



The Bowland Federation of Schools



Attachment Aware Behaviour Regulation Policy



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The Bowland Federation of Schools

OUR VISION



Reach Up

We reach up to God to show us the way

Reach In

We reach inside for the courage and wisdom of the Holy Spirit, to help us reach God's goal for us

Reach Out

We reach out to everyone with the kindness and compassion of Jesus

Introduction

Our Federation flourishes because of the strength and quality of the relationships within our schools' families. Jesus' teaching is at the centre of school life – we are servants to others; we practice honesty; we work and learn with integrity; we demonstrate respect and we are endlessly forgiving. At our school, we constantly strive to know our children, their families and our community better so we can serve them more effectively.

Following Jesus' example, we encourage every member of our school family to build each other up. We know that community is God's wish for us and we direct our lives towards everyone flourishing. Thriving relationships are not a means to an end in our school – they are an end in themselves – *'we try as hard as we can to reach the goal that is before us'* (Philippians 3:13) – our goal is to carry out God's will in our school family and community.

Policy Statement

This policy was based on Guidance provided by AC Education's Attachment and Trauma Training Programme provided by Lancashire's Virtual School and has included input from: members of staff, representatives from the governing body, parents and carers and pupils.

Policy Scope

This policy is for all staff, pupils, 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.

Policy Aims and Objectives

Our school is committed to the emotional mental health and well-being of its staff, pupils, parents and carers. We strive for this in all aspects of school life, and endeavor 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.

Our two school are Christian families in their own right and form one larger Christian family as part of our federation. As family members we know we have a duty to:

- offer unconditional love, companionship and forgiveness to each other
- to support each other through difficult times
- to celebrate each others' successes
- to be role models for each other
- to accept and respect our differences
- to take personal responsibility and be accountable for our actions
- always endeavour to be compassionate – being aware of the feelings of others and imagining what it might be like to be in their position

Policy Links

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

- PSHE Education Policy
- Anti-bullying Policy
- Safeguarding Policy
- E-safety policy
- SEND Policy

Roles and Responsibilities

Maintaining good behaviour is the responsibility of **all** our staff, governors and parents and carers. We expect our staff, parents and carers to be good role models for our children as we work together develop their attitudes for all aspects of life and prepare them to be happy, successful, courageous and kind members of society.

Expectations of our Children

We expect all our children to follow our 3 school rules:

- Be safe
- Be respectful
- Do your best

These rules are broken down in to smaller steps to suit the needs of each of our classes.

Expectations of our Staff

- Be endlessly positive—when an incident is dealt with it is forgiven and forgotten
- To be a positive role model—modelling respect, dignity and high expectations of ourselves and others
- To understand that a dysregulated child needs time to calm before he or she can reflect on what has happened
- To be nurturing—we approach any child who is dysregulated with care and concern
- To be fair and consistent
- To listen without making assumptions
- To be self-regulated and in control of their emotions
- To form positive, trusting relationships with every child

Our staff recognize the importance of the 4 S's of Secure attachment in their relationships with children - **Safe, Seen, Soothed, Secure**. More information on this can be found in Appendix A.

Our staff use Emotion Coaching to help out children understand and manage their emotions in a healthy and appropriate way. More information on this can be found in Appendix B.

Expectations of the Headteacher and Senior Leadership Team

- Take time to welcome children and families at the beginning of the day
- Be a visible presence around school to encourage everyone to follow our rules

- Regularly celebrate staff and learners whose efforts go above and beyond expectations
- Support staff in managing learners with more complex behavioural needs.
- Ensure staff training needs are identified and targeted
- Use behaviour data to target and assess school wide behaviour policy and practice
- Review provision for learners who fall beyond the range of written policies

Expectations of the Schools Governors:

- To ensure that there is an effective whole federation approach to behaviour
- To support the Headteacher in laying the foundations of a positive behaviour culture
- To ensure that policies are up to date and compliant
- To monitor behaviour across the federation

Expectations of Parents & Carers

- Be aware of our school's expectations for behaviour and conduct
- Support staff in implementing our policy
- Foster good relationships with the school
- Work in respectful partnership with school to ensure consistency and fairness for our children

Key premises of our approach

- **Being 'fair' is not about everyone getting the same (equality) but about everyone getting what they need (equity).**
- **Behaviour is a form of communication.**
- **Taking a non-judgmental, curious and empathic attitude towards behaviour**

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

behaviour itself. Children with behavioural difficulties need to be regarded as **vulnerable rather than troublesome**, and we all have a duty to explore this vulnerability and provide appropriate support.

- **Putting relationships first**

Our Federation ethos promotes strong relationships between staff, children and their parents/carers. We have a positive school culture and climate that fosters **connection, inclusion, respect** and **value** for all members of the school community.

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

In order to help children feel safe, their educational environment needs to be high in both nurture and structure. We recognize that 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. Natural rewards and consequences that can follow certain behaviours are 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.

