# Attachment Aware
# Behaviour and Relational Guidelines

**Rationale:**

Abbey Hill Academy prides itself on excellent relationships and a high level of care. We understand that positive behaviour can be taught and needs to be modelled. We also understand that negative behaviour can often signal a need for support which we hope to provide without diluting our expectations and that such actions need to be managed
This guidance is to bring together some basic key principles and practices that reflect our school ethos, to reinforce the power of relationships and the importance of being Attachment Aware and Trauma informed (AATI) It is also to ensure that staff are aware and understand about positive practices which minimise the occurrences of challenging behaviour, promote positive relationships and keep all learners and staff safe.

**At Abbey Hill Academy, we aim to:**

- Provide an ethos, environment that promotes the positive emotional health and wellbeing of the whole school community
- Promote and support students to demonstrate a high standard of behaviour at all times
- Promote self-awareness, self-control and acceptance of responsibility for our own actions
- Create and maintain a positive and safe school climate where effective learning can take place and all students can grow socially, emotionally and academically, with mutual respect between all members of the school community, for physical belongings and the school environment
- To commit to continue to improve our practices and complete ongoing training with the Attachment Research Community (ARC) in order to become an Attachment Aware and Trauma Informed (AATI) school.
- Provide a nurturing environment, using Dan Hughes' PACE (Playfulness, Acceptance, Curiosity, Empathy (Appendix 3) approach to foster appropriate behaviour.
- Ensure that we all fulfil our duties in line with the Rights Respecting School Agenda and ethos ( Appendix 4)

**Principles for student Conduct**

At Abbey Hill Academy we work hard as a team to promote and provide the right ethos and environment for effective teaching and learning to take place. We realise that our students learn best when they feel loved, cared for, safe, secure and are able to trust that their key adults will ensure these needs are met.

## READY    RESPECTFUL    SAFE

**In order to achieve this, students will learn to:**

- ✓ Follow instructions from all adults
- ✓ Respect each other, property and the school environment
- ✓ Move and act safely and sensibly around the school
- ✓ Consider and show respect for the opinions and beliefs of others
- ✓ Speak to an adult if they are feeling overwhelmed and allow them to help
- ✓ Become aware of their internal feelings and use the 5 Point scale to help express these if they need to
- ✓ Understand that some actions do have positive and negative consequences

**Abbey Hill Academy staff will do the following to help our pupils follow these rules**

- ✓ We will make sure that you have heard and understood what has been asked of you and will give you enough thinking time to make the right choice
- ✓ We will help you to find ways to recognise and manage difficult emotions in an appropriate way
- ✓ We will create a behaviour plan with you so that when you are finding it difficult to manage, everyone knows what has been agreed and will work towards that plan
- ✓ We will give you time and space to regulate your emotions and speak to you when you are calm and ready to listen effectively
- ✓ We will explain calmly and clearly if there is a need for a restorative procedure/sanction and what this will be and when and where it will take place
- ✓ We will ensure we find time to repair relationships between pupils and staff in order to move on and learn from our behaviours
- ✓ We will work with adults from home to ensure that they understand and behave at school and

**Supporting students to achieve and display the highest standards of behaviour**

It is important that all members of the school community have a good understanding around their particular role in ensuring high quality behaviour, along with the role of others.

At Abbey Hill Academy, if students are consistently unable to display the highest standards of behaviour then there is a range of support in place to help them to reflect on their behaviour and to enable them to make better decisions in the future.

The list below highlights the level of support on offer;

- **Tutor team support** – Tutor teams offer all students support on a daily basis. If the tutor believes that a behaviour intervention is required to help reinforce good behaviour, then they should use the appropriate sanctions to help support this. The tutor team will communicate such concerns to parents/carers and this will also be logged on the school CPOMS system.

