

# ST. ANTHONY'S SCHOOL

## **Attachment Aware Behaviour Support and Regulation Policy**



**Written/Reviewed by:** Lucy Summerfield

**Approved by SLT:** July 2023

**Revised:** April 2025

**Displayed:** Staffroom & Intranet

**Current Version:** April 2025

**Review cycle:** Annually (Statutory)

**Next update:** April 2026

*“Thinking of a child as behaving badly disposes you to think of punishment. Thinking of a child as struggling to handle something difficult encourages you to help them through their distress”*

## **Policy Scope**

This policy is for all staff, pupils / students, parents and carers, governors, visitors and partner agencies working within the school and provides guidelines and procedures as to how our school supports and responds to behaviour.

## **Introduction**

St Anthony's School believes firmly in its motto '*learning Together*'. The school has a holistic approach to education, valuing all learning in and out of the classroom. We are an Attachment Aware school which means we focus on building positive relationships between children and staff, children with their peers and staff with staff. Underpinning the behaviour policy is the belief that everyone can learn to self-manage/self-regulate their own emotions and behaviour. Through this we encourage reflective thinking. Ultimately, we wish to give our children confidence about their capacity to think for themselves and to make sense of their own lives and experiences, hopefully beyond school and into the "real" world".

Our school is committed to the emotional mental health and well-being of its staff, pupils / students 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.

School aims:

- ***A school where every member's unique contribution to the school community is valued and given the support and encouragement necessary to meet the demands of education and personal change.***
- ***A school where each child receives a broad and balanced curriculum that is personalised to enable each child to fulfil their full potential.***
- ***A school to allow all pupils to develop positive relationships, build skills in tolerance, patience, trust and compassion and to value themselves, others and the world around them.***
- ***A school to foster in our pupils a 'can do' attitude and positive approach to learning.***
- ***A school that recognises the value of education as a life-long process to assist them in acquiring the necessary skills and confidence to develop and adapt as individuals.***

## **Behaviour Support Pledge for all staff**

It is acknowledged that members of the school community may have very different parenting experiences and views on behaviour. However, the aim of our Attachment Aware Behaviour Regulation Policy is to bring us all together to adhere to some basic key principles and practices that reflect our school ethos:

<b>St Anthony's School Attachment Aware Behaviour Support Pledge for Staff</b>
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- 1) Supporting pupil's attachments, their inclusion into school and their behaviour is all staff's responsibility, and underpins all our child centred practice. This is achieved through building safe and positive relationships between pupils, their families and staff.
- 2) We see that all behaviour is a communication of a need and we will all respond accordingly. We consider each pupil's needs through a holistic approach.
- 3) We use our Attachment Aware Self-Evaluation Form as a working tool to guide our whole school practice.
- 4) We aim to train all of the school who are able with Team Teach positive behaviour training in house each year. We will offer Team Teach tools for all staff regardless of training.
- 5) We prioritise the Social, Emotional and Mental Health (SEMH) needs of our whole school community including the pupils, their families and carers and the staff team.
- 6) We recognise the importance of reflective practice, and support staff to build this into their everyday work, in order to effectively manage their roles.
- 7) We know that children and young people do best when professionals work collaboratively and harmoniously together with families/the wider community to address their needs.
- 8) Working together as a team, we aim to offer a vibrant and relevant curriculum, and an accessible Inclusive Provision to support all of our pupils.

