



As a family we achieve

Behaviour regulation and relationships policy for staff

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Our Vision

At Middlemarch School we give every child the chance in life they deserve, no matter what their starting point. Together we ensure that children are more than just educated and as a school we are a place where we all feel safe and supported. We develop good role models who inspire through a love of learning and are motivated to make a positive impact on each other's lives. We continually strive to develop resilience and determination to overcome and remove barriers to success. All children should enjoy their learning, achieve their potential and become independent and life-long learners.

The social, emotional and mental health needs of all are at the core of our school with good emotional well-being, learning is possible.

Our values

Ready

Respectful

Safe

Our motto

As a family we achieve

Middlemarch School's relational approach is a supportive way to look at behaviour and understand what promotes satisfying and sustainable relationships especially in challenging situations.

At Middlemarch School our first priority is relationships; they are central to our sense of belonging and to our emotional well-being.

These relationships extend across the Middlemarch School community – parents/carers, staff, volunteers and children.

Policy Scope

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

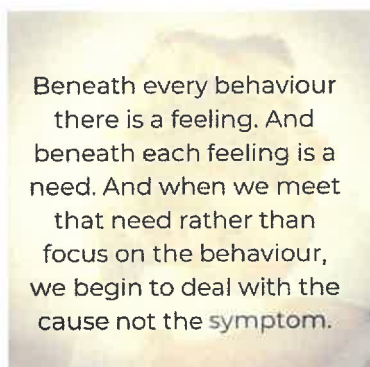
Policy Statement/Purpose

At Middlemarch School we recognise that at times behaviour is a form of communication and can reflect an emotion or feeling.

At Middlemarch School, we recognise that understanding our emotions is a key aspect of understanding and managing behaviour. Through emotion coaching, emotional regulation and attachment awareness, children and adults are able to both manage their behaviour and to create an environment which is conducive to learning. We believe that children need to feel secure in the knowledge that approaches to behaviour will be consistent and fair.

Underpinning this policy is the belief that everyone can learn to self-regulate their emotions and behaviour, regardless of life experiences whilst understanding that support may be needed for some pupils to develop this ability over time.

Policy Aims and Objectives



At Middlemarch School, we believe that positive behaviour can be developed through positive role modelling. We understand that behaviour **can** signal a need for support which we will provide whilst still maintaining our high expectations for all. We believe that children need a well ordered, consistent, calm environment in which to learn and develop their self-control, respect and the appreciation of others.

Our behaviour expectations for all within the school community include:

- Maintaining a caring, orderly, safe community in which effective learning can take place and where there is mutual respect for all
- Developing self-esteem, confidence and a sense of identity and achievement
- Managing difficult life experiences and develop resilience
- Becoming self-disciplined and being able to take responsibility for own behaviour
- Understanding a range of emotions and learning about strategies to use when difficult or overwhelming emotions arise – this is known as self-regulation
- Promoting an inclusive and nurturing practice
- Listening to others; cooperating and appreciating other ways of thinking and behaving

Policy Links

This policy is linked to background research of inclusive strategies and educational psychology. We understand that many children are not 'ready to learn' and, in response to these findings, have become an 'Attachment Aware School' and use strategies such as: The Zones of Regulation framework, Emotion Coaching and restorative practices..

Staff development is essential to this work and all staff at Middlemarch are supported to access training and complete their own Continuous Professional Development in order to understand the needs of our pupils and how best to support these needs.

To succeed, this policy is integrated into the teaching and reinforcement of social and emotional skills and brought into teachers' daily interactions and sessions with Middlemarch students. These strategies are grounded in our review of current policies and are introduced with a set of principles for supporting our pupils in becoming ready to learn.

There is "*accumulating evidence that many young children are entering school without the social and behavioural skills necessary to succeed,*" (Jones & Bouffard, 2012, Social and Emotional Learning in Schools From Programs to Strategies) and this policy will support those children as well as inspire others to continue to strive to succeed.

Roles and Responsibilities

All staff, governors, and parents and guardians of children at Middlemarch School and outside agencies agree to read and uphold the Behaviour Regulation and Relationship Policy.

As a **pupil** of Middlemarch School, I agree to:

- Try my best to be **ready** to learn, and allow others to do the same
- Show pride in the content and presentation of my work
- Be **respectful** of myself, others and the environment
- Listen to and work well with others
- Keep myself and others **safe**
- Speak truthfully

As a member of **staff** at Middlemarch School, I am expected to:

- Understand that behaviour is a form of communication, respond to behaviour appropriately and sensitively, applying this behaviour regulation and relationships policy consistently
- Provide a personalised approach to the specific behavioural needs of individual pupils
- Engage in restorative conversations and practices before escalating concerns to SLT
- Communicate with SLT where further issues arise to agree a working future plan
- Maintain safeguarding both in and beyond school as my highest priority
- Create an environment which is organised, safe, secure and inspiring
- Deliver a challenging, engaging and relevant, broad and balanced curriculum
- Support students to achieve their best as a positive role model
- Always give pupils a “fresh start” treating them fairly and with respect
- Foster positive and professional relationships across the school community
- Recognise that each child is an individual and be aware of their needs
- Record on CPOMS behavioural incidents

