

Attachment Aware Behaviour Regulation Policy for Newton Solney C of E Infant School.

1. At Newton Solney C of E Infant School we recognise that understanding our emotions is a key aspect of understanding and managing behaviour. Through Emotion Coaching and being attachment aware, both children and adults are able to both manage their behaviour and to create an environment that is conducive to learning, building positive relationships between children, staff and children with their peers. We understand that part of our role, in partnership with home, is to help pupils to understand what is right and wrong. Underpinning the behaviour policy is the belief that everyone can learn to self-manage/self-regulate their own emotions and behaviour. Through this we encourage reflective thinking and do not accept prejudice in any form. Ultimately, we wish to give our children confidence about their capacity to think for themselves and to make sense of their own lives and experiences, hopefully beyond school and into the "real" world".

2. Policy Statement

This policy was based on Guidance provided by Brighton & Hove Local Authority and has included input from: members of staff, the governing body, parents and carers and pupils.

3. Policy Scope

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

4. Policy Objectives

Our school is committed to the emotional mental health and well-being of its staff, pupils and parents/carers. We wish to work towards this in all aspects of school life, and to provide an ethos, environment and curriculum that supports the social, emotional and mental health of the whole school community.

Our school treats **all** children with **unconditional respect** and has **high expectations** for both **adults' and children's learning** and **social** behaviours. Our school is calm and purposeful. It prides itself on excellent relationships and high level of care. We understand that positive behaviour can be taught and needs to be modelled. We understand that negative behaviour can signal a need for support which we will provide without diluting our expectations.

5. Policy Aims

- To maintain a caring, orderly community in which effective learning can take place and where there is mutual respect between members
- To help children develop a sense of worth, identity and achievement
- To help all children to become self-disciplined, able to accept responsibility for their own actions and make positive choices
- To develop in all children the ability to listen to others; cooperate and to appreciate other ways of thinking and behaving

We hope to achieve these aims through a school behaviour policy based on **rights, responsibilities and respect**. Praise, rewards, privileges, and positive role-modelling support the development of **self-discipline** and the capacity to make **positive choices**.

Our ethos builds relationships by recognising every child as an individual, building self-esteem, self-confidence and self-awareness.

Our curriculum allows each individual to follow a pathway of learning that builds on their interests and strengths and supports their academic aspiration.

Our approach to learning supports recognition and inclusion for all within the local, national and international community.

Our work with the community builds sustainability in relationships and connects our students with relevant learning opportunities.

6. Policy Links

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

- PSHE Policy
- Anti-bullying Policy
- Equality Policy
- Health and Safety Policy
- Safeguarding Policy
- E-safety policy

7. Roles and Responsibilities

Maintaining good behaviour is the responsibility of **all** staff, governors and parents. We expect our staff and parents to be a good role model for our children as we develop their attitudes for all aspects of life.

8) Approach

Our School takes a non-judgemental, curious and holistic stance when trying to make sense of behaviour; ensuring opportunities for reparation.

We will not use practices that can be emotionally harmful (e.g. public shaming - including the use of sad faces against names on classroom boards).

Key premises of our approach

- Being 'fair' is not about everyone getting the same (equality) but about everyone getting what they need (equity).
- Behaviour is a form of communication. We view behaviour as a communication of an emotional need (whether conscious or unconscious), and we will respond accordingly.
- Taking a non-judgmental, curious and empathic attitude towards behaviour. We encourage all adults in schools to respond in a way that focuses on the feelings and emotions that might drive certain behaviour, rather than the behaviour itself. Children with behavioural difficulties need to be regarded as vulnerable rather than troublesome, and we all have a duty to explore this vulnerability and provide appropriate support. "Thinking of a child as behaving badly disposes you to think of punishment. Thinking of a child as struggling to handle something difficult encourages you to help them through their distress" (from Colebourne Primary School's Behaviour Policy)
- Putting relationships first. This requires a school ethos that promotes strong relationships between staff, pupils and their parents/carers. It also relies on creating a positive school culture and climate that fosters connection, inclusion, respect and value for all members of the school community.
- Maintaining clear boundaries and expectations around behaviour. Changing how we respond to behaviour does not mean having no expectations, routines or structure. In order to help pupils feel safe, their educational environment needs to be high in both nurture and structure. Pupils need predictable routines, expectations and responses to behaviour. These must be in place and modelled appropriately, within the context of a

safe and caring school environment. Natural rewards and consequences that can follow certain behaviours should be made explicit, without the need to enforce 'sanctions' that can shame and ostracise pupil from their peers, school community and family, leading to potentially more negative behaviour.

