



NANPANTAN HALL
Nurture Centre

ATTACHMENT AWARE
BEHAVIOUR & REGULATION
STRATEGY/POLICY

ATTACHMENT AWARE BEHAVIOUR & REGULATION

STRATEGY/POLICY – VERSION 7.1

POLICY REVIEW STATEMENT

This policy will be reviewed Annually or earlier should legislative change or other event require it.

SIGNED:.....

POSITION: Behaviors & Attitude Coordinator

DATE: 17th August 2026

REVIEW DATE: 17th August 2027

FOR & ON BEHALF OF SERENITY EDUCATION



Nanpantan Hall Nurture Centre

Contents

1.	Principles Underpinning the Attachment Aware Behavior Regulation Strategy/Policy	2
2.	Legislation and statutory requirements	3
3.	Roles and responsibilities	4
4.	Behaviour Regulation Principals	5
5.	De-escalation	8
6.	Rewards and Consequences	14
7.	Definitions and Recording Incidents <i>(including Bullying Sexism and sexual harassment, including child-on-child abuse)</i>	16
8.	Physical Intervention	18
9.	Training	19
10.	Monitoring arrangements	19
11.	Links with other policies	19
Appen 1	Approaches to Promote Self-Regulation	20
Appen 2	The Right to Search Students, Screening and Confiscation	21

Nanpantan Hall Nurture Centre

1. Principles Underpinning the Attachment Aware Behavior Regulation Strategy/Policy

1.1 Aims

“Prepared in all things & ready for anything”

At Nanpantan Hall we value everyone as an individual, capable of growth, change and development despite previous behaviours associated with their Autism and or Social Emotional and Mental Health (SEMH) difficulties. Our vision: for students to be “Prepared in all things and ready for anything,” guarantees that we work unstintingly with students to help them achieve their absolute best in terms of academic outcomes.

Nanpantan Hall Nurture & Learning Centre provides an education for autistic students many of whom have significant and complex SEMH difficulties. It is recognised that as a result of these difficulties, young people often have difficulty communicating their needs and can become emotionally dysregulated. However, we have a fundamental belief that when students feel safe, secure, validated, accepted, and listened to, within trusted adult relationships the need to use behaviours to communicate reduces and the ability and motivation to access learning increases. There is an understanding that this takes time and commitment and as such we celebrate small step progress helping to build our students' resilience over time. Additionally, staff work hard to create a nurturing, safe, accepting and non-judgemental environment where students feel able to take more responsibility for their behaviour in the absence of shame, so that they can move successfully into further Education, Employment or Training (EET).

Behaviour that causes damage or harm to others is sought to be understood and challenged within the context of safe relationships with the understanding that all behaviours are a form of communication, either conscious or unconscious, and it is our role as educators to ensure we are all aware of the impact of the choices we make and the alternatives that are available. The principles of restorative justice are used daily when managing conflict between members of the Nurture Centre community and this reflects the belief that students can modify their behaviour and learn from their mistakes. The role modelling of appropriate behaviour by Nurture Centre staff is crucial to this process and shows the importance of the Centre's recruitment and induction procedures.

Our relationships are underpinned by the principles of, equality, equity, mutual respect, fairness and consistency. We have high expectations that support the development of students as effective and responsible citizens. Our whole Centre approach to responding to young people's dysregulated behaviour as an opportunity for growth and development is central to ensuring that a safe environment is created in which students can thrive in a structured, supportive environment which enables them to reengage in learning and achieve academic progress.

Our aims of this policy are to:

- Provide a consistent approach to responding to young people's behaviour as an opportunity for growth and development.
- Define what we consider as challenging and seriously challenging behaviour incidents for recording.
- Summarise the roles and responsibilities of people within the Centre's community
- Outline possible natural consequences to the repair of relationships and promote positive behaviour.
- To ensure that all staff understand that it is their duty to identify and support the self-regulation needs of students.
- To ensure that all staff own, know and understand the policies for the promotion of positive behaviours and attitudes.
- To ensure that all staff and students feel safe, secure and ready to learn

Nanpantan Hall Nurture Centre

Our priority is to encourage positive self-regulation and behaviour by:

- Creating a climate in which the support of self-regulation is: “Firm, Fair, Flexible and Forgiving”.
- Recognising that low self-esteem is very often the root cause of many of the challenging behaviours that we see at the Nurture Centre, whilst also recognising that students with low self-esteem can behave in quite different ways.
- Providing a relevant and appropriate curriculum which is tailored to meet the individual needs and preferred learning styles of the students to promote **independent learning**.
- Teaching students the skills required to modify and regulate behaviours based on their environment so that learning takes place in lessons.
- Helping students to take responsibility for their own actions and develop a level of accountability and to promote positive **independent behaviour**.
- Dealing with unacceptable and/or challenging behaviour promptly and fairly with minimum fuss and in a consistent and logical manner
- Promoting a consistent approach to repairing relationships when incidents of dysregulation occur and the adult/child relationship is damaged
- Working closely with families / carers and their children to develop healthier communication strategies which foster improved relationships.
- Ensuring that all staff are appropriately trained to manage the complex needs of students with significant and complex SEMH difficulties.
- Encouraging students at the Nurture Centre to support each other in their self-regulation of behaviour and as such providing opportunities for **independent leadership**.

The Education and Inspections Act 2006 requires the Directors to make, and from time to time review, a written statement of general principles to guide the Headteacher and staff in determining measures to promote good behaviour. This statement has been adopted by Nanpantan Hall Nurture & Learning Centre, following consultation with the staff. Students, parents and carers are made aware of these principles during their induction following a referral to the Nurture Centre.

