



Estyn

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a Hyfforddiant yng Nghymru

Her Majesty's Inspectorate
for Education and Training in Wales

A survey of the arrangements for pupils' wellbeing and behaviour management in pupil referral units

January 2012



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- ▲ independent schools;
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- ▲ teacher education and training;
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Contents	Page
Introduction	1
Main findings	2
Recommendations	4
How good are the arrangements for managing pupils' behaviour?	5
How good are the arrangements for managing pupils' wellbeing?	8
How good are the local authority's advice, guidance and support for safeguarding, behaviour management and restrictive physical interventions?	10
Appendix 1 The remit and methodology of the survey	12
Appendix 2 Welsh Government guidance on behaviour management, restrictive physical intervention and restraint	13
Appendix 3 What are pupil referral units?	14
The remit author and survey team	15

Introduction

- 1 This is a report on a survey of a selection of pupil referral units (PRUs) across Wales. It was undertaken by Estyn and Care and Social Services inspectors during the autumn term of 2011. The survey comprised a series of short-notice visits made by a team of inspectors to seven PRUs. The team gathered evidence about the guidance that local authorities give their PRUs on behaviour management and on restrictive physical intervention and restraint by staff. The team also gathered evidence about how well PRUs follow this guidance in the way they manage difficult behaviour in their day-to-day work, and the impact of this on the wellbeing of pupils. The full remit and methodology for this survey are given in more detail in appendix 1.
- 2 The inspection team has evaluated the work of the local authorities and their PRUs in the light of the Welsh government's guidance about safe and effective behaviour management strategies. The main features of this guidance are described more fully in appendix 2.
- 3 PRUs are short stay centres for pupils who are educated other than at maintained or special schools, and they vary considerably in size and function. PRUs admit pupils with behavioural difficulties and others who are vulnerable because of their health or social and emotional difficulties. A full description of the purpose and work of PRUs can be found in appendix 3.
- 4 The report makes many references to the use of 'time out'. This term covers some of the strategies used in education settings as part of their behaviour-management 'tool kit' and which can be used as part of a behaviour support plan. There is no formal definition of 'time out'. However, it would normally include one or more of the following:
 - allowing a pupil time and space away from the class so they can re-gain composure and control over their emotions;
 - preventing a pupil being involved in activities until the unwanted behaviour stops and the pupil engages appropriately;
 - asking or instructing the pupil to leave the activity and return when they feel ready to be involved and stop the behaviour that is of concern; and
 - having teaching or support staff accompany the pupil to another location to prevent them from taking part in an activity for a set period of time.

Main findings

Behaviour management

- 5 Teaching and support staff in PRUs do a difficult job with pupils whose behaviour is challenging. Many do it well. PRUs generally have the appropriate policies in place to help them in their work with vulnerable pupils, many of whom have challenging behaviour. However, not all policies contain enough helpful guidance for staff and, in the case of child protection, they do not always outline clear procedures or give the contact details needed for referrals.
- 6 Six PRUs have adopted behaviour management strategies, restrictive physical intervention and restraint methods that the British Institute for Learning Disabilities¹ (BILD) accredit. Staff in these PRUs are well trained and confident in using these techniques to defuse potentially confrontational situations. However, one PRU has not provided this important training to its staff, which leaves pupils and staff vulnerable in the event of an incident.
- 7 In the best practice, PRU staff teach pupils how to manage their own behaviour and use agreed behaviour management plans and individual pupil risk-assessments to help them. However, in most cases PRU pupil-planning systems do not address the management of difficult behaviour with individual pupils well enough. Frequently they do not use individual pupil risk-assessments or off-site risk-assessments well enough to safeguard pupils and staff adequately. PRUs do not do enough to monitor and evaluate for themselves the impact of their day-to-day practice on pupils' wellbeing and behaviour.
- 8 All PRUs use some form of 'time out', as part of their behaviour management strategy. Sometimes pupils themselves request this; at other times, staff require it of a pupil. In most cases, PRUs do not use designated spaces for 'time out' that protect or promote the dignity of the pupil. Incident reports show that 'time out' is often linked to restrictive physical intervention and restraint. In some cases, pupils interpret 'time out' as punishment rather than as an opportunity to regain composure and control.

