

Attachment Aware
Behaviour Regulation Policy for Newton Solney
C of E (VA) Infant School



"I can do all things through God,
who gives me strength."

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Signed by Chair of Governors	<i>Jaide Megrick</i>	Signed By Headteacher:	<i>Davinia Gamble</i>

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.

3. Policy Scope

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

This policy links with our Anti- Bullying Policy which incorporates child- on -child abuse.

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 a 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 Information and Objectives Policy
- Health and Safety Policy
- Safeguarding/Child Protection Policy
- Online safety policy
- Spirituality statement

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 school 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 pupils 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.
- Children with mental health issues, learning disabilities and neurodevelopmental concerns will be nurtured and supported by staff and advice will be taken from outside agencies.
- 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

Sense of Being/Sense of Belonging

Soothed

Secure

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.

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).

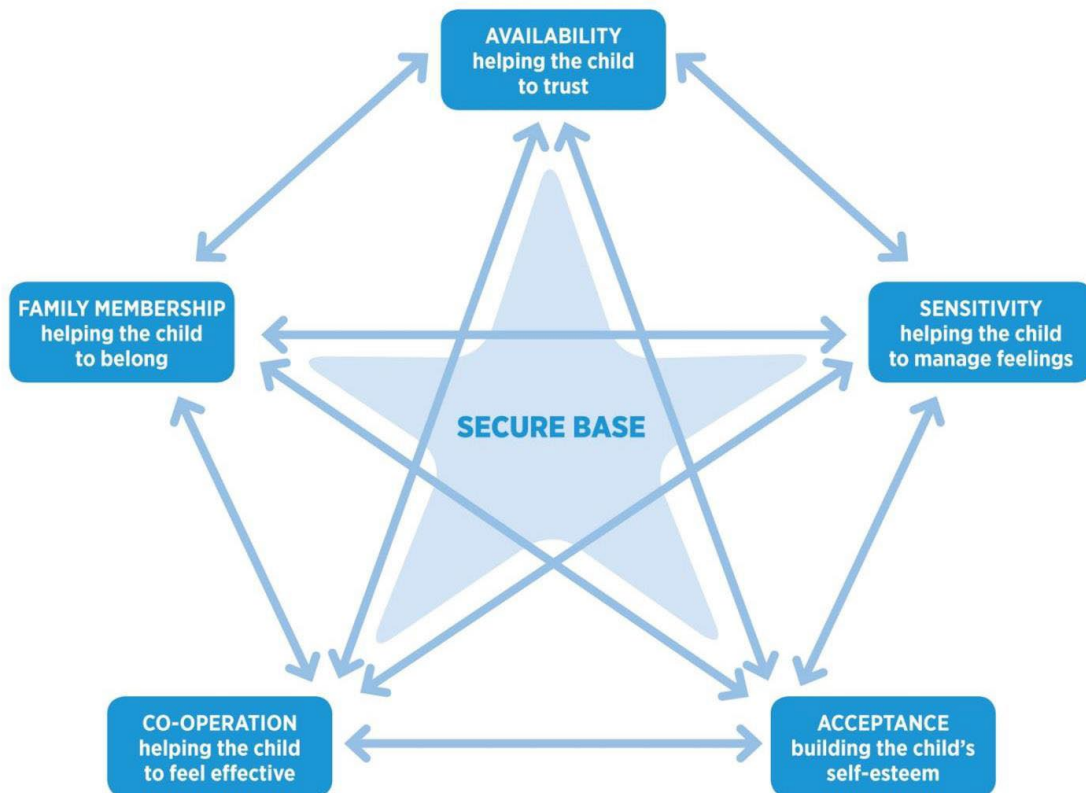
'The concept of a secure base is essential to our understanding of relationship formation and children's development. It links attachment and exploration and provides the basis of a secure attachment.' (Schofield and Beek, 2014)

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 programme 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 | • Internal Frameworks |
| • External regulation | • 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 PUPILS 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 pupils perceive/experience public verbal reminders/prompts around expected behaviour as 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 Headteacher 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 within child 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

Specific Behaviour Rules

Our Vision, Bible verse and 'Do Be Values' are introduced to all children at the beginning of every academic year. These are explored through Collective Worship and reinforced within the classroom environment. Throughout the year, they continue to be woven into our curriculum and Collective Worship, ensuring that they remain central to school life.

We also share our vision, Bible verse and values with parents so that they can support and reinforce these at home.

