



# The Shropshire Attachment Aware Behaviour Regulation Policy

*Guidance for Shropshire schools*



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# 1. Introduction

The Department for Education guidance for headteachers and school staff of maintained schools, which outlines the statutory duty of schools in relation to developing a behaviour policy, is largely based on a behaviourist approach.

*“Headteachers, proprietors and governing bodies must ensure they have a strong behaviour policy to support staff in managing behaviour, including the use of rewards and sanctions”*

*(DfE, Behaviour and discipline in schools: Advice for headteachers and schools’ staff, published July 2013; last updated January 2016)*

Although behaviourist approaches can work for the majority of children and young people (CYP), they are not successful with all. This is especially true for those who have experienced **Adverse Childhood Experiences (ACEs)** – traumatic life experiences that occur before the age of 18. For CYP who have experienced trauma and loss, including vulnerable groups such as looked after children (LAC), children at the edge of the care system, and previously looked after (PLAC ) behaviourist approaches often serve to re-traumatise them and do not teach them how to express their emotions in a more appropriate manner.

## 1.2. Purpose of this Attachment Aware Behaviour Regulation Guidance

The purpose of developing this county wide Attachment Aware Behaviour Regulation Guidance is to promote a move away from traditional behaviour management approaches, which place a huge emphasis on rewards and punishments linked to behaviour, towards a more humanist, relational and universal approach, which is inclusive for all, and can benefit the whole school community.

It is intended to encourage schools to develop their behaviour policies in line with Attachment Aware principles (and national/local drivers – Appendix 1), and to ensure that their Behaviour Regulation Policy translates into whole school practice.

This guidance aims to develop a more consistent, county wide approach to including CYP with social, emotional and mental health (SEMH) needs within the changing context of Local Authority provision. It recognises, and aims to take account of, the huge challenges that schools face in managing to include pupils with complex SEMH needs, and meet targets around attainment and governmental scrutiny, particularly within the current climate of funding pressures. It also acknowledges the responsibility held by headteachers for looking after the well-being of all members of the school community, particularly teaching staff, who are often under immense strain because of increased demands. Supporting CYP in schools who present with complex SEMH needs, including challenging behaviour, is not an easy task.

This guidance acknowledges that schools across Shropshire have different values which are unique to them. Schools across our Local Authority also face different challenges and are at various stages of developing their behaviour policies and practice. However, we believe that that all schools could benefit from further guidance and support to develop an inclusive behaviour policy based on a model that can really work in practice. Furthermore, the evidence base on school exclusion (*Appendix 2*) helps to remind us that whilst excluding CYP with SEMH can relieve pressure on the school, it rarely leads to better outcomes for the child or young person. A key intended outcome of this guidance is therefore to see a reduction in school exclusions across the county, through the increased implementation of Attachment Aware Approaches.

## 2. Acknowledgements

Shropshire Virtual School would like to thank Brighton & Hove Educational Psychology Service, Dr Mo Bham (Principal Educational Psychologist) and Dr Sarah Ahmed (Assistant Principal Educational Psychologist) for their kind permission to use their source material.

This guidance was initially requested by members of the **Shropshire Virtual School and Shropshire Educational Psychology Service** to ensure that alongside our local offer of Attachment Aware training and support, schools are helped to implement Attachment Aware practice via their behaviour policy. By developing their behaviour policies in this way, schools can encourage all staff to ensure they respond appropriately to the behaviour and needs of vulnerable pupils who have experienced trauma and loss, including adopted CYP.

This request was taken forward and the remit widened, to develop guidance that could be universally and consistently implemented across Shropshire schools to **support all pupils and staff**, and to promote the view that ***attachment is everybody's business***.

This guidance is based on a policy written by Dr Sarah Ahmed, Assistant Principal Educational Psychologist (and Strategic Lead for Children in Care and the Attachment Aware Brighton & Hove Strategy), with support from colleagues from Brighton & Hove Inclusion Support Service (BHISS) and the Virtual School for Children in care and Previously children in care

This Shropshire guidance has been developed by Rose Hooper (Head of the Virtual School), with support from:

- Kim Jeffries (Assistant Principal Educational Psychologist)
- Dr Jennifer Heseltine (Senior Educational Psychologist)
- Dr Jessica Swire (Educational Psychologist)
- Dr Amalia Dirnu (Educational Psychologist)
- Dr Adele Thacker (Educational Psychologist)
- Amy Evans-Rayner (Undergraduate Psychologist)

**For further information** on our 3 levels of Attachment and Emotional Co-Regulation training and related support to schools please contact [virtualschool@shropshire.gov.uk](mailto:virtualschool@shropshire.gov.uk)

This guidance should be read in conjunction with “**Mental health and behaviour in schools**” **November 2018 DfE**

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/755135/Mental health and behaviour in schools .pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/755135/Mental_health_and_behaviour_in_schools_.pdf)

and

**Promoting children and young people’s emotional health and wellbeing**

A whole school and college approach (2015) Public Health England

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/414908/Final EHWP draft 20 03 15.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/414908/Final_EHWP_draft_20_03_15.pdf)

### 3. Philosophy & Approach

Our intention is to provide a framework that is helpful to schools when developing their school’s behaviour policy. It is expected that schools will carefully look at their current behaviour policies, processes and practice, and review whether these are consistent with the Attachment Aware Approach that is being promoted in this Behaviour Regulation Guidance.

We do however promote certain approaches in this guidance (e.g. taking a non-judgemental, curious and holistic stance when trying to make sense of behaviour; ensuring opportunities for reparation, especially following exclusions). We also warn against certain practices that can be emotionally harmful (e.g. public shaming - both verbal and non-verbal - including the use of sad faces against names on classroom boards).

#### 3.1 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.**  
The change in terminology in the 2014 Code of Practice of Special Educational Needs (SEN) - which replaces the Behaviour and Social Difficulties (BESD) with Social, Emotional, and Mental Health (SEMH) difficulties – helps to promote a shift towards viewing **behaviour as a communication of an emotional need** (whether conscious or unconscious) and responding 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.** CYP 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.

- **Developing relationships.**

This requires a school ethos that promotes strong relationships between staff, CYP 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. To help CYP feel safe, their educational environment needs to be high in both nurture and structure. CYP 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. However, we do advocate “Connection Before Correction”. We advise the vehicle of the relationship as important in managing behaviour and helping CYP develop positive ways of regulating their own behaviour.

- **Not all behaviours are a matter of ‘choice’** and not all factors linked to the behaviour of CYP are within their control. Therefore, the language of choice (e.g. ‘good choice/bad choice’) is not always helpful.

- **Behaviour must always be viewed systemically and within the context of important relationships** (i.e. a relational communication pattern rather than an internal problem).

- **Encouraging parental engagement and involvement is absolutely crucial when addressing and planning support for CYP’s SEMH needs.**

*“The parent-child connection is the most powerful mental health intervention known to mankind”*

*(Bessel van der Kolk)*

- **A Whole School Approach to achieve Authentic Inclusion & Wholehearted Learning.**

### **A Whole School Approach starts with ethos**

Creating an inclusive and positive school ethos around behaviour is something that must be driven by the Headteacher and school’s SLT in order to be endorsed by, and embedded across, the whole school community.

We strongly believe that responding to the SEMH needs of CYP is not the responsibility of a few staff in school; **it is everyone’s responsibility.**

Research suggests that when schools place a strong emphasis upon the emotional health and well-being of **all members of the school community**, and this ethos is driven by the school’s senior leadership team and is evident in practice, this leads to better outcomes for all – e.g. staff retention, pupil attendance and attainment, positive home-school relationships (Banerjee, R., Weare, K., & Farr, W. (2014). This

guidance promotes the idea that the SEMH needs of all should be at the heart of the school.

