

POWYS COUNTY COUNCIL
EDUCATION SERVICES

Promoting Positive Behaviour

September 2020



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Introduction, Definitions and Context

The key to achieving effective learning and teaching is ensuring that class teachers have the necessary understanding and skills to approach their teaching in ways that reduce the likelihood of pupils misbehaving. This policy aims to support mainstream classroom teachers, support staff and governors. Teachers also need to be equipped with effective skills and responses for those instances where difficult behaviour does occur. Pupils with behavioural, emotional and social difficulties cover the full range of ability, and a continuum of severity. Their emotional needs and behaviours often present a barrier to learning. Classrooms can also be barriers to learning. Where teachers have good preventative and responsive skills the likelihood of difficulties emerging or developing into incidents will be markedly reduced. However, some behaviours persist despite the implementation of an engaging curriculum and an effective school behaviour policy. In these cases, multi-agency working is key to the success of securing the appropriate provision. While very few pupils may require specialist provision, Powys County Council (PCC) recognises that these pupils may need specialist support from its Pupil Referral Unit (PRU) or from Brynlllywarch Hall School, a special school for pupils with behaviour, emotional and social development needs.

Pupils may be:

- Withdrawn or isolated
- Disruptive
- Hyperactive and lacking in concentration
- Immature in social skills
- Unable to form or maintain positive relationships with peers and/or adults
- Presenting with challenging behaviours
- Anxious

This Promoting Positive Behaviour document has been informed by a range of key national and local policies and plans including:

- [Powys County Council Vision 2025](#)
- [Powys County Council's Special Educational Needs/Additional Learning Needs Policy](#)
- [The Successful Futures' Report 2015](#)
- [Education in Wales: Our National Mission 2017-2021](#)

The Welsh Government's guidance document Inclusion and Pupil Support, 203/2016 also sets out the duties of the local authority and schools with regard to attendance, behaviour and learners educated otherwise than at school.

- [Welsh Government Inclusion & Pupil Support Document](#)

PCC has a strong focus on prevention, early identification and intervention. Schools should use a graduated response to need and ensure universal provision for all pupils to promote inclusion.



PCC are committed to the principles and values of the United Nations Convention on the Rights of the Child (UNCRC) in all aspects of our work. Everybody has the right to feel valued and entitled to the respect of others, both within and out of the formal learning environment.

PCC is committed to the principles of inclusion and equality and recognises that these are essential to the promotion of positive behaviour. This is underpinned by a commitment to fostering the wellbeing of all pupils and young people. The creation of nurturing, healthy and safe environments is crucial in enabling pupils and young people to thrive.

PCC recognises the need to create an ethos that is engaging, empowering and supportive in order for learning and positive behaviour to develop. The cornerstones of trust, respect, inclusion and high expectations of all are integral to creating a well-disciplined learning environment.

PCC has adopted the Powys Children's Pledge. The pledge forms a commitment to everyone under the age of 25. The pledge is based on what children and young people have said is important to them.

Promises within the pledge include providing access to information, listening to views, providing safe environments, and treating all children equally. The pledge is a commitment to help children and young people to 'Start Well' through equal access to services, support and life opportunities. The pledge reminds us all of our duty of care to children, in line with the Health and Care Strategy for Powys and the council's vision and values.

- [Powys Children's Pledge](#)

At the time of writing this policy (September 2020), PCC were launching their Strategy Document: The Future of SEN/ALN in Powys.

The SEN/ALN strategy will include information on behaviour provisions in:

- Mainstream schools, specialist schools or alternative learning provision including the Pupil Referral Unit (PRU)
- Appropriate specialist provision within the authority for those pupils with the most acute behavioural, emotional and social needs
- Reducing unnecessary travel for pupils and young people

Relevant Welsh Government Guidance

The Welsh Government's guidance document Inclusion and Pupil Support, 203/2016 highlights the factors necessary to promoting positive behaviour

- [Welsh Government Inclusion & Pupil Support Document](#)

Other Relevant Guidance Includes:

- [Exclusion from schools and pupil referral units 225/2019](#)
- [Practical approaches to behaviour management in the classroom. A handbook for classroom teachers in primary schools 117/2012](#)
- [Practical approaches to behaviour management in the classroom. A handbook for classroom teachers in secondary schools 086/2010](#)
- [Effective managed moves: A fresh start at school for children and young people 096/2011](#)
- [Rights, respect, equality: Statutory guidance for governing bodies of maintained schools 2019](#)

School and Governing Body Responsibilities

Pupils are encouraged to take responsibility for their learning, behaviour and achievement and to contribute effectively to their learning community. All settings should maintain a positive ethos and create an environment that allows them to develop into healthy confident citizens of Wales and the wider World.

