiring schools, including independent schools, to have effective safeguarding arrangements, clear reporting routes, trained designated safeguarding staff and prompt action where a learner may be at risk of harm.

Challenging bullying and harassment: Rights, Respect, Equality guidance – supporting schools and settings in Wales to prevent, identify and respond to bullying, harassment and prejudice-related behaviour, including online behaviour.

Curriculum for Wales and the United Nations Convention on the Rights of the Child (UNCRC) – requiring the school’s culture, curriculum and behaviour systems to promote inclusive participation, learner voice, dignity, respect, well-being and children’s rights.

Positive Behaviour and Learning Plans must identify proactive strategies, reasonable adjustments, additional learning provision, de-escalation approaches, communication supports, known triggers, restrictive practice considerations and post-incident learning. Plans must be reviewed following serious incidents, patterns of concern, placement changes, annual review activity or significant changes in need.

Definitions

Behaviours of Concern includes:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude

Behaviours of Concern may include:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation

- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - Fireworks
 - Pornographic images
 - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

Promoting Positive Behaviour

At Tarren and Mill Haven, we have a strong focus on promoting positive behaviours for all children. We achieve this through creating individualised plans for young people that consider their social, emotional skills and cognitive functioning and alongside this understanding and taking into account their pre-lived experiences so as to support staff to work in a bespoke manner that is fitting for each individual child. We utilise a reward system called Mighty Missions, learners have access to daily missions, complete a certain amount of missions to access Golden Time on a Friday afternoon. Pupils also have access to external days out depending on their engagement and behaviour

Our school has a set of agreed rules, and where appropriate, young people are helped to draw up their own contract of learning and behaviour.

Each young person and their families' / carers, and other involved supporters, will be encouraged to participate in the development of all positive behaviour support plans in order to support consistency and inclusion.

Rules and codes of conduct are reinforced through assemblies, activities and social opportunities.

We are committed to a culture that increases desired behaviour by recognising achievement. For positive reinforcement, we think of it as adding something positive in order to increase the desired response. For negative reinforcement, we think of it as taking something negative away in order to increase a desired response.

Rewards and Sanctions

List of rewards and reinforces and sanctions

Positive behaviour will be rewarded with:

- Responsibilities/privileges
- Verbal praise and recognizing achievements in all aspects of the young person's life.
- Stickers, Certificates, Prizes etc...everyday recognition and rewards for participation and appropriate behaviour.
- Reward Trips - including Golden Time
- Pupil of the week – awarded each Friday agreed by all staff. This is given to the pupil that has made good progress, dealt with an issue well, exhibited exemplary behaviour, completed an exceptional piece of work. This process must be regularly monitored/scrutinised by the team to ensure it is not given to the same pupils too frequently.
- Letters to Parents – all staff communicate at least weekly with parents/ carers, sending photographs and evidence of achievements during the week via the online app Seesaw.

At Tarren School and Mill Haven, we always try to prioritise reward and intervention over sanction as we feel this approach will more likely result in a change in behaviour. In the even that a sanction must be given the school may use one or more of the following sanctions in response to unacceptable behaviour:

- A verbal reprimand
- Restorative justice
- Expecting work to be completed at home, or at break or lunchtime.
- Confiscation of prohibited items
- Referring the pupil to a senior member of staff
- Letters or phone calls home to parents/ carers
- Agreeing a behaviour contract
- Setting up behaviour management meetings
- Regular gift vouchers and reward certificates for positive behaviour point attainment and/ or progress at our year group / house assemblies
- Positive ClassCharts points which can be saved and used to purchase items from our school shop

Off-site Behaviour

Sanctions may be applied where a pupil has behaved poorly off-site when representing the school, such as on a school trip or on the bus on the way to or from school.

Malicious Allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will sanction the pupil in accordance with this policy.

Please refer to our safeguarding policy for procedures followed when dealing with allegations of abuse against staff for more information on responding to allegations of abuse.

The headteacher/ education director will also consider the pastoral needs of staff accused of misconduct.

Online Misconduct

The school will consider behaviour sanctions for pupils relating to online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It could have consequences for the organised running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

Zero-tolerance approach to Sexual Harassment, Sexual Violence and Misogyny

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

Positive Behaviour and Learning Plans

All practice must be rights-based, proportionate, trauma-informed and least restrictive. Restrictive physical intervention must only be used where necessary to prevent harm, must never be used as punishment, and must be recorded, reviewed and reported in line with safeguarding, health and safety, data protection and school procedures.

