CHRIST CHURCH C.E. FIRST SCHOOL

-Attachment Aware Behaviour Regulation Policy-

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At Christ Church First School, 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 - GOV.UK (www.gov.uk)
- Searching, screening and confiscation in schools - GOV.UK (www.gov.uk)
- Equality Act 2010: advice for schools - GOV.UK (www.gov.uk)
- Keeping children safe in education - GOV.UK (www.gov.uk)
- School suspensions and permanent exclusions - GOV.UK (www.gov.uk)
- Use of reasonable force in schools - GOV.UK (www.gov.uk)Supporting pupils with medical conditions at school - GOV.UK (www.gov.uk)
- It is also based on the SEND code of practice: 0 to 25 years - GOV.UK (www.gov.uk)

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
We have 3 simple rules. This allows for consistency throughout the school for children and school staff.
These rules are: **READY-RESPECT-SAFE**

- **Ready** simply means that the children are prepared and attentive whatever they are requested to do.
- **Respect** requires children to be kind in thought and word and deed. This is discussed in class and during worship to deepen children's understanding of how they can show respect.
- **Safe** explains how children can keep themselves safe both in and out of school, whether that be in the classroom, on the playground, or online.

These three simple rules underpin all the work we do at Christ Church.

As a Church of England school we also support our children to uphold and demonstrate our Christian values. These are love, hope, friendship, forgiveness, generosity and perseverance under the over-arching value of koinonia.

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 quality first teaching
- Ensuring that the classroom is safe, courageous and shame free
- Maintaining a calm and purposeful environment.
- Liaising with other members of staff (ELSA, supply staff) regarding individuals where needed.
- Taking a curious and holistic stance when trying to make sense of behaviour

Senior leaders support behaviour regulation by:

- Greeting parents and children at the gate/door each morning
- Promoting a safe, courageous and shame free environment
- Developing supportive and nurturing relationships with the children, especially the most vulnerable
- 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
- Being a 'change of adult'

Local Governing Committee 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
- Support the school's Christian values

Pupils will be supported to meet the behaviour standards through a range of strategies. We acknowledge that our school caters for the youngest children and therefore, they are all learning how to behave and socialise in the same way as they are learning all other areas of the academic curriculum.

Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture through PSHE, worship and across the curriculum, wherever relevant.

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 and those who require additional input.

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 house points being awarded.

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

- Verbal feedback
- Certificate award
- Worship recognition
- Displays in school
- 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.

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. Nominated staff are trained in the use of positive handling techniques.

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)

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.

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:
  - o Manage the incident internally
  - o Refer to early help
  - o Refer to children's social care
  - o 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.

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.
- Time out for a child
- Reasonable adjustments to the curriculum which may look different to what the other children are doing

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.