Pupil wellbeing

- 9 All PRUs keep pupil files, which contain a range of personal information. However, the quality of these records, the information they contain, and the way records are managed are generally poor. Record keeping is generally unsatisfactory. When staff make child protection referrals to social services they do not always record them

¹ The BILD launched its physical interventions accreditation scheme in April 2002, and later revised it in 2010. BILD has issued a code of practice and guidance for professionals working with people who have learning disabilities. This guidance sets standards for professional practice, and for the training and development of professional staff. The code of practice and these standards currently represent best practice in behaviour management strategies, physical intervention and restraint methods.

appropriately. PRUs cannot therefore use their records to support routinely the effective planning for the support and management of pupils. In the majority of cases, local authority education service safeguarding officers do not do enough to challenge or support PRUs to improve their practice in this area.

- 10 All PRU staff undertake safeguarding training at tier-one, and designated staff with safeguarding responsibilities undertake more specialist training. However, not all local authorities have effective systems for keeping track of which staff have completed this training.
- 11 Generally, pupils said they felt valued and listened to by staff in the PRUs. They said that they felt cared for and treated with respect. However, by contrast, they also said that a refusal to go voluntarily to the 'time out' space resulted in staff physically and forcibly taking them there. They also said that their reluctance to go to 'time out' is frequently because of the poor environment in the 'time out' space. Too often pupils see 'time out' as a punishment rather than the opportunity to regain composure and manage their emotions better.
- 12 Complaints by parents or pupils against staff following restraints are not always recorded, reported or investigated in a timely manner, and nor are the outcomes recorded accurately.

Local authorities

- 13 Pupil referral units are short stay centres that provide education for vulnerable and challenging pupils, followed by re-integration into mainstream schools. Unlike schools, which have their own governing bodies, local authorities have direct responsibility for the provision and the governance of PRUs. They discharge this responsibility through direct line management and the appointment of management committees.
- 14 Local authority arrangements for the line management and governance of PRUs are not robust enough. Line managers and management committees do not do enough to hold teachers-in-charge to account for the day-to-day running of the PRU. Reporting arrangements do not focus enough on the wellbeing of pupils and on helping PRUs to evaluate their strategies for supporting pupils with challenging behaviour.
- 15 All the local authorities surveyed have published an appropriate range of policies and guidance for safeguarding pupils, for managing pupils' behaviour and for the use of restrictive physical interventions in schools and PRUs. In most cases, this guidance is clear and promotes the method for restrictive physical intervention and restraint that is preferred by the local authority. This helps PRUs to ensure that staff are appropriately trained to agreed standards. However, local authorities do not always follow their own advice in helping PRUs to monitor and evaluate the way behaviour management strategies are used. They do not identify well enough the impact of these strategies on the wellbeing of pupils or staff or on improving behaviour management practice in PRUs through better-targeted training. This lack of evaluation and reporting makes it hard for elected members and senior education officers to discharge properly their responsibilities for safeguarding pupils and vulnerable children.

Recommendations

Local authorities should:

- R1 set clear standards for the use of restrictive physical intervention and restraint by PRUs and for the keeping of records and ensure that line managers, management committees and elected members monitor these effectively;
- R2 make sure that incident reports are used to inform the review of the local authority's policies for the wellbeing and safeguarding of pupils;
- R3 hold teachers-in-charge to account effectively, by using reporting arrangements that focus on the wellbeing of pupils and evaluate the strategies for supporting pupils with challenging behaviour;
- R4 ensure that the local authority education service's safeguarding officer supports the PRUs contribution to pupil case reviews and monitors the progress of all cases referred to social services; and
- R5 make sure that management committees monitor how well parents and carers are kept informed about the behaviour of their child and its management by staff, and ensure that all complaints by parents, carers and pupils are properly recorded, reported and dealt with by the PRU.