Schools should ensure that they have an effective behaviour policy and a mental health and wellbeing strategy. These should be aligned to other processes related to school improvement planning to ensure that they achieve an ethos where positive behaviour and attendance are essential foundations for effective learning, and where all members of the school community can feel respected, safe and secure.

- [PCC Mental Health and Emotional Wellbeing Strategy](#)

The school policy should set out:

- the school's underlying principles
- a code of conduct for pupils including behaviour when travelling to and from school
- how positive behaviour will be encouraged
- clear sanctions, with appropriate support, for negative behaviour
- the graduated response to challenging behaviour
- restorative approaches to conflict resolution
- how race, disability and other equality issues will be addressed
- arrangements for implementing the policy
- how the policy will be monitored and reviewed

Relationships built on mutual trust and respect are fundamental to promoting positive behaviour. High quality interaction between all members of the learning community, including parents/carers and partner agencies should be evident, to ensure that all feel respected, included and valued. Schools should be able to demonstrate positive staff interactions with pupils and young people that demonstrate that they have a good understanding of pupils' learning needs, interests and development.

Teachers and other school staff should provide the following:

- unconditional positive regard
- a positive, caring attitude towards all pupils
- an appreciation of all pupils as individuals whose talents are valued
- fair and consistent treatment of all pupils
- appropriate, focused praise

- guidance and support when addressing unacceptable behaviour to ensure that pupils have the opportunity to learn from experience
- a fostering of accountability and responsibility in all individuals
- regular communication with parents/carers



Understanding Behaviour

Understanding the root cause of pupils' behaviour is essential, as without this it is unlikely that any behaviour strategy will be sustainable. There are five basic models in understanding pupil behaviour. These include:

- biological
- behavioural
- cognitive
- systemic
- psychodynamic

Biological

Pupils have a tendency to interact with the environmental influences around them and this interaction informs their behaviour. Research evidence has come from studies around twins separated at birth and early infancy. This goes to show that both nature and nurture are involved in our development, although when dealing with behaviour attention needs to be paid to creating a positive environment and experiences to promote good behaviour.

Behavioural

Behaviour can be modified through 'conditioning'. This is achieved by another event following an action. There are two types of 'conditioning'.

- **Classical conditioning** – a behaviour is connected with a certain stimulus, for example a pupil feels happy and excited on a Friday afternoon as this is the time the whole class has 'Golden Time' or 'Hot Chocolate Friday'.
- **Operant conditioning** – a behaviour is connected and repeated by rewarding the positive behaviour and issuing sanctions for the negative behaviour.

Cognitive

The cognitive approach helps the pupil judge and reason effectively and have a perception of their surroundings. This means that the way in which we behave is influenced by our thinking.

The cortex is the conscious, rational-thinking part of the brain and determines the child's response to certain situations. Research has shown that if an infant is constantly being subjected to negative situations, for example experiencing domestic violence and/or neglect, then the connections that form the cortex to help deal with situations in a rational way are limited. In situations such as this the pupil is left to rely on the limbic system which is the body's alarm system. So, when a pupil is faced with a mild situation, for example the person sitting next to them takes their pencil without asking, instead of the rational-thinking cortex being engaged the limbic system is triggered displaying the flight/fight reaction.

Systemic

The systemic approach looks at targeting the individual's behaviour within the system. These systems can include:

- their family
- their friends
- their school
- their classmates
- their community
- their outside school clubs, e.g. Youth Clubs

The quality of these systems is a great influence on the child's behaviour. For example, a child living in a family where domestic violence takes place will naturally struggle within another system, i.e. school. The behaviour the child experiences at home, for example shouting, violence and/or aggressiveness, will not work in a school context which can cause problems for the child. In situations such as this, working with the family to understand the environment in which the child lives is paramount in finding solutions to help their behaviour.