- **Subject teacher support** – this is similar to tutor support but is used for those students who need behaviour support in a particular subject area. Should the behaviours continue, then the tutor team should be made aware and provide support as highlighted above. Again, continuation of behaviours will be logged on the school CPOMS system

- **Senior Leader support** – this is for students who have not responded positively to tutor or subject teacher support and it is felt that further discussions and interventions are required. It may also be the case that the behaviour or incident is of a nature that requires Senior Leadership intervention straight away. This support maybe requested from either tutor teams, subject teachers or from the regular analysis of CPOMS logs

  - **Additional internal support -** Our Trust EP Denise McCartan is a key member of our AATI team and works closely with SLT to offer support and advice on and also works with individual students if additional support is needed

- **Behaviour support plans** – support plans will be put into place for students who are regularly and consistently unable to follow basic behavioural expectations. Parents and students will be consulted on these plans

- **Working with external providers** – in addition to the on-site support listed above, the Academy also works with a range of external agencies who can help provide the correct support for students whose behaviour may be affected by some external factors.

**Praise and positive reinforcement**

As a school we recognise that encouragement, praise and positive reinforcement teaches pupils that appropriate behaviour choices have good consequences. This can be used to recognise and reinforce appropriate behaviour, and encourage pupils who are choosing inappropriate behaviour to make different choices.

**Positive reinforcement may take the form of:**
- Verbal acknowledgement of good behaviour
- Positive messages communicated to parents i.e. postcard, a phone call or a note in their home school book
- Individual reinforcement such as stickers or visit another member of staff to celebrate good work
- Positive call home
- Tutor Star of the week in every Friday Assembly
- Student of the week – Monday Assembly
- High Street Shopping voucher for improvements in individual Attendance
- Additional responsibilities around the school (House Captains, Student Council, Student Ambassadors or being allowed to apply for a Wheelchair Licence)
- Class trips
- Reward/Choice time during Tutor periods

**Consequences**

As in life, actions in school have consequences. Whilst we promote positive behaviour, we are aware that in some instances, negative behaviours need to have consequences attached to them so that students can learn from their mistakes. Given the nature of our student's needs, it would not be fair to have a one size fits all approach to behaviour, however, some of the consequences that we find are most effective, are the ones that encourage student reflection.

Due to the differing needs of our pupils, they may not follow an instruction due to their poor level of cognitive and emotional understanding of a situation, however boundaries are expected to be maintained wherever possible and staff are expected to deal with them in a calm consistent manner, adopting the PACE approach (Appendix 1)

It is important that pupils are supported to understand that inappropriate behaviour choices may lead to consequences. Consequences of inappropriate behaviour must be presented to pupils as a choice. This places responsibility for behaviour on each pupil. Furthermore, we believe that pupils should always be positively acknowledged; it is the pupil's behaviour choices that are inappropriate, not the pupil.

The list below provides some of the examples of consequences that we use.

- Verbal reprimand and explanation and discussion about behaviours
- Phone call home
- Extra work to complete if not done to the standard that the student is capable of
- Tutor/Teacher free time detention
- SLT free time detention
- SLT After School detention ( To be given and supervised by a member of SLT)
- Loss of privileges due to concerns around student safety at an event or activity
- Placed on report card (Tutor or SLT)
- Payment for damaged property
- School community service to improve an a specific aspect of the school
- Taught in an area of the school so that disruption of others is kept to a minimum
- Suspension /Exclusion ( Only to be used by the Principal and Senior Trust Leaders)

**Attachment or Autism?**

It is sometimes difficult to distinguish between the behaviours of students with ASD and those suffering with fragile attachments.

Students with autism can find it difficult to process situations and follow behaviour models due to their restricted social awareness and inhibited communication skills so may require additional support such as social stories or have adjustments made to their timetable or environment to help them deal with social situations. Support from the Academy's Speech and Language Therapist may be required to assess the student's level of understanding and then social skills activities be put in place accordingly.

**1. Social Interaction**
Difficulty understanding social 'rules', behaviour and relationships, for example, appearing indifferent to other people or not understanding how to take turns

**2. Social Communication**
Difficulty with verbal and non-verbal communication, for example, not fully understanding the meaning of common gestures, facial expressions or tone of voice.