Research also suggests that school leadership is second only to classroom teaching as an influence on pupil learning (Leithwood et al, 2006). This guidance suggests that it is essential for school leaders to be driving a whole system approach to inclusive learning and achievement for all.

## 4. Attachment Aware and Emotional Co-Regulation Frameworks

- We are encouraging schools to apply Attachment Aware and Emotional Co-Regulation Approaches (**Appendix 3a**), in their everyday practice, with a particular focus on the central principles of **empathy, connection, attunement, trust** and **co-regulation**. This includes careful consideration and awareness-raising of **both verbal and non-verbal communication**.
- Alongside this Behaviour Regulation Guidance, we will continue to offer **training and support to schools** across the Shropshire to promote a whole school Attachment Aware Approach and consistent practice that can be shared across all members of the school community.

### Attachment and Dyadic Developmental Practice

#### Attachment and Early Developmental Trauma

##### Level 1 Training

Attachment training provides an understanding of early child development and the importance of nurture on the developing brain. It focuses on how to support teachers and key adults in understanding challenging behaviours and provides strategies to support children to regulate and manage their emotions more effectively. The training offers advice on establishing a key attachment relationship.

#### Emotional Co-Regulation

##### Level 2 Training

Following on from the attachment training, this course provides staff with strategies to support children to regulate and manage their emotions more effectively. It uses the principles of Emotion Coaching and attachment theory.

#### Therapeutic Working for Key Adults (DDP)

##### Level 3 Training

This training is based on Dyadic Developmental Practice (DDP). It is focused on facilitating the child's ability to establish a secure attachment with their key adult. The programme actively communicates playfulness, acceptance, curiosity and empathy (PACE). This training is aimed at key adults working with traumatised children. There is a requirement to have completed Level 1 and Level 2 training prior to this training.

- Our Attachment Aware training promotes the development of relationships as proposed by Dan Hughes, through the use of **PACE** (see Appendix 3b).
- In Shropshire we encourage schools to undertake an **Attachment Aware Schools Pledge (Appendix 8)**, which outlines the Attachment Aware principles we would like schools to sign up to. We believe that by following these key principles we can support schools to develop inclusive mindsets, policy and practice. By encouraging schools to approach CYP's needs through this Attachment Aware framework, we can together uphold our duty of care for CYP's SEMH needs and overall well-being.
- Brighton & Hove Educational Psychology Service developed a '**Top Tips for Implementing an Attachment Aware Approach**' prompt sheet (**Appendix 6**), which Shropshire endorses.

## 4.1 Emotional Co-Regulation (Level 2)

This guidance recognises the importance of integrating Emotional Co-regulation into everyday practice when working with CYP to support the development of positive behaviour, resilience and community well-being.

Our Shropshire emotional co-regulation training is based upon materials developed by Gloucestershire Educational Psychology Service and Emotion Coaching UK, with kind permission.

- Emotion Coaching (**Appendix 3c**) is an approach that focuses on the development of emotional regulation through supportive relationships. It can benefit not only CYP but also parents/carers and professionals, to better understand and regulate their emotions, to manage strong feelings and take ownership of behaviour.
- Emotion Coaching offers practical steps for responding to behaviour, and is linked to key attachment concepts, such as the importance of connection.
- Emotion Coaching is an evidence-based approach that provides an understanding of the neuroscience behind behaviour.
- Research also indicates that staff in schools feel more confident managing behaviour when they have increased knowledge of the link between behaviour and emotion.

*"I now have a much better understanding of the physiological processes that take place when a young person 'flips their lid' and the best approach I should use to help the young people understand why and what they can do to help themselves."*

*Headteacher*

### **What Emotional Co-Regulation means in practice** (how co-regulation works)

Step 1: **Connection** (the importance of relationships)

Step 2: **Attunement and Emotional Recognition**

Step 3: **Upstairs/Downstairs Brain Behaviour**

Step 4: **Empathising**

Step 5: **Labelling and Validating Feelings**

Step 6 (if needed): **Limit Setting**

Step 7: **Problem Solving**

## 4.2 What difference can an Attachment Aware Approach make?

Find out more about Attachment Aware Schools in this video by The ARC:

<https://youtu.be/uMbhB2l4ut0>

- By applying Attachment Aware and Emotion Coaching principles we can foster an inclusive approach and together achieve better outcomes around pupil attainment and attendance across our schools including:
- A reduction in exclusions for vulnerable pupils with both identified and unidentified SEMH.
- Better outcomes around staff emotional mental health and well-being (EMHWP), such as sickness absence and retention, owing to an emphasis on the EMHWP of the **whole school community**.
- It is hoped that by following an Attachment Aware approach, which is supported by local processes and procedures, staff will feel empowered to respond in a way that is *empathetic* but *boundaried*, *firm* but *kind*.
- We encourage schools to consider what empathy means in practice, and not to confuse empathy with sympathy or with condoning/ avoiding consequences for negative behaviours.
- We urge schools to look beyond the often very challenging behaviours displayed by CYP and question what emotions might be driving these behaviours. We advocate looking at behaviour through an attachment aware lens. Only when CYP feel a sense of being heard, understood and cared about, can they begin to express their emotions in a more acceptable way, which will benefit everyone.
- We advocate an '**Authoritative**' versus '**Authoritarian**' approach where **adults are 'in control' versus 'controlling'**.
- Another overarching principle endorsed by this guidance (which comes from Video Interaction Guidance or VIG), is the idea that **everyone is doing the best they can** at the time with the resources they have. This is a really important principle and value to remember and helps us to **avoid blaming others when we feel stuck**. Further information on VIG is available from the Educational Psychology Service.
- In our Level 3 training – Therapeutic Working for Key Adults (TWKA) – we also look at how our behaviour and ability to regulate will impact on the children in our care.

## 5. A Graduated Approach

This guidance recognises that schools across our local authority face different challenges, including the level of resources within schools and in the local and wider communities. Some schools have particularly high levels of CYP with challenging early life experiences. All schools will have a pupil who is both challenged and challenging.

Notwithstanding the differences between schools, this guidance aims to support the development of a consistent authority wide approach to including children with SEMH by providing a framework that is **helpful to all schools**. Within the broader Attachment Aware framework, **schools will need to differentiate according to pupils' SEMH needs**, following different levels or waves of intervention and ensuring that expectations are appropriate and monitored alongside the **Assess/Plan/Do/Review** cycle of progress.

- It is important that indicators of SEMH are clearly recognised, to ensure that it is not just pupils who are displaying observable and **active/ 'acting out' behaviours** (e.g. those who are non-compliant, show mood swings, verbal and physical aggression, those who abscond, who lack empathy or personal boundaries) that are identified. Pupils who display more **passive behaviours** (e.g. those who present as withdrawn, isolated, disengaged and/or distracted, who avoid risks, who appear very anxious, who refuse to accept praise, are reluctant to speak) sometimes go unnoticed because their behaviour can feel less challenging to manage.
- It is also important to avoid viewing or labelling pupils whose behaviour is externalised, as less vulnerable than those who internalise their emotional distress.
- **Early intervention** is imperative for addressing both active and passive behaviours, to ensure that low level features/difficulties can be addressed early.
- It is essential to be aware of the tendency to make judgements around behaviour (e.g. 'mad'/'bad') and to see **all behaviour as an indicator of emotions to which we must respond in an empathic and caring manner**. This can be particularly hard to do when CYP act in a way that hurts or frightens others.