2. Legislation and statutory requirements

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

- [Behaviour and discipline in School](#)
- [Searching, screening and confiscation at School](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in School](#)
- [Supporting students with medical conditions at School](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a School’s duty to safeguard and promote the welfare of its students
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require Schools to regulate students’ behaviour and publish a behaviour policy and written statement of behaviour principles, and give School the authority to confiscate students’ property
- Keeping Children Safe in Education, 2025
- Working Together to Safeguard Children, 2018
- Behaviour in Schools (advice for headteachers and school staff) September 2022
- Sexual violence and sexual harassment between children in schools and colleges, 2021.

Nanpantan Hall Nurture Centre

3. Roles and responsibilities

3.1 The Directors/Proprietors

The Directors/Proprietor are responsible for reviewing and approving the written statement of behaviour principles within this policy. The Directors/Proprietor will also review this behaviour regulation policy in conjunction with the Headteacher and monitor the policy's effectiveness, holding the Headteacher to account for its implementation.

3.2 The Headteacher

The Headteacher is responsible for reviewing this behaviour regulation policy in conjunction with the Directors, giving due consideration to the Nurture /Learning Centre's statement of behaviour principles. The Headteacher will also approve this policy.

The Headteacher will ensure that the Centre's environment encourages positive self-regulated behaviour and that staff deal effectively with dysregulated behaviour, and will monitor how staff implement this policy to ensure that they seek to connect and understand students' behaviours in order to set appropriate limits to support alternative future choices.

3.3 The Behaviour & Attitude Coordinator

The Behaviour & Attitude Coordinator is responsible for ongoing monitoring and analysis of student behaviour/regulation and attitudes across the Nurture Centre. This analysis will be reviewed in weekly meeting with the Headteacher/SLT with actions and interventions being agreed and their impact monitored.

3.4 All Staff

All Staff are responsible for:

- Creating a calm and safe environment for students
- Establishing and maintaining clear classroom boundaries and routines
- Implementing the behaviour regulation policy consistently
- Modelling positive behaviours, regulation and establishing positive relationships
- Establishing an approach of co-regulation to support and promote pupil self-regulation
- Providing a personalised approach to the specific behavioural needs of particular students
- Recording incidents of dysregulation on the CPOMS in a timely manner
- Informing parents/carers about any dysregulation incidents and working with parents/carers to resolve these in an appropriate way and listen to parents concerns.
- The Senior Leadership Team will support staff in responding to dysregulated behaviour incidents.
- The Behaviour and attitude coordinator will support staff to review serious incidence of dysregulated behaviour using a STAR charts, giving guidance and supporting further learning.

3.5 Parents

Parents/carers are expected to:

- Support their child in adhering to the pupil code of conduct
- Inform the Nurture/Learning Centre of any changes in circumstances that may affect their child's ability to self-regulate in a timely manner, respond to daily dojo messages.
- Discuss any concerns with the class teacher or Senior Leadership promptly.
- Work *with* Teachers, Nurture Centre staff and Therapists, let them do their job of supporting their child learn emotionally and academically.
- Adhere to the Nurture Centre/Home contract to best support their child.

Nanpantan Hall Nurture Centre

3.6 Student Expected Behaviours

Students are expected to:

- Work with staff teams to create a safe and calm environment for themselves and others.
- Show mutual respect to themselves, their peers and the staff team
- Be kind to themselves, each other and the staff team
- Work with the staff team to make better use of strategies aimed at supporting better self-regulation.
- Make it possible for **all** students to learn and not stop them from learning on purpose.
- Treat all Nurture/Learning Centre buildings and property with respect
- Work with staff team members to repair relationships when dysregulation occurs
- Maintain self-regulation when representing the Nurture Centre at offsite trips and provision.
- Show good manners and respect to others no matter their race, religion or background.

4. Behaviour Regulation Principles

Historically many of the students who attend the Nurture Centre have experienced an element of school-based trauma. This generally happens because their additional needs are difficult to support or, in many cases misunderstood, in their previous settings and can result in them being let down by adults in their lives and exposure to a range of punishments and ultimate rejection from schools.

At the Nurture Centre we take a trauma informed relationship-based approach. The focus of this approach is to support students to rebuild trust with adults in the centre and recognise that ultimately, they are committed to empowering them to regulate their own behaviour.

At the heart of this approach are the following guiding principle:

- **Behaviour as a form of communication:** Dysregulated behaviour should be viewed as communication of an emotional need. It should be viewed within the context of the system around the individual and within the context of important relationships. Staff should also be mindful of safeguarding concerns when supporting a pupil's behaviour and report this to the Designated Safeguarding Lead in line with the Safeguarding Policy.
- **Behaviour as a special education need:** Behaviour should be considered within the context of Autism and social, emotional and mental health needs and that inclusion and equality must be central to this policy. We do not promote a blunt approach whereby all students must receive the same (equality); but rather an approach whereby all students receive what they need (equity). Typical examples of challenges faced by Autistic students are:

Anxiety:

The behaviour exhibited by autistic individuals is largely governed by the level of anxiety and arousal they experience. If an individual is feeling frustrated and confused they are more likely to behave in an inappropriate manner.

Theory of Mind:

Because of neurological differences autistic students may have difficulty understanding other people's thoughts and feelings, which may lead to students not understanding how their behaviour affects others.

Nanpantan Hall Nurture Centre

Communication:

Difficulties with communication, particularly social communication are key. We will seek to reduce the likelihood of inappropriate behaviour by ensuring that each person has a functional communication system, that those supporting the person individualise their communication system and that our expectations of each individual are appropriate.

Environment:

Nanpantan Hall Nurture Centre seeks to sensitively and imaginatively manage the environments for the young people we support to reduce sources of stress and thereby reduce the need for behavioural difficulties.

Sensory differences:

Autistic students are likely to have difficulty modulating and processing all types of sensory information - this can lead to hyper or hypo-arousal. Hyper-arousal results in high levels of anxiety, whilst hypo-arousal can result in passivity and under-responsiveness. We will establish any sensory differences that may be limiting an individual's opportunities and arrange to reduce or remove the source of difficulty wherever possible.