Pupil referral units (PRUs) should:

- R6 review their policies regularly, and align them with Welsh Government and local authority guidance;
- R7 present information clearly to staff in their written policies and guidance;
- R8 deliver training to all staff in behaviour management, restrictive physical intervention and restraint that reflects best practice;
- R9 record incidents to capture accurately and fully the details of what took place from the perspective of all staff and pupils involved, and any staff who witnessed the incident;
- R10 give management committees the best information about pupil wellbeing, safeguarding and incident analysis to enable them to discharge their governance responsibilities fully;
- R11 use risk-assessments to improve the management of individual pupils' behaviour, and the management of off-site activities;
- R12 improve filing arrangements and up-date information and records so that they can be used effectively to safeguard pupils; and
- R13 ensure that behaviour management strategies comply with best practice and use 'time out' to support pupils, while challenging them to improve their own behaviour.

How good are the arrangements for managing pupils' behaviour?

- 16 All PRUs have a range of policies that cover rewards and sanctions, behaviour management, absconding, use of restraint, anti-bullying, child protection and risk-assessments. Many of these policies are adapted from generic policies provided by the local authority. However, too many policies do not reflect clearly enough the day-to-day practice in the PRU, or provide enough helpful guidance for staff. In particular, policies and guidance for child protection do not give staff clear advice about the procedures they should follow and the contact details for designated staff needed for making referrals. In most PRUs, there is too much reliance on informal ways of working, which means policies and reporting may be circumvented.
- 17 Managers in only one PRU have appropriate systems in place to review their policies annually. They ensure that the detail in these policies is well known and understood by staff.

The use of 'time out', behaviour management, restrictive physical intervention and restraint

- 18 Six PRUs have adopted behaviour management, restrictive physical intervention and restraint methods accredited by BILD. The aims of these methods are to de-escalate confrontational situations by distracting and calming pupils, with the use of safe restrictive physical intervention as a last resort. These PRUs and their local authorities provide regular training in their preferred methods, using accredited trainers, many of whom are members of their own staff. Most PRU staff value the training they receive and are confident in deciding when and how to use these methods in the different situations they face. In the best practice, new staff are trained as part of their induction, and intervention skills for existing staff are regularly revised in team meetings.
- 19 In one PRU however, staff have not had training in restrictive physical intervention and restraint techniques because they do not see this as a priority. This lack of training leaves staff unprepared, and pupils vulnerable to an inappropriate use of intervention and restraint, should an incident occur.
- 20 In the best practice, staff teach pupils how to manage their own behaviour. This may include pupils asking for time away from the class when they feel they need it. In one PRU, pupils use an effective 'traffic light' system to indicate how they feel, and to identify when they are becoming distressed or angry. The effective use of reward systems also helps promote good behaviour. For example, pupils may collect points when they attend on time, behave well or do good work. These points earn them opportunities to take part in activities they enjoy, such as cooking, climbing or fishing.
- 21 All PRUs also use forms of 'time out' as part of their behaviour management strategy for dealing with pupils who are not coping in the classroom environment. In the best practice, 'time out' is part of a pupil's written behaviour management plan, which PRUs have agreed with parents or carers.
- 22 In the best examples of 'time out', staff accompany pupils and monitor their behaviour

while using distraction techniques to help them gain control. Another good strategy used by staff is the removal of other pupils from the classroom to allow an individual pupil to settle down on their own.