**3. Rigidity of Thinking and Difficulties with Social Imagination**
Difficulty in the development of interpersonal play and imagination, for example, having a limited range of imaginative activities, possibly copied and pursued rigidly and repetitively.

All individuals with ASD have impairments in all three of these areas. However, the ways in which the three impairments manifest themselves vary enormously

Use of the Coventry Grid can help identify the trend toward one set of behaviours or the other. Attachment Leads can help staff complete this as part of the Individual Development plans (IDP's) and Team meetings.

**Non-Compliant Behaviour caused by Crisis or Anxiety**

Due to the complex needs of our students, we recognise that at times, some are in a state of high anxiety/stress or emotional crisis. We know that these pupils will require extra assistance and we offer pupils different calming strategies and identified safe spaces around the school for them to regain composure and become regulated again. This is a crucial step, before any demands are placed upon the student – academic or other - "regulation before education"

**Rooms/areas**
- Tutor Room
- Library
- Principal's office (James)
- Vice Principal's offices (Bill, Melissa, Sarah, Jo)
- Rainbow room
- Time out rooms and Sensory rooms in the Walker Building

**To help lessen anxiety and help pupils to self-regulate they also have access to**
- Designated and pre-identified safe spaces or alternate areas to work around school
- Time with their chosen key adults as and when required
- Visual resources (time out cards, 5 point scale, emotion cards)
- Interventions specific to their needs (1:1 Therapy, Alliance/CAMHS)
- Designing and implementing their own Mental Wellbeing Plan
- Regular check in's with key adults
- Stress reducing/fidget toys
- Zones of Regulation

**The Role of Parents**

Parents have a vital role to play in their child's education. It is very important that parents support their pupil's learning and co-operate with the school to promote good behaviour. Abbey Hill Academy staff are conscious of the importance of having strong links with parents and good communication between home and school. Thus, we work collaboratively with parents. We will ensure that parents are kept informed as to their child's behaviour at school, so that pupils receive consistent messages about how to behave at home and at school

Abbey Hill Academy Behaviour Guidelines are accessible to all parents/carers via the school website and parents and pupils are asked to sign a home/school agreement when enrolling at the school as part of the Admission pack.

If the school has to implement consequences against a pupil, parents should support the actions of the school. If parents have any concern about the way their pupil has been treated, they should initially contact the class tutor.

The school expects all members of the community to adhere to the principles as set out in the Behaviour Guidelines and therefore to behave in an appropriate manner within school.

Incidents of verbal or physical aggression to staff by parents/guardians/carers of pupils in the school will be reported to the Principal who will take appropriate action.

**Adult behaviour and modelling appropriate behaviour**

Staff have access to ongoing training and development around Neurobiology and Brain Development and how it is affected by Trauma. This knowledge and understanding then underpins the importance of relational experiences and appropriate behaviour of staff toward students.

One way that pupils learn about both appropriate and inappropriate behaviour is by observing others. Pupils model their own behaviour on other people's responses therefore it is important that they are given the opportunity to observe positive role models. It follows, that the way staff treat each other and how they respond to students will significantly affect the behaviour of students towards staff and towards each other. Staff need to consider carefully how they speak to students and also their choice of words

**We are committed to providing positive role models for our pupils:**
- Staff model appropriate, positive behaviour at all times between students and other members of staff
- Staff highlight pupils' appropriate behaviour to their peers, explaining why this was a good choice and rewarding appropriately
- Pupils are given opportunities to act as positive role models to other pupils (e.g. having a position or responsibility or mentoring role) We have House Captains, Anti-Bullying Ambassadors, Rights Respecting Ambassadors, Team Happy Ambassadors and all students are encouraged to apply for these roles if they choose to.
- Pupils are given experience of a wide range of aspirational role models from outside of the school and also meaningful encounters with employers from the World of Work and also the wider community
- Positive behaviour is recognised in the form of Random Acts of Kindness, Abbey Tickets and Tutor Star of the Week

