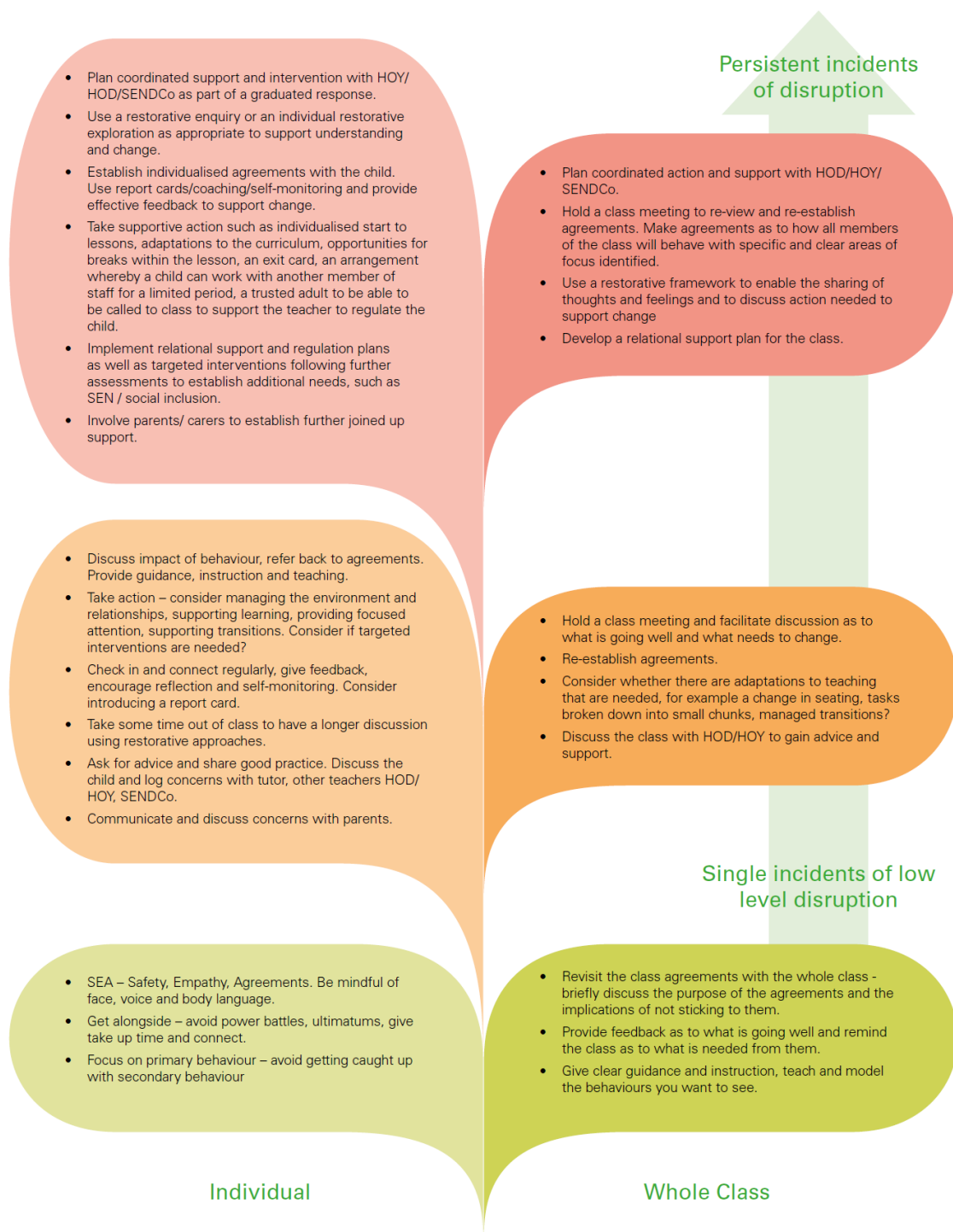


**Developing a
Relational
Approach to
School Behaviour:**
*Policy Guidance for
Promoting Inclusive
Practice.*

Herefordshire Council
Additional Needs Service –
September 2022

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1. Introduction

The Department for Education guidance for head teachers and school staff of maintained schools, which outlines the statutory duty of schools in relation to developing a behaviour policy, is largely based on traditional behaviour management approaches.

“Head teachers, 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”¹ (DfE,2016).

Although behaviour policies based on rewards and sanctions can work for the majority of children and young people, they are not successful with all. This is especially true for those who have experienced Adverse Childhood Experiences (ACEs)² – traumatic life experiences that occur before the age of 18. For children and young people who have experienced trauma and loss, including vulnerable groups such as children in care, children at the edge of the care system, and children previously in care, approaches that heavily rely on punitive approaches to unwanted behaviour 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 Behaviour Regulation Guidance

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

The Rees Centre at the University of Oxford³ has published evaluations into three action research projects in three local authorities where schools adopted a relationship-based, behaviour regulation approach. The evaluations indicate that adopting these approaches increased attendance, decreased persistent absenteeism, decreased exclusions, improved pupil wellbeing scores (SDQ scores) and increased attainment.

This guidance is intended to encourage schools to develop their behaviour policies in line with Attachment Aware principles (see Appendix 1), and to ensure that their Behaviour Regulation Policy translates into whole school practice.

