



Date	Section of Policy	Amendment
May 2022	Intent	Added reference to Section 5 of KCSIE / Harmful sexual behaviour and Peer on Peer abuse
May 22	Implementation	Noted that training for staff should include reference to section 5 of KCSIE and peer on peer abuse.
May22	Implementation	Noted system in place to deliver Relationships and Sex education.
Jan23	Policies in Conjunction	Added Safe Space Policy
Jan23	Overview	TeamTeach information updated from website
Jan23	Implementation (number 11)	Moved “necessary” to the beginning as this is the most significant factor in using physical interventions.
	(number 13)	Added that parents need to be informed of RPI. Removed Sheila Symons as Team Teach trainer.
		Added number 15 – restorative practice

Attachment Aware Behaviour Regulation Policy

Date of Policy: January 2023

To be reviewed: Annually

This policy should be read in conjunction with other relevant school policies: Sensory Policy, Communication Policy, Safe Space Policy and Transition Policy.

Overview

Good behaviour is central to all learning that takes place at Delamere School.

Delamere 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 and children with their peers.

Pupils’ readiness to learn is promoted at all times and within every aspect of the school’s life. Staff follow guidance given through the LA’s Positive Handling & Behaviour Policy; the Steps for Supporting Behaviour Chart, Safe Space Policy and additional guidance for Supporting Positive Behaviour at Delamere School. All of the



above are used to underpin and reinforce good behaviour and promote positive learning for pupils.

Staff at Delamere School are trained using Team Teach; a holistic framework for supporting positive behaviour.

Team Teach is an accredited, award-winning provider of positive behaviour management training, equipping individuals and teams in a variety of settings to deal with challenging situations and behaviours in ways that lead to desirable outcomes and positive relationships at work or in daily life. (Team Teach, 2023)

School works in partnership with parents to ensure that they understand and agree with the school's values and ethos for supporting behaviour.

As a school we recognise that children may come to school with a range of behaviours, we also recognise and understand that the underlying cause of any behaviour will be different for each child. All behaviour is a form of communication and is a signal for support.

Intent

Our vision, our values and our rights underpin all of our policies and the education we deliver. Article 3 of the United Nations Convention on the Rights of the Child states that: The best interests of the child must be a top priority in all decisions that affect children. This policy has been created to keep the children at Delamere School safe and happy.

1. To commit to the emotional mental health and well-being of our 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.
2. To help children develop a sense of worth, to have self-confidence, high self-esteem, identity and achievement.
3. To create an ethos of good behaviour in school. This will ensure that children are happy, secure and safe which will have a positive effect on children's learning opportunities.
4. To ensure that all children are treated fairly, shown respect and promote good relationships are promoted and enhanced through the Personal, Social and Emotional Development curriculum.
5. To build a school community which values kindness, care, respect and empathy for others. [To promote community cohesion].
6. For children to treat other children and adults with respect



7. For all staff to be aware of the guidance in section 5 Keeping Children Safe in Education [KCSIE].which is in relation harmful sexual behaviour. During this training it is stressed that sexual violence and sexual harassment can occur between two children of any age. As set out in Part one of Keeping children safe in education (KCSIE), all staff working with children are advised to maintain an attitude of 'it could happen here'. Addressing inappropriate behaviour (even if it appears to be relatively innocuous)
8. To give children the knowledge of what to do if they feel unsafe including if they are being bullied or being subjected to abuse from a peer
9. To promote consistency of response to children's behaviour and communication.
10. To encourage the involvement of all stakeholders in the implementation of this and related policies.

Implementation

1. We use emotion coaching to support children to understand, regulate and reflect on their behaviour. We offer training for parents to use this approach at home.