School and Classroom Rules

At the start of each academic year, we work collaboratively with the children to establish our school and classroom rules. This takes place both within the classroom and during Collective Worship. By involving the children in creating these rules, we help them to understand their importance and the role they play in keeping everyone safe, happy and ready to learn.

Our rules are closely linked to our 'Do Be Values', encouraging children to make positive choices and take responsibility for their behaviour. Together, we create a set of expectations that supports our school in being a safe, respectful and welcoming place for all.

Behaviour in school

- We walk calmly and safely at all times around the school.
- We wait our turn to speak, use kind voices, and walk over to people rather than calling out across the room.
- We take pride in our classrooms by putting equipment away carefully and keeping spaces tidy.
- We look after our books and wallets with care.
- We help to keep our library and cloakroom areas neat and welcoming for everyone.
- We take pride in our personal appearance.
- We follow our 'Do Be Values', which guide us to make good choices every day.
- We are kind and inclusive, being a good friend to everyone.

To keep everyone safe and happy, we make sure that:

- We use kind hands, feet and words at all times.
- We treat others with care and respect.
- We look after our classroom environment and equipment.

Behaviour Moving Around School Building

We encourage everyone to move around the school safely, calmly and with respect for others. This is supported through consistent staff expectations and positive role modelling across the school. Our Year 2 pupils are encouraged to lead by example and demonstrate these expectations to younger children.

- We walk sensibly and quietly at all times around the school and use the footpaths.
- We move around the cloakroom carefully, giving others space and showing respect.
- We line up calmly and sensibly when waiting for the toilet or to wash our hands.

At Playtimes and Before School

We encourage a safe, calm and welcoming start to the school day and positive behaviour during playtimes:

- Pupils (and parents before school) understand the importance of remaining in areas where they can be seen by supervising adults to ensure everyone stays safe.
- Children are welcomed into school from 8:30am, when classrooms are supervised, and settle quickly with a morning challenge. All pupils arrive ready for learning by 8:40am.
- The lunch break takes place from 12:00pm to 1:00pm, with the Midday Supervisor and Play Leader supporting a calm and organised lunchtime.
- At the first bell, children take responsibility for tidying away play equipment.
- At the second bell, children pause/freeze and listen carefully. A child is then chosen to lead their class back to the classroom calmly and sensibly.
- Clear expectations are in place for the use of playtime equipment. Lunchtime staff work together with the children to create a timetable of activities, ensuring everyone understands which equipment can be used and when.
- Everyone moves around and leaves the school building in a calm, orderly way, showing care and respect for others and their belongings.

Rewards and Sanctions

At Newton Solney C of E Infant School, we promote a positive approach to behaviour, where children are supported to make good choices and feel valued for their efforts. Staff are consistent in their expectations and use agreed language across the school to ensure clarity for all children.

We follow an **emotion coaching approach**, helping children to understand and manage their feelings, reflect on their actions and develop positive behaviour over time. Children are regularly praised for demonstrating our 'Do Be Values' and for making positive choices.

Rewards

We celebrate children's achievements and positive behaviour in a variety of ways:

- Verbal praise and encouragement from staff
- 'Do Be' stickers to recognise children living out our values
- 'Flying High' recognition for effort, attitude and achievement
- **Flying High Fridays**, where children are celebrated in our awards worship
- End of term cups and certificates to recognise sustained effort and achievement
- Class-based rewards to celebrate positive behaviour and teamwork

These rewards help to build children's confidence, motivation and sense of belonging within our school community.

Supporting Behaviour (Sanctions)

When children find it difficult to meet expectations, staff respond in a calm, supportive and consistent way, using emotion coaching strategies. The focus is on helping children reflect, learn and make improved choices.

Approaches may include:

1. A gentle reminder of expectations
2. Offering clear choices to support positive behaviour
3. Time to calm and regulate emotions

4. Time to talk with a trusted adult
5. Communication with parents where appropriate

Where needed, a child may be supported by being removed from a situation to enable them to regain calm and reflect safely. All incidents are recorded on the school's safeguarding system.

If behaviour continues to be disruptive or involves aggression, we work closely with parents to create a **behaviour plan**, and may seek support from external agencies to ensure the child receives the support they need.

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

When representing our school on visits, we expect all children to demonstrate our 'Do Be Values' and be positive ambassadors for our community. Children are encouraged to listen carefully, follow adult instructions promptly, and show respect to members of the public, staff and each other. We take pride in our behaviour, use kind voices, and move safely as a group. By showing excellent manners and a caring attitude, we ensure that all visits are safe, enjoyable and reflect the high standards of our school.

See our School Visits Policy.