- 23 In the PRUs surveyed, the 'time out' space provided and its use varied widely. The best 'time out' space enables pupils to regain control and manage their emotions in an environment, which is safe and comfortable. In the seven PRUs:
- two do not have a designated room for 'time out', but instead the PRU uses open, public areas where pupils may go to calm down;
 - in one PRU, pupils may leave the building and sit outside on the front steps on the main street;
 - three have a room they use for 'time out', as well as for other things such as quiet reflection, interviews and meetings;
 - two have designated rooms used only for 'time out', and both of these are in an unacceptable condition, poorly decorated and with little or no furniture;
 - two rooms are too cold in the winter months;
 - although no 'time out' rooms were routinely locked while pupils were in them, most had door locks, and in one room, the door handle was too high for most pupils to reach to let themselves out; and
 - in one PRU, staff had used the room to confine pupils inappropriately.

The monitoring and evaluation of practice by teachers-in-charge

- 24 Overall, PRUs do not maintain clear, well-organised records of how they manage challenging behaviour or the detail of the incidents that occur. All PRUs keep records of when staff use restrictive physical intervention with pupils, which may include CCTV footage. However, these records are often very brief, poorly presented and lack important detail. Staff do not always sign these records or any additions they may make at a later date, which makes it hard to attribute actions and comments to individual staff members.
- 25 Although most PRU policies specify that in cases of serious incidents, a record of the pupils' version of events must be recorded, there is none in practice. Too many files do not routinely contain statements from other witnesses, or records of how the incident was resolved. The lack of detail means that records have a limited use for audit and evaluation purposes, and are poor evidence, if required to address a complaint or allegation of professional abuse.
- 26 Teachers-in-charge and their managers do not routinely analyse incidents where staff have used restrictive physical intervention or restraint. As a result, they do not evaluate the PRUs' approach to behaviour management, identify the trigger issues for pupils, or evaluate staff responses adequately. They are therefore not able to target staff training effectively.

Risk-assessments

- 27 Generally, PRUs do not make good use of risk-assessments for their pupils and the activities they have planned. Too frequently, PRUs' pupil risk-assessments do not adequately identify and address the needs and vulnerabilities of individual pupils.

Consequently, this fails to protect pupils and staff adequately.

- 28 In the best examples however, PRUs involve parents or carers and other agencies well in the development of risk-assessments of individual pupils. PRUs then use these appropriately to develop shared behaviour plans and to put in place safe and supportive working environments.
- 29 In one PRU, good use is made of the local authority's on-line system to produce appropriately detailed risk-assessments for off-site visits. The approach taken by this PRU also ensures that all staff have suitable up-to-date training for off-site activities and minibus driver training. Too often PRUs see risk-assessments as overly bureaucratic and not a useful tool for good managers.

How good are the arrangements for managing pupils' wellbeing?

The management of pupil files and records

- 30 All PRUs keep pupil files, which contain a range of personal data. These files include referral information, education achievement and assessments, incident records, personal plans, and child protection information. However, the quality, content and management of these records are generally poor. All PRUs employ multiple systems to record their information. As a result, information about a pupil is put in a number of different places, making it difficult to keep an overview of the pupils' wellbeing and progress.
- 31 Pupil records frequently do not include important safeguarding information, which is useful for the management of a pupil's wellbeing. For example, documents referring to the legal status of the pupil, or their statutory plans are missing. In some instances, the PRU itself does not identify that important information is missing from a pupil's file or that they have not received it from the referring school.
- 32 The importance of good record-keeping is not well understood by staff or seen as part of the core business of the PRU. Staff do not use their records to support routinely the effective planning and management of pupils.

Safeguarding training

- 33 All PRUs have appropriately identified safeguarding as one of their core training areas for staff. Safeguarding training generally follows a tiered approach, under the umbrella of the Local Safeguarding Children Board (LSCB) with most PRU staff receiving tier-one training.
- 34 Tier-one training generally consists of a two or three hour's course, often provided by the education services' safeguarding officer. Newly appointed staff have initial training as part of their induction, which frequently takes the form of a leaflet or handbook, setting out basic information on roles and responsibilities. The designated member of staff for safeguarding in most PRUs appropriately receives more in-depth training reflecting their additional responsibilities. All local authorities provide refresher training, usually on a three yearly cycle.
- 35 However, not all local authorities have effective systems for identifying which staff have completed training. For example in one PRU, a member of staff had not had any safeguarding training despite being in post for several years.