Pupils who are identified as particularly vulnerable will need specific approaches tailored to their individual needs and experiences, strengths and difficulties. These will need to be planned in conjunction with parents/carers and relevant partners, and shared sensitively, as deemed appropriate. We suggest that when planning different levels of intervention/support in your school you outline what:

## **When planning different levels of intervention/support in your school you should outline:**

**ALL CYP** will need (actions to be undertaken for ALL children and young people. Much of this is based around Inclusive Quality First Teaching).

**SOME CYP** will need (actions based around Inclusive Quality First Teaching plus additional time-limited support programmes).

**A FEW CYP** will need (actions that include Inclusive Quality First Teaching plus increasingly individualised intervention programmes to accelerate and maximise progress and narrow performance gaps).

The **revised SEMH Thresholds** are designed to assist schools in ensuring a rigorous, consistent approach to support for Social, Emotional and Mental Health n can be found in the Guidance and criteria “*How to make a request for an education, health and care needs assessment for children and young people with special educational needs in Shropshire*” (January 2017) p 20

<https://shropshire.gov.uk/media/10561/ehcp-guidance-and-criteriadocx.pdf>

### **5.1 Local SEND Guide**

Shropshire Local Authority has developed a framework for schools and settings to help them to identify a child or young person’s special educational needs, what level of support they are expected to offer and how to arrange and monitor the support given. This includes identification of, and support for, pupils with SEMH, and is based upon a **Graduated Approach**. [Shropshire Provision for SEND: A Guide for Mainstream Schools](#)

**The Shropshire SEND Local Offer** brings together the strategies, interventions and provision linked to the **SEMH Framework**, including **updated SEMH Thresholds**.

<https://shropshire.gov.uk/media/10561/ehcp-guidance-and-criteriadocx.pdf>

Further details and the full guide can be found at: <https://www.shropshire.gov.uk/the-send-local-offer/> and includes the SEND strategy

This Attachment Aware Behaviour Regulation Policy Guidance should be read in conjunction with the local SEND Guide, as well as the local **Transformation Plan for Children and Young People’s Mental Health and Wellbeing 2015-2020 PROGRAMME**

<http://www.shropshiretogether.org.uk/wp-content/uploads/2016/02/CAMHS-Transformation-Plan-programmes-summary.pdf>

The national context “**Future in mind** -Promoting, protecting and improving our children and young people’s mental health and wellbeing” NHS England

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/414024/Childrens\\_Mental\\_Health.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/414024/Childrens_Mental_Health.pdf)

And the “Consultation on Transforming Children and Young People’s Mental Health Provision: a Green Paper and Next Steps”, July 2018

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/728892/government-response-to-consultation-on-transforming-children-and-young-peoples-mental-health.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/728892/government-response-to-consultation-on-transforming-children-and-young-peoples-mental-health.pdf)

**For more information around support for schools to include pupils with SEMH:**

- Shropshire Inclusion Support Service
- Child and adolescent mental health and wellbeing service (BeeU)  
<https://beeu.org.uk/about-us/>

We also suggest you refer to other local authority policies, processes and protocols linked or relevant to SEMH (some of which are outlined in the SEND Guide) including:

- **Education Access** - full Terms of Reference can be obtained from Chris Kerry, Service Manager, Education Access. Email: [christine.kerry@shropshire.gov.uk](mailto:christine.kerry@shropshire.gov.uk)
- **Local Safeguarding and Child Protection procedures and training** which can found on the Shropshire Council and Local Safeguarding Children's Board (SSCB) website <http://www.safeguardingshropshireschildren.org.uk/about-us/>

## 5.2 Local Authority training and support

Alongside our 3 levels of Attachment training, we endorse the following approaches, which feature in our Local Offer:

- for CYP with Autistic Spectrum Condition (ASC) and sensory needs, including pupils with SEMH needs. **Autism Education Trust (AET) training levels 1-3** – [garry.dean@shropshire.gov.uk](mailto:garry.dean@shropshire.gov.uk)
- Early Years Attachment training – **Understanding attachment and developmental trauma in the Early Years – theory into practice**. The course introduces attachment theory and the implications attachment can have upon emotional development and the way in which youngsters present in early years and educational settings. Attachment informed practical strategies will also be introduced to ensure settings are able to meet the needs of vulnerable youngsters whilst ensuring enhancement of emotional development.

Course aims:

- To outline how the physical and emotional development of children may be affected by their experiences
- To consider how participants can help to plan and prepare to meet the developmental needs of children
- To provide participants with a more in-depth understanding of the impact of early and chronic trauma on children and the ways in which they may be helped to recover

- To provide evidence-based strategies to support practitioners to meet the needs of vulnerable youngsters including an introduction to emotional co-regulation and PACE.
  - **Video Interaction Guidance (VIG) and the CPD element of VIG: Video Enhanced Reflective Practice (VERP)** – these are relational approaches that improve attuned communication, attachment and learning (problem-solving and creative thinking). Both approaches have a strong evidence base and use video clips to highlight successful interactions and promote change within an individual’s interaction style. Shropshire EPS.
  - **Mindfulness-Based Approaches, including. b and pawsb** – Mindfulness or *paying attention to what is happening right now with curiosity and kindness*, has been found to be highly effective in improving the emotional wellbeing of CYP and adults, including reducing stress, cultivating empathy and increasing emotional control. Shropshire EPS.
  - **Restorative Approaches** –The Restorative Justice Council (2015) defines restorative practices as ‘a range of various methods of bringing those harmed by crime or conflict and those responsible for harm, into communication, enabling everyone affected by a particular incident to play a part in repairing the harm and finding a positive way forward’.
- Restorative processes have much in common with repair in that they aim to put things right and to restore relationships. **However, there are some aspects of restorative justice that can be unmanageable for traumatised children** and so it is necessary to consider the current skills and emotional capacity of the CYP. This may include ‘coaching and support to develop insight and less public (shaming) ways of making repair’ (Gore Langton & Boy, 2017, p.115). Shropshire EPS.

The Virtual School provides:

- Termly Network meetings for Designated Teachers for Looked after and previously looked after children,
- Training, including online learning, new to post to cover the Responsibilities of the statutory guidance “**The designated teacher for looked-after and previously looked-after children - Statutory guidance on their roles and responsibilities (February 2018)**”  
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/683561/The\\_designated\\_teacher\\_for\\_looked-after\\_and\\_previously\\_looked-after\\_children.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/683561/The_designated_teacher_for_looked-after_and_previously_looked-after_children.pdf)
- Training for School Governors covering their role, responsibilities and accountability for looked after and previously looked after
- Advice and Guidance to education practitioners from Early Years, mainstream, specialist and to post 16 on strategies to support children and young people
- Supporting Shropshire schools to in the development of Attachment Friendly approaches utilising the Alex Timpson Attachment and Trauma Programme in School

- <http://reescentre.education.ox.ac.uk/research/alex-timpson-attachment-and-trauma-programme-in-schools/>
  - Contact [virtualschool@shropshire.gov.uk](mailto:virtualschool@shropshire.gov.uk) for further information on this exciting school development opportunity
- Training to social workers and Shropshire foster carers on their role in supporting educational achievement of all children, including the specific need of those with SEND

## 6. Developing an Attachment Aware Behaviour Regulation Policy for your setting

### 6.1 Next Steps Planning

Please make use of the guidance notes and appendices in this document to review your current behaviour policy and identify the areas that you may need to work on.

You may want to utilise the support of the Shropshire Virtual school and the Alex Timpson Trust

**Appendix 9** provides prompts and a framework for you to follow, with examples, to support you to develop an Attachment Aware Behaviour Regulation Policy for your setting.

To ensure that your setting can meaningfully embed the principles and approach advocated in this guidance into school practice, careful thought and reflection will need to be given around where your whole school strengths and current areas of development are.

