

Attachment aware behaviour regulation Policy





Thrybergh Fullerton CE Primary Academy

Attachment aware behaviour regulation policy

September 2023

Updated April 2024

Aims

This policy has been developed to ensure that it contributes to the fulfilment of the school aims.

To give children in our care the time, space and opportunity to develop their 'life in all its fullness' (John 10:10)

At Thrybergh Fullerton, we recognise that understanding our emotions is a key aspect of understanding and managing behaviour. Through emotion coaching and being attachment aware, we focus on building positive relationships between children and staff and children with their peers. Underpinning this policy is the belief that everyone can learn to self-manage and self-regulate their own emotions and behaviour.

Aims of the policy

- To create a safe and caring environment in which effective learning can take place and which encourages and reinforces good behaviour in line with Christian values,
- To help all children to become self-disciplined, able to accept responsibility for their own actions and make positive choices.
- Use a consistent and calm approach,
- Ensure all adults take responsibility for managing behaviour and follow up incidents personally.
- To develop in all children the ability to listen to others; cooperate and to appreciate other ways of thinking and behaving.
- To encourage the involvement of both home and school in the implementation of this policy.
- Define what we consider to be unacceptable behaviour, including bullying and discrimination

Legislation, statutory requirements and statutory guidance

This policy is based on legislation and advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools: advice for headteachers and school staff, 2016](#)
- [Behaviour in schools: advice for headteachers and school staff 2022](#)
- [Searching, screening and confiscation at school 2018](#)

- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Exclusion from maintained schools, academies and pupil referral units in England 2017](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [Special Educational Needs and Disability \(SEND\) Code of Practice](#).

In addition, this policy is based on:

- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy

Other policies and documents which should be read in conjunction with this policy are:

- Attendance
- Understanding attachment and trauma
- DfE guidance for mental health and behaviour
- Safeguarding
- SEND
- Code of Conduct
- Anti-bullying policy
- Equality policy

Policy Scope

Our school is committed to the emotional mental health and well-being of its staff, pupils and parents/carers. We wish to work towards this in all aspects of school life, and to provide an ethos, environment and curriculum that supports the social, emotional and mental health of the whole school community.

Expectations

Our policy and expectations have two strands which work together:

Be ready, Be respectful, Be safe – our three basic daily rules,

AND

WALKS - Our behaviour for learning code and steps to success

W – Wanting to learn

A – Asking questions

L – Listening and thinking

K – Knowing how to improve

S – Sticking at it

As a Church of England school we also support our children to uphold demonstrate our Christian values. These are love, courage, truthfulness, respect and perseverance.

These are taught explicitly to the children through collective worship, class worship, through PSHE and within the curriculum.

Roles and responsibilities

Maintaining/modelling and teaching good behaviour is the responsibility of all staff, local school board and parents. We expect our staff and parents to be a good role model for our children as we develop their attitudes for all aspects of life.

Class teams support behaviour regulation by:

- Greeting children by name at the door first thing in the morning
- Ensuring expectations, boundaries, rules and routines are consistent and clear.
- Building high quality relationships with children and parents
- Reflecting with parents, carers and other professionals so that they are well informed and understand children's individual needs
- Ensuring interventions are personalised, well informed and planned
- Ensuring a high standard of first quality teaching
- Ensuring that the classroom is safe, courageous and shame free
- Maintaining a calm and purposeful environment.
- Liaising with other members of staff (cover supervisors, SMSAs) regarding individuals where needed.
- Taking a curious and holistic stance when trying to make sense of behaviour

Middle leaders support behaviour regulation by:

- Greeting children by name when they see them around school
- Being a 'change of adult'
- Having high expectations of all adults and children
- Supporting members of staff in talking to parents
- Maintaining a calm manner

Senior leaders support behaviour regulation by:

- Greeting parents and children at the gate/door each morning
- Promoting a safe, courageous and shame free environment
- Having high expectations of all adults and children
- Providing training where needed
- Providing supervision for staff where needed
- Supporting members of staff in talking to parents
- Communicating with parents
- Maintaining a calm manner

Local school board support behaviour regulation by:

- Establishing the policy
- Ensuring the effectiveness of the policy.

Parents support behaviour regulation by:

- Get to know the school's policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour regulation policy
- Inform the school of any changes in circumstances that may affect their child.
- Discuss any concerns with the class teacher promptly
- Take part in any pastoral work to support children's behaviour regulation and (for example: attending reviews of specific behaviour interventions)
- Take part in the life of the school and its culture

Pupils will be made aware of the following during their induction into the behaviour culture:

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy
- The school's key rules and routines
- The pastoral support that is available to them to help them in the regulation of their behaviour

Pupils will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.

Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.

Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

Extra support and induction will be provided for pupils who are mid-phase arrivals.

Rewards and Sanctions

We celebrate the actions and successes of all of our children through the use of affirmation. Positive praise is used liberally in conjunction with points being awarded on the Class Dojo system.

Opportunities for affirmation with the child also include the following examples:

- Verbal feedback
- Class dojo message home
- Postcard home
- Certificate award
- Assembly recognition
- sent to another adult in school
- Newsletter item
- Social media shout out

Consequences

We teach the children that the way that they behave has consequences to themselves and others. Pupils may require additional time to catch up on any work missed or time and a space to reflect on the behaviour/reaction they have displayed. Where possible, consequences are natural and always restorative. We believe that pupils should be given the opportunity to repair relationships.

All staff are trained to use emotion coaching techniques to help children to self-regulate and to encourage children to reflect on how they felt.

We understand that some children need a bespoke positive behaviour plan, which may include appropriate rewards to reinforce behaviour. These are completed in collaboration with the parents and child so that there is a shared understanding.