As a member of the Middlemarch School community I am expected to:

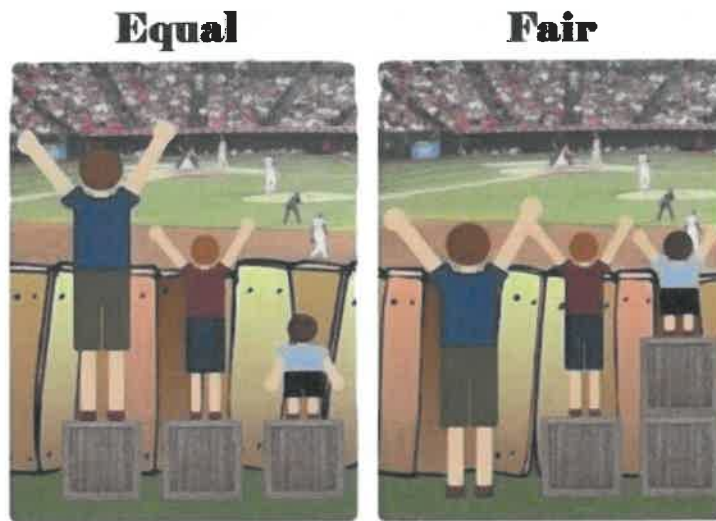
Read Middlemarch School’s Behaviour Regulation and Relationship Policy

Comply with the Behaviour Regulation and Relationship Policy

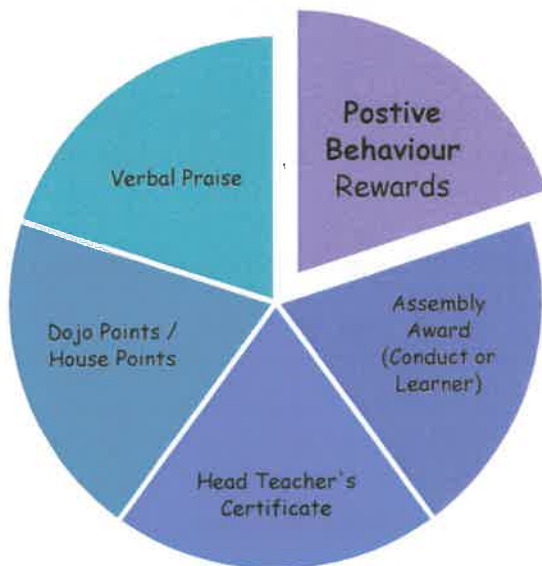
- Promote compliance with Middlemarch School Behaviour Regulation and Relationship Policy

Approach

It is important to understand that being ‘fair’ is not about everyone getting the same (equality) but about everyone getting what they need (equity)



Recognition and positive responses/awards may include any of the following:



Approaches for supporting pupil regulation and responding to behaviour.

When things go wrong we employ a variety of relational techniques and restorative practices at the right time to:

- Ensure safety of all students and staff
- Understand the context of the behaviour and what the pupil is trying to communicate, helping the child to express their needs or wishes wherever possible

- Help pupils understand the impact on themselves and others
- Support students to repair situations and to be involved in problem-solving. Nurturing these skills will improve children's independence
- Natural consequences will be used e.g. apologising for hurting someone, helping to tidy up a mess that has been made

Behaviour:	Outcome At lunchtime	Outcome Around school
Exceptional behaviour all of the time	Special table with a friend – half-termly	Head Teacher's award - annually
Exceptional/improved behaviour that week	Certificate in assembly	Conduct badge Learner badge
Expected behaviour (ready, respectful, safe)	Pom poms – convert to points for houses	Dojo points
Unintentional misbehaviour	Quiet verbal reminder	Quiet verbal reminder
Intentional behaviour Already received a quiet reminder	2 minutes reflection time with lunchtime supervisor	Moved within the classroom Minutes of break/ lunch time missed. Restorative conversation with class based adult.
Refusal to follow instructions or arguing	5 minutes reflection time Feed back to class teacher at end of lunchtime – slip from JP	Moved out of class with L.O or SLT member to complete task.
Persistent/ ongoing disruption of others learning/ persistent unsafe behaviour outside	Minutes of break/lunch missed in Reflection Room with SLT Class teacher to contact parents informing of behavior and sanction Twice in reflection room SLT to contact parents via phone call or meeting	
Serious incident: bullying/racist language/fighting/ physical assault on adult or child /Swearing/spitting/defiance On-going academic disruption Behaviour that threatens the safety of themselves or others	Referred to senior staff. Possible outcomes: Break/lunchtime reflection with senior member of staff Internal suspension - Working in isolation away from the class with a key member of staff to engage in meaningful restorative work. HT/DHT Contact to be made with parents/carers Behaviour plan agreed in conjunction with parents/ staff and pupil	
Serious incident as above On-going academic disruption	Fixed Term Exclusion HT/DHT to meet with parents Letter to parents	

Behaviour that threatens the safety of themselves or others	Re-integration meeting to be held Behaviour plan/contract to be agreed and signed by all parties
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See appendix one for pyramid of responses.