It aims to develop a more consistent, county wide approach to including children and young people with social, emotional and mental health (SEMH) needs within 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 standards and scrutiny, particularly within the current climate of funding pressures. It also acknowledges the responsibility held by head teachers 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

¹ (DfE, Behaviour and discipline in schools: Advice for headteachers and schools' staff, published July 2013; last updated January 2016)

² <https://phw.nhs.wales/topics/adverse-childhood-experiences/>

³ <http://www.education.ox.ac.uk/research/attachment-aware-schools-programme-evaluation/>

children and young people in schools who present with complex SEMH needs, including challenging behaviour, is not an easy task.

This guidance acknowledges that schools across Herefordshire 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 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 children and young people 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 or trauma informed approaches.

2. Acknowledgements

This guidance is intended to be implemented universally and consistently across Herefordshire schools to support all pupils and staff, and to promote the view that ***attachment is everybody's business***.

Herefordshire would like to thank Brighton & Hove Educational Psychology Service (EPS), and particularly Dr Sarah Ahmed (Assistant Principal Educational Psychologist (EP)) for their kind permission to use their source material.

This guidance is based on a policy written by Shropshire EPS, which full consent has been given to adapt and promote their work in this document.

In the areas of Developing Relationships and Responding and Calming we are particularly grateful to the work of Stephen Porges, Dan Hughes, Bruce Perry, Colwyn Trevarthan, Margot Sunderland, Heather Geddes and Louise Bomber. In the area of Repairing and Restoring we are particularly grateful to Belinda Hopkins, Luke Roberts and Saar Yaniv.

This Herefordshire guidance has been developed by Herefordshire's:

Virtual School,

Educational Psychology Service,

School Inclusion Service

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

& 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

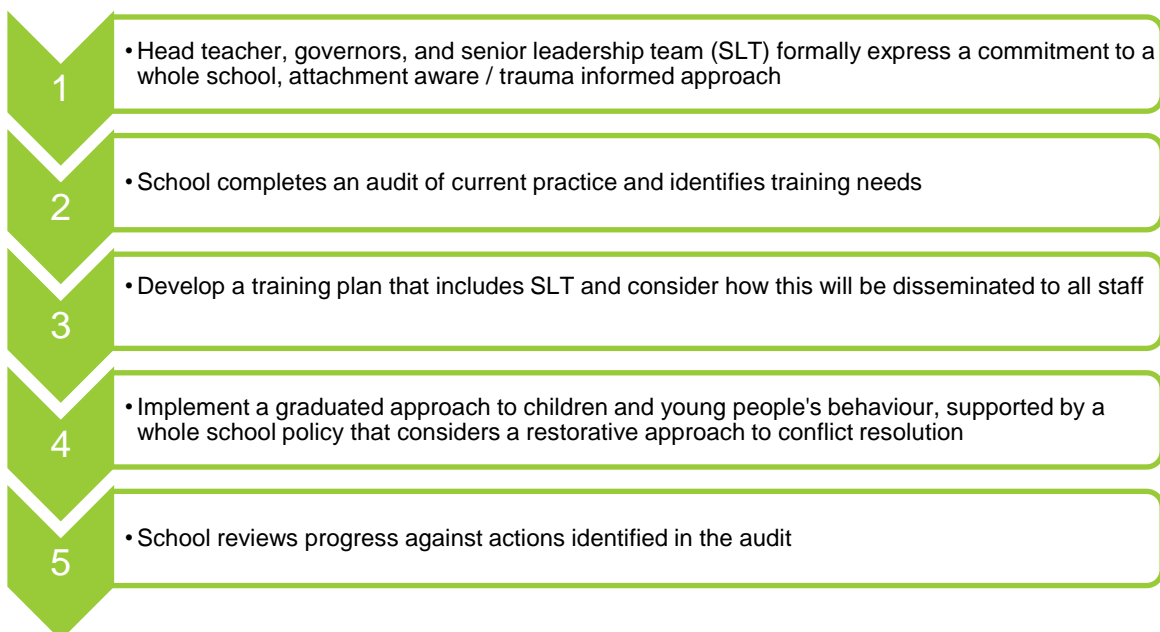
3. Philosophy & Approach

The intention is to provide a framework to guide schools when developing their own behaviour regulation policy. It is expected that schools will carefully look at their current behaviour policies, processes and practices, and review whether these are consistent with the attachment aware or trauma informed approach that is being promoted in this Behaviour Regulation Guidance. This guidance is based on a number of key values and which include:

- A non-judgemental, curious and holistic stance when trying to understand behaviour
- A belief in the importance of mediation and reparation, especially following exclusions

The guidance also warns against certain practices that can be emotionally harmful (e.g. public shaming - both verbal and non-verbally - including the use of sad faces against names on classroom boards).

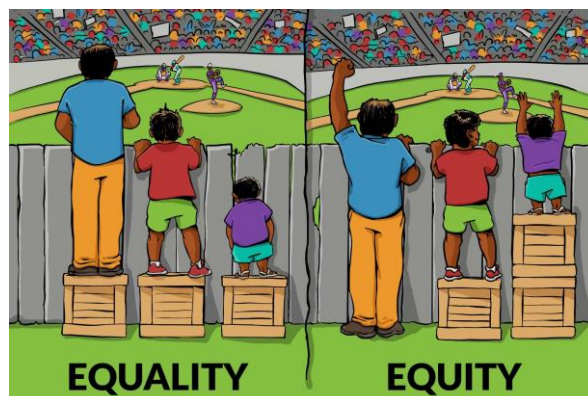
A guide to introducing a behaviour regulation policy in schools



3.1 Key Values

- **Being fair**

This is not about everyone getting the same (equality) but about everyone getting what they need (equity).



