



**Craig Y Parc
Behaviour Policy**

Date	June 2025
Version	V1.4
Target Audience	All staff
Review Frequency	Annually
Previous reviewed	January 2026
Next Review Process	January 2027

Our Vision, Mission and Values



Vision

To give children and young people with additional learning needs every opportunity to pursue their fullest potential, by providing a specialised service through a holistic integrated approach.'



Mission

'To provide a safe, caring and stimulating environment for all pupils, challenging them to achieve their maximum potential through equal access to an appropriate and relevant curriculum.'



Values

Belonging

We are a community with a shared purpose, everyone is accepted, everyone matters.

Commitment

every day we strive to make a positive difference for the children, young people and their families.

Ambition

we have high expectations; we will never settle for 'OK'

Positive Behaviour

Introduction

On occasion, some pupils at Craig y Parc may, due to the nature of their needs and difficulties, exhibit challenging behaviour. This behaviour can be attributed to an individual's response to their environment, an experience, an unmet request, or an inability to communicate their wants and needs effectively.

This policy should be read in conjunction with Craig Y Parc Safeguarding Policy. **Aims**

of this policy

- To promote a culture of Positive Behaviour Support throughout Craig y Parc School. • To provide a safe, inclusive, respectful and protective learning environment
- To enable all pupils to develop to their full potential.
- To ensure pupils' rights and dignity are considered and protected.
- To promote a culture of skills development.
- To promote a culture of social inclusion and respect for diversity.
- Support the emotional, social, and behavioural development of every child.
- To ensure that pupils are confident of their rights to be treated fairly.
- To acknowledge that maintaining standards of positive behaviour are a shared responsibility.
- Reduce the need for reactive or restrictive interventions through proactive support.
- To provide appropriate training and guidance for all staff to ensure that they have the skills tools and confidence to be able to respond appropriately to behaviours that challenge.
- To ensure a collaborative approach to behaviour management involving pupils, staff, parents/carers and other agencies e.g., CAMHS etc.
- To turn instances of inappropriate behaviour into constructive learning experiences

Our approach

Craig y Parc is committed to promoting

- Positive Behavioural Support (PBS)
- Person-centred approaches • Emphasis on preventative strategies.
- Skill teaching.
- Involvement of all key stakeholders e.g. parents, teachers etc
- Individualised intensive support for complex behaviours
- Risk management, incident analysis, debrief pathway • Behaviour Support Plans • Specific staff training.
- In-depth Individual therapy input.

Key Principles

- **Positive Behavioural Support** - Focus on proactive strategies rather than reactive punishment. Understand the function of behaviour—what the pupil is trying to communicate or achieve. Reinforce positive behaviours through praise, rewards, and recognition.
- **Individualised person-centred approaches** - Recognise that each pupil is unique, with different triggers, needs, and strengths. Use Personalised Support Plans tailored to each child. Involve multi-agency teams where needed.
- **Consistency and Predictability** - Ensure all staff follow the same expectations and responses to behaviour. Use clear routines and communication tools to help pupils understand what is expected. Provide structured environments that reduce anxiety and support regulation.
- **Communication and Collaboration** - Work closely with parents/carers to ensure consistency between home and school. Include the voice of the pupil in planning and decision-making. Maintain open communication with all staff and professionals involved.
- **De-escalation and Crisis Management** - Staff are trained in de-escalation techniques (secondary prevention) and physical Interventions (reactive strategies). Have clear protocols for managing crises safely and respectfully. Reflect on incidents to learn and improve support.
- **Staff Training and Wellbeing** - Provide ongoing training in Positive Behavioural Support and Positive Behavioural Management. Provide appropriate training and development identified to meet the needs of the individual pupils. Support staff wellbeing to reduce burnout and promote positive relationships.
- **Monitoring and Review** - Regularly review behaviour data and support plans. Use data to identify patterns, triggers, and effective strategies. Adapt approaches based on what works for each pupil.