## Working with parents and carers

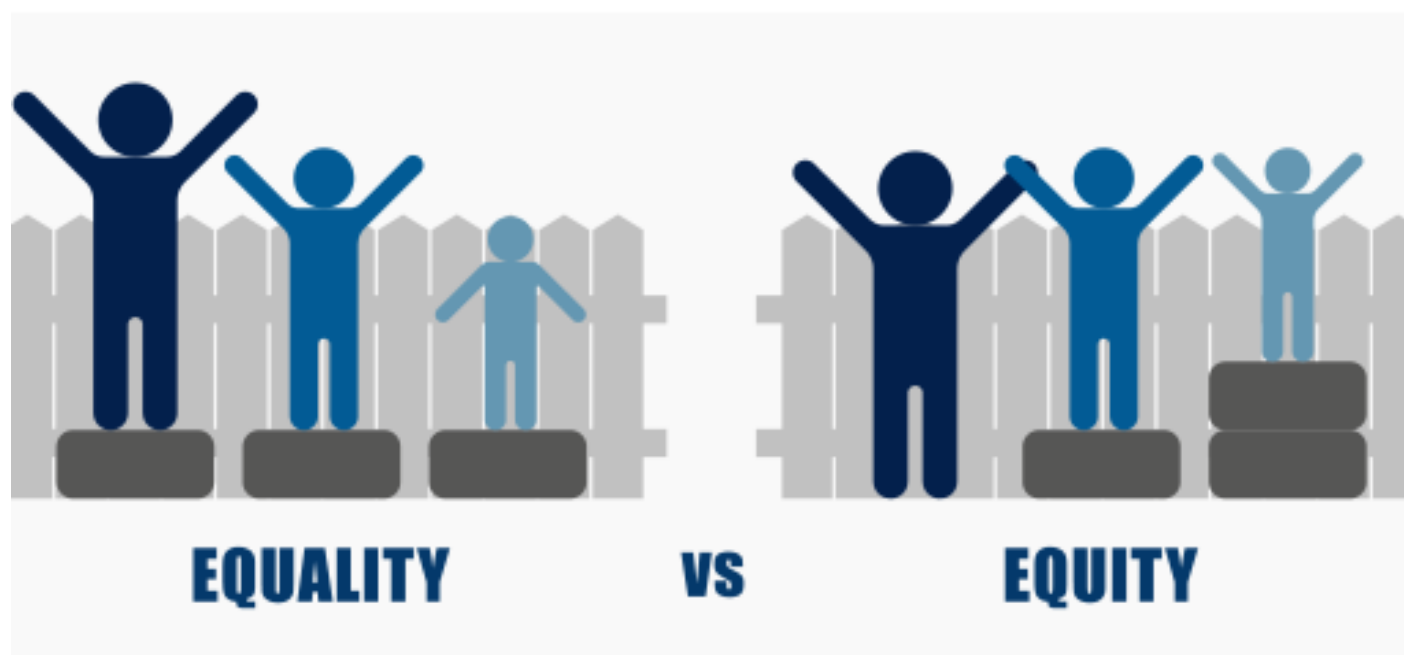
Fostering positive relationships with the families of our pupils so that two-way communication between home and school becomes a fundamental and essential part of the educational process. We believe that communication from school should be proactive and positive, rather than reactive and punitive. We work closely with multi agencies to support a child and their parents and carers, with a 'team around the child' approach being fostered through our classroom teachers, tutors, and the Pastoral team.

## School beliefs central to understanding complex and challenging behaviour

Through in-depth training in Positive Behaviour Support with Team teach, and Pastoral support meetings where reflective practice is encouraged and supported, St Anthony's school views the behaviour of all our pupils as a form of communication.

We are committed to the following principles:

- ***Being fair is not about everyone getting the same (equality) but about everyone getting what they need (equity)***



- ***Behaviour is a form of communication***

The change in terminology in the 2014 Code of Practice of Special Educational Needs (SEN) - which replaces the Behaviour and Social Difficulties (BESD) with Social, Emotional, and Mental Health (SEMH) difficulties – helps to promote a shift towards viewing **behaviour as a communication of an emotional need** (whether conscious or unconscious), and responding accordingly.

- ***Taking a non-judgmental, curious and empathic attitude towards behaviour.***

We encourage all adults within our setting to respond in a way that focuses on the **feelings and emotions that might drive certain behaviour, rather than the behaviour itself**. Pupils with behavioural difficulties need to be regarded as **vulnerable rather than troublesome**, and we all have a duty to explore this vulnerability and provide appropriate support.