In order to provide a consistent approach, all staff working with a young person with complex behaviour must be informed of their positive behaviour and learning plan. A copy of the behaviour plan alongside risk assessments, this should be kept in the pupil's file.

Positive Behaviour and Learning plans will contain the following information:

1. All stakeholders will be invited to participate in the development of behaviour support plans, they must be created with the young person.
2. Subjects liked by the young person
3. Subjects the young person finds challenging
4. Behaviour Triggers
5. Behaviours you may observe once the young person is triggered
6. Strategies that help the young person to learn
7. General Challenges the young person has that may affect them

Behaviour Management

Classroom Management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages pupils to be curious and engaged.
- Ensure the curriculum meets the needs of all individual children.
- Dynamically risk assess the situation to ensure that the child is not anxious, and support can be provided where needed.
- Develop a positive relationship with pupils, which may include:
 - Ensuring a friendly welcome each day /at the start of lessons
 - Taking time to get to know the student
 - Taking time to discuss subjects that interest the individual student
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement

- Having set values of 'difference'
- Model appropriate behaviour, communication and expression of thought

Positive Handling

In some circumstances, staff may be required to physically intervene to prevent a pupil:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical intervention must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents/ carers and stake holders related to the young person.

All staff at Tarren School and Mill Haven House have received positive handling training as part of their induction to the school.

Confiscation

Any prohibited of the following items found in pupils' possession will be confiscated. **These items will not be returned to pupils.**

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour is differentiated to cater to the needs of our pupils.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

Where acute needs are identified, we will liaise with external agencies and plan support programmes for that child. We will work with parents/ carers to create the plan and review it on a regular basis.

Reporting of Incidents

Where there has been an incident of behaviour that challenges, the staff member concerned must complete an incident report. Where there is a number of staff present, those immediately involved should take responsibility for completing the form.

Points to remember when completing the form:

- Staff must stick to the facts.
- Detail events in order.
- Avoid expressing an opinion.
- Write in a clear concise manner.
- Remember to sign and date the sheet.

On completion of incident reports, they should be returned to the Head Teacher. Incident reports are recorded on ClassCharts to enable data analysis regarding patterns or trends of behaviour to be readily available. This will also inform the development and update of the behaviour plans or risk assessment.

Incident reports are confidential documents which are to be stored on CPOMS, sharing of these reports to relevant professionals/ parents/ carers are to follow GDPR requirements.

In some circumstances an incident may result in the need to report under safeguarding and require regulatory notification. This will be facilitated by the DSP or DDSP

Additional information may also be required and include accident records, body maps, child and staff debriefs. This information must be passed to the relevant manager for review.

Where possible incident reports should be typed up. This will allow them to be shared with relevant parties easily if applicable.

For a serious incident then there may be a need to be an urgent review meeting convened within 24hrs or as soon as possible.

The Proprietor and Education Director

The Proprietor and Education Director are responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

The Headteacher

The headteacher is responsible for reviewing and approving this behaviour policy.

The headteacher will ensure that the school environment encourages positive behaviour, and that staff deal effectively with poor behaviour. Furthermore, the headteacher will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

The headteacher will ensure that all staff understand the behavioural expectations and the importance of maintaining them, additional to this the headteacher will provide new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully.

Appropriate training in behaviour management, and the impact of ASD/special educational needs including learning disabilities and mental health needs on behaviour, will be the responsibility of the headteacher to ensure all staff will receive this, so they can fulfil their duties set out in this policy

The headteacher will ensure that the data from the behaviour log is reviewed regularly, to ensure that no groups of pupils are being disproportionately impacted upon by this policy.

Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents
- Considering their own behaviour on the school culture and how they can uphold school values and expectations
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Challenging pupils to meet the school's expectations

The senior leadership team will support staff in responding to behaviour incidents.

Parents/ Carers

Parents are expected to:

- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
- Engage in the life of the school and its culture

Training

All staff at Ysgol Tarren and Mill Haven school have received KIT Behaviour Management training as part of their induction to the school.

Behaviour management will also form part of continuing professional development.

Review Date	Changes Made	By Whom
Reviewed 26.09.24	Revised version to align with current legislation. Detailing behaviour management support, roles & responsibilities .	Elmore & P. Iqbal
Reviewed 06.05.25	Updated with ClassCharts and CPOMs	P. Iqbal
Reviewed 31.08.26	Updated to reflect the Independent School Standards (Wales) Regulations 2024, ALN legislative framework, safeguarding guidance, rights-based practice, anti-bullying and harassment expectations, and standards for independent ALN provision in Wales.	L.Modoi
1.10.26	Reviewed with staff	Elmore

Appendix 1