We recommend that schools complete an annual **Attachment Audit** to review current whole school practice and pinpoint areas of strength and further development, which should be shared with School Governors. It may be helpful for you to involve or seek feedback from a range of Local Authority and other partners, as part of reviewing your current whole school practice and policies – e.g. SEN, Virtual School, Social Care and Health colleagues. This could include using specific case examples to discuss whole school strengths and areas for further development. We also suggest you refer to the **Attachment Aware Pledge (Appendix 8)** to remind you of the key principles that we expect schools to sign up to.

### 6.2 Training support

The **policy development and review** should be supported by training so that staff understand and are able to implement the policy.

- All Shropshire schools are offered Level 1 and 2 Attachment training and key adults are eligible for Level 3. Level 1 attachment training is delivered by a specialist LAC EP via the Virtual School.
- The Educational Psychology Service, via the Virtual School, also provides Emotional Co-Regulation training (level 2), which builds on key Attachment principles and provides a practical framework or key steps to help staff feel more 'in control' when managing behaviour, as well as to help pupils to learn how to regulate their own behaviour.
- Level 3 is Therapeutic Working for Key Adults (TWKA) and looks at our own behaviour as well as the principles of intersubjectivity and PACE.

It is important that **action planning** and **practice review** follows any training. **Key messages to be embedded into practice should be shared with all members of the school community**, including pupils, governors and parents/carers, in a range of ways – e.g. through displays, parent/carers evenings, assemblies, newsletters, etc.

### 6.3 Policy length

The exemplar policy (**Appendix 9**) provided with this guidance provides only a framework for schools, alongside a range of appendices and links/references, which schools can use as appropriate. Settings should decide what level of detail (e.g. specific positive behaviour management strategies, including use of rewards and consequences) they wish to include in the content of the policy and which of the appendices are useful to their setting.

We include good practice examples, including extracts from school behaviour policies that reflect Attachment Aware principles and practice. Staff developing their behaviour policy will need to familiarise themselves with the appendices and then decide which areas to pick out or adapt to reflect their school's ethos and practice. We suggest that your Behaviour Regulation Policy should be developed and reviewed in consultation with pupils, staff, parents/carers and governors. You may decide to develop a policy statement which is shared with the school community and appropriately displayed. Staff could explore together what needs to be in place to ensure key principles are endorsed and evident in practice.

### 6.4 Policy links

There are various other school policies that can complement and support your Behaviour Regulation Policy.

For example: Teaching and Learning, Anti-Bullying, Health and Safety (which may include or link to the school's Mental Health Policy, Drugs Policy, and Offensive Weapons Policy), Safeguarding and Disability Policy etc.

## 6.5 Language

It is hoped that this guidance can be adapted by a range of educational settings, including Colleges and Early Years settings. However, the term 'school' is used throughout. We use the term 'Children and Young People' to cover all ages but your setting will choose the language that is most appropriate – e.g. pupil/child/student.

**We suggest adopting positive language throughout your policy** – e.g. 'consequence' versus 'sanction' or 'punishment'; 'implement' versus 'enforce', 'expectations' versus 'rules', 'attention-needy' versus 'attention-seeking' behaviour. A helpful starting point might be to identify which areas of your current behaviour policy are compatible with Attachment Aware approaches and which are not.

We also suggest very carefully wording (or otherwise avoiding) the language around choice and avoiding simplistic labels – e.g. talking about 'good/bad choices' when referring to specific behaviours or incidents. It is important to remember that **not all behaviour is simply a matter of choice**. Making a 'positive choice' usually requires being in a calm or 'thoughtful' frame of mind to do so. 'Bad choices' (i.e. often meaning 'inappropriate behaviours') are usually the result of feeling very emotionally dysregulated – i.e. a signal of 'flipping your lid'. With support to self-regulate, CYP (and adults) can be helped to behave in more socially acceptable/appropriate ways and to make better 'choices'.

## 6.6 Additional resources

School staff frequently ask for resources to use in and beyond the classroom. It is recommended that schools liaise with the Virtual School or their link EP and other relevant partners to discuss their training and practice needs. A reference/further reading list has been provided at the end, and we have incorporated useful links throughout the guidance.

## 6.7 Feedback

To provide feedback on this guidance, please email [virtualschool@shropshire.gov.uk](mailto:virtualschool@shropshire.gov.uk)

## APPENDIX 1

### Attachment: The National and Local Context

#### National Context

The NHS and the DfE established a national Children and Young People's Mental Health Taskforce in September 2014 and produced a final report '***Future in Mind - promoting, protecting and improving our children and young people's mental health and wellbeing***' which was published by the government in March 2015. This document recognises that attachment relationships have a direct bearing on children's capacity to succeed in school. It emphasises that relationships and a sense of belonging, are key to good mental health for all, but are essential for children who have experienced multiple relational losses and trauma.

NICE Guidance advocates attachment training: <https://www.nice.org.uk/guidance/ng26>

It advises that:

*“Educational psychologists and health and social care provider organisations should work with local authority virtual school heads and designated teachers to develop and provide training courses for teachers of all levels on:*

- *how attachment difficulties begin and how they can present in children and young people*
- *how attachment difficulties affect learning, education and social development*
- *understanding the consequences of maltreatment, including trauma*
- *how they can support children and young people with attachment difficulties.”*

#### Local Context

Shropshire Council has adopted a county wide Attachment Aware strategic approach. Since 2017, Shropshire Educational Psychology Service (supported by the Virtual School ) has strategically led an Attachment Aware training programme for schools, Early Years providers and the wider children's workforce, including voluntary partners. This training has been developed and delivered by Educational Psychologists (EPs), based on the work of Dan Hughes (DDP).

## APPENDIX 2

### Exclusion: the evidence base

- Recent research by Professor Tamsin Ford et al, (August 2017) at the University of Exeter found a **bi-directional association between psychological distress and exclusion**. They recommended that efforts to identify and support children who struggle with school may therefore prevent both future exclusion and future psychiatric disorder.
- A study by the Institute for Public Policy Research estimates that of the 86,000 strong prison population, more than 54,000 were permanently excluded at school.

### Exclusion: the national and local policy framework

- **National Context - SEND and Exclusion:** Pupils with SEND are disproportionately more likely to be excluded compared to the school population as a whole. There remains a high need to reduce the inequalities in school exclusion  
<https://www.gov.uk/government/news/new-action-to-improve-outcomes-forchildren-with-additional-needs>
- **Local Context – SEND and Exclusion** <https://shropshire.gov.uk/schools-and-education/school-attendance-or-exclusion/>
- **The National Institute for Clinical Excellence (NICE)** published guidance in November 2015 urging schools and other education providers to avoid using permanent and fixed-term school exclusion as far as possible for children and young people in the care system with identified attachment difficulties:

<https://www.nice.org.uk/donotdo/schools-and-other-education-providers-should-avoid-using-permanent-and-fixed-term-school-exclusion-as-far-as-possible-for-children-and-young-people-in-the-care-system-with-identified-attachment-difficulties/>

#### Relevant links:

- <https://www.childrenscommissioner.gov.uk/wp-content/uploads/2017/11/CCOChildrens-Voices-Excluded-from-schools-and-alt-provision.pdf>
- [https://www.youtube.com/watch?v=yCy\\_zp6PxQU](https://www.youtube.com/watch?v=yCy_zp6PxQU)
- <https://www.childrenscommissioner.gov.uk/publication/they-go-the-extra-mile-reducing-inequalities-in-school-exclusion/>

### Attachment Aware Schools and Exclusion

➤ **Can schools be Attachment Aware Champions if they exclude CYP with attachment difficulties?**

The whole practice of exclusion seems at odds with Attachment Aware Approaches, particularly for CYP who have experienced loss and rejection and another ACE. For these CYP, exclusion (whether formal or informal, internal or external, fixed-term or permanent or whether known by another name such as 'seclusion' or 'isolation') is ALWAYS experienced as something negative, and can be a painful reminder of their earlier life experiences. Exclusion does not just place a boundary around certain behaviours to signal that they are not acceptable; it is ultimately perceived/experienced by the individual as a punishment for their behaviour.