*“Thinking of a child as behaving badly disposes you to think of punishment. Thinking of a child as struggling to handle something difficult encourages you to help them through their distress”*

- ***Putting relationships first.***

Our school ethos that promotes strong relationships between staff, pupils and their parents/carers. We have a positive school culture and climate that fosters **connection, inclusion, respect** and **value** for all members of the school community.

- ***Maintaining clear boundaries and expectations around behaviour.***

Changing how we respond to behaviour does not mean having no expectations, routines or structure. In order to help our pupils feel safe, their educational environment needs to be high in both nurture and structure. Our pupils need predictable routines, expectations and responses to behaviour. These must be in place and modelled appropriately, within the context of a safe and caring school environment.

The school believes that individual and personalised rewards and consequences that can follow certain behaviours should be made explicit.

We do not believe in the need to enforce ‘sanctions’ that can shame and ostracise pupils from their peers, school community and family, leading to potentially more negative behaviour.

The provision of a relevant and appropriate curriculum for children with special needs, the use of inspiring and motivating teaching methods and the full involvement of all pupils and staff are important ingredients in ensuring a well-ordered, well-motivated school

The school emphasises the importance of pupils’ taking some responsibility for their own education – the School Council, formed in Spring 2000, offers pupils a forum for expressing their views and enables them to contribute to school policy.

- ***Not all behaviours are a matter of choice***

Not all factors linked to the behaviour of our pupils are within their control. Therefore St Anthony's school understands that pupils will need support in making the right choices for themselves, rather than seeing these as simply 'good or bad'.

- ***Behaviour is seen systemically as part of a relational pattern***

Behaviour is a relational communication patterns rather than an internal problem with a pupil. All members of staff have as important a role to play in this as those given the specific pastoral role of form tutor or class teacher. We expect that any changes in pattern of work, behaviour and progress of a pupil are noted and communicated to colleagues.



St Anthony's uses the team Teach holistic approach to Positive Behaviour Management. This is a whole school approach to understanding behaviour, the focus is on the use of de-escalation strategies for 95% of the time, creating a safe and inclusive setting for all pupils within school.

On very rare and decreasing occasions physical intervention may be required to keep either the pupil or other pupils/staff safe, this would only ever happen as a last resort and adults using physical intervention need to have been given permission by the head teacher to do so. Only staff who have undertaken the Team Teach training have permission to use Physical Intervention. This also applies to volunteers and any other adults working in the school and/or assisting on school trips. However, **all** staff have a duty of care to protect pupils, and should intervene physically if a child is at immediate risk of harm (dynamic risk assessment).

All staff trained in Team Teach and are supported by 4 in school qualified Team Teach Intermediate trainers. (Lucy Summerfield, Dawn Knee, Sally Davies and Chantelle Strudwick)

**Positive Handling Plans:** (see appendix)

Some pupils require individual Positive Handling Plans to support them and to ensure that staff adopt a consistent approach to the understanding of their behaviour. These are made available to all staff and agreed by parents and where appropriate the pupils.

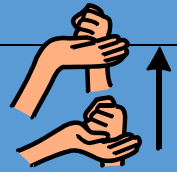
Please read in conjunction with Policy The Use of Reasonable Force to Control or Restrain Pupils

# St Anthony's School Support

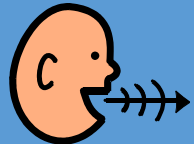


## for Pupils

1) All the adults that work at St Anthony's are part of a team who work together to help me at school



2) If I need help I can ask an adult in school, I can communicate with them and I will be heard



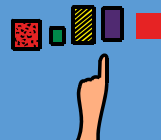
3) I will learn to listen the adults when they are helping me



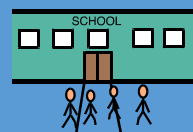
4) My school and the adults at home who I live with, will all work together to help me



5) The adults in school know that sometimes I may need help to make the choices for myself



6) The adults at school will help me learn about my emotions and what I might need