**Consistent use of modelling, encouragement, praise and positive reinforcement is used to:**

- Create a positive, respectful school environment.
- Increase pupils' self-esteem, self-belief and Resilience
- Reduce pupils need for extrinsic motivation and increase intrinsic motivation which will help pupils develop skills in self-regulation of their behaviours.
- Promote a model for appropriate behaviour and positive relationships
- Consistency of approach and the use of a common language to reflect this is essential; staff across the whole school are aware of and adopt the PACE approach to maintain this consistency. The use of the pronoun 'we' in terms of relationships within school is a significant ingredient in securing commitment to the school ethos.

**Emotion Coaching**

At Abbey Hill we use Emotion Coaching to help students 'name and tame' their 6 basic emotions and the hand brain model which enables them to understand exactly what is happening when they 'flip their lid' and more importantly, how to get back online.
We also use it to model the correct use of empathy and emotive language and finally to help strengthen relationships between student and student, student and staff and also staff and staff.

All staff have undertaken basic Emotion Coaching training with ongoing training planned. We also have 2 Lead Practitioners within school who can be used to give advice and support to all.  (Appendix 1)


**Restorative Approach**

Restorative approaches have been found effective in improving behaviour and attitudes as it promotes telling the truth, taking responsibility, acknowledging harm as appropriate response to conflict and in doing so creates accountability. (Appendix 2)

Our Restorative approaches are based on three key features:

**RESPECT:** for everyone by listening to other opinions and learning to value them

**RESPONSIBILITY**: taking responsibility for your own actions

**REPAIR:** developing the skills within our school community so that its individual members have the necessary skills to identify solutions that repair harm and ensure behaviours are not repeated

**Boundaries help to create a safe harmonious community**

Due to the differing needs of our pupils, they may not follow an instruction due to their poor level of cognitive and emotional understanding of a situation, however boundaries are expected to be maintained wherever possible and staff are expected to deal with them in a calm consistent manner, adopting the PACE approach (Appendix 3)

It is important that pupils are supported to understand that inappropriate behaviour choices may lead to consequences. Consequences of inappropriate behaviour must be presented to pupils as a choice. This places responsibility for behaviour on each pupil. Furthermore, we believe that pupils should always be positively acknowledged; it is the pupil's behaviour choices that are inappropriate, not the pupil.

- Consequences will follow sometime after an event, when the pupil is regulated and able to reflect upon their behaviour. In such circumstances, staff should inform the pupil that their behaviour is inappropriate and that it will be spoken about later using restorative approach.
- Consequences will never involve taking away a previously earned privilege or any intervention time.
- Staff will avoid any consequences which lead to unnecessary shaming or humiliation of the pupil. We understand that such approaches are detrimental to the pupil's self-esteem and wellbeing, and can result in increased inappropriate behaviour.
- The developmental age and specific needs of the pupil will be considered when deciding appropriate consequences.   We recognise that a 'one size fits all' approach is not appropriate for our pupils.
- After a pupil completes lost learning or reflection time, it is important to repair and restore the staff-pupil relationship. Staff should praise his or her behaviour at the first opportunity to reduce the attention away from the inappropriate behaviour. Staff must reassure the pupil that the inappropriate behaviour has been dealt with and that all parties will move on and start afresh.
- In addition to the stages of consequences, where appropriate, pupils will be supported to reflect on their behaviour and be given an opportunity to make amends, for example they may be supported to make a sincere apology, replace something that has been broken or tidy a classroom that has been disrupted.

