



Behaviour Regulation Attachment Awareness Policy

DRAFT

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Introduction

Craven PRS is committed to the emotional mental health and well-being of its staff, pupils, and parents/carers. We work towards this in all aspects of school life and provide an ethos, environment and curriculum that supports the social, emotional, and mental health of the whole school community.

Craven PRS's behaviour regulation policy is based on rights, responsibilities, and respect. Praise, rewards, privileges, and positive role-modelling support the development of self-regulation and the capacity to make positive choices.

This Policy also highlights the importance of providing emotional support for staff, students, and carers in order to help manage stress and secondary trauma.

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

"Headteachers, proprietors and governing bodies must ensure they have a strong behaviour policy to support staff in managing behaviour, including the use of rewards and sanctions" (DfE, Behaviour and discipline in schools: Advice for headteachers and schools staff, published July 2013; January 2016)

Although behaviourist approaches can work for some Children & Young People, they are not successful with all. This is especially true for those who have experienced Adverse Childhood Experiences (ACEs)—traumatic life experiences that occur before the age of 18. For Children & Young People who have experienced trauma and loss, including vulnerable groups such as children in care (CiC), children at the edge of the care system, and children previously in care (PiC), behaviourist approaches often serve to re-traumatise them and do not teach them how to express their emotions in a more appropriate manner.

Aims/Purpose of Craven PRS Behaviour Regulation Policy.

A Behaviour Regulation Policy is in place to promote a move away from traditional behaviour management approaches, which place a huge emphasis on rewards and punishments linked to behaviour, towards a more humanist, relational and universal approach, which is inclusive for all, and can benefit the whole school community. Craven PRS incorporates Attachment Aware principles and ensures that the Behaviour Regulation Policy translates into whole school practice. It acknowledges the responsibility held by the headteacher for looking after the well-being of all members of the school community.

Key premises of our approach;

- Being 'fair' is not about everyone getting the same (equality) but about everyone getting what they need (equity).
- Behaviour is a form of communication. The change in terminology in the 2014 Code of Practice of Special Educational Needs (SEN) -which replaces the Behaviour and Social Difficulties (BESD) with Social, Emotional, and Mental Health (SEMH) difficulties —helps to promote a shift towards viewing behaviour as a communication of an emotional need (whether conscious or unconscious) and responding accordingly.
- Taking a non-judgmental, curious and empathic attitude towards behaviour, we encourage all adults in schools to respond in a way that focuses on the feelings and emotions that might drive certain behaviour, rather than the behaviour itself.

- Students 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

- Craven PRS' ethos promotes strong relationships between staff, students and their parents/carers.
- Maintaining clear boundaries and expectations around behaviour. Changing how we respond to behaviour does not mean having no expectations, routines, or structure.
- To help students feel safe, their educational environment needs to be high in both nurture and structure. Students 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. Craven PRS uses personalised RA (Risk Assessment) for specific pupils, this supports a consistent approach across school. Not all behaviours are a matter of 'choice' and not all factors linked to the behaviour of students are within their control. When appropriate, and the student is in the recovery stage of an incident, an intervention, coaching, or draw and talk session is carried out by a member of staff.
- When sanctions are used, they are carefully chosen to ensure that children and staff are safe, and Emotion Coaching strategies are used to support reflection.
- The language of choice (e.g., 'good choice/poor choice') is used when the student is in a lower level of arousal. Craven PRS staff acknowledge that making a 'positive choice' usually requires being in a calm or 'thoughtful' frame of mind to do so. 'Poor choices' (i.e. often meaning 'inappropriate behaviours') are usually the result of feeling very emotionally dysregulated — i.e. a signal of 'flipping your lid'. With support to self-regulate, students (and adults) can be helped to behave in more socially acceptable/appropriate ways and to make better choices.
- Behaviour must always be viewed systemically and within the context of important relationships.
- Encouraging parental engagement and involvement is crucial when addressing and planning support for students. *"The parent-child connection is the most powerful mental health intervention known to mankind"* (Bessel van der Kolk), 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).

Craven PRS is an Attachment Aware School and an Emotional Coaching Organisation. Staff use several personalised approaches in their everyday practice, with a particular focus on the central principles of: Empathy, connection, attunement, trust and co-regulation. This includes careful consideration and awareness-raising of both verbal and non-communication.

Emotion Coaching can contribute to the promotion of sustainable, holistic improvement in wellbeing for pupils, school staff, and families' (Gus et al 2017).

Furthermore, it can lead to better outcomes (including academically), due to improved emotional well-being, awareness and literacy of pupils, staff, and parents/carers. Thus, key principles from this approach are practiced at Craven PRS.

What Emotion Coaching means in practice (How co-regulation works)



Step 1: Tuning in, empathising, soothing to calm (be aware of what the child is feeling, you're not alone')

Step 2: Connect and normalise. (It's okay to feel like this. I have felt like this when...)

Step 3: Validating the feelings and labelling (This is what is happening, this is what you're feeling)

Step 4: (if needed): Setting limits on behaviour (We can't always get what we want)

Step 5: Problem-solving with the child/young person - We *can sort* this out. What do we need to do? How do you think that will work?

Craven PRS advocates an 'Authoritative' versus 'Authoritarian' approach where adults are 'in control' versus 'controlling'.

Staff at Craven PRS look beyond the often very challenging behaviours displayed by students and question what emotions or sensory needs might be driving these behaviours. Only when students feel a sense of being heard, understood, and cared about, can they begin to express their emotions and needs in a more acceptable way, which will benefit everyone

Recording and reporting to Parents/Carers

Craven PRS has a range of strategies in order to work with parents/carers on the behaviour of pupils in school. This includes using class charts, emails, phone calls and meeting with parents.

We employ a Behaviour and Personal Development Lead to liaise with parents on a daily basis.

Craven PRS promotes a positive approach of noticing students behaving well/ doing the right thing. Staff are specific and descriptive when praising, (or for those students who find it difficult to accept praise, offer discrete non-verbal feedback).

A whole school approach.

All members of staff are responsible for supporting the behaviour of students across the school. Attachment/ building relationships is everybody's responsibility.

Students and their parents/carers need to be involved and central to this process, sometimes supported by external agencies e.g. Social Care or CAMHS

Small actions can make a big difference. Smiling at/greeting a student on their way into school can really add to their sense of belonging/ feeling liked, respected and valued.

When supporting students with managing their emotions, Craven PRS staff are realistic and don't expect immediate results or returns.

A student might be very dismissive of staff behaving in a kind/empathic manner towards them, but this doesn't mean that these actions aren'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.

APPENDICES

Measures and Interventions

Craven PRS offers a wide range of resources used across the school to support Mental Health and Well-Being identification and to measure the impact of interventions. This includes;

- CAT4, PASS, NGRT, SNAP
- The Strengths and Difficulties Questionnaire (SDQ)
- Emotion Coaching, co-regulation
- Pastoral Groups
- Yoga Therapy
- Lego Therapy
- Mindfulness
- Forest School
- Talking and Drawing
- CAMHS
- Individualised timetables
- Personalised Curriculum
- rewards/incentives
- HEROIC
- 1:1