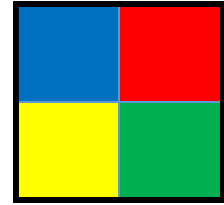


7) I need to come to school every day and do the best that I can

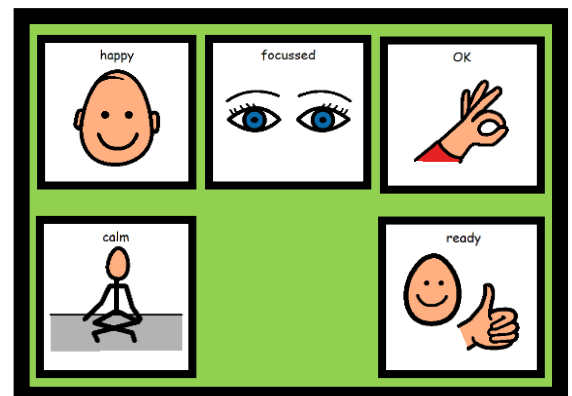
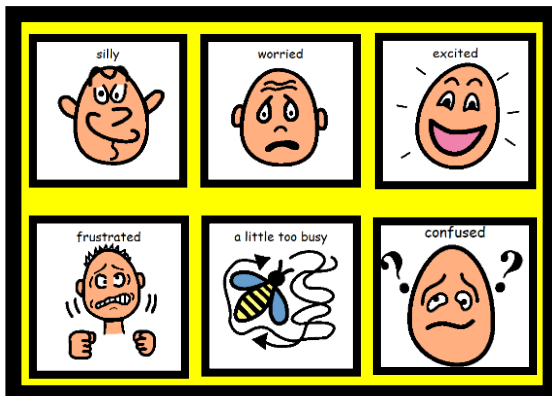
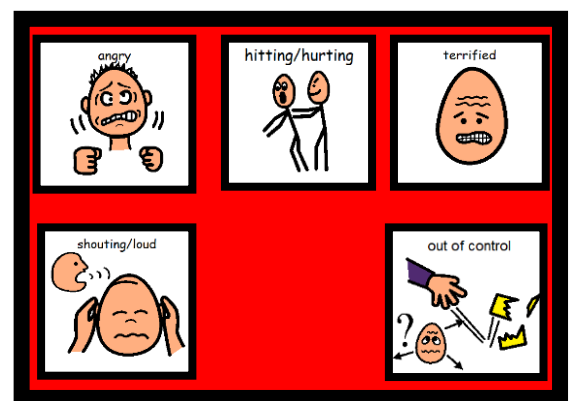
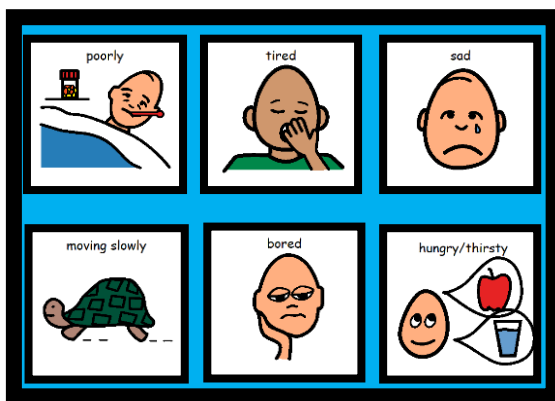


8) The adults in school will make my work, my activities and the school environment right for me

## Use of the Zones of Regulation




Across the school, pupils are encouraged to talk about their emotions and to have an awareness of how they feel. As a school we understand that this can be difficult for our pupils, however we encourage them to reflect upon themselves and to begin to ask for help. As pupils mature, we encourage them to not only ask for help, but to support themselves, and to grow a self-awareness to be able to make decisions and ask for resources to help them manage and self-regulate. This can be a long journey for our pupils, and we are ready and willing to adapt our resources and responses to each pupil's individual needs, for as long as this takes to help each pupil.






We use the Zones of regulation to gain pupil voice in Positive Handling Plans.

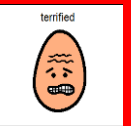
angry




shouting/loud



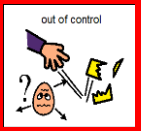
terrified



hurting/hitting



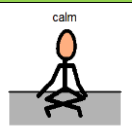
out of control




Which feelings do I get?