- **Not all behaviours are a matter of 'choice'** and not all factors linked to the behaviour of children are within their control. Therefore, we understand that the language of choice (e.g. 'good choice/bad choice') is not always helpful.
- **Behaviour must always been viewed systemically and within the context of important relationships**
- **Encouraging parental engagement and involvement is absolutely crucial when addressing and planning support for children's social, emotional and mental health needs needs.**

REWARDS

Positive reinforcement is key to the success of our behaviour management approach. All adults in school take every opportunity to use non-verbal cues (e.g. a smile or a thumbs up) and descriptive praise ('Well done, I love the way you...' to reinforce

good behaviour.

Each classteacher has their own rewards system but we always choose a 'Star of the Week' from each class who receives a certificate in our Celebration Worship on a Friday and a mention in our newsletter.

Children are regularly chosen by any member of staff to see Mrs. Scholz for a Headteacher's Award.

We recognize that every child is unique and that were one child might respond positively to a reward, another child may not. (e.g. some children find standing up in worship to receive a certificate embarrassing).

We know that often, to support a child most effectively, a tailor made reward system is needed and we will strive to find a strategy which provides the child with the motivation and encouragement they need to succeed.

CONSEQUENCES

We don't have a 'one size fits all' attitude to consequences in our school. These are decided upon by Classteachers, the Headteacher, and with the advice of relevant professionals where appropriate, and are based on each individual incident.

However when a child breaks a school rule we always:

- Recognize that if a child is emotionally dysregulated, they are not able to reflect on their actions and will not be able to do so until they are regulated again. We always endeavor to provide children with a safe space to calm down before discussing their behaviour with them
- remind the child of what our rules are and give a reminder of our expectations
- Give a child thinking time if the unwanted behaviour persists - If this still does not have

the desired effect, a child may need time to reflect on their actions during a playtime or lunchtime or we may discuss the incident with their parent or carer.

Practice and policy review process

This policy functions as a practice guide and is therefore reviewed whenever issues arise which generate new ways to articulate our approach, and otherwise annually.

APPENDIX A

The 4 'S's of Secure Attachment

The four S's of a secure attachment style refer to feeling safe, seen, soothed, and secure. Making children feel these ways may help them establish healthy bonds in their adulthood.

Attachment style theory is a psychological framework originally developed by John Bowlby and Mary Ainsworth. It examines how the bonds you develop with your primary caregivers may influence the way you form relationships as an adult.

Children who have their emotional and physical needs met, acknowledged, and responded to tend to form secure attachments. Otherwise, they may experience the challenges of insecure attachments, when physical or emotional neglect in childhood may lead someone to develop an insecure attachment style, such as:

- disorganized
- anxious
- avoidant

Insecure attachment styles may be associated with persistent self-esteem and relationship challenges. They may account for experiencing a lack of trust, reluctance to commit, or fear of abandonment.

Dan Siegel's 4 S's of secure attachments

The "4 S's" is a concept developed by Dr. Dan Siegel, a clinical professor of psychiatry at UCLA and founding co-director of the Mindful Awareness Research Centre. These are the 4 S's of secure attachments:

1. Safe

“Safe” refers to helping children be and feel safe.

The first S involves making the commitment that you won't be a source of fear for the child. It also stresses the importance of reconnecting after a disagreement and apologizing if you're the one in the wrong.

“Safe” also means working on providing the child with a sense that school is a haven.

As adults, “safe” children may be more likely to openly express their emotions and needs and develop a sense of trust in interpersonal relationships.

2. Seen

Children who feel “seen” have a sense they are acknowledged.

As a caregiver, you can help a child feel seen by taking the time to understand what they may be going through and to learn who they are.

Children who feel seen may form emotionally secure relationships in adulthood. They feel comfortable being vulnerable and acting genuinely. They're also less likely to develop co-dependent traits and an anxious attachment style.

3. Soothed

“Soothed” children are comforted at all times and not only during emotional moments.

The third S implies that caregivers focus on helping the child develop healthy coping strategies for challenging times in their lives.

Siegel's framework suggests encouraging children through the acronym PEACE:

- **Presence**

- **E**ngagement
- **A**ffection
- **C**alm
- **E**mpathy

“Soothed” children may become emotionally intelligent adults who are better prepared to navigate stressful situations. They may also adapt to change, stay grounded, and offer support to others.

4. Secure

The last of the 4 S's refers to cultivating a sense of security and trust between caregivers and children. This is often the case when caregivers consistently demonstrate the other three S's.

The “secure” component of the 4 S's involves encouraging children to understand and be unafraid of their emotions and recognize those in others.

Feeling secure means they can be vulnerable, make mistakes, and voice their opinions without fear of punishment or rejection.

“Secure” children may find it easy to establish trust with others while maintaining a sense of openness, empathy, and trustworthiness.