- Not all behaviours are a matter of 'choice' and not all factors linked to the behaviour of pupils are within their control. Therefore the language of choice (e.g. 'good choice/bad choice') is not always helpful.
- Encouraging parental engagement and involvement is absolutely crucial when addressing and planning support for pupil's social and emotional needs. "The parent-child connection is the most powerful mental health intervention known to mankind." (Bessel van der Kolk)
- Use the principles of Emotion Coaching:-
Step 1: Recognising, empathising, soothing to calm ('I understand how you feel, you're not alone')
Step 2: Validating the feelings and labelling ('This is what is happening, this is what you're feeling')
Step 3 (if needed): Setting limits on behaviour ('We can't always get what we want')
Step 4: Problem-solving with the child/young person ('We can sort this out')

Secure, nurturing environments and stimulating, engaging experiences support the development of neuronal networks, helping to build brains.

The 4 S's of Attachment (Siegel 2013)

Seen

Safe

Soothed

Secure

Sense of Being/Sense of Belonging

By applying the principles of Emotion Coaching and the Attachment Aware Approach we can together foster an inclusive approach and together achieve better outcomes around pupil attainment and well being for all pupils and staff.

Date policy agreed: September 2019

Date of next review: September 2020

Reviewed and updated for Covid 19 return to school July 2020

Headteacher signature:

H. P. S. Ellis

Chair of Governors' signature

APPENDIX 1a

Attachment Aware and Emotion Coaching Frameworks

Attachment Principles

- Attachment Theory is increasingly being recognised as one of the key theories within child development that explains why some children and young people do better in school and life than others.
- Attachment is central to our well-being and affects us all.

This guidance endorses the principle that attachment is everybody's business. We are all shaped by our early relationships and our behaviour is influenced by our attachment experiences.

'All of us, from the cradle to the grave, are happiest when life is organised as a series of excursions, long or short, from the secure base provided by our attachment figures' (Bowlby, 1988)

Secure Base

Bowlby described how a secure base is provided through a relationship with one or more sensitive and responsive attachment figures who meet the child's needs and to whom the child can turn as a safe haven, when upset or anxious (Bowlby, 1988).