<p>Step 1: Recognising the child's feelings and empathising with them</p> <p>Step 2: Label the feelings and validating them</p> <p>Step 3: Set the limits on behaviour[if needed]</p> <p>Step 4: Problem-solve with the child</p>

2. All staff aim for children to remain in readiness to learn.
3. All staff have a duty of care and model / reinforce good behaviour by their own actions when interacting with pupils at all times during the school day. Staff show empathy, patience and understanding for the reasoning behind pupil behaviour.
4. All good behaviour will be recognised, acknowledged and praised by staff. This will be further reinforced within circle times/assemblies as appropriate.
5. For pupils who show /demonstrate distressed behaviour, effective de-escalation strategies are used in order to ensure that the children learn alternative behaviours to support independent regulation. This enables children to access as many opportunities as possible for learning at Delamere and life in the community.
6. Approaches relating to de-escalation, diffusion, and positive handling are taught alongside the theory underpinning Team Teach.



7. All staff will communicate with parents/carers/other professionals about their child's efforts, achievements and ongoing learning programmes.
8. At Delamere we believe that the curriculum, routines and our learning environments all have a tremendous influence on learning and relationships. As the children require very different learning environments the classrooms are specifically tailored to meet their needs. The above ensures that all staff are using preventative methods to reduce any distressed behaviour.
9. At Delamere we believe that a structured curriculum and effective learning are vital to the promotion of positive behaviour. This is achieved by thorough planning with clear objectives that are differentiated to meet individual needs, abilities and preferred learning styles. All are vital to engage, stimulate and motivate the children therefore developing positive behaviours and an active involvement in their learning.
10. Teachers will involve parents/carers at an early stage where a pupil is experiencing problems with behaviour/communication. In this situation the "steps for supporting behaviour at Delamere School" will be used by staff to guide the process; when necessary an Individual Learning support plan [LSP] will be put into place in full consultation with parents. These are an ongoing working document.
11. The use of restrictive physical intervention is very rare at Delamere and is, wherever possible avoided. There may be occasions where the use of restrictive physical intervention is appropriate e.g. if a child is hurting his/her self or others. Any intervention used will always be necessary, reasonable and minimal in proportion to the circumstances of the incident. It will seek to avoid injury to the pupil. If staff risk assess that a restrictive physical intervention [RPI] may be necessary then a Trafford risk assessment is completed alongside the LSP. An RPI form must be completed with a member of management following a restrictive physical intervention and parents must be informed.
12. Staff teams by liaise with outside agencies such as CAMHS / Educational Psychologist, to further support challenging behaviour at home.
13. All staff are highly skilled professionals and any new staff are given training within six months of starting. Initial Team Teach training is a two day programme [12 hours]. If there is a wait for this initial training then staff may receive training relating to personal safety. In-service twilights and full days training form part of the ongoing CPD school programme. Training reflects school and individual pupil needs. Team Teach Training is delivered by the intermediate team teach trainers in the school; [Rebecca Sutton and Jayne Weibrecht]. It is the responsibility of the Headteacher to authorise training.
14. All staff are encouraged to request a de brief when needed following an incident or series of incidents. A debrief is an open and supportive process for



staff, so that in response to an incident, further actions can be acknowledged and addressed. This may take the form of an informal team discussion or a more formal request for support. RPI form may trigger the request for a formal de brief sessions. Debriefs are completed by Team Teach Intermediate trainer or a member of the SMT and records are kept with the incident sheet. As a result optional training may be given in creating appropriate support strategies.

15. Staff receive annual safeguarding training which includes recognising and reporting peer to peer abuse and harmful sexual behaviour; understanding the potential for children with SEND being disproportionately impacted by behaviours such as bullying and harassment, without outwardly showing any signs
16. Relationships Education is delivered to all children and Sex Education in collaboration with parents
17. Where appropriate, staff will use restorative practice with children following an incident. We follow the process of Listen, Link & Learn; the child's view of the incident is discussed, staff may explain why they needed to intervene and together they will talk about how they could prevent it from happening again.

Impact

This policy will promote the following, that are embedded into the school; Attachment Aware, Self-Regulation and Team Teach.

This supports excellent teaching, learning and progress. It will promote the high standards and high expectations set out in the school's aims.