Therefore at Middlemarch School as a whole school approach we use: The Zones of regulation framework, emotion coaching, attachment aware approaches, de-escalation, positive rewards, PACE, and 4 R's (Regulate, Relate, Reason, Repair). THRIVE is used both in class groups but may also be delivered to small groups or on a 1:1 basis

We believe that:

- Behaviour is a form of communication
- Taking a non-judgmental approach, being curious and having an empathetic attitude towards behaviour is essential
- Relationships need to be put first
- Clear boundaries and expectations around behaviour are maintained
- Not all behaviours are a matter of choice
- Behaviour must be viewed systematically and within the context of important relationships
- Encouraging parental involvement is absolutely crucial

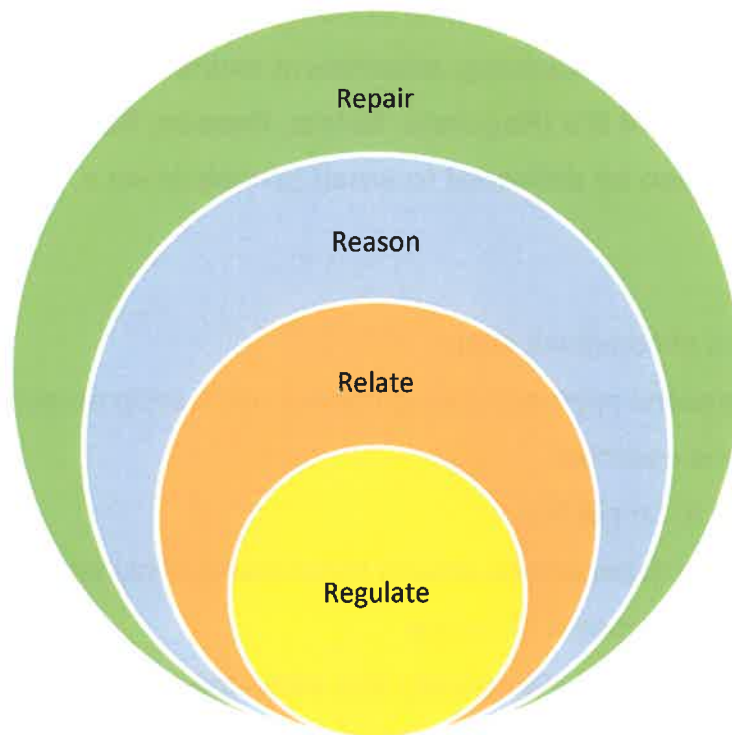
4Rs: Working with our pupils to recognise emotions and regulate behaviours

At Middlemarch School we believe that it is responsibility of all adults, working in or visiting our school, to model expected behaviours through developing positive relationships with pupils.

It is recognised that at times behaviours will challenge and children will need help to self-regulate.



At this point the 4 steps – *regulate*, *relate*, *reason* and *repair* should be followed. In following these steps adults are providing essential support, enabling the young person to recognise how they are feeling, to help them feel safe, to begin to calm and, if appropriate to re-join the activity that had been taking place.



Zones of Regulation

The Zones is a cognitive behavioural approach used to teach self-regulation by categorising all the different ways we feel and states of alertness we experience into four concrete coloured zones.

The Zones of Regulation incorporates concepts and numerous visuals to teach student to identify their feelings/levels of alertness, understand how their behaviour impacts those around them, and learn what tools they can use to manage their feelings and states.

What zone am I in?



Use tools to get in the green zone.



Emotion coaching

Middlemarch School uses an Emotion Coaching approach to help children to develop emotional regulation through supportive relationships. Through this approach children learn to understand, regulate and reflect on their emotions and their behaviour through their relationship with a trusted adult. We encourage our parents to use this approach also at home (See Appendix for some Emotion Coaching Scripts).

PACE

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.

THRIVE

Thrive has been developed over the past 25 years, drawing from a wealth of experience in social work, psychotherapy and education.

Combining collective knowledge and experience, a social and emotional development model that looked at children's needs and provided responses and activities to engage them with life and learning has been developed.

These theories focus on the deep and emotional bond that connects one individual to another across time and space. The Thrive Approach uses this to show the importance of a trusting relationship between an adult and young person, and how as the young person develops the relationship can be adapted to support optimal social and emotional development.

These theories explain how children change and grow during childhood and adolescence. The Thrive Approach uses these to focus on how to support healthy social, emotional and cognitive development as the young person grows. These theories also provide a lens through which to look at and interpret behaviour, and enable us to determine how best to respond.

The Thrive Approach uses interactive activities to help expand how children and young people express themselves. Through repetition this also helps to reinforce new learned behaviours.

Recent advances in neuroscience have informed our understanding of the brain and nervous system, and how these develop during childhood and adolescence. The Thrive Approach uses the latest insights to focus on the impact these changes can have on behaviour, the opportunities these developments offer to help young people engage with life and learning, and how it is never too late to help make a difference.