Emotional Regulation:

Autistic students often experience high levels of anxiety, over-stimulation and emotional dysregulation that can compromise quality of life. They may not understand the nature of the emotions they experience let alone what causes them. Young people must learn coping strategies to maintain the optimum level of emotional arousal in order to attend, engage or learn. Equally staff must recognise the signs of dysregulation and recognise behaviour (such as rocking), which is actually part of the young person's coping strategy if they are to respond appropriately and support their emotional regulation.

To effectively support our students, we adhere to several guiding principles:

The THRIVE Approach

The Thrive Approach is a dynamic, developmental, trauma-sensitive approach to meeting the emotional and social developmental needs of all children and young people. It is informed by recent developments in neuroscientific research, and is underpinned by a theoretical base in child development theory, attachment theory and research into creativity, play and the arts. It equips adults with the ability to support right-time emotional development, as well as to provide reparative interventions for children and young people with unmet needs from earlier in their development.

At a basic level the Thrive Approach requires staff to follow the Vital Relation Functions (VRF) that are Attune, Validate, Contain and Regulate, these are considered the *four ways of being* with a child.

Staff are expected to use two key relational skills in the needs of the child:

- Maintaining an attitude of PACE;
- Using the vital relational functions

The Thrive Handbook defines the VRFs as:

Attunement- Attunement is when we are alert and responsive to the feelings and experience of the child and make this evident to them. This involves showing that we understand the intensity, pitch, pace, volume and expansiveness of their emotional state. We do this when we use our facial expressions, body language, gestures and non-verbal vocalisations to recognise and reflect how we imagine they are feeling.

Nanpantan Hall Nurture Centre

Validation - Validation is when we show that we understand the experience/ perspective of the child and recognise the validity of their feelings. It is the opposite of reassuring, persuading them why they shouldn't be feeling what they're feeling, minimising their experience, contradicting or talking about our own experience. The process of validation needs to happen before we can help the child to regulate their feelings. It is also the first step towards being able to think about feelings. To practise validation, we need to put words to the child's experience in a way that names what they are going through and how they might be feeling – for example: "Woah, that noise was loud; it made me scared." "It is really hard when someone you get on with leaves. It's sad to see them go." "I'm wondering if you're feeling angry because they said they didn't want to play with you." The following sentence starters are helpful as a starting point when you are seeking to validate the feelings of a child:

- I am wondering...
- I am imagining...
- I am noticing...
- I have been thinking...

Containment - Containment refers to the ways in which we keep a child safe and regulated – both physically and emotionally. It is therefore a vital ingredient in the development of a secure attachment, which depends on the child learning to associate the adult with feelings of safety and wellbeing. Physical containment involves keeping the child physically safe and creating the boundaries, explanations, routines and structures that enable the child to experience the world as reliable and predictable. Examples include explaining to a child what we are going to do before we do it, having a predictable schedule for activities and taking them to a safe space if they are distressed. Emotional containment is when we show that we can see, understand and bear the feelings and experience of the child. We are demonstrating emotional containment when we catch and match the pitch/intensity/quality of their feeling or mood and it is clear that we can bear it. The next step then is to help the child to digest their experience/feelings by putting words to it and offering it back in named, small, manageable pieces. This helps to make their deep distress, raging anger or painful sorrow a survivable experience.

- **A curious, empathetic, non-judgemental approach:** We take a non-judgmental, curious and empathic attitude towards behaviour. We encourage all staff, volunteers and visitors to respond in a way that focuses on the feelings and emotions that might drive certain behaviour, rather than the behaviour itself. It is important that we do not confuse the behaviour with the person exhibiting it. [We use Dan Hughes' PACE approaches – \(Playfulness, Acceptance, Curiosity and Empathy\) to help understand and change dysregulated behaviour.](#)
- **Connection before correction:** Human beings are designed for inter-dependence; therefore, we emphasise the importance of putting relationships first. This requires a school ethos that promotes strong relationships between staff, students and their parents/carers. All staff are responsible for promoting a positive school culture and climate that fosters connection, inclusion, respect and value for all members of the school community. [Utilising Dan Hughes' PACE strategies allows staff to **connect** before we **correct** and build positive relationships.](#)
- **Timely and considered interventions:** It is important to deal with dysregulated behaviours as close to them occurring as is possible. No behaviour that negatively impacts a pupil or others should be left unchallenged, but how and when this is challenged may vary depending upon the situation and relationship with the students. However, if a pupil is in a heightened emotional state, they may need time to reach a position of calm where they can respond appropriately.
- **Restoration and natural consequences:** Natural rewards and consequences can be made explicit without the need to enforce sanctions that may serve to shame, re-

Nanpantan Hall Nurture Centre

traumatise or ostracise students from their peer group. We promote a restorative and reparative approach where individuals are supported to develop insight into their emotions and behaviours, take others' perspectives and rebuild trust and relationships. We want our students to be able to regulate their behaviour effectively because they have chosen to do so, not simply to avoid 'sanctions'.

- **Positive role-modelling:** We recognise the tremendous impact trauma or external events can have on us all, and so we employ an approach in which everyone involved in supporting each pupil understands their context and background. We must also model dealing with mistakes appropriately.

On the above basis, we utilise PACE (playfulness, acceptance, curiosity and empathy) strategies as defined by Dan Hughes² to help understand and change dysregulated behaviour. This is a way of thinking, feeling, communicating and behaving that aims to make children feel safe.

Playfulness - Using a light-hearted, reassuring tone to create an atmosphere of safety and reassurance. When there is humour and fun, people become less defensive and more reflective.