- **Behaviour is a form of communication**

An assumption that behaviour has underlying social and emotional causes, reflected in the use of the term Social, Emotional, and Mental Health (SEMH) difficulties as opposed to earlier terms used in education.

- **Taking a non-judgmental, curious and empathic attitude towards behaviour**

We encourage all adults in schools to respond in a way that focuses on the feelings and emotions that might drive certain behaviour, rather than the behaviour itself. Children and young people 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**

Positive relationships come from a school ethos that promotes and values strong relationships between staff, children and young people and their parents/carers. This type of positive school culture fosters connection, inclusion, respect and value for all members of the school community.

- We all need to feel safe and cared for
- In school pupils need to have a sense that they belong and are valued
- Relationships are key to achieving well-being and academic progress for all pupils.

- **Maintaining clear boundaries and expectations around behaviour**

Changing how we respond to behaviour does not mean abandoning established expectations, routines or structures around behaviour. To help children and young people feel safe, their educational environment needs to be high in both nurture and structure. Children and young people need predictable routines, expectations and responses to behaviour. These must be in place and modelled appropriately by all staff, within the context of a safe and caring school environment. However, we do advocate “connection before correction”⁴ and promote strong relationships to support children and young people to learn how to regulate their own behaviour.

- **Not all behaviours are a matter of ‘choice’**

Not all factors linked to the behaviour of children and young people are within their control. Therefore, the language of choice (e.g. ‘good choice/bad choice’) is not helpful, and for some children, a zero-tolerance approach will ultimately end in the escalated use of consequences without the desired effect.

- All children want to do well and do well if they can. Those who are not succeeding either academically or emotionally and socially are likely to have unmet needs.

- **Behaviour must always be viewed as arising within the context of important relationships** (i.e. as occurring between people rather being the result of an internal problem in the children and young people).

- **Encouraging parental / carer engagement**

⁴ Dan Hughes (2015) children need adults who can connect with the child's experience before, or when appropriate instead of, discipline. This is described as ‘connection before correction’. Correction in this context means helping children to develop pro-social behaviours and to find safe ways to express intense emotional experience.

Family involvement is absolutely crucial when addressing and planning support for children and young people's social and emotional needs.

• **A Whole school approach and relationship based ethos**

Creating an inclusive and positive school ethos around behaviour is something that must be driven by the Headteacher and school's senior leadership team (SLT) for it to be endorsed by, and embedded across, the whole school community. Responding to the SEMH needs of children and young people 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). Therefore, this guidance promotes the idea that the SEMH needs of all should be at the heart of the school. School leadership is almost as important as classroom teaching as an influence on the social learning of pupils (Leithwood et al, 2006). Therefore, it is essential for school leaders to drive a whole systems approach to inclusive learning and achievement for all, from the top-down.

- An effective relationship policy also creates a positive whole school ethos and community, where genuine and meaningful relationships can develop, thereby improving the sense of belonging and positive behaviour of all pupils, and reducing the need for exclusions.



Developing relationships

- **Building Relationships:**
- Developing safety, security and trust through protection, connection, understanding and care
- **Supporting Inclusion:**
- Facilitating access to learning, ensuring social inclusion and developing individual skills
- **Setting Boundaries:**
- Reaching agreements and building a shared understanding of expectations.
- Establishing clear processes for resolving difficulties.



Responding and Calming

- **Keeping Calm:**
- Using everyday interactions to maintain relationships and agreements and promote a calm and supportive learning environment
- **Regulating Emotions:**
- Using key relational skills to regulate strong emotions and calm behaviour
- **Managing Crisis:**
- Having clear plans to ensure safety and support



Repairing and restoring

- **Resolving Conflict:**
 - Everyday restorative interactions to resolve minor conflict and disagreements and create a shared understanding
 - **Repairing Harm:**
 - Restorative encounters to discuss the breaking of agreements, the impact (consequences) on others and to restore relationships
 - **Supporting Change:**
 - What additional support / action is needed?
-

4. Implementing Attachment Aware and Emotional Co-Regulation Frameworks

This guidance sets out how schools can apply Attachment Aware and Emotional Co-Regulation Approaches in their everyday practice, with a particular focus on the central principles of empathy, connection, attunement, trust and co-regulation (Appendix 3a). This includes careful consideration of how we communicate with pupils, both verbally and non-verbally.

The Behaviour Regulation Guidance is intended to stand alongside an offer of training and support to schools across Herefordshire to promote a whole school Attachment Aware Approach and consistent practice throughout the school community.

A separate 'toolkit' accompanies this guidance to support schools with useful resources.

Attachment and developmental trauma 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. It also 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. Our Attachment Aware training promotes the development of relationships as proposed by Dan Hughes, through the use of PACE (see Appendix 3b).