Monitoring of Behaviour

All incidents of concerning behaviour are recorded by staff on CPOMS which are then monitored by a member of the SLT. Class teams are responsible for informing parents/carers in the first instance, this may be via a phone call or a face to face meeting. In the case of repeated incidents or serious incidents the Head or Deputy Head teacher will inform parents/carers and arrange a meeting. The class team may attend this as appropriate. Behaviour incidents are reported to Governors termly and to the Local authority as part of the Safeguarding audit.

Avoiding shame-inducing approaches

Whilst our whole school approach prioritises adults starting with listening, warmth and understanding we also recognise the importance of maintaining clear boundaries and expectations around behaviour. Changing how we respond to behaviour **does not mean having no expectations, routines or structure**. We recognise that in order to help children to feel safe, their school environment needs to provide both nurture and structure. Children 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 will also work to avoid certain practices that can be emotionally harmful (**e.g. public shaming - both verbal and non-verbal**). Avoiding shame-inducing approaches is important, as we know that these can cause considerable stress for children, may cause their behaviour to escalate further or may lead to a sense of mistrust from children, towards adults.

Instead, we suggest that the natural rewards and consequences that can follow certain behaviours should be made explicit, without the need to enforce 'sanctions' that can shame and ostracise children from their peers, school community and family, leading to potentially more negative behaviour.

Risk Assessment

At times at Middlemarch School it may be necessary to conduct a risk assessment for the particular behaviour displayed by a child. Risks are looked to be reduced by managing:

- The environment
- Adult's body language
- The way in which pupils are spoken to
- The way in which adults act
- Personalisation of the curriculum, its delivery and other learning programmes

Support For Adults To Ensure Consistency

All new staff attend induction training which includes the ethos of this policy and principles and processes included therein. All staff training is regularly reviewed. Supply staff/volunteers/staff from external agencies working with our pupils are inducted through this guide.

Suspension

"The basic premise that children must learn about emotions is that all feelings are okay to have; however, only some reactions are okay". Daniel Goleman

At Middlemarch School suspension from the school community is used as a last resort and for the shortest time possible. It is not a punitive measure but a planned intervention initiated by the Head Teacher or, in her absence, the Deputy Head when it is felt that it is unsafe for a child to be in school, either for themselves or others, and when other strategies have failed.

A suspension is always a decision made in the interests of a child's own health and safety, and the health and safety of others because we feel that, at that time, the school is not an appropriate environment for the child.

The length of the suspension will relate to the age, specific needs of the child and will take into consideration previous behaviour. The school will work with parents / carers and the child and other professionals to prevent suspension and will only suspend under severe or extreme circumstances.

When a child is suspended, parents /carers will be notified by telephone and this will be confirmed in a written letter from the head teacher. The class teacher will provide work on the day the exclusion is imposed for the child to do at home for the period of the suspension.

Following a suspension parents/ carers are invited to attend a reintegration meeting.

Please see separate suspension policy

Permanent Exclusion

Whilst this as the very last resort the school does have the right to permanently exclude a child for severe or frequently disruptive behaviour. In exceptional circumstance the Head Teacher may also judge permanent exclusion to be an appropriate response for a 'first' or 'on off' offence.

Parents/Carers are advised of their right to appeal.

Policy Review Process

At Middlemarch School our behaviour regulation and relationships policy is a practice guide to processes and procedures to be used in school and has been developed in conjunction with Governor, staff, pupil and parent feedback. It is therefore reviewed wherever issues arise which generate new ways to articulate our approach and otherwise annually.

Appendices

I Pyramid of responses to behaviour

II Emotion coaching: The Five Steps

III Emotion Coaching Scripts

IV Problem Solving Scripts

V Examples for all stages of Emotion Coaching: Recognising, Labelling, Empathising,