Psychodynamic

The psychodynamic approach is one used in a clinical setting as it focuses on understanding and intervening by unravelling past conscious and unconscious experiences in order to help children and young people deal with them.

Adverse Childhood Experiences and Trauma Informed Practice

Adverse Childhood Experiences (ACEs) is the term used to describe traumatic experiences before age 18 that can lead to negative, lifelong emotional and physical outcomes.

When the stress of these adverse experiences is so severe or prolonged that a pupil is unable to process it, what should be a normal survival response becomes "toxic stress". This type of stress alters the functioning of the brain and has a long-lasting and injurious impact on the developing mind, which we call "trauma". This trauma affects the way those suffering it think and act throughout their lives. Understanding such mental and emotional trauma is key to understanding the behaviour of millions of people.

The term ACEs derives from a study carried out in the 1990s in California. The 10 ACEs they measured included:

- Emotional abuse
- Physical abuse
- Sexual abuse
- Neglect
- Domestic abuse/violence



- Household substance abuse
- Household mental illness
- Divorced or separated parents
- Incarcerated parents/family member
- Frequent changes in housing and schooling

What the researchers were testing was whether experiences in childhood can impact various different health issues in later life, and to what extent. What they found was not only extraordinary, but has been confirmed by numerous studies of hundreds, thousands and tens of thousands ever since.

Many schools across Wales and the UK practice trauma informed practices. A trauma informed school is one that is able to support children and teenagers who suffer with trauma or mental health problems and whose troubled behaviour acts as a barrier to learning. There are many organisations who support schools, communities and other organisations to become 'trauma informed'. In Powys we work with Trauma Informed Schools UK (TISC UK) and our aim is for all of our schools to be accredited.

For further information see:

- [What is a Trauma Informed School?](#)

Effective Classroom Management

In order to create a positive learning culture within a school, effective interventions need to be implemented. We will consider the following interventions:

- effective classroom management
- positive relationships
- the classroom

Effective behaviour management is based on the teacher's ability to successfully create a well-managed, structured classroom environment so that learning can occur. Teaching a number of pupils with different needs, behaviours and attention spans can be challenging. However, when a positive learning culture is created, the pupils will learn better because they will know what is expected of them.

Well-managed classrooms:

- begin the year with clear expectations and routines which are understood by all pupils – these should be visually available
- have agreed rewards and positive reinforcements
- have set sanctions for misbehaviour
- have a selection of options for dealing with disciplinary problems • make use of their physical space
- have well-planned lessons
- encourage respect and develop positive relationships.

Expectations

Schools must create clear expectations for the pupils and need to define what is acceptable behaviour. These must be reinforced on a regular basis and placed in a visible place on the classroom wall. Include the pupils in developing the rules as this will give them ownership and they will be more likely to accept their terms and conditions and therefore comply.

Routines

Routines help to minimise behavioural challenges in the classroom and are key to a well-managed and organised classroom. Pupils enjoy routines that are easy to understand and easy to accomplish, yet flexible enough to alter if circumstances change. Research shows that most behavioural problems result from a lack of consistent classroom routines.

Praise

Praise is an effective way to encourage pupils to engage in the desired behaviour as it focuses on a pupil's effort rather than on what is actually accomplished. When educators give genuine

praise that is specific, spontaneous, and well-deserved, it encourages continuous learning and decreases competition among pupils.

Peer praise

Encouraging pupils to praise each other not only creates a positive classroom environment but also motivates individuals to make positive choices. Pupils need to be taught how to praise their peers by providing positive and encouraging comments when they see their peers doing something positive.

Rewards

Rewards (or reinforcers), when they follow behaviour, make that behaviour more likely to occur again. They form the basis of human behaviour and motivation and can be used effectively to encourage pupils to acquire skills and develop appropriate behaviour. To be effective, rewards need to be something to which the pupils aspire to and want and need to age and stage appropriate.

Frequency and Level of Rewards

The frequency and level of rewards given to pupils depends on the level of behaviour. If a pupil is displaying frequent and quite difficult to manage behaviour, then the frequency and level of reward must be high.