Our Procedures

Promoting Positive Behaviour

- Each class has a set of classroom expectations and where appropriate, pupils are helped to draw up their contract of learning and behaviour.
- Each pupil and their families / carers, and other involved supporters, will be encouraged to participate in the development of all positive behaviour support plans to support consistency and inclusion.
- The staff at Craig Y Parc aim to help pupils take responsibility for their own behaviour. This is achieved through a combination of approaches, which include:
 - Positive role modelling
 - teaching through an engaging, relevant and appropriately challenging curriculum
 - setting and enforcing appropriate boundaries and expectations
 - providing constructive feedback
 - Turning instances of inappropriate behaviour into a learning opportunity.

PBS plans

Positive Behaviour Support Plans are written by the PBS practitioner in collaboration with the individual (where appropriate), the individuals' staff team, with input from the multi-disciplinary team and parents. The plan outlines the best way to support an individual in staying safe, engaged, and ready to learn.

These plans are reviewed yearly, unless there is a significant change in the individual's behaviour where it will be reviewed when necessary.

All staff and parents must have read and signed to say they understand the PBS plans for the children they support.

Individuals who do not display behaviours that challenge will have a Wellness Plan, which informs staff on how to support the individual to be engaged and ready to learn.

Pupils who display behaviours that challenge will have a Positive Behaviour Support Plan. These are a more comprehensive document covering all areas of the individuals' school life and if any physical interventions have been prescribed by the PBS Lead.

The Assistant Headteacher must check the PBSP before being finalised and implemented. PBSP's are shared and agreed by parents/carers who are vital in supporting the class team in developing the strategies and rewards for positive behaviour.

Strategies

Following the principles of Positive Behavioural Support, we focus on primary prevention strategies for pupils. These should form the foundation for them to be engaged and ready to learn and minimise the likelihood and frequency of behaviours that challenge.

PBS plans also provide early warning signs of distress, redirection strategies, triggers, and soothers on an individual basis. These are monitored by the staff team and should be used by staff to gain an understanding of each child in their class and provide guidance on how to support them effectively. Classes have termly meetings with the therapy team and the assistant headteacher to look over set strategies and interventions for pupils.

Staff training is kept up to date, covering a range of topics to ensure staff feel confident supporting pupils at Craig Y Parc. This supports staff in working in a trauma-informed manner. SLT, SaLT and the PBS Lead monitor behaviour and classroom dynamics via drop-in sessions to monitor behaviour and classroom strategies.

Support for parents/carers

Close liaison takes place with parents and carers, covering all aspects of their child's development, including behaviour. This may be informally through the Class Dojo system, home-school link books, emails or phone calls. Alternatively, it can take place through more structured meetings such as EHCP reviews, Annual Reviews or at parents' evenings. Parents and carers are encouraged to share positive information about their child, but also to share problems or concerns. Parents can get in touch with the school if they wish to arrange a meeting to discuss their concerns or worries.

Debrief

Effective debriefing is made available to both staff and pupils. Following any behavioural incident, staff and pupils will be offered an initial welfare check, which, where necessary, will be followed up with an organisational debrief.

Debriefs will promote staff and student welfare, aid reflection, support organisational learning and inform future ways of working.

Staff Training

Staff receive training in all mandatory areas, in addition they are receiving training in Positive Behavioural Support and Physical Intervention techniques. The physical intervention package that is used is Positive Behavioural Management (PBM), which is BILD-act accredited and compliant with the restraint reduction network standards. Staff attend refreshers in both courses at the agreed frequency set out by the organisation. Other training is provided where a need is identified.

Recording and monitoring challenging behaviour

Keeping a record of challenging behaviour and recording serious incidents is essential when trying to identify functions and patterns of behaviour.

Craig Y Parc School uses electronic platforms called Nourish and CPOMS to record all incidents of challenging behaviour. These are monitored and reviewed by the PBS practitioner on a weekly basis. A weekly report is produced; this is sent to the headteacher and forms part of the governance processes for the school.

It is the responsibility of all staff to record these incidents within 24 hours of the event happening.