Acceptance – Actively communicating that you accept the feelings, thoughts and internal struggles underlying pupil behaviour. This is not accepting the behaviour rather teaching them not to feel ashamed of their feelings and turmoil.

Curiosity – Judgement free curiosity is how to help the pupil become more aware of their inner feelings. It involves wondering aloud without expecting an answer i.e., 'I wonder if...' or 'I think maybe....' Will help the pupil put a name to their emotions and thoughts.

Empathy – Appreciating their sadness or distress and being emotionally available to them, so they don't feel alone.

Communication:

To support staff when dealing with dysregulated behaviour, we need to consider how we communicate with students clearly and consistently at all times and especially when a student is in crisis. Staff must consider vocabulary used, tone and body language which can all give our vulnerable hyper vigilant students signals leading them to either escalate or de-escalate a situation.

Staff will receive information on key PACE approaches and methodologies for communicating with children as part of their induction.

Utilising **PACE** strategies allows staff to **connect** before we **correct** and build positive relationships.

Through the provision of Champions, high staffing ratios and the provisions of the timetable staff build connection with students persistently throughout the school day.

This will be further supported through emotion coaching techniques, such as marking and discussing behaviour and feelings, and being emotionally available to our young people. This will be achieved through using PACE strategies of curiosity without judgement where unexpected behaviours occur.

Staff are to model in-class routines such as regular emotional check-ins, engaging with sensory tools, and movement breaks to model regulation and co-regulation strategies.

Regulation - Regulation is when we bring a child into a state of calm where they are available for social interaction (their window of tolerance) by soothing and calming their distress or engaging their interest if they have shut down. If a child is hyper-aroused, we can use our voice, our tone of voice, our breath and our body language to soothe and calm their distress.

Nanpantan Hall Nurture Centre

It is important to remember that children need to repeatedly experience being calmed and soothed before they can do it for themselves. Alternatively, if a child is hypo-aroused – that is depressed or dissociated – we need to gradually engage their interest to bring them into a state where they are able to relate to us.

5. De-escalation.

When students become dysregulated, they are likely to: Be very argumentative; Be inflamed by an audience; Speak and shout abusively and irrationally; Interpret innocent gestures as threats; Interpret innocent questions as accusations; Be unable (at least at this point) to recognise their part in the conflict.

All staff are trained how to de-escalate a situation if a student is becoming dysregulated either with a peer or a member of staff. This training is part of Team Teach, which uses a range of positive behaviour management strategies and the principles of

CALM:

- C** Communication – stance, posture, gesture, facial expression, intonation, scripts
- A** Awareness and assessment – reading behaviour, anticipation what may happen next, knowledge of handling plans
- L** Listening and learning – give time and space, allow pauses to take up time, give them a way out
- M** Making safe – objects, space, hotspots, safety responses.

A key aspect of this principle is for all staff understanding students and their regulation needs.

Individual Passports

To develop staff understanding of student's regulation needs, all students have an Individual Passports to support the management of his or her regulation. We use the term support as we recognise most dysregulation occurs due to unmet needs and therefore, we focus on how to meet these needs not on the behaviour causing concern. The long-term intention of this approach is for students to increasingly be responsible for managing their own regulation needs.

The passports should clearly identify challenges to student regulation that could become barriers to learning and positive interaction, the alternative behaviour(s), that serve an equivalent function, the modifications to the environment that the student needs, and active and reactive strategies for managing challenging situations. Prior to writing an individual passport, functional analysis of the behaviour that challenges will be carried out.

All staff must be fully informed of relevant procedures in order to ensure continuity across all settings and training must be available to address their needs.

All Individual Passports should be written in line with the following principles:

- Passports are developed (where possible) in partnership with students and their families taking into consideration advice from professional sources where available. i.e. OT and S< advice.
- All Passports identify motivators (likes), triggers (dislikes), proactive strategies and reactive strategies. General support strategies are given as well as specific strategies for all frequent known behaviours. The Passport should be clear and functional to ensure that consistency of behaviour support is achievable across different settings and with different staff.

Nanpantan Hall Nurture Centre

- Nanpantan Hall Nurture Centre will use functional analysis or motivational assessment to inform strategies and interventions identified in the Passport. All strategies used will be carefully monitored. Data will be collected to evaluate the effectiveness (or otherwise) of any strategy used.
- Nanpantan Hall Nurture Centre will review each students passport as and when required according to individual need. The relevance and effectiveness of each passport will be assessed at least termly and modifications made as necessary.

5.1 Creating the Right Climate for Learning

All staff are responsible for setting the tone and context for a positive climate within the classroom. They will:

- Create and maintain a stimulating environment that encourages students to be engaged
- Display the pupil and or classroom expected behaviour/code of conduct and the whole school privilege system.
- Develop a positive relationship with students, which may include:
 - Greeting students in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating high expectations in ways other than verbally
 - Highlighting and promoting good positive regulated behaviour
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement

In addition to the above, the Nurture centre utilises a privilege system linked to promoting positive regulated behaviour and attainment in each lesson.

5.2 Daily Assessment Sheet, Privilege System & Class Dojos'

Having a one size fits all approach to behaviour support is challenging for students at the Nurture Centre due to the diverse range of needs. However, in principle all students are encouraged to make 'Expected Choices' during timetabled sessions through our Daily assessment sheet and privilege system.

Our privilege system along with affective consistent classroom management helps promote changes in the behaviour of individuals. It is important that achievement and good behaviour are rewarded. Apart from regular and specific praise the two main ways of doing this are by using 'Privilege Time' to motivate students to make expected choices throughout the day and 'Dojo points' to encourage and recognise ongoing positive behaviour.

The same basic structure is used across the school to reward positive behaviours and 'expected choices'. This provides consistency for the students as they move through the school.