What can help me when I feel like this?

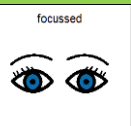
calm




ready



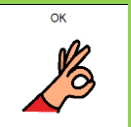
focussed



happy



OK



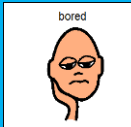
Which feelings do I get?

What can help me when I feel like this?

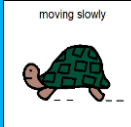
What helps  
me?



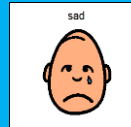
bored




moving slowly



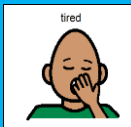
sad



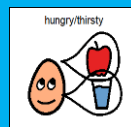
poorly



tired



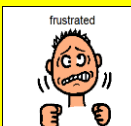
hungry/thirsty




Which feelings do I get?

What can help me when I feel like this?


frustrated



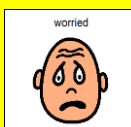
excited



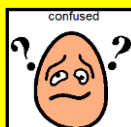
silly




worried



confused



a little too busy



Which feelings do I get?

What can help me when I feel like this?

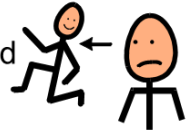
## **Everybody EATs 4 functions of behaviour**

We use this model to help staff to understand what a particular behaviour may be communicating.  
This is used when formulating a Positive Handling Plan.

### Everybody EATS 4 Functions of Behaviour

- **E Escape**

Stopping or even avoiding situations and/or conditions we don't like can be reinforcing. Common forms of aversive situations could be increase in demand or workload, social interactions, corrections or group situations.



- **A Attention**

Engaging in behaviour obtains some form of attention from another person. Attention includes high fives, praise, reprimands, frowns or smiles.

- **T Tangibles**

Engaging in behaviour results in getting a specific item or access to a special activity (that may or may not be provided by another person) these can include food, toys, movies, video games etc.



- **S Sensory**

Engaging in behaviour results either in accessing desirable stimulation or alleviating aversive stimulations. For example auditory stimulation (covering ears, listening to sounds on a film over and over), visual stimulation (looking at colourful lights, wearing sun glasses or coloured lenses) kinesthetic stimulation (scratching an itch, flapping hands, picking)



## Positive Handling Plan/Risk Assessment

These plans are to support all staff have a shared vision on how to be proactive and reduce and replace behaviour, enabling the individual pupil to learn and move on.

Pupils Name:	Plan Start Date:	Review Date:
<p style="color: green;">What is my level of understanding language?</p> <p style="color: green;">Blanks level    1    2    3    4    (please circle)</p> <p style="color: green;">What does the behaviour look like?</p> <p style="color: green;">What known factors may trigger a behaviour?</p> <p style="color: green;">Consider environmental factors <u>where</u> / human factors <u>who</u> and <u>what</u> can lead up to a behaviour:</p> <p style="color: green;">Any other information we know about behaviours that the young person displays</p> <p style="color: green;">Useful communication tools (key words, phrases, symbols etc):</p>		
<b>Stage 1 Trigger/Anxiety Behaviours</b>	<b>Stage 2 Defensive Behaviours</b>	<b>Stage 3 Crisis Behaviours</b>
What we might see and hear:	What we might see and hear:	What we might see and hear:
Support strategies (others to child):	Support strategies (others to child):	Support strategies (others to child):
Strategies to support myself (child to themselves):	Strategies to support myself (child to themselves):	Strategies to support myself (child to themselves):
<b>4: Recovery behaviours:</b>  What we might see and hear:		Strategies to support myself:  Strategies staff could use:
Behaviour and Levels of Potential Risk (tick as appropriate): <span style="color: red;">write</span> <span style="color: red;">NONE if NA</span>	Low	Medium
Persistent refusal to follow instructions		
Inappropriate language		