**Lost Learning Time**

Pupils who are not working to their full potential may receive time to catch up on work lost. Time will be allocated for the pupil to catch up with a member of staff.  During this time it is also the expectation for staff to ascertain reason behind the pupil's decision not to work in lesson. Discussions should be with mutual respect and with the goal of resolving the issue. Time available for pupils to attend lost learning could be at break/lunchtime, TGIW (if all other steps have already been tried) After school (with parent/carer permission) and/or discuss with them for work to be sent home to be completed

**Expectations on School Visits and Out of School Activities**

Expectations for behaviour on school visits and out of school activities remain as those for school. Students who regularly display non -compliant or disruptive behaviours will be risk assessed and a decision made in liaison with SLT as to whether it is appropriate for them to attend or not. In each case, an alternative for the student must be put in place which may mean leaving a member of staff behind to supervise them

**Procedures for Absconding**

If a pupil absconds from the school building, parents /carers are informed immediately. We will inform the Police dependant on the vulnerability of the pupil and after a discussion with the parent/carer. If a pupil does not return home after the normal school day it is the responsibility of parents/carers to contact the Police and report the pupil as a missing person if this hasn't been done so already by school earlier in the day.

**Procedures for Damage to Property**

We believe children will behave appropriately if they learn to be accountable for their actions therefore if a pupil wilfully damages property there is an expectation that they are expected to pay a contribution towards the repair. When damage to property occurs staff are to inform a member of SLT as soon as possible and after evaluation of the damage a decision will be made if a contribution will be requested from parents/carers.  Tutor/SNA's will inform parents/carers of the damage which will be followed by a letter form SLT to request payment.  Another way to ensure students understand the impact of the damage they have caused is by allowing the student to repay the school through an act of school service. This could be a suitable activity whereby the student carries out an agreed positive act that will help others in school

**Recording behaviour**

At Abbey Hill Academy, we monitor pupil's behaviour and records incidents, including Physical Restraint using an electronic system called CPOMS. Staff add incidents to this system on a daily basis and tag in any other relevant staff so they can see any incidents concerning members of their tutor group. This helps to highlight areas of concern.  These logs are also monitored by senior staff on a regular basis.

**Physical Intervention**

Although every opportunity will be taken to de-escalate a situation there will be rare occasions where physical intervention will need to be used. All staff attend annual training and refreshers throughout the year in the use of Team Teach and follow the policy and procedures for Physical Intervention (refer to Physical Intervention Policy). When a physical intervention has taken place, the lead member of staff involved in the incident will complete an MIR (Major Incident Record) form, which will be checked and signed off by a member of SLT before being logged accordingly and scanned to CPOMS. Parents/carers will be informed if their child is involved in an significant incident by a member of staff involved or by the Tutor/SNA or a member of SLT.

**Safeguarding Duties**

All staff are responsible for considering whether any misbehaviour gives cause to suspect whether a pupil is suffering, or is likely to suffer, significant harm. If such suspicions exist, staff must follow the Safeguarding procedures. The School will also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. At this point, we will consider whether support systems such as an Early Help Assessment (EHA) are needed to be put in place and whether liaising with external agencies such as the CHUB (Children's Safeguarding Hub) is necessary or appropriate.

**Malicious allegations against staff**

The Principal will decide whether to take disciplinary action in accordance with this policy where a pupil is found to have made false and malicious allegations against a member of staff (Refer to Grievance procedure policy on website)

**Searching Pupils and/or their Possessions**
*This appendix is written in response to Government advice on Searching, Screening and Confiscation July 2022*
When information has been received or there is a well-founded belief that inappropriate material has been bought into school, staff may carry out searches of pupils and/or their possessions. Only authorised members of staff may conduct a without consent search of a pupil and/or their possessions. The school does not conduct intimate searches and only outer clothing will be required to be removed. The consent of the pupil will usually be obtained before conducting a search unless the Principal and authorised members of staff reasonably suspects that an item has been, or is likely to be, used to commit an offence or cause personal injury or damage to property.
All personal searches will be conducted by a member of staff of the same gender as the pupil and in the presence of another member of staff. A search may also be conducted off school premises where the pupil is in the lawful control of the school. Items which may be searched for include any item banned under the school rules and any other item identified as such by law. If the item is an electronic device, the school may examine and erase any data from the device if the school considers there to be good reason to do so. Parents will be informed of any search conducted of their pupil and/or their pupil's possessions. The school will keep records of all searches carried out on CPOMS including the results of the search and any follow up action taken

Items that are not covered in the DfE Advice are highlighted below and are not allowed in Abbey Hill Academy for student safety and welfare reasons.