Although we recognise that exclusion is a **last resort** that sometimes has to happen in schools, **we recommend that ALL schools, when reviewing their own exclusion processes and practices, should describe how they will by any means possible avoid excluding CYP.** Following any incident that leads to some form of exclusion of a CYP, schools need to detail *how* they will provide opportunities for reparation and rebuilding of trust and relationships. Every reintegration meeting should involve a restorative and reparative approach to help both the victim(s) and perpetrator(s) involved move forward positively.

What I look like in Fight ...

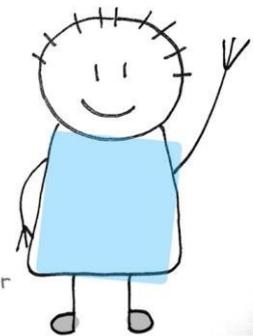
- × Hot & bothered
- × Angry & aggressive
- × Controlling
- × Lie or blaming
- × Shouty & argumentative
- × Pushing away friends
- × Demanding
- × Inflexible



www.innerworldwork.co.uk

You can help me feel safe with the following ...

- ✓ Give me a role
- ✓ Support me socially
- ✓ Match my energy
- ✓ Make things predictable
- ✓ Deep breathing
- ✓ Connect & show empathy before exploring the consequences of my behaviour



www.innerworldwork.co.uk

These images are taken from [www.innerworldwork.co.uk](http://www.innerworldwork.co.uk). More ideas and visual images like these are available to support your school's Behaviour Regulation Policy on that site.

**Recent and relevant media articles:**

- <https://www.theguardian.com/education/2018/feb/27/schools-disciplineunconditional-positive-regard>
- <https://www.telegraph.co.uk/education/2018/03/16/school-exclusions-shouldlast-resort-not-easy-way-push-difficult/>

## APPENDIX 3a

### Attachment Aware and Emotional Co-Regulation 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 3b

### DDP – Dan Hughes

#### **PACE/PLACE**

PLAYFULNESS is about creating an atmosphere of lightness and interest when you communicate. An open, ready, calm, relaxed and engaged attitude.

ACCEPTANCE is about actively communicating to the child that you accept the wishes, feelings, thoughts, urges, motives and perceptions that are underneath the outward behaviour. Unconditionally accepting a child makes them feel secure, safe and loved.

CURIOSITY is wondering about the meaning behind the behaviour for the child. Curiosity lets the child know that the adults understand. Without judgement, children become aware of their inner life.

EMPATHY is the adult demonstrating that he or she knows how difficult an experience is for the child. The adult is telling the child that she will not have to deal with the distress alone. Empathy gives a sense of compassion for the child and their feelings.

More recently, the acronym PLACE has been used, to include a fifth element: LOVE.

LOVE is about creating loving relationships - all children need love.

More information can be found at:

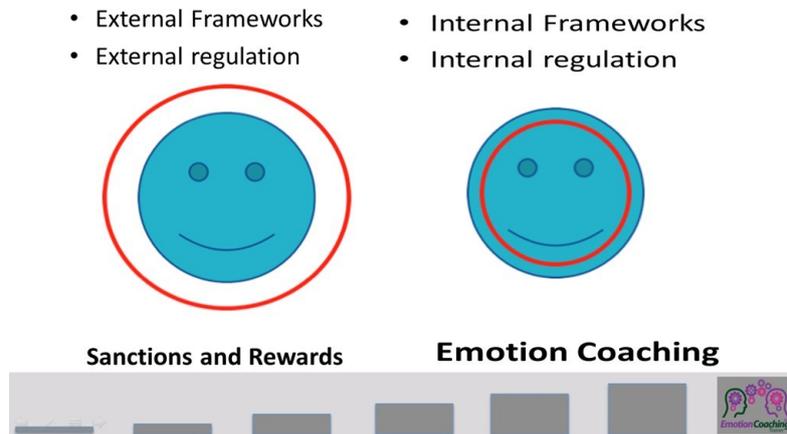
[ddpnetwork.org/about-ddp/meant-pace](http://ddpnetwork.org/about-ddp/meant-pace)

## APPENDIX 3c

### Emotional Co-Regulation

Emotional Co-Regulation 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



#### 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 EC for parents and teachers:

- <https://www.youtube.com/watch?v=7KJa32r07xk>
- [https://www.youtube.com/watch?v=x8bKit\\_VZ3k](https://www.youtube.com/watch?v=x8bKit_VZ3k)

The approach to behaviour endorsed in this Guidance is an **Emotion Coaching style**. Further information on/ and practice for schools using this style, including the use of scripts in different scenarios, can be provided through Level 2 training, which will be offered by the Virtual School and specialist LAC EPs.

## APPENDIX 4

### Relationships and understanding behaviour in context

This Guidance reminds school staff to consider context when interpreting all behaviour. All behaviour, however bizarre it may seem, makes sense at some level – **what is the story?**

There is often a tendency to look for within-child factors – i.e. ‘What is wrong with the child?’ This can often lead to a search for a label or diagnosis, which is not always helpful, especially when planning effective SEMH interventions.

Thinking about the child/young person systemically, within a **risk and resilience framework** (e.g. child/young person, family, community) is both helpful and important.

For further information on resilience we recommend: <http://www.boingboing.org.uk/>  
<http://northstarpaths.com/visuals/>

### The importance of relationships

Relationships are central to our sense of belonging and to our emotional well-being. This includes: staff-pupil, pupil-pupil, staff-staff, staff-parent/carer, child-parent/carer relationships.

#### ➤ Promoting positive school staff relationships and emotional well-being

For school staff to be able to effectively build relationships with CYP and parents/carers, they need to firstly prioritise their own emotional well-being and staff relationships. The school ethos and professional practice needs to foster this, through both informal and formal practices, such as: reflective practice opportunities (including workgroup discussions, peer supervision/support using different models such as collaborative problem-solving); team building opportunities; linking with support partners including Local Authority and Health colleagues to develop a whole school approach to EMHWP. Time needs to be built in and protected to enable these planned practices to happen for staff rather than relying on ad hoc opportunities such as informal staffroom discussions with colleagues. A further cautionary note is that there can be a conflict of interest if the only time when reflective practice discussions take place is during performance management.

## APPENDIX 5

### Applying an Attachment Aware Approach

- Jones and Bouffard (2012) and Banerjee, Weare and Farr (2014) suggest that interventions for pupils' social and emotional learning should be integrated into the daily life of the classroom rather than provided through discrete programs.
- An **integrated Whole School Attachment Aware Approach** is therefore advocated in this Guidance.

#### Assessment, Monitoring and Intervention

As outlined in the SEN Code of Practice and our local SEND Guide, we promote a differentiated approach following different levels of intervention using the Assess/ Plan/Do, Review cycle. **Appropriate target-setting and information-sharing is extremely important**, to ensure that bespoke provision and strategies are recorded using a range of suitable tools such as IEPs, PSPs, Provision Maps and Pupil Passports. These should be jointly developed, agreed and reviewed, involving key adults. Most importantly this must include input and involvement from the CYP to ensure that they (alongside their parents/carers) remain central to this process and can voice what helps/hinders; what likely triggers might be; strengths and difficulties, etc.