Positive relationships

The heart of effective behaviour management is building positive relationships with pupils. This allows the teacher to connect to the pupils forming a strong foundation from which behavioural change can take place. It is important to focus on positive rather than the negative statements when interacting with pupils, guiding them towards positive outcomes rather than highlighting their mistakes. Also, all pupils should have one-page profiles so that teachers have a better understanding of the pupils they teach.

The Classroom

Schools need to create a positive well-structured environment right from the start. Self-categorisation theory states that people strive to conform to their representation of the group norm. Hence, based on this theory, classroom behaviour can be established on the basis of what the majority of the pupils are doing and how they are behaving. Schools need to provide welcoming environments which are 'safe spaces' and create a sense of belonging. The teacher needs to immediately establish respect in a calm, assertive manner. Make clear that the classroom has set rules. This needs to be practised every time the pupils enter the classroom, i.e. beginning of school, after playtime. It is also helpful to consider how the classroom needs to be adapted for each cohort. For example:

- 'Calm down' and quiet areas
- Sensory rooms/areas
- Nurture programmes/spaces
- Role play to promote positive relationships and encourage a sense of belonging

- An allocated seat/space for some individual pupils
- Displays which reinforce positive attitudes and mindset
- Displays and resources which reinforce the concept of family and how family structures differ
- Systems which encourage independence and ownership of learning
- Environments which are overtly 'autism' or 'dyslexia' friendly
- Displays and resources which promote positive attitudes of other minority groups and work against stereotyping

PCC guidance:

- [Using Quiet Areas in Schools](#)

Dealing with Specific Classroom Difficulties – Practical Solutions

Schools must develop a whole-school approach to promoting positive behaviour which ensures a consistent application of rules, rewards and sanctions. Despite schools adopting a range of preventative measures there will always be occasions when it is necessary for classroom teachers to respond to disruptive or inappropriate behaviour.

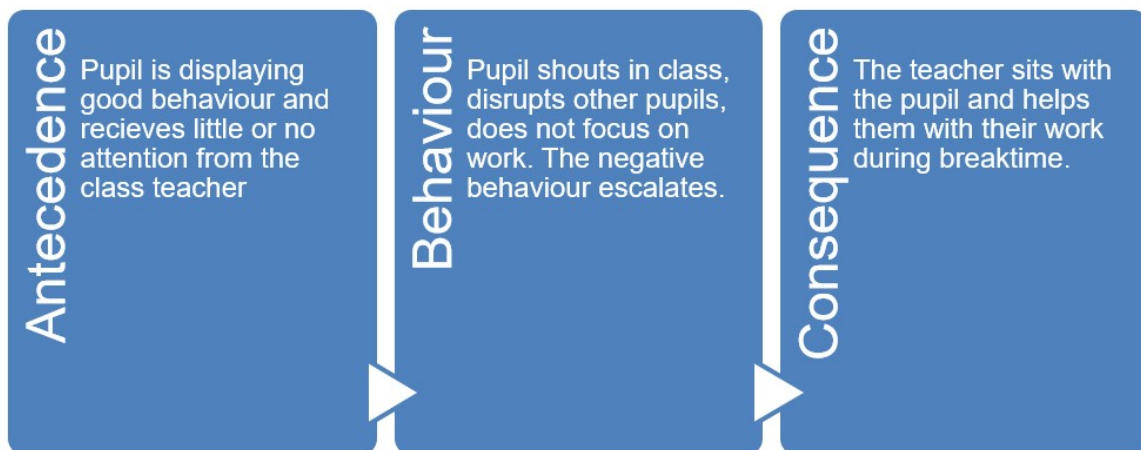
The Antecedent-Behaviour-Consequence (ABC) Chart

It is important to try and identify the reason for behaviour occurring. Remember, all behaviour has meaning and is communicating something. It has a function and it is the teacher's challenge to find this out. The ABC chart can be used to formulate a clearer understanding of the behaviour. The ABC chart is used to collect information through observing information about the events that are occurring within a pupil's environment.