- Mobile Phones – These are to be handed in at the main office on entry to the Academy and collected at the end of the day
- Any vaping device or vaping related product or accessory
- Any item that is deemed to be unsafe or likely to cause disruption throughout the school day

***The school will not take any responsibility for any items that students bring into the Academy but are not handed in at the school office for safe keeping.***

**SMSC**

Every pupil, regardless of race, religion, ethnicity, sexuality, disability or SEN within this inclusive school has an entitlement to fulfil their optimum potential.  To achieve this we believe the spiritual, moral, social and cultural aspect of education to be an important focus for all our pupils. SMSC plays a major part in their ability to achieve and learn and prepares them for the opportunities, responsibilities and experience of adult life.  These aspects are embraced in every aspect of school life: making sure we provide the best services for both learning progress as well as the Spiritual, Moral, Social and Cultural development

**Appendix 1: Emotion Coaching and the Hand Brain Model (Dan Siegal)**

## 6 Emotions and the Emotion Wheel
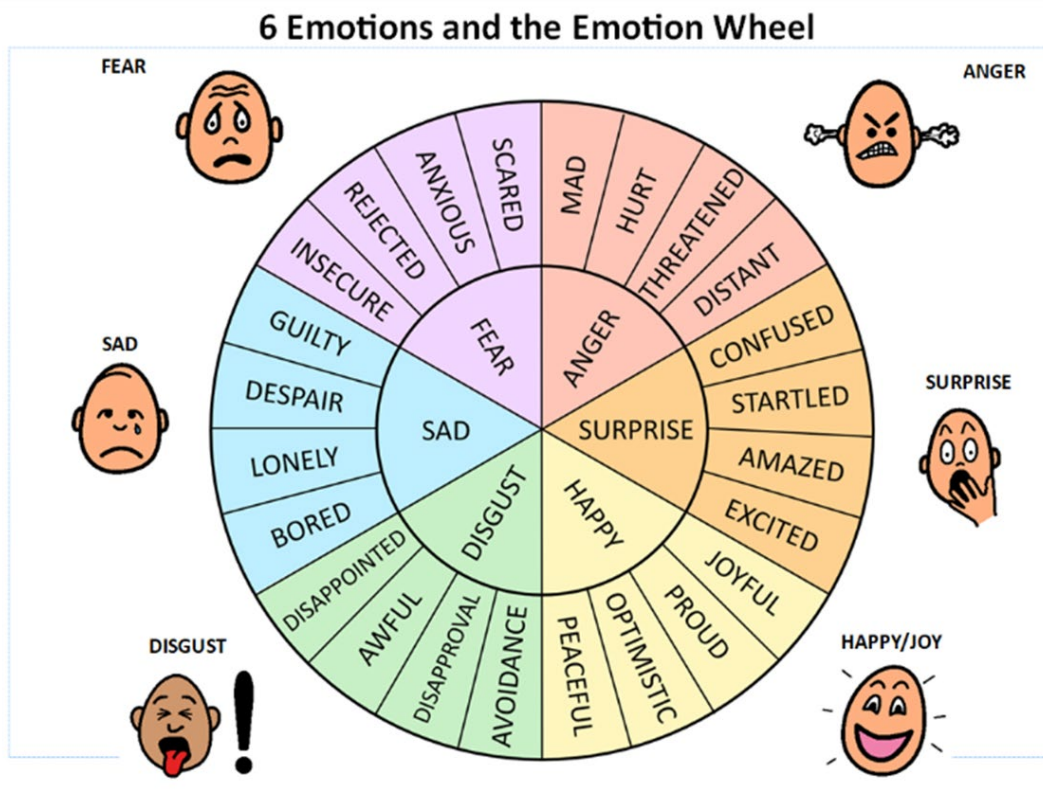


**Hand Brain Model**

The Hand Brain Model was developed by Dr. Dan Siegal.
This model provides a visual to help students understand what's scientifically happening to their brains and bodies when their emotions take control.