Flailing arm			
Pinch			
Grab (body/clothing)			
Hair Grab			
Kick			
Spit			
Bite			
Self-Harm			
Damaging Equipment			
Throwing Equipment/Furniture			
Slapping			
<p><b>Motivators/Hobbies/Interests/Possible Diversion Strategies and Known Positive De-escalation Techniques:</b>  Think about rewards and regulators</p>			
<p><b>Repair and Reflection process</b></p> <p><b>Re-Integration Techniques: What is the desired behaviour we are trying to teach and what methods are being used to teach this?</b>  Think about rewards and regulators  Be aware of Blanks levels</p>			
<p><b>Points of Contact: Who might be more appropriate to support with this pupil?</b></p>			
Tutor/class teacher			
Parent			
Pastoral/Support Staff			
Senior team			
Social care/external agencies			

Signed:	Job Title:	Date to be reviewed (within 6 months minimal)
Parent:		
School:		

All Positive Handling Plans to be reviewed termly, or as necessary and appropriate for that individual pupil. Updated L.Su January 2025



### **Responding to challenging behaviour at St Anthony's School**

- ▶ As a school we see the need more than ever to move firmly away from the idea of a tiered system of sanctions to punish pupils.
- ▶ We know that each pupil is an individual and just as we are flexible with our curriculum and inclusion of pupils, so we can be with our approach to behaviours that are 'challenging'.
- ▶ Any behaviour that is communicated will be supported, by the adults with the best relationship with that child.
- ▶ Support will be given to help a child and the adults around them to make different choices next time. For example this could be through 1:1 meetings, time with a peer to mediate a situation, time with a carer or social worker to help support relationships in school.
- ▶ If a behaviour has safety implications for an individual or those around them, immediate or long term changes may need to be made and communicated with an individual.

Offences for which exclusion or other serious consequences may be considered include:

- A. Repeated verbal or physical aggression (or threats of) towards a member of staff or a pupil (which is not due to an exceptional S.E.N.)
- B. Behaviour likely to cause danger to others, including serious vandalism
- C. Bringing and/or using weapons or illegal substances (including alcohol) to school
- D. Serious criminal activity

- E. Where the learning of others is detrimentally affected by the wilfully disruptive behaviour of an individual or group. This behaviour continues despite several attempts to change and improve behaviour and after appropriate intervention and support has been given.
- F. Repeated racism or any other discriminating behaviour

The school has adopted the WSCC's policy on exclusion and will instigate a "behaviour support plan" for any pupil at risk of exclusion.



### **HOME SCHOOL AGREEMENT**

**Name of Child:** .....

#### **1. Parents**

I/We will:

- see that my child goes to school regularly, on time and properly equipped;
- notify the school and give reason for absence on first day of non attendance;
- support the school in encouraging positive attitudes, behaviour and relationships at all times;
- let the school know about any concerns or problems that might affect my child's work or behaviour;
- support the school's policies and guidelines for behaviour;
- support my child in homework and other opportunities for home learning;
- attend parents' evenings and discussions about my child's progress;
- collect my child from school should this be necessary at any time.

#### **2. School will**

- contact parents if there is a problem with attendance, punctuality or equipment;
- let parents know about any concerns or problems that affect their child's work or behaviour;
- set, mark and monitor homework where parents have requested
- arrange parents' evenings and annual review meetings during which progress will be discussed;
- keep parents informed about school activities through regular letters home, newssheets and notices about special events.

Signed: .....(Parent/Guardian)

Signed: .....(Headteacher)      Dated: .....



## Policy Links

This Behaviour Regulation Policy links to the following other policies we hold in school:

- PSHE Education Policy
- Anti-bullying Policy
- Equality Policy
- Health and Safety Policy
- Safeguarding Policy
- Restraint Policy
- E-safety policy
- Cyber-bullying policy
- Use of Reasonable Force, de-escalation and positive-handling Policy
- Child running-off policy
- Mental health policy

## Roles and Responsibilities

*Maintaining good behaviour is the responsibility of **all** staff, governors 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. In addition to the staff and pupils pledges outlined in this policy, and the parent contract, this policy also recognises:*

### **The role of the governing body**

- › Reviewing and approving the written statement of behaviour principles (appendix 1)
- › Reviewing this behaviour policy in conjunction with the headteacher
- › Monitoring the policy's effectiveness
- › Holding the headteacher to account for its implementation