Implementing a behaviour regulation approach

Training currently available in Herefordshire through the Educational Psychology Service:

- Key adult training
- Attachment ACEs and Trauma
- ELSA
- Emotion Coaching
- Growth Mind sets
- Restorative Approaches

Therapeutic working for key adults

This training can be sourced from a number of providers including Herefordshire Educational Psychology Service and Herefordshire Virtual School

It 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 children experiencing developmental trauma.

The Attachment Aware Pledge

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 an inclusive ethos, policy and practice. Brighton & Hove EPS have developed a 'Top Tips for

Implementing an Attachment Aware Approach' prompt sheet (Appendix 6), which Herefordshire endorses.

4.1 Emotional Co-Regulation

Co-regulation occurs when the key adult is trusted by the children and young people and through their relationship can confer security and a calm emotional state. This guidance recognises the importance of integrating Emotional Co-regulation into everyday practice when working with children and young people to support the development of positive behaviour, resilience and well-being across the school community.

In Herefordshire we promote Emotion Coaching training as a method of achieving this.

Emotion Coaching is an approach that focuses on the development of emotional regulation through supportive relationships. It can benefit not only children and young people but also parents/carers and professionals, to better understand and regulate their emotions, to manage strong feelings and take ownership of behaviour (see Appendix 3a).

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.

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/uMbhB2I4ut0>

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 *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.
- Schools are required to look beyond the often very challenging behaviours displayed by children and young people and question what emotions might be driving these behaviours. We advocate looking at behaviour through an attachment aware lens. Only when children and young people 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.
- 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 EPS.

5. A Graduated Approach

This document 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 children and young people with challenging early life experiences. All schools will have a pupil who is both challenged and challenging.

Notwithstanding these differences, this document aims to support the development of a consistent authority wide approach to the inclusion of children and young people with SEMH. Within this broader attachment aware framework, schools will need to differentiate according to pupils' SEMH needs, following different levels or waves of intervention following an Assess/Plan/Do/Review cycle of progress⁵.

It is important that indicators of SEMH are clearly recognised, to include both observable and active/ 'acting out' behaviours and more internalised emotional difficulties. Externalised behaviour includes those who are non-compliant, show mood swings, verbal and physical aggression, those who abscond, who lack empathy or personal boundaries. Passive or internalised behaviours include being withdrawn, isolated, disengaged and/or distracted, and those children and young people who avoid risks, appear very anxious, refuse to accept praise, are reluctant to speak, and who sometimes go unnoticed because their behaviour can feel less challenging to manage.

However, 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. describing children and young people as 'mad'/'bad'), and instead 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 children and young people 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.

To ensure a graduated approach to SEMH we recommend planning different levels of intervention/support as outlined in the Graduated Approach document produced by Herefordshire as follows:

- Universal approaches for ALL children and young people (actions to be undertaken for ALL children and young people. Much of this is based around Inclusive Quality First Teaching).
- Targeted approaches for SOME children and young people (actions based around Inclusive Quality First Teaching plus additional time-limited support programmes).

⁵ See The Graduated Approach document: [Intervention guidance for Special Educational Needs and Disabilities in schools and other settings Graduated approach \(herefordshire.gov.uk\)](https://www.herefordshire.gov.uk/education/learning-and-teaching/graduated-approach)

- Specialist approaches for A FEW children and young people (actions that include Inclusive Quality First Teaching plus increasingly individualised intervention programmes to accelerate and maximise progress and narrow performance gaps)⁶

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 Herefordshire Virtual School or EPS for advice and guidance.

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 (Appendix 7) 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.

The EPS and the Virtual School are able to provide training on attachment, developmental trauma and emotion coaching. Schools are able to commission this and the specialist EP for Children in Care can provide a range of training (including emotion coaching) free of charge to schools who have at least one child in care.

Schools are urged to consider training at least one member of staff as an Emotional Literacy Support Assistant (ELSA)

There is now a wide range of training available in schools and online to choose from including those that can be delivered through the Educational Psychology Service listed on page 8.

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/carer evenings, assemblies, newsletters, etc.

⁶ [Teaching children with SEN and disability – Herefordshire Council](#)

6.3 Policy length

The exemplar policy (Appendix 9) included with this guidance provides only a framework for schools to use. Settings should decide what level of detail (e.g. specific positive behaviour management strategies, 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, as well as 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 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.

Staff should be aware that pupils experiencing high levels of anxiety may present as avoidant, noncompliant, rude or sullen. They may demonstrate disruptive or challenging behaviours as a means of reducing the high levels of emotional and physiological arousal they feel. Their behaviour could be a means to control their environment and those around them, and to orchestrate a situation they feel more comfortable with (e.g. reduce or avoid challenge).

Behaviour may not always appear as an emotional 'meltdown', especially in teenagers for whom saving face is a key concern. Young people may appear to know what they are doing is wrong, but may have got themselves into a situation where they cannot see a positive way out for themselves. With support to self-regulate and problem-solve, children and young people (and adults) can be helped to behave in more socially acceptable/appropriate ways.

6.5 Data Collection

The purpose of data collection

Logging data relating to children and young people's behaviour at school is important in the context of this guidance as it is acknowledged that data can provide useful insights and aid understanding of what might be happening. For example examining recorded data can help with adults understanding of potential triggers for challenging behaviours; for understanding

possible patterns in behaviours and knowing which strategies help a children and young people to feel safe, secure and understood at the times they are likely feeling most vulnerable.