Expected Choices

As a non-confrontational approach to supporting behaviour some poor behaviours can be ignored or just marked as 'Unexpected'. The process of marking some behaviour as unexpected is important to try and encourage students to identify that a choice that they have made is not what is expected. It should be emphasised on a regular basis when a pupil has made an 'Expected Choice'.

As a general rule expected behaviours are based around the following;

- Use my voice
- Be engaged and listening
- Be safe in school
- Be respectful and kind to everyone (Including myself)

Nanpantan Hall Nurture Centre

These general rules should form the basis of each class's individual class charter and be a consistent expectation across the school.

Procedures for Dealing with Unexpected Behaviours – ‘Rule of 3’

When understanding and responding to unexpected behaviour, staff need to take the following into account

- The student's level of communication
- The student's flexibility of thinking
- The student's sensory needs
- The student's level of self-awareness/self esteem
- When making sense of a challenging situation it is important to ask the right questions:
 - What does this behaviour mean? What does it say about how the student is feeling?
 - What is the student trying to communicate to us or achieve?
 - What is the trigger here and am I responding in a way which is making the situation better or worse?

Nanpantan Hall has developed a whole school approach to support focus and regulation throughout the day, which is linked to both the Daily Assessment Sheet (DAS) and the Personal Development curriculum. This approach is called;

‘THE RULE OF 3’

Each student has a ‘DAS’ with them throughout the day which is used to routinely in all sessions to focus students’ attention on ‘Expected Behaviours’ and their levels of regulation. The aim for the students is to achieve ‘3 Ticks’ for demonstrating the following expected behaviours;

- Listening
- Making a positive attempt at work
- Being Respectful

By demonstrating the expected behaviours throughout the session students will gain their Privilege Star. This process is facilitated at the end of each session by encouraging students to reflect on their regulation through-out the session and agree with an adult if they have demonstrated the expected behaviours. This staff led discussion will be supported by the use a tally system on the ‘DAS’ sheet given on the principle of the ‘Rule of 3’.

In the event of a student not demonstrating expected behaviour, staff will remind students of what is expected in graduated approach, each represented by a tally against the relevant behaviour.

- I. The 1st tally mark should be made with the assumption that a student hasn't heard or understood the prompt/reminder with the prompt/reminder being repeated and clarified. (This repetition should ideally be using the same language/vocabulary – with additional clarification added)
- II. The 2nd tally mark should be accompanied by the suggestion that a student should consider employing a taught strategy to support their regulation and help them demonstrate expected behaviours. i.e. sensory or movement break.
- III. The 3rd tally mark should be followed by an adult direction and support to employ a taught strategy to support their regulation and help them demonstrate expected behaviours. i.e. removal from the situation for time out to regulate.

Nanpantan Hall Nurture Centre

All incidences of unexpected behaviour should be recorded on the daily assessment sheet and reflection made at the end of each session or once a situation has been de-escalated.

How to de-escalate:

- Try to move the pupil to a quiet area as soon as possible
- Encourage other students to move away and praise them for doing so
- Speak as little as necessary but reassure and encourage
- Acknowledge their anger even if you do not understand why they are feeling as they are.
- Let the pupil know that you can help them to get to the next step – you *can* move on from the conflict
- Treat the situation as calm and not sensational but don't trivialise it
- Resist any form of physical intervention unless absolutely unavoidable.

The Privilege System

The whole school Privilege System focuses on students working towards identified and motivating activities at the end of the morning sessions and then again at the end of afternoon sessions. There is also an 'Extended Privilege Time' on a Friday afternoon.

The activities are represented as stars and are displayed on the whole class privilege board, it is important that students are supported to identify a range of different activities that they would like to earn. Stars are earned by making expected choices during timetabled sessions. The different number of stars earned through the morning/afternoon corresponded to an increasing value of activity.

As a whole school approach;

- 1 Star = Adult Choice
- 2 Star = Small individual tabletop activity
- 3 Star = Small individual classroom-based activity
- 4 Star = Social classroom-based activity.
- 5 Star = Social out of class activity.

In general, if a student achieves their full five stars; (i.e. they have made expected choices throughout each of the five sessions) This means that they are well regulated and able to take part in social out of class activities with peers who are also well regulated and have achieved their five stars.

A student can choose from any activity of a lower number of stars if they wish, and it is important to emphasise that Stars are never taken off students once they are earned. We do not seek to treat children the same; we seek to provide each child with what they need as an individual. Therefore, the activity for each star needed to be personalised to individual interests.

Extended privilege time on a Friday afternoon could/can include larger off-site activities. Through negotiation/discussion between a champion and their student it is to be agreed at the start of the week how many stars are required throughout the week to access different level of privilege on a Friday. In general, the aim would be to achieve approximately 80% of available stars to access an off-site trip. An on the day risk assessment would also need to be satisfied to ensure students are safe to be off-site.

Debriefing

Following a significant of challenging behaviour, it is important, as part of the debrief, to ask these further questions:

- How can we plan for prevention?
- How can we replace the problem by teaching new skills and "growing new behaviours"?
- How can we maintain that positive change?

Nanpantan Hall Nurture Centre

This will be achieved through the use of a structure de-brief meeting using a 'STAR' Chart. (Situation, Trigger, Action, Reaction) This meeting will be facilitated by the Behaviour and Attitude coordinator.

Class Dojo

Class Dojo is an online/cloud-based system that connects students' behaviours to instant visual/auditory praise. Class Dojo are to be constantly running in the background of the class interactive whiteboard with points given when expected behaviour are displayed by a pupil. The aim is to catch students behaving in an expected way rather than focus on unexpected behaviours.

During Champion time the stars gained for the morning or afternoon session are to be added to class dojo to keep a running tally to reduce workload for the end of the day,

At the end of each week a class leader can identify a Dojo champion or champions and they can access small, non-food-based rewards costing no more than £1 from the 'Dojo Box'.