We are aware of the very wide range of resources already being used across our schools to support SEMH identification and to measure the impact of interventions. This includes various assessment and monitoring tools/toolkits, such as:

- The Boxall Profile
- The Strengths and Difficulties Questionnaire (SDQ)
- ELSA Training

A wide range of interventions are also used in many of our schools to support CYP with SEMH difficulties, including:

- Nurture Groups
- Circle of Friends
- Circle of Adults
- Peer Mediation
- Forest School
- Specific therapeutic interventions

Our schools should also be familiar with following various processes to ensure holistic support for CYP with presenting SEMH needs, such as Early Help and TAF processes.

**When reviewing what is working with CYP, please refer to the 'Top Tips for Applying an Attachment Aware Approach' (Appendix 6) and remember TENACITY (i.e. hang in there!)**

Monitor the efficacy of strategies and interventions in case what was planned is not working – do you need to try something different or give things more time?

### Reparation and restorative approaches

As outlined on Page 11, many schools across Shropshire are already using restorative practices in their everyday practice, including both formal and informal situations.

**We believe a restorative and reparative approach is particularly important following school exclusions, and should be central to reintegration meetings following any school exclusion.**

### Reflective practice

As highlighted in Appendix 4, reflective practice opportunities are essential to support staff with: awareness of their own emotions and attachment styles; understanding of the behaviours from others that might trigger a particular response in them; maintaining appropriate boundaries; managing secondary stress. This is only possible within a school culture where staff feel safe and are encouraged as part of good EMHWP practice to express how their work impacts on their emotions and vice versa.

### an Attachment Aware Approach

#### ❖ Recognise behaviour as a form of communication

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

#### ❖ Promote a positive approach

Spot CYP behaving well/ doing the right thing. Offer specific and descriptive praise (or for those CYP 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 CYP 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 CYP 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 CYP aren't set up to fail.

#### ❖ Differentiate response

Some CYP perceive/experience public verbal reminders/prompts around expected behaviour very shaming. Consider non-verbal cues/gestures (agreed with the CYP, 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'** (Look at your own behaviour – can you remain open and engaged?)
- **'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 CYP 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 CYP 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; Action and Progress Plans; Pastoral Support Plans (PSPs); Individual Education Plans (IEPs); Provision Maps; One Page Profiles. 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). CYP 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 BeeU or Early Help

❖ **Small actions can make a big difference!**

Even smiling at/greeting a CYP 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 CYP 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 CYP and name it, where appropriate**

Dan Siegel's '**Name it to tame it**' and use the wondering aloud techniques taught in Level 1. 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 CYP feels**

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

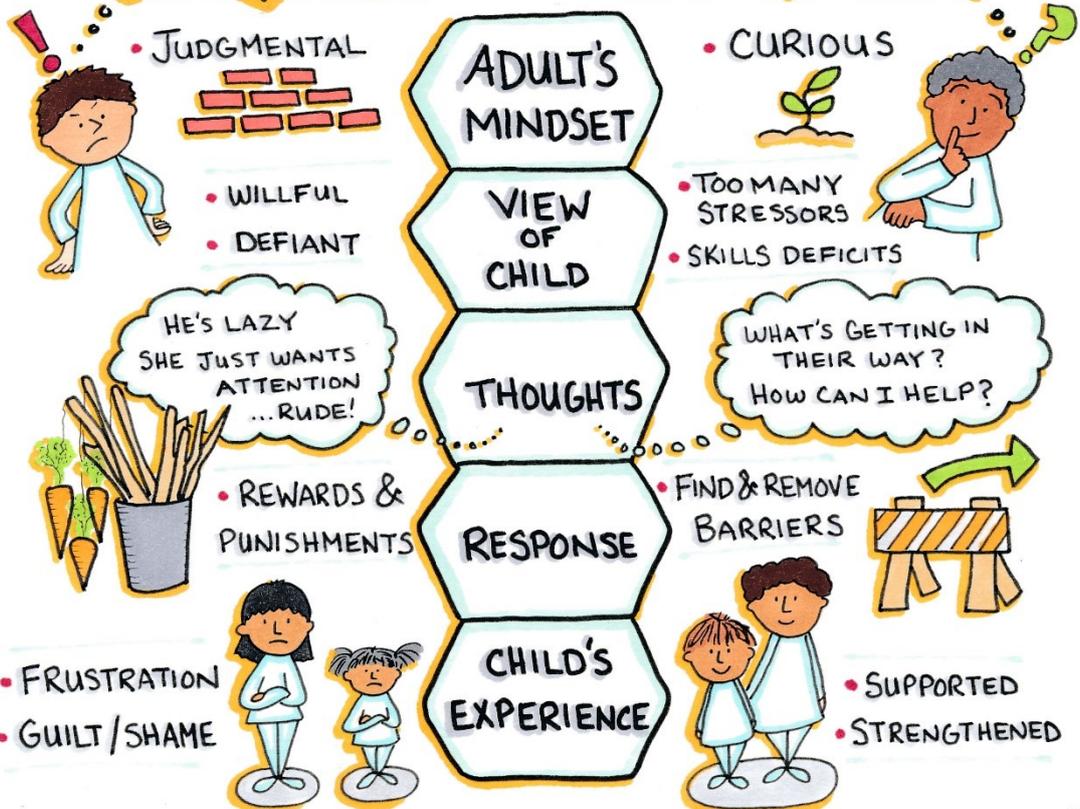
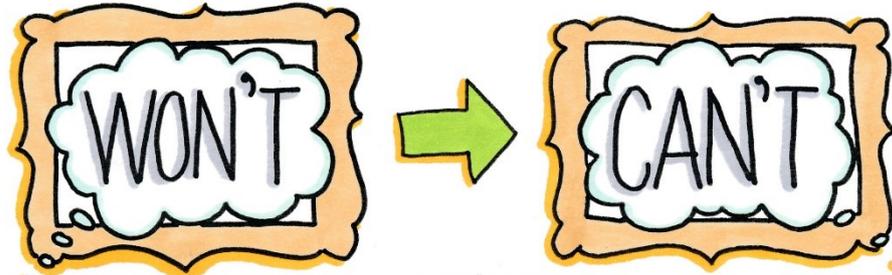
❖ **Be cautious around suggestions of a 'fresh start'**

Often people start to look for fresh starts such as another school for a CYP 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 CYP. Often CYP 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.

# REFRAME THE BEHAVIOUR

"KIDS DO WELL IF THEY CAN"  
~ ROSS GREENE



"SEE A CHILD DIFFERENTLY, YOU SEE A DIFFERENT CHILD"  
~Dr. Stuart Shanker

When kids exhibit challenging behaviour we can be "STRESS DETECTIVES"...finding and removing barriers.

- FIND STRESSORS → REDUCE THEM
- FIND UNMET NEEDS → MEET THEM
- FIND SKILLS DEFICITS → TEACH THEM

@kwiens62

<http://northstarpaths.com/visuals/>

## APPENDIX 7

**(Use the ARC resources here)**

**An Attachment Aware School will be able to demonstrate competence in the areas outlined below (see criteria/outcome\*).**

Please complete the self-evaluation below (your answers need to be based upon where the school is **now** and actions your school has taken **over no more than the past three years**).