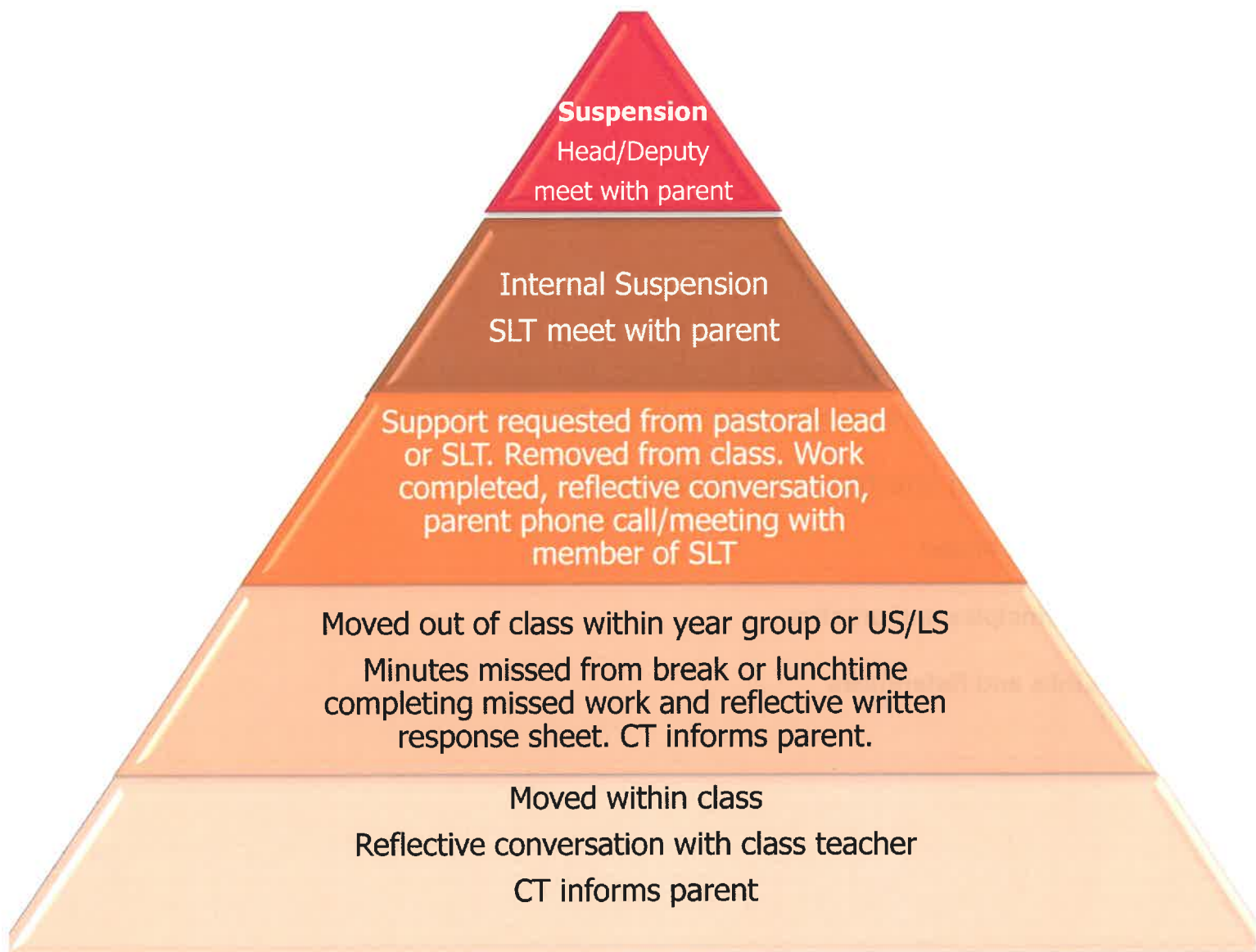
VI Limit Setting (if needed) and Problem Solving. 4Rs: What might they look like?

VII Implementing An Attachment Aware Approach

VIII Secure Base Model

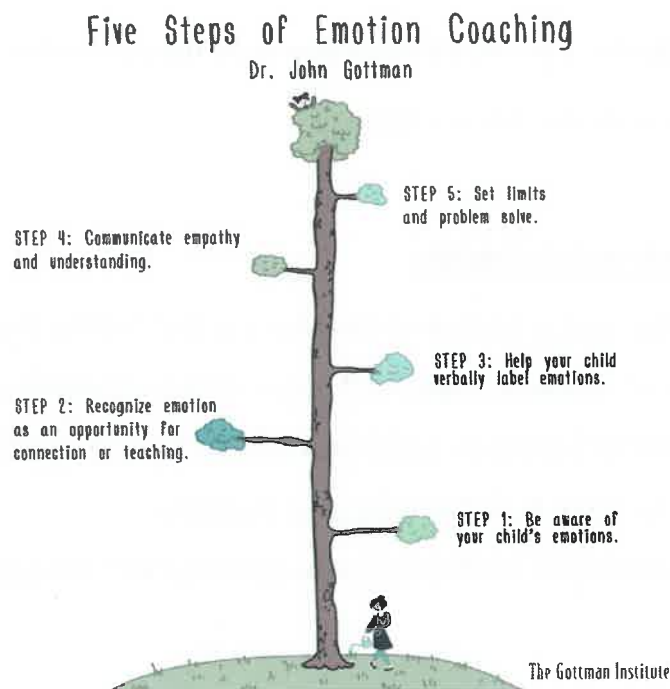
IX THRIVE Principles and practice

X Policy Links and References



Member of staff gives a verbal reminder of
MMS expectations of being Ready, Respectful and Safe.

Appendix II : Emotion Coaching: The Five Steps



Step 1- Be aware of the child's emotions

Often lower level emotions can go unnoticed. Look for physical signs that might indicate that a child or young person is feeling: happy, tired, lonely, nervous and frustrated or another lower intensity emotion.

Step 2- Recognise emotional moments as a time to connect and teach

These emotional moments are a good opportunity to develop your relationship with your child, however you cannot Emotion Coach when the child is very angry, too upset, overwhelmed or dysregulated in some way. Support and keep them safe but do not try to teach until in a calmer state.

Step 3 Help the child to verbally label the emotion

We have a tendency to avoid naming difficult feelings because we can worry it will make things worse. But actually....making 'best guesses' about children's feelings can be experienced as validating and containing. It develops children's capacity to understand their feelings and to regulate these through their connection with you (particularly during times of distress).