The language used to record a behaviour should follow the ethos of this guidance, adopting use of language which is non-judgemental, empathic and respectful and acknowledging that behaviour is a form of communication and is not necessarily an action consciously chosen by the child or young person.

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 of the document, as well as some resources such as the STAR analysis framework (Appendix 15). Useful links are included throughout the guidance.

6.7 Feedback

To provide feedback on this guidance, please email the Virtual School (Joanna.Chick@herefordshire.gov.uk) or EPS (Kamran.khan2@herefordshire.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

Herefordshire Council has adopted a county wide Attachment Aware strategic approach. Through the work of the virtual school, the Educational Psychology Service, Behaviour Support Team and Social Inclusion Team we aim to reduce exclusions, increase attendance and improve attainment and wellbeing of pupils

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://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/807862/Timpson_review.pdf
- Local Context – SEND and Exclusion [Behaviour and exclusion – Herefordshire Council](#)
- 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/guidance/ng26/chapter/Recommendations#interventions-for-attachment-difficulties-in-children-and-young-people-in-residential-care>

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

Attachment Aware Schools and Exclusion

Can schools be Attachment Aware Champions if they exclude children and young people with attachment difficulties?

The whole practice of exclusion seems at odds with Attachment Aware Approaches, particularly for children and young people who have experienced loss and rejection and another ACE. For these children and young people, 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 children and young people. Following any incident that leads to some form of exclusion of a children and young people, 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.

These images are taken from 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 The PACE Approach – Dan Hughes

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 information can be found at: ddpnetwork.org/about-ddp/meant-pace

APPENDIX 3c Emotional Co-Regulation

Emotional Co-Regulation is inextricably linked to the Attachment Aware framework. Emotion Coaching is a strategy to enable emotional co-regulation. It 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.

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

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

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, and 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 children and young people 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 children and young people 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)
-

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

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

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

When reviewing what is working with children and young people, 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 Herefordshire are already using restorative practices in their everyday practice e.g. ?, 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.

APPENDIX 6 Top Tips for implementing an Attachment Aware Approach

Recognise behaviour as a form of communication

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

Promote a positive approach

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

Differentiate response

Some children and young people perceive/experience public verbal reminders/prompts around expected behaviour very shaming. Consider non-verbal cues/gestures (agreed with the children and young people, 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 children and young people 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 children and young people 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). children and young people 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 children and young people 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 children and young people 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 children and young people and name it, where appropriate

Dan Siegel's 'Name it to tame it' and use the wondering aloud techniques. 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 children and young people feels

If you feel helpless/stuck/frustrated/angry, this is often an important indication of how the children and young people 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 children and young people 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 children and young people. Often children and young people 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.

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

APPENDIX 7 Attachment Aware Audit



Attachment Aware
Schools Audit - 2019.x

*From Stoke-on-Trent Virtual School

APPENDIX 8 Herefordshire Attachment Aware Schools Pledge

Insert school Logo

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 Herefordshire Virtual School and Educational Psychology Service

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

School logo

Date policy agreed:

Date of next review:

Headteacher signature:

Chair of Governors' signature

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 (WWO) principles to support children in forming positive working and social relationships."

Example 2: "Philosophy of the behaviour policy at Primary: AtPrimary 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 Herefordshire 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: **P**romoting **A**lternate **T**Hinking 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 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 School.
- 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 Herefordshire Council

Please refer to pages 8 of this Guidance, which outlines local training and support offered.

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

Please refer to this Guidance 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.

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 an 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.

Appendix 10 A guide to supporting regulation through responsive Co-regulation Plans

State of Regulation	Potential displayed behaviours	Responsive co-regulation
Calm Safe/socially engaged	Steady heart/breathing rate. Calm state of arousal. Open to social engagement. Expressive facial expression and voice prosody. Able to listen, process language and engage in thinking to learn.	Maximise expressive social engagement. Fully engage and connect using the face, voice, movement. Encourage listening and expressive responses. Engage thinking skills to reflect and make connections. Introduce gentle challenge through play/activity.
Mild Stress Alert/Agitated/Withdrawn	Slightly raised heart/breathing rate. Signs of agitation, frustration, anxiety. Raised hypervigilance. Lack of focus, easily distracted. Increased mobilisation. Early signs of needing to take control or helplessness.	Connect through eye contact, movement and facial expression. Express calmness through storytelling prosody and open facial expression. Attune to mood, intensity and energy of the child. Respond by being more animated to attune to agitation, increase intensity to attune to anger, be gentle and delicate to attune to sadness. Respond empathically and validate feelings. Use calming, soothing and regulatory activities.
Dysregulated Mobilised	High levels of arousal/distress. Hyper vigilant. Difficulty listening and focusing. Mobilised – fidgeting, jumping, running, climbing etc. Raised voice with lack of prosody. Decreased expressivity. Threatening behaviour. Oppositional behaviour.	Reduce social demands whilst remaining present. Provide individual attention. Convey adult containment. Let them know you are able to 'hold' their dysregulation by remaining regulated. Convey your calm and regulated state by being confident and contained. Use quiet, calm sounds and tones which are expressive and confident. Reduce language, give short clear directions. Avoid questions and choices. Use predictable routine. Reduce sensory input, lights, noise. Use sensory soothing.
Dysregulated Immobilised	Lowered heart/breathing rate. Reduced energy. Shuts off from surroundings/dissociates. Depressed state. Immobile/frozen. May feel faint.	Gentle, soft and delicate manner of coming close, making them aware of your presence and support. Use comforting and predictable voice. Use invited touch to soothe. Singing, humming, music. Use sensory soothing. Calm and gentle reassurance.
Crisis	The child's behaviour means that they or other people are not safe.	An individualised plan of action which outlines action to be taken in the event of unsafe behaviour. This may include advice from outside agencies. The plan should be shared with the child and include their views as to what helps and with all staff working with the child. Roles and responsibilities should be clear. If the plan includes physical intervention staff should have had the appropriate training. Devon LA recommend PIPS training. Adults need to provide high levels of containment through their way of being – having a plan can help.