- **A** = Antecedent: what happens before the behaviour occurs
- **B** = Behaviour: the observed behaviour
- **C** = Consequence: the positive or negative results of the behaviour

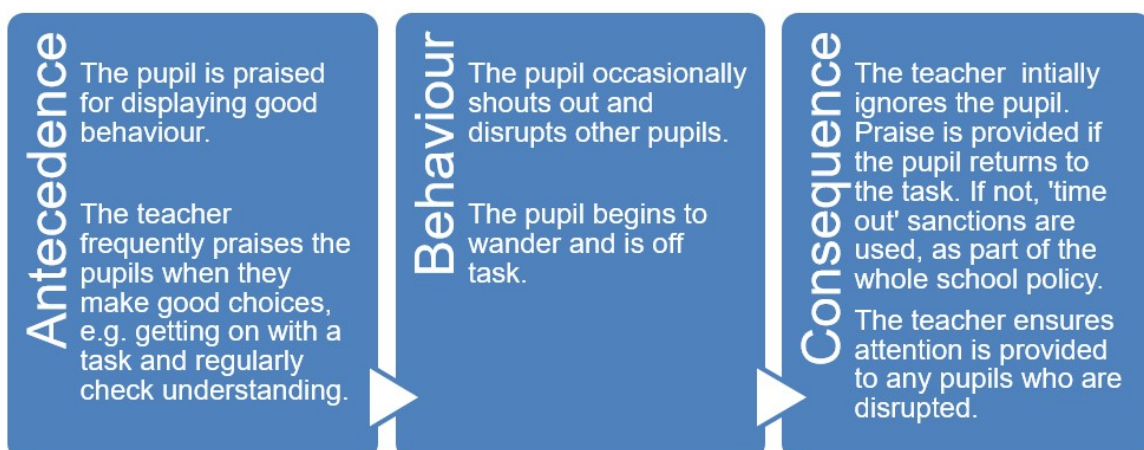
ABC Analysis – Unwanted Behaviours

Through analysing the ABC chart, it helps to identify why the pupil is likely to repeat the unwanted behaviours. In the following example, a pupil is seeking attention from the teacher. When they display good behaviour, they receive no attention. When they display unwanted behaviour, the teacher gives them attention by staying in with them during break-time and sitting next to them in class. In this example the unwanted behaviour is more likely to continue



ABC analysis – reducing unwanted behaviours

Analysing the ABC chart helps to identify why the pupil's unwanted behaviours are more likely to decrease over time. The teacher gives the pupil positive attention for good behaviour but when they display unwanted behaviour the teacher implements the whole-school sanctions and they receive little or no attention. In this example the unwanted behaviour is more likely to decrease.



Preventing Disruptive Behaviours

Proactive Strategies

Proactive management strategies are designed to equip the teacher with preventative measures to implement before a behaviour problem occurs. These strategies create a sound routine, clear expectations and coping strategies designed to reduce frustration and outbursts. The secret to successful proactive interventions is strategic planning – otherwise teachers are put in a situation where they have to react to the behaviour problem. This unplanned reaction tends to be emotionally laden. It is always best to focus on increasing positive behaviours through praise and reinforcement instead of trying to reduce unwanted behaviours. Proactive behaviour management is the bedrock of good behaviour. However, reactive techniques are also necessary.

Redirection

It is important to understand that we cannot control a pupil's behaviour, but we can redirect it. Pupils can display behaviours that warn us that they are about to lose control; by recognising these 'early warning signs' we can stop the behaviours from getting worse by redirecting them. Try not to put energy and time into unwanted behaviour. Instead implement the appropriate sanctions in a calm manner. As soon as the pupil displays appropriate behaviour celebrate with motivational and dynamic energy. The pupil will soon appreciate the different energies and act accordingly for a positive outcome.

Choices

It is important to understand we cannot control a pupil's behaviour, but we can enable them to make their own choices and then understand the consequences of that behaviour. If a pupil is engaging in unwanted behaviour give them 'time out', either inside or outside the classroom. Then ask them to choose to either continue with the unwanted behaviour and have the appropriate sanctions or return to class displaying positive behaviour. Allow the pupil approximately five minutes to make this choice, which gives them time to calm down and think rationally.

Responding to Challenging Behaviours

Reactive Strategies

Responding correctly to an incident of unwanted behaviour is vitally important. Reactive strategies are designed to manage the behaviour at the time it occurs. These strategies are effective providing they are planned for and used correctly. Reactive strategies should ensure that:

- staff are non-confrontational
- school's positive-handling strategies are followed
- the school's guidelines of dealing with challenging behaviours are followed
- the pupil is safe
- staff and other pupils are safe

Dealing with Challenging Behaviour

When dealing with a situation it is important to wait for a pupil to calm down fully so as to have time to 'self-regulate', before discussing the incident. This prevents the situation from escalating out of control. The 'recovery phase' following an incident is a risky time to discuss the incident and to start requesting apologies. This is because it is a time when further incidents are highly likely.