**Completed by:**

**Date:**

Criteria/Outcome	Not started (0) Emerging (1) Partially achieved (2) Achieved/ongoing (3)	Evidence/Examples of what has been done and when	Next steps/what will you be doing next?
Active support from senior leaders and school governors	2	<i>e.g. HT &amp; School Governing Body agreed at meeting in March 2016 to update whole school behaviour policy following whole school training on attachment</i>	<i>Whole school staff twilight in September 2016 to specifically look at use of visual rewards and sanctions in class, as well as language/scripts to be used/avoided by staff</i>
Whole staff training in attachment, to provide a shared understanding of why schools need to be attachment and trauma aware, strategies to use and the support the school needs from its partner agencies			
The consistent implementation of attachment aware strategies by all staff, especially Key Adults who support targeted children			

Criteria/Outcome	Not started (0) Emerging (1) Partially achieved (2) Achieved/ongoing (3)	Evidence/Examples of what has been done and when	Next steps/what will you be doing next?
An Attachment Lead or Champion at a senior level, to continue leading the school's training and development of attachment practices and to support staff to implement strategies			
Involvement of parents and the wider community e.g. at specially organised training events			
Continual monitoring, evaluation and development of strategies - e.g. updating school's behaviour management policy; whole school or class-based interventions to promote social skills and friendships, such as Circle of Friends Approach or Nurture Group			
Support for all staff through meetings and individual supervision			
Induction for new staff into the school's shared attachment knowledge and practices			

**Overall score (please provide total number):****0 = not started****8-15 = emerging****16-23 = partially achieved****24 (maximum score) = achieved/ongoing**

*\*From Louise Bombèr 2007 and 2011 Attachment Aware Schools, Bath Spa University / Bath and North East Somerset Council 2014.*

## APPENDIX 8

Insert school Logo

### Shropshire Attachment Aware Schools Pledge

Our school (insert name) signs up to the following Attachment Aware principles:

1. Attachment is 'everybody's business' and underpins all our practice. We will endeavour to train most of our staff in the Level 1 training.
2. We recognise that all our behaviour is a communication and respond accordingly, with awareness of our own attachment styles.
3. We use our Attachment Aware Self-Evaluation Form as a working tool to guide our whole school practice.
4. We know that our school will succeed, and achieve good attendance and results, when the Social, Emotional and Mental Health (SEMH) needs of staff, children/young people and families is prioritised.
5. We recognise the importance of reflective practice, and support staff to build this into their everyday work, to effectively manage their roles.
6. We will do all we can to enable children and young people to remain securely based in our school, through the vehicle of positive relationships.
7. We know that children and young people do best when professionals work collaboratively and harmoniously together with families/the wider community to address their needs.
8. We recognise that good leadership in schools will achieve these principles of inclusion.



Signed

Head of School

Signed

Chair of Governors

**Supported by Shropshire Virtual School**



## APPENDIX 9

### Exemplar: Attachment Aware Behaviour Regulation Policy for (**Enter Name**) School

(NB: wording can be amended but we advise keeping in the words 'Behaviour Regulation Policy' to make it clear that this is the school's legally required behaviour policy and not something 'extra' or different).

E.g. 'Promoting Positive Relationships and Supporting Behaviour Regulation Policy'; 'From Co-Regulation to Self-Regulation: A Behaviour Regulation Policy'.

#### School logo

<b>Date policy agreed:</b>	
<b>Date of next review:</b>	
<b>Headteacher signature:</b>	
<b>Chair of Governors' signature</b>	

#### 1) School motto/slogan/vision statement

Your policy should reflect your school's ethos. This section should include something around your **school's values/ principles** and the **philosophy** behind your Attachment Aware Behaviour Regulation Policy.

Examples –

**Example 1:** "..... School has a holistic approach to education, valuing all learning in and out of the classroom. We are an Attachment aware school which means we focus on building positive relationships between children and staff and children with their peers. We use the Working With Others (WVO) principles to support children in forming positive working and social relationships."

**Example 2:** "Philosophy of the behaviour policy at ..... Primary: At .....Primary 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. 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

**Example wording:** This policy was based on Guidance provided by Shropshire Local Authority and has included input from: members of staff, representatives from the governing body, parents and carers, pupils / students, our School Nurse., colleagues etc. [adapt as appropriate].

This policy is developed to ensure guidance for staff in order to promote positive behaviour in school. The procedures and guidance in this document provide a consistent approach across the school and enables students, parents and staff to understand our approaches to the management of behaviour in school. It is also recognised that for some pupils, variance on these procedures will be made in order to meet any specific social, emotional, learning or other needs which require a personalised approach; guidance for this appears in the appendix and approaches can be discussed with the Inclusion leader or member of SLT.

## 3) Policy Scope

**Example wording:** *This policy is for all staff, pupils / students, parents and carers, governors, 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 Aims and Objectives

**Example wording:** *Our school is committed to the emotional mental health and well-being of its staff, pupils / students 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.*

*It is acknowledged that members of the school community may have very different parenting experiences and views on behaviour. However, the aim of our Attachment Aware Behaviour Regulation Policy is to bring us all together to adhere to some basic key principles and practices that reflect our school ethos.*

**Example:** *St Luke’s Primary 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. **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**.*

You may decide to combine your mission statement and aims

**Example: What do we do to teach and promote positive managements of behaviour?**

- **Whole School and Class Assemblies:** These cover areas such as ‘Caring for Other’, ‘Anti-bullying week’,

‘How to be a good friend’, ‘Who to go to if you need help’. There is a plan for the year with themes for

each week which will include specific issues relevant to our school and community including: Racism;

Homophobia; Gender based language; Tolerance and respect; Disability awareness.

- **PATHS: Promoting Alternate THinking Strategies** – children have 30-60mins of lessons each week which

include strategies to deal with different situations and ways to help regulate emotions. This is taught by

the class teacher.

- **Whole School days/weeks:** Specific focus weeks are used to bring certain aspect a higher profile; these

include: Respect Week; Anti Bullying Week; and Manners Week

- School Curriculum including RE and a thread through themes

- High focus on teachers developing positive relationships with children

- Clear and consistent routines in classrooms, around the school and in the wider community

- High expectations from staff about conduct in class and around the school

- Clear pathways when behaviour causes a concern and positive reinforcement for good behaviour

## 5) Policy Links

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

Add links to relevant policies, and delete any aspects of this policy which are covered in other policies – e.g.

- PSHE Education Policy
- Anti-bullying Policy
- Equality Policy
- Health and Safety Policy
- Safeguarding Policy
- Restraint Policy
  
- E-safety policy
- Cyber-bullying policy
- De-escalation and positive-handling Policy
- Child running-off policy
- SEND Policy

It also links to other Local Authority policies and guidance (*include links, as suggested in Pages 10 and 11 of this Attachment Aware Guidance*).

## 6) Roles and Responsibilities

Emphasise that it is not just the role or responsibility of a few key staff for dealing with behaviour in the school; it is a **shared responsibility**.

### **Responsibilities**

#### **All staff**

- *All members of staff are responsible for supporting the needs of children across the school. Where a child is seen to be having difficulties they should be treated with respect and understanding.*
- *Shouting and shaming should never be used and is not tolerated at Colebourne.*
- *Staff will always endeavour to have private discussions with pupils in order to help support any issues that are arising.*
- *Staff use the Key principles outlined in this policy to support the needs of all our pupils.*

#### **Specific Roles**

Teachers - Ensure parents are contacted when:

- *a child is having ongoing issues*
- *there has been a 'one off issue significant issue*

*Where possible the teacher should do this to have the ongoing dialogue. On some occasions a member of SLT or a Learning mentor will liaise with parents for significant one off issues.*

For ongoing issues, a discussion should be had with the parent(s) as to the best way to keep a dialogue going.