Try:

'I wonder if you are feeling angry as.....'

'I wonder whether you are feeling (insert emotion) right now?'

'If I was to make my best guess, I would say that you were maybe feeling (insert emotion)'

'Something seems not OK with you, what's up?'

Step 4 Show empathy and understanding

- Empathy is joining the young person in their feeling and feeling it with them.
- It develops a sense of connectedness and is one of the strongest ways to validate a feeling.
- Empathy has a powerful impact on emotional regulation and mental health.
- We learn *how* to empathise from *experiencing* empathy.
- Empathising with a feeling *is not* the same as agreeing with the behaviour.

Try:

'It is ok to feel angry. I would be angry too if....'

'I'm sorry that happened to you, you must feel very...(insert emotion)'.

'That would make me feel (insert emotion) too'.

'It's OK to feel like that...'

We call steps 3 and 4 'connection before correction' – children need to feel listened to and understand, before we try to remind them of our expectations, or before we try to problem-solve or repair a situation.

Step 5 Set limits (if needed) and problem solving

All feelings are okay but not all behaviours are okay.

- Safety first.
- Explain why the behaviour is not acceptable whilst maintaining the child's dignity.
- State the rule/boundary.
- Negotiate boundaries with teens.

Try:

'It is ok to be angry, but it is not ok to throw things.'

'It's OK to feel (insert emotion), when that happens. But it's not OK to... (insert behaviour)'.

'Next time you're feeling like this, what could you do?'

'Let's decide what you can do next time you feel like this'.

'What would help you to a) calm down right now, and b) make things better, later?' 'I can help you to think of some ideas and different ways to cope'.

Appendix III: Emotion Coaching Scripts

The first two steps are things that you do. The following scripts may help for the final three steps where you will lead the conversation with the child:

Step 3- Labelling

'I wonder whether you are feeling...right now?'

'I wonder what was going on there for you... I think you were feeling...?'

'I wonder if you were feeling really anxious about...so you...'

'If I was to take a guess at how you are feeling I would guess you are....'

If in doubt: Try Joy, Sadness, Fear, Anger, Disgust

Step 4- Validating

'I'm sorry that happened to you, you must feel very...'

'I would feel sad/angry too if that happened to me.'

'It is normal to feel sad/angry about that...'

'It is ok to feel...'

'I might feel angry too if I felt I had been treated unfairly.'

Step 5- Setting Limits Scripts

'It is ok to feel angry but it is not ok to throw things'.

'These are the rules that we have to follow. Doing that is not ok.'

'We can't behave like that even though you are feeling annoyed because it is not safe.'

'You didn't do the task as we agreed. You're probably angry that you can't join in the practical session with the others now because you have to complete the written assessment first.'

Appendix IV: Problem Solving Scripts

'Next time you're feeling like this, what could you do?'

'Let's think of what you could have done instead.'

'What could you do instead when you are angry?'

Attachment aware principles

- Attachment is central to our well-being and affects us all
- Promote a positive approach
- Differentiate expectations
- Differentiate response
- Engage, don't enrage
- Connection before correction

De-escalation techniques

- Distraction
- Time away from the situation or activity
- Planned use of proximity
- Planned use of voice
- Planned use of ignoring low level behaviour or distractions
- Positive reinforcement of wanted behaviours
- Providing a narrative 'I wonder if '

Positive behaviour

- Verbal praise and personal feedback on behaviour and engagement
- House points
- Positive Dojo points
- Award assembly - conduct badge awarded
- Behaviour postcard sent home
- Head teacher's certificate for outstanding behaviour

Appendix V: Examples for all stages of Emotion Coaching: Recognising, Labelling, Empathising, Limit Setting (if needed) and Problem Solving.

Script 1

Child: Has hit another child because they have fallen out.

The emotion that you noticed: Anger

Emotion coach labelling: "I can see that you are feeling angry".

Emotion coaching empathy: "It's normal to feel like that. I would feel angry if that happened to me too".

Emotion coach limit setting: "It is ok to feel angry but it is not ok to hit people".

Emotion coach problem solving: "What could we do instead of hitting next time you are angry?"

Script 2

Child: Doesn't want to finish break-time and go into Maths.

The emotion that you noticed: Anger/Frustration

Emotion Coach Labelling: "I can see you're frowning and you're kicking the wall in anger".

Emotion Coach Empathy: "I would be feeling like that too if I didn't want to do something".

Emotion Coach Setting Limits and Problem Solving: "It is really important that you follow the instruction you've been given though so that you can do some learning, so when you are feeling calmer we will go and start that task".

Script 3

Child: Refusing to complete their work.

The emotion that you noticed: Anxiety

Emotion Coach Labelling: "I noticed you looking around at the other children who are working on their projects. I think you might be feeling nervous right now about whether your work will be ok. Have I got that right?"

Emotion Coach Empathy: "I understand it is difficult when trying something new".

Emotion Coach Problem Solving: "This is the task you have been set so you need to have a go at it but remember I am here to help you too".