Using Reasonable Force (De-escalation)

All school staff members in charge of pupils have a legal power to use reasonable force to prevent pupils committing a criminal offence, injuring themselves or others, or damaging property; and to maintain good order and discipline among pupils. The focus should be on preventing, as far as possible, the need for the use of force on pupils, by creating a calm,

orderly and supportive school climate that lessens the risk and threat of violence of any kind. The use of force should only be a last resort; schools should minimise the possibility of force being needed. However, this may not always be possible and in such circumstances, staff need to be aware of sensitivities associated with any form of physical contact with pupils. The judgement on whether to use force and what force to use should always depend on the circumstances of each case and, crucially in the case of pupils with SEN/ALN and/or disabilities, information about the individual concerned. Schools should ensure that staff have received relevant de-escalation training.

Recording and Reporting Incidents

Schools are strongly advised to keep systematic records of every significant incident in which force has been used, in accordance with school policy and procedures on the use of force and its child protection requirements. The purpose of recording is to ensure policy guidelines are followed, to inform parents/carers, to inform future planning as part of school improvement processes, to prevent misunderstanding or misinterpretation of the incident and to provide a record for any future enquiry.

Monitoring and evaluating behavioural progress

Some behaviours are difficult to change. In these cases, behaviour plans need to be implemented to help monitor and evaluate the behaviour. Before compiling these plans an approach such as an ABC analysis needs to take place to help identify and understand the pupil's behaviour. It is important to involve the pupil in discussing, planning and reviewing their targets for learning and behaviour. There are many ways to monitor and evaluate pupil's behaviour:

- reward charts
- home–school link books
- self-monitoring
- behaviour contracts – including parenting contracts
- Individual Educational Plan (IEP) / Individual Development Plan (IDP)
- Individual Behaviour Plan (IBP)
- Pastoral Support Programme (PSP)

Further information can be found in the following Welsh Government guidance for primary and secondary schools:

- [Behaviour Management in the Classroom: A Handbook for Classroom Teachers in Primary Schools](#)
- [Behaviour Management in the Classroom: A Handbook for Classroom Teachers in Secondary Schools](#)

The involvement and support of parents is recognised as invaluable in achieving good outcomes for pupils. The expectation is that schools will engage with parents in some or all of the following ways:

- Ensuring that parents and carers are aware of all relevant school policies
- Offering parents and carers the opportunity to engage positively with school staff through attendance at reviews, parents' meetings and other arranged activities
- Working in partnership with parents to help address the needs of their children and develop strategies for ensuring high levels of success

School Action (SA)

The basis for intervention through SA could be the teacher's or others' concern, underpinned by evidence, about a pupil who, despite receiving differentiated learning, presents persistent emotional and/or behavioural difficulties, which are not ameliorated by the behaviour management techniques usually employed in the school

The pupil will require an Individual Education Plan (IEP) with specific, measurable, achievable, realistic and time-framed targets detailing the provision for the individual pupil. The pupil will have a One Page Profile, created with input from the pupil, their family and the school, detailing what people like and admire about the pupil, how best to support the pupil and what is important to the pupil.

School Action Plus (SA+)

The triggers for SA+ could be that, despite receiving an individualised programme and/or concentrated support, the pupil has emotional or behavioural difficulties which substantially and regularly interfere with their own learning or that of the class group. Pupils at SA+ are likely to receive ongoing intervention from external agencies.

Intervention and support plans can be monitored using the following key indicators at school level:

- Reduction in fixed-term and permanent exclusions
- Improved attendance
- Improvement in assessment data

Powys County Council Responsibilities

PCC offers a continuum of support. This consists of:

- Whole school support/advice/training
- Support for individual pupils in mainstream school
- Nurture programme/Short term attendance at the PRU
- Placement in Brynlllywarch Hall School
- Placement in out of county residential school

Nurture Programme

A Nurture Programme is currently being developed as a pilot in 2020. More information will be added to this document once the details of the pilot have been agreed.