When we are in our Upstairs or Thinking Brain:
-our prefrontal cortex is able to connect to the rest of our brain
-we can access our executive functioning skills
-we can problem solve
-we can reason and plan
-we can make rational/logical choices

As situations arise we begin to move out of our upstairs brain and into our Downstairs or Emotional Brain. At this point we:
　　-are only able to access our amygdala, the port of our brain where
　　emotions are housed
　　-get stuck in our brainstem, where our fight, flight or freeze is triggered
　　-react to situations based on our emotions
　　-"Flip our Lid"

**Appendix 2**

**Example Restorative questions**

**All participants should be sat in a safe and familiar environment. Only one person speaks at a time.**

**Can you tell me;**

**1.      What happened?**


**2.      What were you thinking/feeling at the time?**


**3.      Who has been affected by this?**


**4.      In which way?**


**5.      What can be done make things right?**

**Appendix 3: Dan Hughes' PACE Approach**



**Playfulness** involves spontaneity, openness and exploration; have fun and share enjoyment with the pupil. Using playfulness can defuse tense situations and is useful to manage minor behaviours, as the pupil is less likely to respond with anger or defensiveness.

**Acceptance** involves unconditional positive regard for the pupil. Accept the pupil's inner experience without judgement and make sense of why the pupil is behaving in a certain way. Acceptance does not mean accepting negative behaviours, but accepting the reasons behind behaviour. When necessary criticise the behaviour, but not the pupil.

**Curiosity** involves wondering about the reasons behind the behaviours, rather than being angry. This shows the pupil that you care and helps them make sense of their behaviour, feelings and experiences. Use phrases like "I wonder if you are feeling like this because…" to open up discussions with the pupil.

**Empathy** involves showing them that you understand how difficult they are finding things and reassuring them that you want to help them to manage this. Validate the pupil's emotional experience with phrases such as "I know how difficult that must have been for you" and work together to find ways to support them.

For more information about the PACE approach please refer to literature by Dan Hughes or speak with one of the Attachment Leads in school
(Bill Dingwall/Melissa Fisher/Denise McCarten)

**Appendix 4 - Rights Respecting School**

As a Rights Respecting school, we believe every pupil has the same rights, whatever their ethnicity, gender, religion, language, abilities or any other status. There are 4 articles in the convention that are seen as special. These are known as the General Principles and they help to interpret all the other articles and play a fundamental role in realising all the rights in the Convention for all pupils.
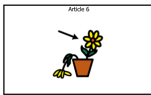
**Non-discrimination**
(Article 2)
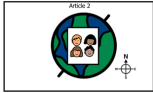
**Best interest of the pupil**
(Article 3)
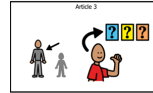
**Right to life survival and development**
(Article 6)

**Right to be heard**
(Article 12)

We encourage everyone at Abbey Hill Academy to respect these rights.  However there may be occasions when an Adult (Duty Bearer) may make a decision to restrict some of these rights for individual students and they may have to lose 'the right to rest and play' (Article 31) at break/lunch time or even after school to reflect or catch up on work.  With rights, come responsibilities

**UNCRC -** This policy takes into consideration the following Articles:

Article 14 – Pupils have the right to think and believe what they want, and to practise their religion, as long as they are not stopping other people from enjoying their rights.

Article 19 - Governments should ensure that pupils are properly cared for, and protect them from violence, abuse and neglect by their parents, or anyone else who looks after them.

Article 28 – All pupils and young people have a right to primary education, which should be free. Discipline in schools should respect pupils' human dignity. Young people should be encouraged to reach the highest level of education they are capable of;

Article 29 – Education should develop each pupil's personality to the full. It should encourage pupils to respect their parents, and their own and other cultures.

Article 30 - Pupils have a right to learn and use the language and customs of their families, whether these are shared by the majority of people in the country or not.