Script 4:

Child: Has fallen out with best friend.

The emotion that you noticed: Anger

Emotion Coach Labelling: "It sounds as though you're feeling really angry with him".

Emotion Coach Empathy: "I might feel the same in that situation too. Let's go for a walk outside to calm" (or any other strategy you feel may help the child to 'regulate' first).

Emotion Coach Setting Limits: (When calm) "I understand that you felt angry earlier but it was not okay to punch him and there has to be a consequence to this which will be that you have to go and apologise now you are calm".

Emotion Coach Problem Solving: "What could you do differently next time you are angry?"

Script 5:

Child: Is refusing to come into the classroom to complete the spelling test.

The emotion that you noticed: Anxiety

Emotion Coach Labelling: "I wonder if you are feeling worried about this test?"

Emotion Coach Empathy: "I can remember feeling nervous about my maths tests at school."

Emotion Coach Problem Solving: "All we ask is for you try your best in this test then I will be proud of you for trying."

Script 6

Child: Upset because their friend has moved schools.

The Emotion that you noticed: Sadness

Emotion Coach Labelling: "I'm wondering if you are feeling really sad and missing your friend because you seem more quiet than usual."

Emotion Coach Empathy: "It is a really sad situation. I would feel the same if my friend had left."

Emotion Coach Problem Solving: "Maybe it would help if we talked about how you feel or draw a picture of all the happy memories you have of when you were together. Shall we also have a think about who you can play with later at lunchtime?"

Appendix VI: 4Rs: What might they look like?

The most important consideration to take into account is that no two incidents of un-regulated behaviour, or the causes under-lying those behaviours, are identical. With this in mind the exemplars are merely examples of what *may* be seen but they are by no means an exhaustive list.

Regulate	Focus on soothing the child. Make them feel calm, safe and cared for. This could be anything which may sooth the child, or enable them to 'let off steam'. Self-Regulation Strategies - calm down cards - breathing exercises - retreat to an agreed safe place - fiddle toy - rhythmic activities such as running and walking or calming activities such as pouring water or sand between containers. Distraction activities - bubbles, game of catch/football A child cannot relate to you until regulated.
Relate	Validate their feelings with your words and tone of voice. Use of Emotion Coaching techniques - I hear you - I'm here for you - I'll stay with you - I know you're upset right now - This is very hard. Focus on connecting with the child. A child does not have the mental capacity to reason with you until they feel related to, listened to and understood.
Reason	Once the child is feeling calm and listened to, now is the time to talk about what they have been feeling and about alternatives to behaviours whilst reinforcing limits that have been set before. Can they begin to express what led to the behaviours? Can they recognise their warning signs and how these could be used to change how they respond another time? Drawing/sketching/doodling may help whilst carrying out this discussion. Feelings cards could be used to recognise own feelings e.g. anger, scared,

	embarrassed, threatened. Feelings cards – match people to possible feelings, choose a small number (maybe only 1) of cards to recognise emotions being felt etc. A restorative conversation to take place – in which we avoid providing the children with a sense of blame. The conversation should remain levelled and calm when beginning to explore how people involved may have felt e.g. Other pupils feeling scared, adult feeling threatened, feelings being hurt through spoken words. At no stage should phrases such as, “You did this”, “You made Miss feel”, be used. Recognise how difficult empathy can be – this is a stage that may only be reached at a surface level, if at all. Children can only empathise to the degree that they have experienced empathy from others themselves.
Repair	Now the feelings and resulting behaviour has been discussed, the relationships with whoever has been involved in the incident needs to be repaired. At Middlemarch School we believe that involving children in the genuine, sensitive repair of a situation is the most helpful ‘consequence’ to any challenging behaviour – in a way that avoids shaming the children involved. Teaching children how to appropriately repair situations is an important life skill. Apologies are made where necessary and accepted by the other party, a shared game with other children involved - a walk to the environmental area with an adult who was involved – a craft activity (drawing or card) given to an involved individual to repair the relationship.

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 some children, especially those experiencing additional needs (such as trauma, mental health needs or attachment difficulties). It is necessary therefore, to take into account the current skills and emotional capacity of each individual child. This may include less public (shaming) ways of making a repair, for example.

Appendix VII: Implementing 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'

- '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 Developing an Attachment Aware Behaviour Regulation Policy: Guidance for Brighton & Hove Schools 29 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; the Secure Base Model Checklists, Action and Progress Plans; Pastoral Support Plans (PSPs); Individual Education Plans (IEPs); Provision Maps; Pupil Passports. These should highlight strengths and areas of resilience - not just within child but also family/community factors. Include key triggers to avoid escalating situations (e.g. using a loud voice/ threatening body language/ publicly admonishing/ confronting). 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 CAMHS or Social Care?

- 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'. 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?"