Pupil Referral Unit (PRU)

Where a pupil is struggling in their mainstream school because of their behavioural, emotional and social difficulties, placement at the PRU may be required. Placement at the PRU should normally be short term, especially at key stages 2 and 3.

Powys has one PRU, directly funded by PCC and situated at two centres, in Newtown and Brecon. Each centre has a headteacher. The two centres are managed by one management committee

The PRU predominantly caters for pupils in key stages 3 and 4 who have been permanently excluded, were at risk of exclusion or are in need of specific support to help them to be more successful in mainstream education. Provision for pupils at key stage 2 is available and is being further developed in 2020.

Pupils attending the PRU can be dual registered. This means that both the unit and a mainstream school take joint responsibility for their progress.

Brynlllywarch Hall School

One of the aims of PCC is for pupils to be educated, wherever possible, in mainstream schools. In a small number of cases, however, the needs of the pupil may be beyond what a mainstream school can be expected to provide. In these cases, placement at a special school may be appropriate.

Brynlllywarch Hall School is a special school for pupils who, despite school-based intervention and a period at the pupil referral unit, still experiences significant behavioural difficulties.

Pupils who attend Brynlllywarch Hall School have a Statement of Special Educational Needs for Social, Emotional and Behavioural Difficulties (SEBD).

Alternative Learning Provision (Education Other Than at School – EOTAS)

Alternative Learning Provision is education outside of school, arranged by PCC and schools for pupils in Foundation Phase, KS2, KS3 or KS4 who are permanently excluded, at risk of exclusion, or for whom mainstream education is inappropriate e.g. Medical/EOTAS. Alternative Learning Provision takes place away from the school site and is not led by school staff. Schools can use such provision to prevent exclusions or to re-engage students in education: it can also be full-time provision. Alternative Learning Provision may include:

- PRUs
- Education for children in custody
- Schemes providing full-time or part-time alternative education outside of schools
- Preventative programmes working with individuals or groups of pupils to prevent them from being excluded from school

PCC aims to work closely with pupils, parents and schools to seek positive improvements in the behaviour of pupils who present challenges, in order to improve their access to education and to reduce the risk of exclusion.

In order to do this PCC commits to:

- clear, honest and effective communication
- equity of support across Powys for pupils of all ages, backgrounds and ethnicities
- clear and consistent policies and processes
- ensuring that all pupils are in an education setting that best suits them, be that in a mainstream school, specialist school or alternative learning provision including the Pupil Referral Unit (PRU)
- appropriate specialist provision within the authority for those pupils with the most acute behavioural and emotional needs
- reducing unnecessary travel for pupils

Early intervention

In order to support early identification of need for pupils failing to make progress at School Action and School Action Plus, Powys Local Authority will provide the following:

- A response to emails within 24 hours in line with corporate directives
- Cluster level SEN/ALN consultation meetings led by the Educational Psychology service
- Cluster level Early Years SEN/ALN consultation meetings led by the EYALNLO
- A dedicated time on one afternoon each week when an ALN manager will be available to take telephone calls to serve as a help desk with general and specific queries around SEN/ALN and behaviour, such as:



- advice on PIP or statutory panel
 - clarifying which officer is responsible for a particular area
 - advice on training available
 - advice on the graduated response
 - advice on Welsh Government guidance
 - where to find sample policies
 - links to external agencies
 - advice on IEPs/IDPs
 - advice on changes related to the ALN Act
- ALN/SEN fora which will take place on a regional basis (north, mid and south) termly
 - A comprehensive training programme, which can be found on Eventbrite

Powys Inclusion Panel (PIP)

For pupils whose needs are more complex and require further support, the school will be required to submit an application to the PIP.