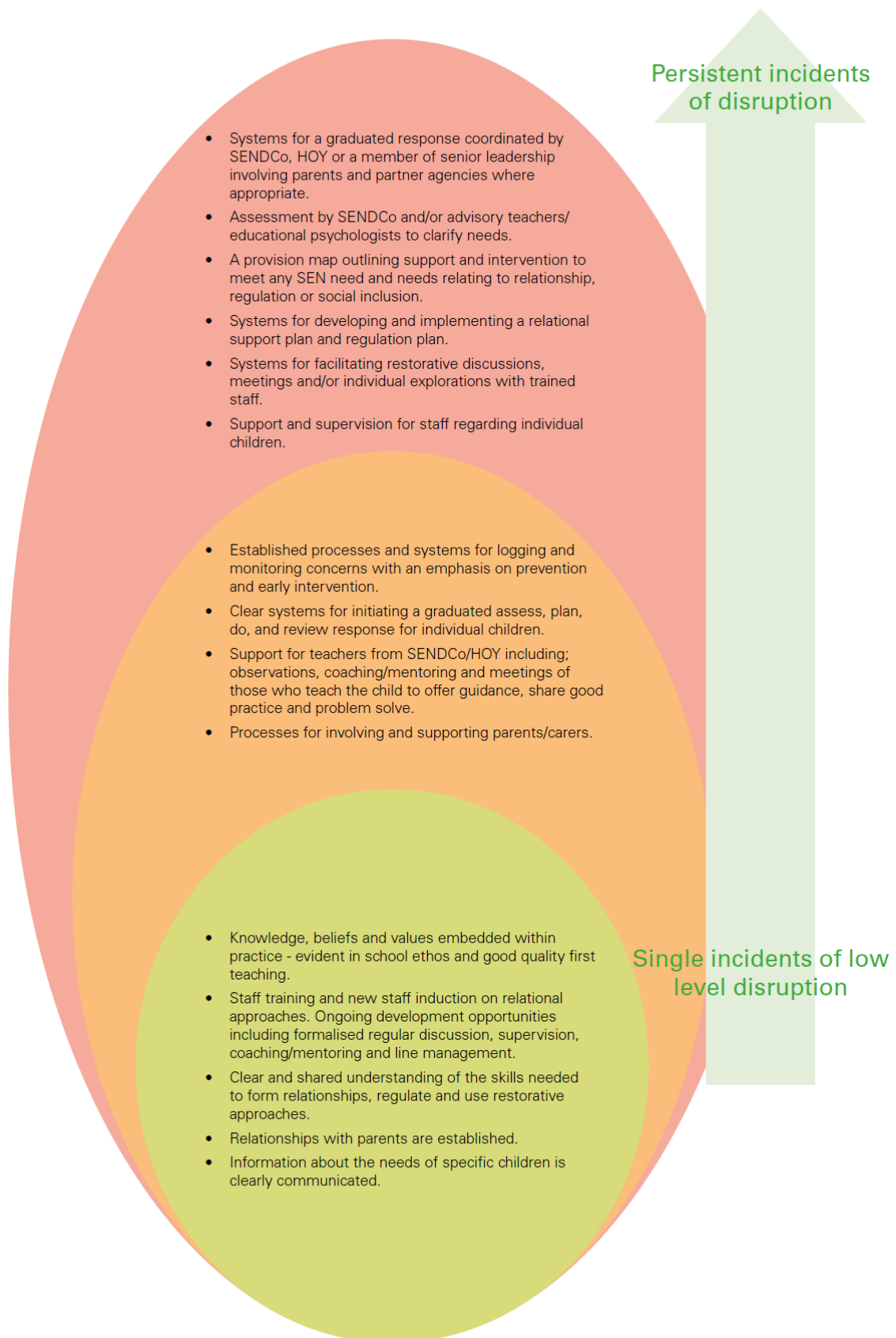
Appendix 11 Template for a co-regulation plan

State of Regulation	Potential Displayed Behaviour	Agreed Response for Regulation
Calm Safe / Socially engaged		
Mild stress Alert / Aroused / Agitated		
Dysregulated Mobilised / Immobilised		
Crisis Unsafe		

Appendix 12 An Attachment Aware approach to disruptive classroom behaviour



Appendix 13 Disruptive classroom behaviour: processes and systems



Appendix 14 – Audit Tool: Behaviour regulation/ relational Audit Tool (based on Appendix 11 Devon Guidance).