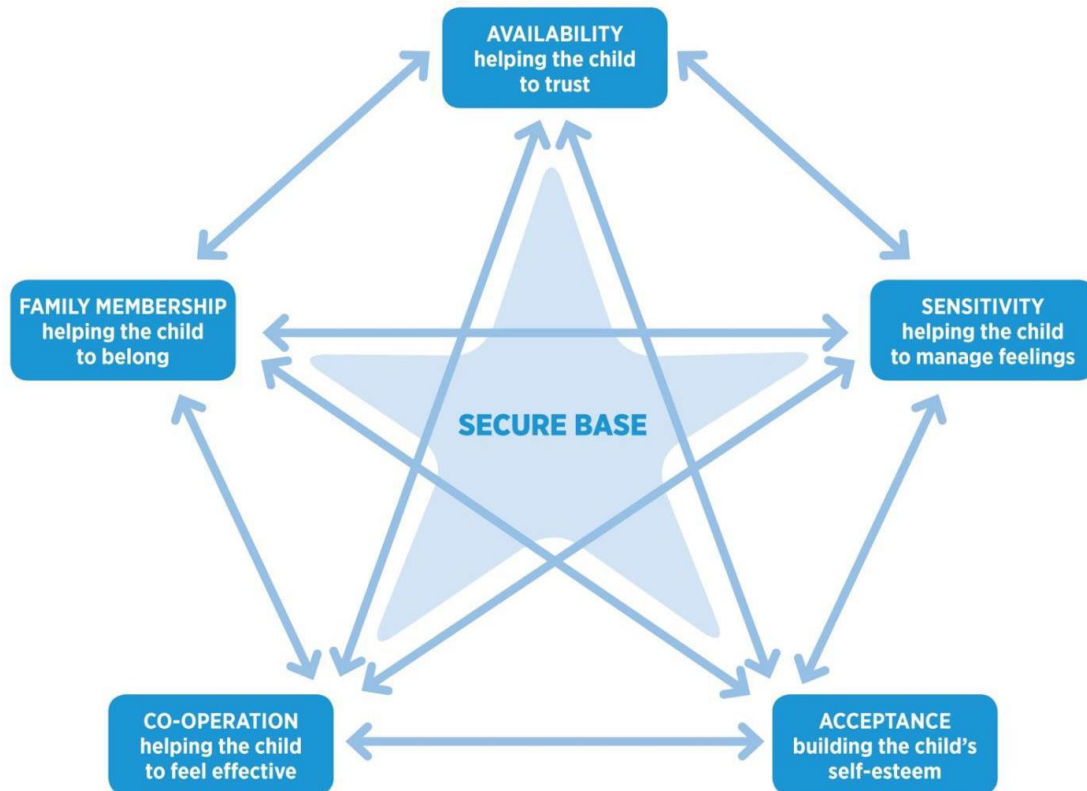
'The concept of a secure base is essential to our understanding of relationship formation and children's development. It links attachment and exploration and provides the basis of a secure attachment.' (Schofield and Beek, 2014)

We all need a secure base in life. School is an important secure base for all children and young people, but for some, it may be the only secure base that they have experienced and therefore is hugely important.

APPENDIX 1b

The Secure Base Model

- The Secure Base Model (Schofield and Beek, 2014) is a resilience-based model that provides a positive framework for therapeutic caregiving that focuses on the interactions between caregivers and pupils on a daily basis.
- Research (Beek and Schofield 2004 & 2005) has demonstrated that, over time, positive caregiving across the five dimensions provides a secure base from which the child can explore, learn and develop in a positive direction.



APPENDIX 1c

Emotion Coaching

Emotion Coaching is inextricably linked to the Attachment Aware framework. Emotion Coaching was originally a parenting strategy (John Gottman, 1997) which has been developed by Dr Janet Rose and Louise Gilbert and applied in the school environment. They took Gottman's five steps of Emotion Coaching and developed a school friendly program that uses four core steps to help engender emotional resilience, empathy and problem solving skills within children and young people (Rose et al 2015). This is focused at the whole school level. Emotion Coaching is based on the latest research from physiology and neuroscience and provides a structure to aid emotional behavioural regulation.

Emotion Coaching is a relational approach which develops internal regulation

- External Frameworks
- External regulation
- Internal Frameworks
- Internal regulation



Sanctions and Rewards



Emotion Coaching



The following principles are central to Emotion Coaching:

- All emotions are natural and normal, and not always a matter of choice
- Behaviour is a communication
- Emotional 'first aid' (calming, soothing) is needed first: 'Connect before re-direct' (Siegel, 2013), 'Rapport before reason' (Riley, 2009)
- 'Emotion coaching builds a power base that is an emotional bond - this creates a safe haven, a place of trust, a place of respect, a place of acceptance, a sense of self. This in turn leads to children and young people giving back respect and acceptance of boundaries' (Rose and Gus, 2017)
- Children cannot successfully self-regulate their emotions unless they have experienced and internalised co-regulation (i.e. an adult tuning in/empathising with their emotional state and thus 'containing' - sharing, supporting and carrying - their emotional state). This also involves explicit teaching and modelling.

The following animations give helpful summaries of Emotion Coaching for parents and teachers:

<https://www.youtube.com/watch?v=7KJa32r07xk>

https://www.youtube.com/watch?v=x8bKit_VZ3k

The approach to behaviour endorsed in this *Guidance* is an Emotion Coaching style.

Emotion Coaching: The Evidence Base

Research on Emotion Coaching as a whole school approach suggests that it can improve the child's ability to regulate their feelings and has a positive effect upon teacher-pupil relationships.