### **Learning Mentors**

- *Provide specific support for children experiencing any difficulties, whether this is an ongoing need or a short term difficult a child may be having.*
- *Provide support in class and at break and lunchtimes*
- *Provide 1:1 or group work to support emotional health needs and mindfulness*
- *Run the pastoral room*

### **Assistant Headteacher (Inclusion and Safeguarding)**

- *Lead the ethos of this policy*
- *Ensures the policy is implemented effectively*
- *Ensures effective training for staff*
- *Oversees the specific needs of pupils across the school*
- *Provides support to staff, pupils and parents as necessary*
- *Links with outside agencies to offer additional services*
- *Line manager for the learning mentors*
- *Ensures that all tracking and reporting of incidents and additional needs are up to date*

### **Head Teacher -Lead the ethos of this policy**

- *Is the only person authorised to exclude a child*
- *Parents - Inform the school of any concerns (Class teacher, phase leaders, AHT, HT)*
- *Have an open dialogue with the school*
- *Support the school when needing to get further support*
- *Governors- Setting down these general guidelines on policy and of reviewing the effectiveness of this*
- *Duty to consider parents' representations about an exclusion*

## **7) The role of Shropshire Council**

Please refer to Pages 12 and 13 of this Guidance, which outlines local training and support offered.

All Shropshire maintained schools are encouraged to self-evaluate alongside their EP using the Attachment Aware Self-Evaluation Form. Shropshire Virtual school is able to give advice and guidance on looked after and previous looked after children

## **8) Approach**

Please refer to this Guidance pages 5-11 – as well as Appendices. Key Attachment Aware principles such as attunement and empathic listening to support co-regulation should be incorporated into your school's Behaviour Regulation Policy and expected practice / processes. We advocate **non-coercive versus coercive techniques**. For further ideas/details see:

<http://www.inaura.net/sites/default/files/Good%20Relationships%20and%20behaviour%20policy%2020140905.pdf>

The book *'Becoming an Adoption-Friendly School: A Whole-School Resource for Supporting Children Who Have Experienced Trauma or Loss – With Complementary Downloadable Material'* (Gore Langton & Boy, 2017) is an excellent resource for schools to draw upon when developing their Attachment Aware Behaviour Regulation Policy. The section on 'developing flexibility' (p.119) reminds schools to think about challenging behaviours and 'explosions' within the context of rigid behaviour school systems that 'dictate what must happen and how both the child and adult should behave'. It promotes the idea that **schools need to become more flexible** in how they respond to behaviours to avoid escalating behaviours and producing explosions. This is helpful when thinking about school exclusions.

## 9) How the school supports staff well-being and reflection

We recommend that in your Behaviour Regulation Policy you acknowledge **the link between emotions and learning**.

We also recommend that your policy highlights the importance of providing emotional support for staff to help manage stress and secondary trauma, and to reduce the likelihood of staff burnout. You can include the whole school perspective on self-care and what staff support systems you currently have in place internally/externally. The aforementioned book (Gore Langton and Boy, 2017) includes some very helpful resources to support with this - **e.g. 'Resource 11.5 - Self-Care Tips for Teachers', and 'Resource 11.6 - Supporting Staff Tracker'**.

## 10) Practice and policy review process

### **School Review:**

There should be a continuous (and at least annual) process of review of your school's Behaviour Regulation Policy. This should involve an ongoing cycle that involves applying Attachment Aware principles into practice and policy development, disseminating through frequent training, reviewing effectiveness/identifying weaknesses and/or lack of clarity, problem-solving to further develop practice.

## References

Useful references and web links have been provided throughout this document. Full references (where not provided earlier in this guidance) are listed below:

- Banerjee, R., Weare, K., & Farr, W. (2014). Working with "Social and Emotional Aspects of Learning" (SEAL): associations with school ethos, pupil social experiences, attendance, and attainment. *British Educational Research Journal*, 40(4), 718–742.

- Ford, T., Parker, C., Salim, J., & Goodman, R. (2018). The relationship between exclusion from school and mental health: a secondary analysis of the British Child and Adolescent Mental Health Surveys 2004 and 2007. Published online: 25 August 2017.
- Golding, K.S. & Hughes, D. A. (2012). *Creating Loving Attachments. Parenting with PACE to Nurture Confidence and Security in the Troubled Child*. London: Jessica Kingsley Publishers.
- Jones, S.M., and Bouffard, S.M. (2012). Social and Emotional Learning in Schools From Programs to Strategies. *Society for Research in Child Development*, 2012, 26 (4).
- Leithwood, K., Day, C., Sammons, P., Harris, A. & Hopkins, D. (2006). Successful school leadership: what is it and how it influences student learning. Research Report 800. London: DfES.

## Further reading

- Bomber, L.M. and Hughes, D.A. (2013). *Settling to Learn*. London: Worth Publishing Ltd.
- Geddes, H. (2006). *Attachment in the Classroom*. London: Worth Publishing Ltd. □
- Gerhardt, S. (2014). *Why Love Matters: How affection shapes a baby's brain*. London: Routledge.
- Gore Langton, E. and Boy, K. (2017). *Becoming an Adoption-Friendly School: A Whole-School Resource for Supporting Children Who Have Experienced Trauma or Loss – With Complementary Downloadable Material*. London: Jessica Kingsley Publishers.
- Hughes, D. A. (2004). *Building the Bonds of Attachment: Awakening Love in Deeply Troubled Children*. Northvale, NJ: Jason Aronson, Inc.
- Parker, R. Rose, J. & Gilbert, L. (2016). Attachment Aware Schools: An alternative to behaviourism in supporting children's behaviour? In Lees, H. and Noddings, N. (Eds) *The Palgrave International Handbook of Alternative Education*. London: Palgrave MacMillan.
- Perry, E. (2009). *Teenagers and attachment: Helping Adolescents Engage with Life and Learning*. London: Worth Publishing Ltd.
- Siegel, D. J. & Bryon, T.P. (2011). *The Whole Brain Child*. Constable & Robinson Ltd. London.
- Youell, B. (2006). *The learning relationship. Psychoanalytic thinking in education*. Tavistock Clinic Series.

## Emotion Coaching UK

- Gus, L. Rose, J. & Gilbert, L (2015). Emotion Coaching: A universal strategy for supporting and promoting sustainable emotional and behavioural wellbeing. *Educational & Child Psychology*, 32 (1), 31.

- Rose, J and Gilbert, L and McGuire-Snieckus, R (2014) 'Promoting children's wellbeing and sustainable citizenship through emotion coaching.' In: Thomas, M, ed. *A child's world: contemporary issues in education*. University of Wales, Aberystwyth. ISBN 9781845215613.
- Rose, J., McGuire-Snieckus, R., & Gilbert, L. (2015). Emotion Coaching-a strategy for promoting behavioural self-regulation in children/young people in schools: A pilot study. *European Journal of Social and Behavioural Sciences*. Available to download at [www.attachmentawareschools.com/emotioncoaching.php](http://www.attachmentawareschools.com/emotioncoaching.php)

### **Helpful ideas when introducing Emotion Coaching as a whole school approach in Primary Schools:**

Implementation advice derived from a small-scale survey by Licette Gus and Laura Meldrum-Carter (2016).

More detailed information about the survey can be found on:

[www.headteacher-update.com/best-practice-article/pastoral-support-emotioncoaching/152306](http://www.headteacher-update.com/best-practice-article/pastoral-support-emotioncoaching/152306)

### **How to Introduce Emotion Coaching in Secondary Schools:**

Implementation advice derived from small scale survey by Licette Gus and Laura MeldrumCarter (2016).

More detailed information about the survey can be found on:

[www.sec-ed.co.uk/best-practice/student-wellbeing-emotion-coaching-in-schools](http://www.sec-ed.co.uk/best-practice/student-wellbeing-emotion-coaching-in-schools)

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Shropshire Virtual School would like to thank Brighton & Hove services for CYP, who have given permission for the source materials of their policy guidance to be used in the production of Shropshire's policy guidance.