(Score each question 1 to 3 where 1 is NOT ESTABLISHED 2 is WORKING TOWARDS and 3 is IMPLEMENTED EFFECTIVELY).

Area of Practice	Challenge Questions	Rating:
Whole school ethos/ beliefs and values	<p>To what extent are beliefs and values integral to the whole school ethos?</p> <ol style="list-style-type: none"> 1. Do the current school values and beliefs include statements which promote trauma informed relational practice? 2. Have these relational values been established collaboratively and communicated with all staff? 3. Are these values expressed in the everyday interactions of staff and the systems they use across the school? 4. How supportive, involved and knowledgeable are senior managers in the process of developing a behaviour regulation policy? 5. How knowledgeable and involved are school governors? 	
	Notes:	Overall rating:
Priorities:	Next Steps:	
Area of Practice	Challenge Questions	

Staff development/Knowledge and Understanding	<p>To what extent are all staff trained in the theory and practice relating to relational needs, restorative practice and the impact of trauma, adverse experiences and attachment insecurity on behaviour?</p> <ol style="list-style-type: none"> 1. Do staff understand neuropsychology of the flight/fight (Limbic) system of the brain. 2. Do they understand how stress affects development and behaviour, including their own? 3. Understand attachment styles, and attachment behaviours e.g. attention needing, withdrawn behaviours? 4. Understand the relationship between the child's level of regulation and their own? 5. Understand the impact of ACES and identify students likely to undergone developmental trauma? 6. Have staff had access to multi-agency training about student needs e.g. from CAMHs, OT, psychologists? 7. Are there opportunities for some staff to develop expertise in this area and lead on school wide developments? 8. Are new staff able to access training to support trauma informed practice? 	
Notes:		Overall rating:
Priorities:	Next Steps:	
Area of Practice	Challenge Questions	

<p>Developing relationships: protection, connection, understanding and care</p>	<p>To what extent are all staff aware of the need for secure relationships and what key components of the relationship are in terms of providing protection, connection, understanding and care?</p> <p>Are staff able to:</p> <ol style="list-style-type: none"> 1. Use their relationships with students to regulate emotions and behaviour without over-reliance of sanctions? 2. Do all staff understand their role in developing relationships through their daily interactions with students? 3. 	
	<p>Notes:</p>	<p>Overall rating:</p>
<p>Priorities:</p>	<p>Next Steps:</p>	
<p>Area of Practice</p>	<p>Challenge Questions</p>	
<p>Supporting inclusion and removing barriers</p>	<p>How well does the school support inclusion and belonging to ensure equal opportunities for children from vulnerable and disadvantaged groups?</p> <p>To what extent:</p> <ol style="list-style-type: none"> 1. Do all staff have the skills to meet pupil additional needs through quality first teaching? 2. Are all staff aware of the needs of those children most at risk of exclusion and disengagement (e.g. children who are looked after, those from disadvantaged backgrounds)? 3. Do senior managers gather and analyse data 	

	<p>(attendance, internal sanctions and exclusion, participation) for particular vulnerable groups to ensure inclusion and equality?</p> <p>4. Does the school celebrate and value diversity (race, sex, sexuality, language, gender, class etc.), and is this evident through the actions of staff, curriculum, environment, and events?</p>	
	Notes:	Overall rating:
Priorities:	Next Steps:	
Area of Practice	Challenge Questions	
Limit setting/ making and maintaining agreements	<p>To what extent are the making and maintaining of agreements an integral part of teaching?</p> <p>To what extent:</p> <ol style="list-style-type: none"> 1. Are rules understood as 'agreements' made collaboratively with children adults and the school community? 2. Are agreements meaningful, clear, communicated and expressed positively? 3. Are agreements referred to ensure that limits to behaviour are understood and learning is harmonious? 4. Are there clear processes for resolving difficulties when agreements are broken? <ul style="list-style-type: none"> • What happens? • Is there a process that adults and peers are equally aware of? • Is it a universal approach or adapted depending on the needs of a child? 	

	<ul style="list-style-type: none"> • Are there consequences for children who are disruptive/do not conform to adult instruction? • Where the process is used, are there some children who become more defiant, or behaviour becomes more disruptive?. 	
	Notes:	Overall rating:
Priorities:	Next Steps:	
Area of Practice	Challenge Questions	
Keeping things calm/ providing skilled regulation	<p>To what extent are staff skilled at using relational proactive skills to de-escalate and promote calm learning environments?</p> <p>Are staff able to:</p> <ol style="list-style-type: none"> 1. Regulate their own feelings in a potential conflict situation with a student? 2. Adapt their response in a crisis to respond to the needs of the particular student? 3. Recognise or reflect on their own responses to threat and stress? 4. Use techniques to help children talk about and begin to regulate their emotions? 5. Seek support from a colleague in a crisis if they cannot cope? 6. None punitive and planned use of safe spaces is promoted to reduce student dysregulation. 7. All staff understand the process for their use. 8. Are the crisis plans for individual pupils monitored and updated by a core team? 	