'Emotion coaching can contribute to the promotion of sustainable, holistic improvement in wellbeing for pupils, school staff, and families' (Gus et al 2017).

Furthermore, it can lead to better outcomes (including academically) due to improved emotional well-being, awareness and literacy of pupils, staff and parents/carers. Thus, key principles from this approach have been incorporated into this *Guidance*.

APPENDIX 2

Top Tips for implementing an Attachment Aware Approach

❖ Recognise behaviour as a form of communication

Consider what might be underpinning a PUPIL's behaviour. Don't immediately seek within-child explanations - e.g. labels such as ADHD, ASC. Consider the PUPIL holistically/ in context. Their behaviour might be a very normal response to adverse life experiences.

❖ Promote a positive approach

Spot PUPIL behaving well/ doing the right thing. Offer specific and descriptive praise (or for those PUPIL who find it difficult to accept praise, offer discrete non-verbal feedback). Avoid global statements such as "good boy".

❖ Differentiate expectations

- *How long should you expect a PUPIL who is hypervigilant to sit still during carpet time or assembly?*

- *What might be realistic expectations (in terms of approach to a task) for a pupil who is terrified of failure?*

- *Remember that work-avoidant behaviour can be linked to a fear of taking risks/feelings of vulnerability – even the risk of asking for help.*

- *Model and explicitly teach what is needed for 'readiness to learn', including promoting a growth mindset approach.*

- Set up the expectations accordingly, so that pupils aren't set up to fail.

❖ Differentiate response

Some pupil perceive/experience public verbal reminders/prompts around expected behaviour very shaming. Consider non-verbal cues/gestures (agreed with the pupil, which can also powerfully remind them that you are holding them in mind). Always ensure that any disapproval expressed is of the behaviour and not the person (i.e. maintain a sense of unconditional positive regard).

❖ Relationships first!

➤ **'Engage, don't Enrage'**

➤ **'Connection before Correction'**

➤ **'The 3 Rs: Regulate, Relate, Reason'**

Remember empathy comes before limit-setting/problem-solving around the behaviour. Use emotion coaching and attachment aware scripts – e.g. "I'm wondering if (you are shouting out "this is boring!" because) you feel scared about getting the answer wrong? I know what that feels like, it can be really scary to have a go at something, in case you might fail".

❖ A whole school approach

All members of staff are responsible for supporting the behaviour of pupils across the school.

Attachment/ building relationships is everybody's business! The HT and SLT must lead the whole school attachment aware ethos to promote a consistent approach that is embedded across the school, through policy development, displays, choice of language, non-verbal behaviours, and communication with parents/carers, as well as those outside of the school community. One or two 'key adults' working to support a pupil using attachment aware approaches is not enough. You need the whole school community to be signed up to an attachment aware approach.

❖ Use agreed tools for recording, monitoring and sharing planned strategies/ support/ progress around behaviour so that they can be consistently implemented.

Examples: Personal Education Plans (PEPs) for Children in Care and Previously in Care; the Secure Base Model Checklists, Action and Progress Plans; Pastoral Support Plans (PSPs); Individual Education Plans (IEPs); Provision Maps; Pupil Passports. These should highlight strengths and areas of resilience - not just withinchild but also family/community factors. Include key triggers to avoid escalating situations (e.g. using a loud voice/ threatening body language/ publicly admonishing/confronting). Pupil and their parents/carers need to be involved and central to this process. Consider who else might need to be involved in support – e.g. other key adults or agencies such as CAMHS or Social Care?

❖ Small actions can make a big difference!

Even smiling at/greeting a pupil on their way into school can really add to their sense of belonging/ feeling liked, respected and valued.

❖ **Don't expect immediate results or returns!**

A pupil might be very dismissive of you behaving in a kind/empathic manner towards them, but this doesn't mean that your actions weren't important, or valued! It may just mean they are not in a good place to be able to receive kindness and/or that they need lots more experiences of this positive approach/kind behaviour to even begin to internalise a positive sense of self.