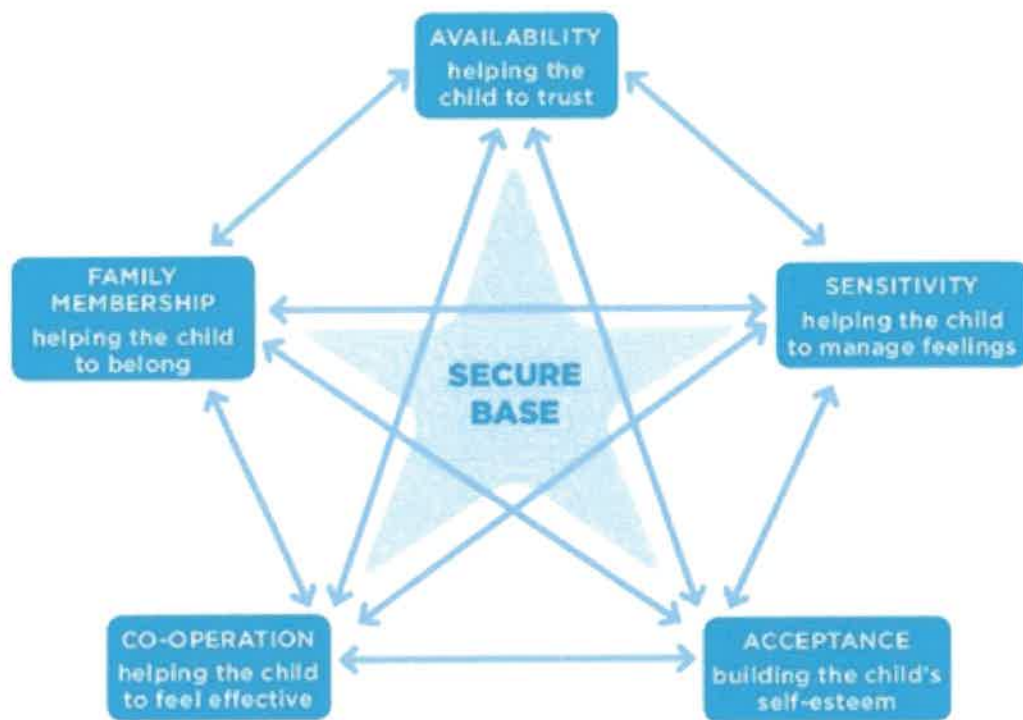
- Recognise that what you feel is a likely indication of how the CYP feels. If you feel helpless/stuck/frustrated/angry, this is often an important indication of how the CYP is feeling inside and what they are projecting out.
- Be cautious around suggestions of a 'fresh start'
Often people start to look 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.

The Secure Base Model

The Secure Base Model (Schofield and Beek, 2014) is a resilience-based model that provides a positive framework for therapeutic caregiving that focuses on the interactions between caregivers and CYP on a daily basis.

Research (Beek and Schofield 2004 & 2005) has demonstrated that, over time, positive caregiving across the five dimensions provides a secure base from which the child can explore, learn and develop in a positive direction.

The Secure Base model



For further information and resources, see: • <https://www.uea.ac.uk/providingasecurebase/the-secure-base-model>

VIII Policy Links and References

In **bold** are the documents we have referenced directly – others are suggested reading for CPD.

At Middlemarch we understand that *“systems have been set up with the assumption that the pupils entering school would have received sufficient, good enough care for them to understand and make the most of education. But it’s increasingly obvious that this assumption is simply not true. We are going to have to adapt our ways of being in and ‘doing’ school, in order to reflect the reality of the communities in which we live.”* (Bomber, 2017, *What about Me?*)

In developing this policy we also found that *“the emotional literacy and availability of the staff team is key. This sets the tone for the work. Staff need to tune in to and have empathy for the pupils in their care.”* (Walsh, 2010, Brighton and Hove.)

Strategies such as Emotion Coaching are proven to have the positive effects that we endeavour to achieve at Middlemarch, through the implementation of this policy and its strategies; *“a case study pupil identified that he felt he calmed down and returned to his studies more quickly when the teacher used Emotion Coaching in the classroom: “It calms you down a lot really. If the teachers did that more often that would probably help us, because then we won’t go back in messing around. We’ll be, like all nice and calm. Because if teachers just send us out, and just shouts at us, we’ll just carry on messing around most of the time. If teachers just asks us how we’re feeling and what happened and everything, we’re going to go in to have the rest of the lesson nice and peaceful and quiet.”* (Gus & Gilbert, 2015, *Emotion Coaching: A universal strategy for supporting and promoting sustainable emotional and behavioural wellbeing.*)

Research Books

Bomber, Louise Michelle (2017) What About Me? London: Worth Publishing Ltd.

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.

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*. London: Jessica Kingsley Publishers.

Youell, B. (2006) *The Learning Relationship. Psychoanalytic Thinking in Education*. Tavistock Clinic Series - Emotion Coaching UK

Papers and Studies

Beek, M. & Schofield, G. (2004) Providing a Secure Base: Tuning in to Children with Severe Learning Difficulties in Long-Term Foster Care. *Adoption & Fostering*, 2004, Volume 28, Issue 2, 8-19.

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.

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.

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*.

Walsh (2018) Developing an Attachment Aware Behaviour Regulation Policy: Guidance for Brighton & Hove Schools