### **The role of the senior leadership team**

- › Giving due consideration to the school's pledges of support for pupils
- › Approving this policy with the Governing body
- › Ensuring that the school environment encourages positive behaviour
- › Ensuring that staff support pupils with behaviour that challenges
- › Monitoring that the policy is implemented by staff consistently with all groups of pupils
- › Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- › Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- › Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- › Ensuring this policy works alongside the safeguarding policy to offer pupils support when necessary
- › Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy (see section 13.1)

### **The role of West Sussex County Council**

The role of WSCC:

West Sussex County Council Services for Schools supports behaviour through various means:

1. Policy and Guidelines: <https://schools.westsussex.gov.uk/Services> develop model behaviour policies and guidelines. These documents outline expectations for student behaviour, disciplinary procedures, and interventions.
2. Training and Professional Development: The council can provide training and professional development opportunities for teachers and staff in relation to supporting behaviour. This includes courses on a therapeutic approach to behaviour management and understanding and supporting attachment needs.



3. Counselling and Mental Health Services: <https://yourvoice.westsussex.gov.uk/mhst> provides information on Thought-Full, the West Sussex Mental Health Support Teams in Schools service.

4. Parent and Community Engagement: WSCC promote parent and community involvement in school behaviour management by promoting partnerships between schools, parents, and local organizations.

5. The SEND and Inclusion team works to strategically improve provision, practice and outcomes for children and young people with additional needs. They co-ordinate and provide support for children and young people in their educational provision. The SEND & Inclusion Service consists of a variety of specialist teams, led by the Assistant Director for Inclusion.

Special Needs Assessment Team (SENAT)

Educational Psychology Service (EPS)

SEND and Inclusion Advisory Team

Specialist Advisory Teachers for Early Years SEND Transition

Learning and Behaviour Advisory Team (LBAT)

Autism and Social Communication Team (ASCT)

Ethnic Minority and Traveller Achievement Service (EMTAS)

Sensory Support Teams

## **How the school supports staff well-being and reflection**

We are committed to ensuring that our staff's well-being is central to our approach in support pupils attachments. We use a combination of strategies to contribute to a supportive and reflective school environment that prioritizes staff wellbeing and growth.

1. Professional Development: We offer ongoing training and development opportunities for staff to improve their skills and stay updated in their field.

2. Mental Health Resources: We subscribe to <https://schooladvice.co.uk/staff-wellbeing/> which is available to support the mental health of staff members.

3. Work-Life Balance: Encourage a healthy work-life balance by promoting reasonable work hours and scheduling allocated time for report writing as part of staff meeting time.

4. Peer Support: We foster a supportive environment where staff can connect with colleagues for advice, collaboration, and emotional support.

5. Reflective Practices: Appraisers encourage reflection on teaching methods and classroom experiences to promote professional growth.

6. Wellbeing and fitness: We implement wellness programs that promote physical health, such as access to swimming after school. We also promote access to Nuffield Health gym memberships which offer free sessions.

7. Flexible working hours: We allow for part time and flexible work arrangements when possible to accommodate individual needs in terms of starting and finishing hours.
8. Recognition and Appreciation: Recognize and appreciate staff accomplishments and hard work through awards or simple acknowledgments.
9. Clear Communication: We aim to ensure transparent and open communication between staff, appraisers, ML and SLT to address concerns effectively.
10. Supportive Leadership: We aim to ensure that SLT are approachable and empathetic, providing support when needed.
11. Personal Development Plans: We assist staff in creating individualized professional development objectives to work towards career goals.
12. We Celebrate Achievements: Celebrate milestones and achievements of staff members, both personally and professionally.
13. Accessible Resources: Ensure that staff can easily access resources and information related to their roles.

## **Practice and policy review process**

**School Review:** This policy functions as a practice guide and is therefore reviewed whenever issues arise which generate new ways to articulate our approach, and otherwise annually". At a minimum, it will be reviewed yearly.