❖ **Expect sabotage from some pupils and name it, where appropriate**

Dan Siegel's '*Name it to tame it*'. For example, "Amy, I am wondering if you trashed the room because it feels like too much pressure on you to keep showing such good behaviour all morning, and maybe you are scared of disappointing me or yourself?"

❖ **Recognise that what you feel is a likely indication of how the PUPIL feels**

If you feel helpless/stuck/frustrated/angry, this is often an important indication of how the pupil is feeling inside and what they are projecting out.

❖ **Be cautious around suggestions of a 'fresh start'**

Often people start to look for fresh starts such as another school for a pupil when they feel stuck. Don't assume anyone else will be able to manage the behaviour any better/ feel less stuck! The problem just becomes someone else's to deal with! Always consider whether this is really best for the pupil. Often pupils who unconsciously push others away through their behaviour are the ones who have experienced the most rejection and are most successful at being repeatedly rejected/excluded.

Sarah Ahmed December 2017

Appendix laying out specific behaviour requirements – with amendments for Covid 19

Behaviour moving around school building

At all times encouragement is given to use footpaths and to walk around school quietly. This is encouraged through consistency in staff expectations. Y2 pupils are particularly expected to set an example.

Children must walk in school.

Children must not push in the cloakroom area

Children must line up sensibly when waiting for the toilet/wash hands

Behaviour in school

Expectations include:

- walking at all times around the school
- knocking on the door before entering another room with a message, for example
- waiting to speak to people and not interrupting, going up to people to speak and not shouting across a room
- taking pride and responsibility in own classrooms by, for example, putting away equipment
- caring for books and wallets and asking parents to replace books if lost/damaged
- looking after library and cloakroom areas
- taking pride and responsibility in personal appearance
- following our 'Do Be Values' which are displayed all around the school.
- Being a good friend to all

Children must not push another child or adult

Children must not spit at another child or adult – particularly important with Covid 19

Children must not bite another child or adult - particularly important with Covid 19

Children must not purposely cause harm to another child or adult

Children must not purposely cause harm to the classroom environment and the equipment in it

At playtimes and before school

- pupils and parents know that children are expected to keep to areas where they can be seen by supervisors
- children may come into school from 8.50am when classrooms are supervised and settle with a book or appropriate activity. All pupils should be in school by 9am. Covid 19 = 9.10am
- lunch break runs from 12 noon to 1pm. Senior midday supervisor arrives at 11.50am to supervise hand washing in cloakroom area.
- at the first bell at playtime children tidy away equipment and line up ready to come into school - Covid 19 = stay in their bubble
- everyone leaves the school building in a calm and orderly way with care shown towards other people and their property

Unacceptable behaviour during playtimes is dealt with as follows:

- for minor offences children stand against playground wall for a specified, realistic length of time for "time out", usually 2 minutes or walk with a member of staff around the playground.
- major incidents of aggressive or unacceptable behaviour are to be recorded in the school behaviour book and referred to the Headteacher/senior teacher/class teacher. The parents of the child involved are to be informed of the occurrence at the end of the school day or as soon as possible either face to face or by telephone.

- If three major incidents occur parents will be involved and a personal behaviour plan will be designed. If this is not adhered to the child may be excluded.

Unacceptable behaviour in school is dealt with by:

- appropriate action being taken by the class teacher if a child is behaving in an unacceptable way e.g. removing the child from a particular situation
- informing parents at end of school day face to face or by telephone of persistent difficulties in class. Contact to be made by letter if major incidents involving misbehaviour occur and parents will be invited into school to discuss the situation if third incident occurs within half term, again in the presence of a third party (Appendix D).

Behaviour on visits out of school, both local and further afield.

Children will be briefed regarding expected levels of conduct and behaviour on all visits outside school.

Expectations include:-

- Sensible behaviour at all times
- Children must stay with their group and assigned adult
- Children must not wander off on their own
- Children must follow the rules for the visit
- Children must listen to the adults in charge
- Groups must walk together
- Seatbelts must be worn on coaches
- Children must not talk to strangers (other than adults involved in the visit) and if approached by a stranger the child must report straight away to their adult in charge