Playground Behaviour Procedures

The same approach to praising positive behaviour choices applies on the playground too where children will be verbally praised, receive stickers or dojo points. Where behaviour choices are not positive, staff will remind the child/children about making better choices. If children are unable to adhere to the 3 school rules, they will be moved to a safe place and given time to understand how and why they are feeling as they do and how other children or adults may also feel. This may involve talking to an adult to help them to do this.

Further Procedures

To promote consistency with all members of staff the following guidelines have been drawn up. These are not exhaustive. Each behavioural incident is dealt with individually and other appropriate sanctions may be put in place.

Pupil's Action	Response to behaviour
Shouting out/talking over teacher/pupils	1 disrespectful negative dojo
Answering back/challenging why.	2 disrespectful negative dojos
Leaving the classroom/refusing to work	Stay in at break/lunch to catch up on work they should have done – 2 negative dojo
Inappropriate language at lunchtime	Inside breaks for the week Parents contacted 3 negative dojos for being disrespectful.
Inappropriate language in the classroom	to work out of the classroom for the rest of the day Parented contacted 3 negative dojos for being disrespectful
Physical Violence	KS2 - Inside breaks for a week KS1 – Inside breaks for rest of day and the following day. Parents contacted – 5 negative dojos for being unsafe

Where any of these behaviours are continual or ongoing a behaviour contract, drawn up in collaboration with teacher, parent and child, may be appropriate.

Once the child is in a regulated state, discussion with the child as to why the action happened. Give strategies/resources for an alternative reaction.

We promote courageous classrooms and any consequence or reprimand should be given in private and the child should not be shamed in front of others by their behaviour.

Staff Training

All staff receive ongoing training in school and through continuous professional development about the use of positive behaviour strategies, trauma informed practice, and policies are developed using DfE guidance and the advice of professionals from both the Local Authority and beyond. All staff are trained in the use of positive handling techniques. This is currently done through the 'Team Teach' model every three years.

A serious incident is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual violence, such as sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
- Sexual comments

- Sexual jokes or taunting
- Physical behaviour like interfering with clothes
- Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- 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)

Bullying

Bullying is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another’s belongings, any use of violence

TYPE OF BULLYING	DEFINITION
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based 	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Mobile phones

Children are not allowed mobile phones on site. However, in Year 5 and 6 we are aware that children walk home alone and therefore they can bring their phones into school but must switch them off and hand them into the school office when they arrive at school.

School does not accept any liability for any mobile phone that may be lost or damaged whilst on the school premises.

Reasonable force

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence
- Incidents of reasonable force 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

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

Confiscation, searches, screening

Searching, screening and confiscation is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#)

Confiscation

Any prohibited items found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil.

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

Searching a pupil

Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher, or by the headteacher themselves.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the pupil can carry out a search without another member of staff as a witness if:

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; **or**
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff

When an authorised member of staff conducts a search without a witness they should immediately report this to another member of staff, and ensure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the headteacher, designated safeguarding lead (or assistant headteacher) or pastoral member of staff who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other pupils or staff at risk
- Consider whether the search would pose a safeguarding risk to the pupil
- Explain to the pupil why they are being searched
- Explain to the pupil what a search entails – e.g. I will ask you to turn out your pockets and remove your scarf
- Explain how and where the search will be carried out
- Give the pupil the opportunity to ask questions
- Seek the pupil's co-operation

If the pupil refuses to agree to a search, the member of staff can give an appropriate behaviour sanction.

If they still refuse to co-operate, the member of staff will contact Mrs. Lambert appropriate or another member of the designated safeguarding leaders to try and determine why the pupil is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the pupil. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil harming themselves or others, damaging property or from causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items identified in section 3, but not to search for items that are only identified in the school rules.

An authorised member of staff may search a pupil's outer clothing, pockets, possessions or drawer desks. Outer clothing includes:

- Any item of clothing that is not worn immediately over a garment that is being worn wholly next to the skin or being worn as underwear (e.g. a jumper or jacket being worn over a t-shirt)
- Hats, scarves, gloves, shoes, boots

Searching pupils' possessions

Possessions means any items that the pupil has or appears to have control of, including:

- Desks
- Bags

A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items (listed in section 3) and items identified in the school rules.

An authorised member of staff can search a pupil's possessions when the pupil and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

Informing the designated safeguarding lead (DSL)

The staff member who carried out the search should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed in section 3
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items (listed in section 3), including incidents where no items were found, will be recorded in the school's safeguarding system.

Informing parents

Parents will always be informed of any search for a prohibited item (listed in section 3). A member of staff will tell the parents as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any sanctions that have been applied to their child

Support after a search

Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

Off-site misbehaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil
- Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).

Online incidents

The school can issue behaviour sanctions to pupils for online misbehaviour when:

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

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

Suspected criminal behaviour

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the Head of School or Executive Headteacher will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

Zero-tolerance approach to sexual harassment and sexual violence

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

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
 - Manage the incident internally
 - Refer to early help
 - Refer to children's social care
 - Report to the police

Please refer to our child protection and safeguarding policy for more information.

Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.

Suspension and permanent exclusions

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour, which has not improved following in-school sanctions and interventions.

The decision to suspend or exclude will be made by the headteacher and only as a last resort.

Please refer to our exclusions policy for more information.

Responding to misbehaviour from pupils with SEND

Recognising the impact of SEND on behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of pupils with SEND ([Children and Families Act 2014](#))
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned. Examples include:

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues
- Training for staff in understanding conditions such as autism
- Use of sensory zones where pupils can regulate their emotions during a moment of sensory overload
- Use of 'hand of options' to facilitate time out for a child.

Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

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.

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

Pupils with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

This policy will be reviewed in September 2024 or sooner should the need arise.