The Class Dojo system is also used by the Nurture Centre to connect parents with academic and holistic progress. It is expected that class lead use Class Dojo to share pictures and comments about students' achievements throughout the day using the messaging aspect of the app.

All students should be encouraged to recognise that expected choices lead to positive outcomes/rewards.

As part of the dojo-based reward system students can work together in class to accumulate weekly total dojos, these build toward a prior agreed reward. These rewards require students to develop their self-awareness and social awareness as well as promoting teamwork.

Rewards will be tiered in three ways;

Bronze - 500 points

Silver - 1000 points

Gold - 1500 points

Bronze	-	Being a shorter-term group activity taking place within an academic term
Silver	-	Being within two academic terms
Gold	-	Being toward the End of the academic year.

All activities must be fully planned and risk assessed in advance with request to the Directors for approval to go ahead, however, to be mindful that there is a personal development trip at the end of the year also which is a whole school big trip and we must be aware of how our students can be overwhelmed by many trips to places with lots of people.

Rewards trips must have students' voices heard so they feel part of the decision process and understand that there is a limit to the amount of money allocated to the dojos

Suggested activities for tiers are:

Bronze	(Max of 3 times a year)	Film afternoon, additional extended privilege time, interactive activity with a peer. £5 (per class)
Silver	(twice a year)	Local offsite trip, park, café, £10 (per class)
Gold	(once a year)	Jump giants, meal, cinema, bowling. heritage centre, £15 (per student)

Nanpantan Hall Nurture Centre

Key stage 2 reward trips are to be limited to activities/locations that are closer to the Nurture centre and at a level that is appropriate to level of engagement and regulation

Key stage 3 Reward trips are still to be appropriate to level of engagement and regulation but can be aimed more towards their age level however they should be appropriate to their emotional maturity and understanding, risk assessments and staffing **must** be taken into consideration and timing of year.

No trips are to be taken on a Monday as this is a day to ensure all students are settled into the school day and know the plan for the week. The rewards trips need to be fully costed and planned accordingly

As with all trips reccis must be completed for trips and signed off by the EVC before a rewards trip can be taken in line with *Trips and Visits Policy*. All dojo points will be checked on class dojo to ensure that the level of points have been reached to go on the rewards trip.

6. Rewards and Consequences

Nanpantan Hall Nurture & Learning Centre is working towards a fully Attachment Aware behaviour regulation policy and the utilisation of rewards and sanctions focus more on a behaviourist approach to managing the behaviour of our students. However, many of our students have experienced this approach and it is very familiar and comfortable to them. We therefore utilise positive rewards for regulated behaviours and considering a range of natural consequences for dysregulated behaviours, which need to be specific for each individual pupil.

6.1 Rewards and Praise

Positive behaviour will be rewarded with:

- Praise
- Use of the Privilege System and Class Dojo achievement points
- Letters, postcards or phone calls home to parents
- Special responsibilities/privileges
- Reward charts, *only where appropriate*
- Special roles such as “Ambassador”
- Reward or personal development trips or activities agreed with the Head of Centre

6.2 Consequences/Natural Consequences

Consequences and Natural Consequences are used in the Centre to provide reparation to inappropriate dysregulated behaviour and support the students to develop the strategies needed to be able to successfully self-regulate when future conflict arises. Where possible, consequences should be aimed at repairing the relationships between adult and pupil or pupil to pupil. Many times, this can lead to a **natural consequence** that can be negotiated with the students to get the most positive outcome. For example, if a pupil destroys a display, could the natural consequence be repairing the display once the pupil is ready to do so?

There is a range of Natural consequences available that staff can use to support improved self-regulation:

- Something as simple as a member of staff expressing their disappointment in a direct conversation with the pupil, separating the behaviour displayed and the pupil themselves
- Repairing any damage that has been caused
- Micro restorative justice meetings
- Loss of responsibilities
- Phone calls home

Nanpantan Hall Nurture Centre

6.3 Persistent behaviour issues within class / Child on child abuse / Bullying

If in class there is a persistent behaviour, as identified either through staff observation or analysis of the Daily Assessment Sheet and CPOMS records, the guidance for managing this is as follows:

- Staff in class will reflect on the factors influencing and causing the behaviour (self-esteem, attachment style, communication difficulties)
- Staff in class will plan and agree ways of working to mitigate the issue, and inform the Behaviour and Attitudes co-ordinator
- Following a period of one week if the issue persists the staff in class and the behaviour and attitudes co-ordinator will meet to discuss further strategies and implement Interventions to support. Behaviour and Attitudes co-ordinator will keep Directors informed of input at weekly meetings. Students reaching this phase of intervention will be considered *Targeted* (definition below)
- Following an agreed timeframe if the issue persists an internal *Team around the child* meeting will be held including representatives from Class, Curriculum, Behaviour and Attitudes, and head of school to consider the influencing factors and continue to build a framework of support, referral for therapeutic input may also be sought, as could Educational Psychology observation. Parents will be informed of ongoing concern and actions taken up to this point. Students reaching this phase of intervention will be considered *Targeted+*
- If the above steps are not successful in mitigating the presenting issues, then an external *Team around the child (TAC)* meeting will be held with the inclusion of family members and external professionals.
- These actions will be reviewed following an agreed period to assess efficacy at mitigating the presenting issues

Targeted students are students who meet the threshold of support beyond typical staff expectation within their academic or social interactions.

Targeted+ students are students who are subject to advice and guidance from professional services or individualised interventions based on additional assessment due to presenting need.

6.4 Internal Suspensions

Internal suspensions are used as a consequence for dysregulated behaviour when appropriate and as such:

- Always consider the supervision of a students who is displaying dysregulation or is unsafe.
- Draw up a timetable as quickly as possible and inform staff who are required to provide supervision or work.
- Consider if another site would be more appropriate.
- In consultation with the referring staff, agree the requirement and target for return to lessons and inform the student.
- Ensure that internally suspended students have no contact with other students.
- Make separate arrangements for lunch, other breaks and detentions which avoid the students having contact with the rest of the Nurture Centre.