Child protection

- 36 Staff in PRUs know they have responsibilities for child protection, and do make referrals to social services. In three recent cases, PRUs appropriately identified that their concerns met the authority's threshold criteria for referral, and made the referrals in a timely way. They provided information to social services both by phone and in writing according to local and All Wales guidance. However, in other cases PRUs' recording of information relevant to referrals is incomplete and disorganised. This

means that it is difficult for them to keep track of the outcomes for these pupils. In one case, a PRU made an oral referral to social services but then failed to follow both the all-Wales guidance and its own more detailed guidelines by not also providing the information in writing. This lack of a written record means the PRU could not effectively ensure that its concerns had been appropriately dealt with.

- 37 All PRUs have policies for child protection. Although generally compliant with local and national guidelines, these policies vary in the level of detail they provide. In some instances, policies set out well the overarching aim of the PRU to safeguard pupils. However, many policies do not provide enough information, such as the names and contact details for the designated child protection officer, to help staff make a referral.

Pupil voice

- 38 Generally, pupils say they feel valued by staff in the PRUs. In all PRUs, pupils said that they felt listened to and that staff cared about them and treated both them and their families with respect.
- 39 About half of the PRUs have school councils, which help pupils discuss with staff their interests and concerns. Nearly all pupils said they liked the 'quiet' that the PRU environment provides in contrast to their previous school settings. Many pupils felt supported for their return to mainstream schooling.
- 40 Many pupils valued the opportunities for taking 'time out'. Pupils saw this as an opportunity to leave the classroom if they felt they were becoming 'wound up'. However, in all but one unit, pupils also linked their description of 'time out', with the use of restrictive physical intervention and restraint by staff. Too frequently, a pupil's perception was that a refusal to go voluntarily to the 'time out' space resulted in staff taking them there by force. Pupils acknowledge this may be a response to their own difficult behaviour, but described feeling threatened and embarrassed in front of their peers.
- 41 Frequently, pupils said their reluctance to go to 'time out' is linked to the poor environment in the 'time out' space. Too often pupils see 'time out' as a punishment rather than the opportunity to regain composure.
- 42 All pupils who discussed restrictive physical intervention accepted that at times staff will need to use restraint techniques in response to challenging behaviour. However, a few pupils said that restraint had resulted in bruising, particularly if they struggled during the hold.
- 43 PRUs do not give pupils the opportunity to add their comments to incident reports following an intervention.
- 44 Complaints by parents or pupils against staff following restraints are not always investigated thoroughly, reported to the local authority in a timely manner, and nor are the outcomes of the complaint recorded accurately.

How good are the local authority's advice, guidance and support for safeguarding, behaviour management and restrictive physical interventions?

Local authority policy and guidance on the behaviour management of pupils

- 45 All the local authorities surveyed have in place the appropriate range of policies and guidance for safeguarding pupils, for the behaviour management of pupils and for the use of restrictive physical interventions. In most local authorities, their policies include specific guidance about using methods of restrictive physical intervention and restraint recognised by the British Institute of Learning Disabilities (BILD). This means that the local authority has put in place a benchmark against which individual schools and their governing bodies, and its PRUs, can plan for and manage staff training in behaviour management.
- 46 One local authority, however, does not recommend any preferred method for managing pupils' behaviour and restrictive physical intervention. In this local authority, schools and PRUs decide for themselves which method to adopt. This may result in a wide variation of methods across the provision, with no common training or accepted levels of practice.
- 47 The Welsh Government guidance on the use of restrictive physical intervention and restraint recommends that local authorities collect a range of information to evaluate the implementation of policy and guidance, and to identify issues and trends. However, in most local authorities, officers do not routinely collect or monitor robustly incident reports about challenging pupil behaviour or the way staff use restrictive physical intervention.
- 48 For the period under review (September 2010 to November 2011) very few local authority education departments have submitted any form of report to cabinet or scrutiny committees about:
- pupil behaviour;
 - emerging patterns and trends in behaviour management and restrictive physical intervention and restraint; and
 - staff training needs in regard to these issues.
- 49 This lack of evaluation and reporting makes it hard for elected members and senior education officers to discharge properly their responsibilities for safeguarding pupils and vulnerable children.