Types of support/intervention that may be agreed by PIP include:

- Assessment by an Educational Psychologist
- Referral to Neuro-Developmental Service (NDS)
- Advice from the Brynllwarch outreach service
- Advice from the PRU outreach service
- Training
- Placement at the PRU
- Placement on a short-term behaviour programme (currently being developed in 2020)
- Referral to Adaptations and Disability Panel
- Referral to Exceptional Resources Panel
- Referral to Educational Psychology Service
- Referral to Early Years Assessment Team (currently being developed in 2020)
- Referral to Youth Intervention Service (YIS)
- Referral for discussion at multi-agency discussion panel

Multi Agency Working

In order to improve outcomes for pupils with behavioural, social and emotional difficulties, a representative from Powys Local Authority attends the following multi agency panels and meetings:

- Neuro Developmental panel meetings (monthly; north and south Powys)
- Team around the Family Panel meetings (monthly; Newtown, Welshpool, Llandrindod Wells; Brecon and Ystradgynlais)

- Early Identification Partnership Meetings
- Group Consultation Meetings
- Multi-Agency Assessment Panel (MAAP)

Monitoring impact

The impact of interventions for behaviour by Powys Local Authority will be measured using the following key data:

- Reduction in fixed-term and permanent exclusions
- Increase in attendance percentages
- Improvement in pupil outcomes
- Reduction in the number of pupils with behavioural, emotional and social needs at risk of exclusion
- Reduction in the number of pupils with behavioural, emotional and social needs being placed out-of-county
- Reduction in the number of referrals to panel

Pupils who are Excluded from School

Guidance relating to fixed-term and permanent exclusions can be found in Exclusion from Schools and Pupil Referral Units

- [Exclusion from schools and pupil referral units 225/2019](#)
- [Exclusion from Schools and Pupil Referral Units 171/2015](#)

PCC has responsibility (shared with the pupil's current school) for arranging suitable full-time education for permanently excluded pupils. This applies to all pupils of compulsory school age resident in the local authority area.

When a pupil receives a fixed-term exclusion of more than fifteen days or a permanent exclusion, the school must ensure alternative education for the pupil from the sixteenth day, with support from the local authority as necessary. The school and PCC must:

- Ensure that the provision they use is of good quality
- Where alternative provision is part-time, ensure that it complements current curriculum and timetable
- Where a pupil returns to school from alternative provision, obtain a report from the provider and use it to plan re-integration
- Where a pupil does not return to school, collect information about their destination

Managed Moves

In certain circumstances, a Managed Move may be the best option for a pupil in mainstream who is receiving regular fixed-term exclusions or at risk of permanent exclusion. PCC Hard to Place Protocol gives further information.

- [Powys County Council Protocols for Managed Moves and Fair Access Policy](#)
- [Effective managed moves: A fresh start at school for children and young people 096/2011](#)

The Welsh Government guidance: Effective managed moves A fresh start at school for pupils and young people 096/2011 describes a managed move as:

a carefully planned transfer of a pupil from one school into another. It enables a pupil or young person to move on to a new placement or programme in a way which is acceptable to all appropriate parties, especially the pupil. The process is designed to help the pupil move forward and make a fresh start.

Help at a Glance

Local Authority Officer	Group
Hayley Smith hayley.smith1@powys.gov.uk	Interim Senior Manager ALN & Inclusion Challenge Adviser
Imtiaz Bhatti imtiaz.bhatti@powys.gov.uk	Senior Manager ALN & Inclusion 'Other Groups' Pupils from Minority Ethnic Backgrounds Asylum Seeking and Refugee Children Gypsy, Roma and Traveller Children Children of Migrant Workers EAL
Simon Anderson simon.anderson@powys.gov.uk	Additional Learning Needs Manager Statementing Officer PIP Children from families in difficult circumstances Disabled Pupils Pupils with Healthcare Needs Service Children
Sian Fielding sian.fielding@powys.gov.uk	More Able and Talented Pupils Challenge Adviser
Alun Flynn alun.flynn@powys.gov.uk	Principle Educational Psychologist
Michael Gedrim michael.gedrim@powys.gov.uk	Additional Learning Needs Manager Children Looked After by the Local Authority Young Carers Lesbian, Gay, Bisexual and Transgender Pupils (LGBT)
Heidi Lorenz heidi.lorenz@powys.gov.uk	Sensory Service Lead Adaptive Technology
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Universally Available Assessments

Universally available assessments to help identify pupil needs may include the following:

- Materials provided by the neuro developmental team
- Boxall Profile



- Thrive “Observed Behaviours” assessment
- Pupil Attitudes to Self and School (PASS)
- CAT4 SAS (Standardised Assessment Score)

This document is to be reviewed: September 2021