Nanpantan Hall Nurture Centre

6.5 Fixed Term Suspensions

This consequence is only used for the most serious incidents when a student is dysregulated. Each case must be discussed with the Headteacher and staff must be aware that:

- A Fixed term suspension is never to be threatened by any member of staff.
- The student's perspective and any mitigating circumstances must be considered.
- Only the Headteacher may authorise a Fixed Term Suspension.
- A returning student has a re-entry meeting and is then to be given a fresh start by all staff and be supported in the case of any provocation from other students.
- Restorative Justice is often a means to rebuild relationships following a conflict. It is also used to role model the language that can be used to demonstrate that remorse is felt and a desire to start afresh is wanted.

If it is agreed that a suspension is required, the student should:

- Be collected from the Nurture Centre as soon as possible by a parent or guardian.
- Be part of a meeting with parents/guardian's which clearly explains why they are being suspended how and when they are to re-enter the Nurture Centre via a readmission meeting.
- Be given a letter explaining the suspension for parent(s)/carer(s) and details of the readmission meeting
- Have no contact with other student on the Nurture Centre site until formally re-admitted by the Headteacher.

6.6 Malicious allegations

Where a student makes an accusation against a member of staff and that accusation is shown to have been malicious, the Headteacher will discipline the student in accordance with this policy.

Please refer to our Safeguarding policy/statement of procedures for dealing with allegations of abuse against staff for more information on responding to allegations of abuse. The Headteacher will also consider the pastoral needs of staff accused of misconduct.

7 Definitions and Recording Incidents

7.4 Dysregulated behaviour is defined as:

- Aggression. (a)
- Agitation (b)
- Adaptation (c)
- Doing Nothing (d)
- Incapacitation (e)

7.5 Seriously dysregulated behaviour is defined as:

- Self-Harm (SH)
- Restrictive Intervention (RI)

7.6 Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. This includes cyber-bullying.

Bullying is, therefore:

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

Nanpantan Hall Nurture Centre

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

(See the Anti-Bullying Policy)

All potential incidents of bullying should be identified on CPOM's and analysis to understand its motivations and or origins. Whilst there is a Zero tolerance approach to bullying the Nurture Centre does recognise that autistic students have differences in how they view and manage social relationships and identified difficulties with their ability to regulate their thought, feelings and emotions. As such each incident of potential bullying is individually analysed on a weekly basis with positive interventions planned and monitored in order to modify interactions/relationships and prevent or reduce future incidence.

7.7 Sexism and sexual harassment, including child on child abuse.

We want everyone to feel included, respected and safe in our Nurture Centre. We will not tolerate any form of sexual behaviour, however it is intended. Sexism and sexual harassment can take many forms:

- Sexualised bullying (including cyberbullying, prejudice-based and discriminatory);
- Abuse in intimate personal relationships between peers;
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element);
- Sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence);
- Sexual harassment: sexism, sexual remarks, name-calling, jokes, or online (may be standalone or a pattern of abuse);
- Causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;
- Consensual and non-consensual sharing of nudes and semi-nude images and or videos (also known as sexting or youth produced sexual imagery);
- Up skirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm; and
- Initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

Nanpantan Hall Nurture Centre

*All staff should be clear as to the Centre's policy and procedures with regards to child on child abuse and the important role they have to play in preventing it **and responding where they believe a child may be at risk from it. See Child Protection and Safeguarding policy, pages 9 – 10.***

7.8 Recording Incidents

Staff will record all incidents of either dysregulated or self-regulated positive behaviour on the DAS and transfer this information at the end of the day to CPOM's. Each type of displayed behaviour has an associated notation, and this notation is used to track and analysis patterns of behaviour. Incidents that are identified as potential Child on Child abuse must be passed on to the DSL in line with the safeguarding policy and procedures.

8 Restrictive Intervention

At Nanpantan Hall Nurture & Learning Centre, all staff are aware that they have the legal power to use **reasonable, proportionate** and **necessary** force to support a pupil that is putting themselves at risk when their behaviour becomes seriously dysregulated and possibly dangerous to themselves or others. We know that restrictive intervention can lead to a breakdown of the relationship between adults and students, so will only be used as a last resort, once all other strategies have been exhausted. All staff are trained in TEAM TEACH de-escalation and restrictive intervention strategies and will undergo regular refresher training.

The decision on whether or not to physically intervene is down to the professional judgement of the staff member present at the time, who will dynamically risk assess the individual circumstances and intervene if they feel there is no other option. After an incident where a restrictive intervention has been used, there is always a debrief at which staff reflect on the incident and if anything could have been done to avoid the situation escalating.

Restrictive Intervention will:

- Only 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 appropriately on Arbor and reported to parents.

When can reasonable force be used?

- Reasonable physical intervention can be used to prevent students from:
- hurting themselves or others,
- from causing serious damaging property,
- when or if thought to be committing a criminal offence
- causing disruption which is prejudicial to maintain good order of the school

9 Training

All our staff team are provided with training on how to support students to self-regulate their behaviour, including proper use of physical intervention via Team Teach, and safeguarding as part of their induction process.

Behaviour regulation will also form part of continuing professional development. All staff training is recorded and dated by HR and forms part of the single central register.

Nanpantan Hall Nurture Centre

10 Monitoring arrangements

This Attachment Aware Behaviour and Regulation Strategy/Policy will be reviewed by the Behaviour & Attitudes coordinator/Headteacher and Board of Directors every 2 years. At each review, the policy will be approved.