Local authority management of PRUs

- 50 Unlike schools, PRUs do not have governing bodies. Instead, local authorities retain the statutory responsibility for their governance. In all but one local authority, a senior local authority education officer discharges this responsibility through the direct line management of the teacher-in-charge of the PRU. In the other local authority, line management is by the head of the special school.
- 51 Welsh Government guidance expects all local authorities to set up management

committees for its PRUs. Across the seven local authorities surveyed, in the best cases, these management committees have clearly written terms of reference that identify roles and responsibilities to help management committees discharge their support function. However, in the majority of cases, terms of reference lack sufficient detail to define clearly the scope and limitations of the management committee's role. In these cases, it is unclear how far the management committee can go in exercising governance and how much of its role is advisory.

- 52 The membership of many management committees consists of an appropriate range of stakeholders, such as headteachers, local authority services involved in behaviour management of pupils and young people, the police, social services and youth offending teams (YOTS). However, in a few PRUs the membership of the management committee is very narrow. It does not include a wide enough range of stakeholders to challenge and support the PRU in its work.
- 53 Despite the local authorities' guidance on behaviour management, in most PRUs, teachers-in-charge and their line managers do not proactively monitor incident reports about challenging pupil behaviour or staff intervention. As a result, they are not able to identify easily:
- emerging trends about how well PRU staff manage incidents;
 - how well individual pupil risk-assessments and behaviour plans contribute to better behaviour management; and
 - their impact of risk-assessments and behaviour plans on pupils' wellbeing and safeguarding.
- 54 In most PRUs surveyed, management committee minutes are generally poor records of the meetings. Reports from teachers-in-charge are often too simplistic and frequently do not include information about important safeguarding and welfare issues. They lack sufficient detail and evaluation to enable the management committee to monitor and challenge the PRUs support for vulnerable pupils, or the impact of behaviour management strategies. Standing items on agendas do not require teachers-in-charge to report precisely on behaviour issues, restrictive physical interventions and restraint, complaints by parents or pupils and the overall wellbeing of pupils. Instead, the management committees rely too much on reporting by exception, which means that important issues can be overlooked.
- 55 The local authority and the management committee do not monitor effectively how well the preferred method of intervention and behaviour management actually works. In particular too little attention is paid to the use of 'time out' by staff and pupils, and whether that use is about behaviour and emotional management or about punishment. Therefore in a few of the PRUs, the teachers-in-charge, their line managers and their management committees have not picked up on potentially serious issues about the use of 'time out' for seclusion or punishment purposes.
- 56 The contribution of the local authority education service's safeguarding officer for supporting and challenging PRUs is not always clear. In the best example, the safeguarding officer keeps a detailed log of safeguarding referrals of pupils and allegations against professionals. They use this well to support the PRU's contribution to pupil case reviews and to monitor the progress of cases. However, the majority of local authorities do not capture this information well or use it effectively to challenge the management of safeguarding by PRUs.

Appendix 1: The remit and methodology of the survey

Estyn chose the seven PRUs surveyed from among those not already inspected in the current inspection cycle, which began in September 2010, and which are not already programmed for inspection between September 2011 and March 2012. The location of these PRUs was also taken into consideration so that visits were made to all four of the local authority consortia regions in Wales.