	9. Are the crisis plans for individual pupils communicated/understood by all staff?	
	Notes:	Overall rating:
Priorities:	Next Steps:	
Area of Practice	Challenge Questions	
Using restorative approaches and restorative exploration to repair harm	<p>To what extent do staff understand the concept, purpose and application of a restorative approach in school?</p> <ol style="list-style-type: none"> 1. Have key staff had restorative approaches training? 2. Are there staff with expertise in this area who can lead a restorative intervention? 3. How well do interventions lead to change in what happens next? 4. How well is this approach embedded in everyday interactions between staff and students? 	
	Notes:	Overall rating:
Priorities:	Next Steps:	
Area of Practice	Challenge Questions	
Relational approaches in the classroom	<p>To what extent are staff skilled in using relational approaches to manage disruption in the classroom?</p> <ol style="list-style-type: none"> 1. Do staff adapt their teaching and communication to meet the specific needs and relational history of children? 	

	<ol style="list-style-type: none"> 2. Do staff apply a relational rather than sanction based approach to low level but frequent disruption? This could include using a report card for reflective mentoring support, early liaison with parents, coaching, positive feedback, restorative approaches, emotion coaching. 3. Is there a pastoral support system that targets those who are regularly disruptive with a relational approach? If not, do you have an idea of what this would look like in your school? 	
	Notes:	Overall rating:
Priorities:	Next Steps:	
Area of Practice	Challenge Questions	
Targeted support for those most in need, and your graduated approach using a plan do review cycle	<p>To what extent are there robust systems for targeted support through a graduated approach and plan do review cycles of intervention?</p> <ol style="list-style-type: none"> 1. Do student support plans identify and provide relational needs and support? 2. Are there opportunities to plan strategies for children with difficulties with multi-agency teams? 3. Are there written plans to support children who require intervention at a targeted level? 4. Do ALL those students who regularly need one, have an identified KEY ADULT? 5. Are key adults accessible to students WHEN they are needed? 	

	<ol style="list-style-type: none"> 6. Do ALL staff understand procedures for access to the key adult? 7. How meaningfully are parents involved in the plan do review process for individual students? 8. Is the plan do review process to meeting relational needs person centred? (Are children involved?) 9. Are targeted interventions, curriculum adaptations, small groups programmes identified in the school provision map? 	
Notes:		
Priorities:	Next Steps:	
Area of Practice	Challenge Questions	
Managing the environment	<p>To what extent is the school environment supportive/consistent with of a relational approach?</p> <ol style="list-style-type: none"> 1. Does the school have identified 'safe spaces' for students to go to calm and dysregulate and are these included within student support plans? 2. Does the school environment support children to feel safe? 3. Does the school environment have spaces, resources and facilities for those children who have sensory processing difficulties? 4. Are there dedicated spaces for adults to meet and work with children that feel safe and contained? 5. Do displays in the school reflect school values and relational inclusivity? 6. Do students have a sense of ownership and participation in the 	

	appearance of the school environment e.g. involvement in the design or organisation of classrooms, playgrounds, hall?	
	Notes:	Overall rating:
Priorities:	Next Steps:	
Area of Practice	Challenge Questions	
Working with parents	<p>To what extent are parents involved in the school community, what is their experience?</p> <ol style="list-style-type: none"> 1. Measures are in place to inform and involve parents in the development of behaviour regulation approaches. 2. Parents feel welcome and listened to? 3. School systems support and facilitate communication with parents> 	
	Notes:	Overall rating:
Priorities:	Next Steps:	
Area of Practice	Challenge Questions	
Involving the child	<p>How are child centred approaches integral to practice?</p> <ol style="list-style-type: none"> 1. Are students consulted as part of the plan do review process and is their voice and their views incorporated? 2. Are the views of students included in decisions about whole school 	

	systems and practice e.g. through a student council?	
	Notes:	Overall rating:
Priorities:	Next Steps:	
Area of Practice	Challenge Questions	
Supporting staff wellbeing	<p>What opportunities are there for staff to access support their own wellbeing?</p> <ol style="list-style-type: none"> 1. Are there opportunities for staff to connect with colleagues? (e.g. wellbeing/relaxing after school activities, exercise etc?) 2. Do staff feel able to discuss their feelings? 3. Do staff have a sense of control and agency over their working practices? 4. Do staff have opportunities for development? 5. Do staff team members recognise the different skills each member has in responding to behaviours? 6. Are there clear systems which staff can rely on to ask for help when they need it? 7. Are key adults working with children with attachment and developmental trauma difficulties able to access regular SUPERVISION? 8. Does the school have a mentoring or coaching system? 	
	Notes:	Overall rating:
Priorities:	Next Steps:	
Area of Practice	Challenge Questions	

Working with partner agencies and external professionals	<p>To what extent is the school supported by partner agencies in creating and maintaining a relational ethos?</p> <ol style="list-style-type: none"> 1. How well are partner agencies involved in individual planning for students (as part of the plan do review cycle)? 2. Have partner agencies provided training? 3. Are key staff linked in school and partner agencies and do they have regular dialogue? 	
	Notes	Overall rating:
Priorities:	Next Steps:	

Appendix 15 – STAR Analysis example

STAR Approach – behaviour analysis chart

Sheet no _____ Child's name/initials _____

Date & time	Setting	Trigger	Action	Result	Initials of staff

References

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

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Further reading

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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

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

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