11 Links with other policies

This behaviour policy is linked to the following policies:

- Safeguarding and Child Protection policy
- Staff Code of Conduct
- Promoting children and students' emotional health and wellbeing
- Complaints
- LADO Process Managing Allegations against Staff policy
- Health and Safety
- Valuing Equality and Dignity at Work Policy
- Prevent
- Sex & Relationships Policy & Curriculum
- Safer Recruitment and Selection Policy
- Anti-Bullying Policy
- Attendance
- Online safety
- First Aid.

Nanpantan Hall Nurture Centre

Appendix 1:

Approaches to Promote Self-regulation

- Do you want to resolve the conflict or to win an argument?
- Are you the best person at this time to de-escalate this conflict?
- Are you concerned that the behaviour may be seen as reflecting negatively on your competence?
- Are you trying to move the process along too quickly?
- Are you always willing to forgive the young person – there must always be a consequence to the behaviour, even if the member of staff feels that the pupil is manipulating the situation, accepting any offer of compliance is likely to be more profitable than rejecting inappropriate behaviour but are you willing to accept an apology and give them a fresh start?
- All threats become meaningless unless they are carried out. Explaining the inevitable consequence of a particular course of action means that staff must be prepared to follow it through. Do not threaten any sanction you are not prepared to carry out.
- Praise is an extremely effective strategy to support students to manage their behaviour. This is particularly important during the first ten minutes of a lesson / activity. Ensure that this is genuine and deserved.
- Language:
- Is your verbal language helping? Are you using too many words, giving too many instructions?
- Ensure that you do not allow yourself to be drawn into an argument. It is often best not to answer a question asked in anger.
- There is no place for hostility when staff are dealing with students. It may be appropriate to express sadness, disappointment or even anger at something that has happened but never hostility towards the pupil. If students begin to think you do not like them it is time to change the way you are behaving.
- Are you clear about the best outcome for the young person? Are you offering a ‘way out’? “Shall we go somewhere quiet so that you can calm down?” It is up to the adult to do the creative thinking and try to think of ways out for the pupil. Often students have backed themselves into a corner and cannot think of a way out without losing face.
- Are you concentrating on what students can do well not what they have done wrong?
- Are you acknowledging co-operation? I am pleased to see that you can calm yourself down.
- Are you raking up old ground?
- Are you accusing?
- Are you talking quietly and showing that you are not angry? Shouting is never an effective strategy although a raised voice is, especially if this is rarely used.
- Avoid making threats which are inappropriate and,
- Acknowledge their anger and that they are upset: “I am sorry that you are upset”.

Body language

- Are you looking calm and in control?
- Are your facial expressions friendly and non-threatening?
- Is your body stance non-threatening: Should you sit instead of stand? Are you avoiding using any form of touch?
- Does your body language say – I can help you

Nanpantan Hall Nurture Centre

Appendix 2

The Right to Search Students & Confiscation

Centre staff can search a student for any item if the student agrees. Formal written consent from the student is not required, it is enough for the teacher to ask the student to turn out his or her pockets or if the teacher can look in the student's bag or draw and for the student to agree.

The Headteacher and staff authorised by them, have a statutory power to search student or their possessions, without consent, where they have reasonable grounds for suspecting that the student may have a prohibited item. However, staff should always assess the following points before carrying out a search:

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

Should a member of staff suspect a student of carrying such an item, and they have refused their consent to be searched, the following members of staff have the authorisation to search without consent; All members of the Senior Leadership Team and Heads of Centre. However, all members of staff can only search if they believe there is an immediate risk that serious harm will be caused to a person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.

A member of staff conducting a search must be the same sex as the pupil being searched; and there must be a witness (also a staff member) and, if at all possible, they should be the same sex as the student being searched. There is a limited exception to this rule. You can carry out a search of a student of the opposite sex to you and without a witness present, but only where you reasonably believe that there is a risk that serious harm will be caused to a person if you do not conduct the search immediately and where it is not reasonably practicable to summon another member of staff.

The search must take place in a suitably private area and never in front of another student, unless a group of students (the same sex) are being searched and it is with their consent. The person conducting the search may not require the students to remove any clothing other than outer clothing. 'Outer clothing' means clothing that is not worn immediately over a garment that is being worn as underwear, but 'outer clothing' includes hats, jackets, shoes, coats, jumpers, boots, gloves and scarves.

The power to search, without consent, only involves removal of outer clothing and searching of pockets; but not an intimate search going further than that, which only a person with more extensive powers (e.g. a police officer) can do. Should a search not reveal anything and the member of staff remains certain that a student may still have in their possession illegal items or something they believe could be used as a weapon then they must inform the Headteacher immediately and the police may be called.

Any search of a students must be recorded on CPOMs. In addition, should any member of staff conduct a search without consent, a member of the Senior Leadership Team must be informed. Searches of this nature must be recorded even if nothing is found. Searches without consent can only be carried out on the Nurture Centre premises or, if elsewhere, where the member of staff has lawful control or charge of the student, for example on a school trip.

Nanpantan Hall Nurture Centre

Confiscation

Staff can seize any prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to discipline in the Nurture Centre. Such items must be given to the Headteacher and the police may be contacted to collect the item.

If the following items are confiscated because they are against the Nurture Centre's rules they should be handed to the Headteacher for parental collection. They should be clearly labelled with the student's name and who confiscated it and when.

- Mobile Phones & iPads (if inappropriately used)
- Vapes
- Any other item which though not dangerous or illegal would be better collected by a parent rather than returned to the student. Large sums of money or expensive jewellery could fall into this category where the teacher deems there is a real risk of a student being robbed or assaulted for such items.

Many other items may be confiscated from students, normally because it has disrupted or has the potential to disrupt learning or health and safety. Examples could include inappropriate clothing, food being consumed during a lesson or high caffeine content energy drinks. These items can be returned to a student at the end of the lesson or day (whichever is more appropriate).