For serious incidents, there may be a need for an urgent review meeting convened within 24 hours, or as soon as possible if it is the weekend or a bank holiday.

In some circumstances, an incident may result in the need to report under safeguarding and require regulatory notification. The relevant manager will facilitate this.

Positive handling

Staff at Craig Y Parc understand the importance of primary prevention strategies however there may be times where primary/proactive strategies have not been effective, and physical interventions may be required to keep everyone safe. During an incident where behaviours that challenge are directed towards staff, it is acceptable to use the breakaway technique from the PBM training package. However, there are times when staff may need to use physical intervention to take rapid and safe control of a high-risk situation. Physical intervention is defined as: when a member of staff uses appropriate force intentionally to restrict a pupil's movement against their will. Physical intervention is a last resort option in the management of challenging behaviour. Staff aim to do all they can to avoid using physical intervention by using all primary and secondary prevention strategies known to work for the pupil. However, there may be occasional situations of such concern where all other methods have been unsuccessful, and the staff make an informed decision that a physical intervention is needed to ensure the situation is safe. When staff need to use a physical intervention, it will be used within the principles of the Restraint Reduction Network, which means the physical intervention has to be deemed reasonable, proportionate and necessary. This means using an amount of force in proportion to the circumstances and risk of harm. Staff use as little force as necessary for the shortest amount of time to maintain safety for all. Physical interventions are only performed by staff who are PBM trained. PBM is a licensed physical intervention package, accredited by BILD and the Restraint Reduction Network. Parents will be informed the same day via a phone call if their child has been involved in a Physical intervention. The use of physical intervention is distressing to all involved and can lead to concerns, allegations or complaints of inappropriate or excessive use. If a child or parent/carer has a concern about the way RPI has been used, the school's complaints policy explains how to take the matter further.

Safeguarding

Where there is an allegation of assault or abusive behaviour, staff ensure that they follow the school's safeguarding policy and within the agreed timescales. Refer to the safeguarding policy.

Sanctions

Sanctions, corporal punishment, withdrawal of primary care or contact with family are never endorsed or used as they do not form a rights-based approach. These do not foster positive therapeutic relationships or contribute to person-centred approaches

Implementation of the policy

Craig y Parc School will support the implementation of this policy by:

- Ensuring that all employees are aware of their responsibility to set appropriate standards of behaviour, through induction, mentoring, on-going training and supervision.
- Ensuring all staff have the relevant and appropriate skills and qualifications.
- Delivering a curriculum which teaches pupils using a variety of methods, to promote Craig y Parc's ethos and expectations. These are quality of life principles which include choice, individuality, dignity and respect, community presence, and participation.
- Undertaking a thorough Multi-Disciplinary Team (MDT) assessment process using recognised tools that will inform planning.
- Person-centred planning for the varied individual needs of pupils and the active involvement of pupils in setting their own learning objectives in all aspects, including education, daily living skills, social skills and coping strategies.
- Ensuring that the policy is fully understood and consistently implemented throughout Craig y Parc.
- Effective communication and information sharing through morning handover meetings and regular pupil review meetings.
- Liaising with parents, via telephone, email, parent consultations, reports and other forms of communication.
- Liaising with the therapy team.
- Liaising with partners in Health, Social Services, Education and Regulators.

This policy is consistent with the schools' Safeguarding and Equal Opportunities policies, and with national and local guidance for schools on safeguarding children. All staff read and sign this policy and parents/carers are made aware of its content when their pupil joins the school.

References

British Institute of Learning Disabilities (2015), Information sheet on the use of confined spaces and tents in classrooms, www.bild.org.uk/capbs/capbsresources

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Version	Author	Designation	New or reason for revision	Date	Reviewed by
V1	Clair Spring	Headteacher	New policy in line with new regulations	September 2021	Clair Spring
V1.1	Clair Spring	Headteacher	Annual Review	September 2022	Clair Spring
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V1.3	Sarah Collett	Headteacher	Review	June 2025	Sarah Collett
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