On the morning of each visit, Estyn gave the local authority and its PRUs one hour's notice. The local authority and the PRU had this notice to give them enough time to ensure the key staff required for interview were available, and for the local authority to forward relevant documents to the inspection team.

During each visit, the inspection team looked at the local authority's and the PRU's policies and guidance for safeguarding, child protection, behaviour management and the use of restrictive physical intervention and restraint. The team also looked at individual pupil files including, where these were available, individual behaviour support plans and risk-assessments. Inspectors read incident reports, management committee reports and any relevant reports made by local authority officers to elected members. Inspectors also interviewed local authority line managers, education service safeguarding officers, teachers-in-charge, teaching and support staff and pupils.

Appendix 2: Welsh Government guidance on behaviour management, restrictive physical intervention and restraint

The legal basis for Welsh Government guidance on behaviour management, and on the use of safe restrictive physical intervention and restraint with children and young people, includes: the European Convention on Human Rights; Section 550A of the Education Act 1966 (later replaced by Section 93 of the Education and Inspections Act 2006); and the Violent Crime Reduction Act 2006.

The Welsh Government has laid out detailed guidance for local authorities about their role in developing policies with their statutory agencies on the use of safe restrictive physical intervention with children and young people. The most recent are

- the Welsh Government guidance note for the development of policies on restrictive physical intervention within statutory agencies issued in 2005, called *Framework for Restrictive physical intervention Policy and Practice*; and
- guidance issued in 2010 to local authorities, schools and PRUs on *Safe and effective intervention – the use of reasonable force and searching for weapons*.

The 2005 guidance note defines 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”.

The 2010 guidance gives very detailed advice to local authorities, schools and PRUs about how to write policies, training for staff, recording incidents, and the monitoring and evaluation of restrictive physical intervention and restraint with pupils.

The teacher-in-charge of the PRU is responsible for promoting positive behaviour, subject to any general principles laid down by the management committee. Following the Welsh Government guidance, all local authorities and their PRUs should have a clear policy on their management of behaviour and the use of restrictive physical intervention. These policies should promote positive behaviour and high expectations of pupils, and cover how the PRU will deal with bullying. Local authorities and their PRUs should review these policies annually and amend them in the light of subsequent guidance and the evaluation of practice.

Appendix 3 What are pupil referral units (PRUs)?

The following description is taken from Welsh Government's Inclusion and Pupil Support Guidance Circular No: 47/2006.

A pupil referral unit (PRU) is not a mainstream or special school, but is legally both a type of school and education otherwise than at school. Local authorities operate different models of PRU provision, developed to meet local circumstances and in line with local policies. Models of provision by local authorities that may be included in the blanket term PRU include:

- provision on a single site;
- provision on several sites under a single management structure;
- peripatetic pupil referral service (particularly in rural areas);
- "e-learning" provision using ICT and web-based resources;
- hospital and home teaching services, or discrete parts of a service which provide education in a unit or school-type setting;
- some hospital provision;
- separate provision for young mothers / pregnant pupils; and
- umbrella provision to register pupils who follow individual programmes.

Local authorities are expected to set up a management committee for their PRUs, made up of a membership that reflects the multi-agency nature of the provision. Membership might include:

- headteachers from maintained schools within the local authority;
- officers from the local authority with knowledge or experience of working with young people with behavioural difficulties;
- representatives of the social services departments and local health board;
- the teacher-in-charge of the PRU;
- other PRU staff;
- Special Educational Needs Co-ordinators;
- parents of pupils currently or previously attending the PRU;
- governors from local schools;
- representatives of voluntary or community organisations;
- representatives from local businesses, colleges/universities, Youth Service, Careers Wales, local FE college, youth offending team or the police; or
- elected members of the local authority.

The management committee has a role in a PRU's arrangements for:

- admissions;
- discipline;
- attendance;
- curriculum; and
- post-inspection action.

The remit author and survey team

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