APPENDIX B

Emotion coaching

Emotion coaching is a way of helping children understand and manage their emotions in a healthy and appropriate way—while also building their social and problem-solving skills.

Based on research by American Psychologist Dr. John Gottman, this process involves listening to children as they express their emotions, validating their feelings, and teaching them skills for self-regulation.

The aim is to use moments of heightened emotion and resulting behaviour as a teaching opportunity. Through empathetic engagement, adults tune into the child's feelings and help them learn to cope with challenging emotions like fear, anger, or even excitement.

How does emotion coaching work?

The goal of emotion coaching is to help children develop “emotional intelligence”—a term coined by psychologist Daniel Goleman—which describes the ability to identify, understand, and express one's own emotions and the emotions of others.

With ongoing guidance, children can boost their emotional intelligence, resulting in improved relationships, decision-making, and communication—as well as better stress management, conflict resolution, and overall mental health.

For example:

A teacher is having a conversation with their child about an upcoming test. It's clear the child is feeling anxious and overwhelmed. To practice emotion coaching, the teacher will:

- Listen and validate their child's feelings.
- Help the child to explore how they are feeling by encouraging them to talk through their emotions, and ask them questions to help the child better understand these emotions and how to cope with them.
- Provide reassurance and guidance on how to best manage their emotions, such as taking deep breaths or engaging in calming activities like yoga or meditation (to name just a few examples).
- And finally: Create a plan with the child to help them navigate their feelings and be successful during the test.

Research shows that greater emotional intelligence leads to higher academic performance, better social competence—and less misbehaviour and substance abuse.

In the book *'Raising an Emotionally Intelligent Child'* (1998), Dr. John Gottman says, "Researchers have found that even more than your IQ, your emotional awareness and your ability to handle feelings will determine your success and happiness in all walks of life, including family relationships."

How to practice emotion coaching: A step-by-step guide

When you recognize a child in your care is struggling with negative feelings, use these five steps to help them cope:

1. Identify emotions. When a child is struggling with an intense emotion, tune in to their feelings and your own. Focus on being present in the moment, actively observing their body language, facial expressions, and tones of voice to pick up on the subtle cues that can help you understand how they're feeling.
2. Encourage the child to express and label their feelings. Many young children have had experiences with adults who were disapproving of their emotions. Aim to create a safe space for them to share what they're feeling without fear of

judgment. Encourage them to identify and label emotions as they come up. This means listening, and offering support and guidance when needed.

3. Be aware of how to fix the problem. Emotion Coaching requires you, as an adult parent or caregiver, to recognize the underlying reasons why someone may be feeling a certain way. This requires you to ask questions and listen carefully to the answers so you can gain a better understanding of the situation, and as a result, begin to think about possible solutions you can guide the child toward.
4. Problem Solve. Work *together* to come up with solutions to the problem. Brainstorm ideas and talk about practical ways they can work through their emotions in a constructive way. Once you've agreed on a plan, make sure to provide the support they need to follow through.
5. Set limits. While we want to give children space to express what they're feeling without judgment or fear, it's important to reinforce that certain behaviour is unacceptable. For example, if—during an angry tantrum—a child throws a toy at their sibling, this would be the time to discuss why there are “acceptable” and “unacceptable” ways to express emotion. This helps build their understanding of what is—and what isn't—an appropriate and healthy expression of similar feelings in the future.

Don'ts of emotion coaching

When it comes to navigating the uncertain seas of children's feelings—what you *don't* do (or say) is just as important as following the 5 steps of emotion coaching outlined above.

Here are 3 things to avoid when helping children process their emotions:

- Don't reject other's feelings. It's important to remember that the child's feelings are valid, even if you don't agree with them. Downplaying what they're experiencing can make them feel misunderstood, frustrated, or even angry. According to The Gottman Institute, the harmful effects of this perceived

rejection can lead to the misguided belief that “emotions are bad,” creating challenges that follow them into adulthood.

- Don't judge or criticize. Discouraging a child from expressing their genuine emotions by telling them they are “wrong” for their reaction, or suggesting how they *should* or *shouldn't* feel can make it seem like you're not taking their feelings seriously. Intentional or not, this can cause children to feel embarrassed and ashamed.
- **Don't push children's emotions.** Creating a safe, non-judgmental environment where sharing emotion feels natural to children is a great thing—but it's important not to try and *force* them to talk about what they're feeling. Make yourself available to the child's emotions, but give them space

Emotion coaching phrases

Successful emotion coaching requires effective communication. This can be challenging when a child you care about is upset—because in those situations it is easy to lose your composure. The following phrases may be useful:

- “I understand how you feel. Let's take a few deep breaths and talk about what's going on.”
- “It's okay to feel upset, but it's important to find healthy ways to express those feelings.”
- “I can tell this is really frustrating you. I'm here for you if you need to talk.”
- “Would it help if we brainstormed some solutions together?”
- “It's okay to make mistakes. I'm proud of you for trying even when it's hard.”