

BEHAVIOUR REGULATION POLICY

November 2021

This policy will be reviewed annually.

Review date: November 2022

THE TRINITY FEDERATION BEHAVIOUR REGULATION POLICY

Please read this policy in conjunction with the following policies:

- Child Protection
- Staff Handbook
- Volunteer Handbook
- Staff Code of Conduct
- Physical Intervention and Restraint
- SEND
- Looked After Children
- E-Safety Policy
- Health & Safety
- Policy on managing aggressive behaviour from parents and visitors to our schools
- Anti-Bullying
- Peer-on-peer abuse policy
- Equality Statement and Objectives

This behaviour regulation policy has been created in partnership with our attached Educational Psychologist, who has acted as critical friend to the federation to ensure our policy is attachment aware and founded in effective practice for meeting the needs of all children. The policy is also based on guidance from Shropshire Local Authority has had input from members of school staff at all levels, pupils, and members of the governing body.

The aim of this policy:

At the Trinity Federation, we strive to provide a caring environment in which everyone in each of our school communities can feel safe, respected, valued and happy. By promoting an ethos where everyone lives and works together in a supportive way, we aim for pupils to reach their full potential; emotionally, socially and intellectually.

Our Christian ethos underpins the way in which we wish to see relationships develop between pupils, staff, parents, governors and other visitors to the school. It can be understood as treating people fairly, treating people with respect and considering the needs of others ahead of our own.

The primary aim of our behaviour regulation policy is to develop in children a sense of self-discipline and respect for themselves and for others, enabling them to behave appropriately and with consideration, in a range of situations.

This policy is designed to promote good behaviour as well as deterring unacceptable behaviour.

Philosophy of the behaviour regulation policy:

In all of the schools within The Trinity Federation 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 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 our children to understand what is right and wrong.

Our Beliefs

We believe that having high expectations, being good role models and rewarding pupils, enables us to promote positive behaviour. When consequences are needed, this policy gives general guidance on the expected procedures. **It is important to note that specific needs of pupils are always taken into account and the procedures are not standard in each case.**

Underpinning this behaviour regulation policy is the belief that everyone can learn to self-manage/self-regulate their own emotions and behaviour. We recognise in some cases a pupil may need additional support to manage their emotional regulation. In such cases, where identified, we will support the pupil appropriately through a range of strategies including, small group, 1:1 work focused on emotional literacy, access to our social, emotional and well-being morning group or further work carried out by the Federation.

We also believe that:

- Good behaviour is an essential condition for effective teaching and learning.
- Behaviour is a form of communication of an emotional need (whether conscious or unconscious).
- Thinking of a child as behaving badly disposes you to think of punishment. Thinking of a child as struggling to handle something difficult encourages you to help them through their distress.
- Through reflective thinking and emotion coaching children can learn to better self-regulate.
- Being 'fair' is not about everyone getting the same (**equality**) but about everyone getting what they need (**equity**).
- Children should be helped to value *intrinsic* rewards for good behaviour patterns over *extrinsic* prizes.
- High self-esteem and a positive self-image is a key to good behaviour.
- Appropriately motivating and stimulating learning activities provide a firm foundation for good behaviour.
- A positive, safe and friendly environment creates the conditions that foster personal and social growth.
- Children should play an active role in maintaining good standards of behaviour through peer support and taking responsibility for their own actions upholding school rules.
- Children should be encouraged to develop the independence and autonomy to enable them to develop strong personal values in relation to behaviour - having the ability to behave well and appropriately whether in the presence of an adult or not.
- All members of the school community, adults and children, play an important part in creating and maintaining good behaviour.
- Parents play a vital role in helping to maintain good behaviour - communication with parents is an important factor in helping to maintain high standards in school.
- Clear boundaries and rules, allied with a strong respect for children's individuality enable the school to function happily and well.

- Clear communication and mutual respect between all members of the school community encourage a calm and reasoned approach to any issues that arise.

Our expectations of the behaviour of the school community:

- All members of the school community are expected to treat the school building and surrounding grounds with respect.
- Members of the school community are expected to behave appropriately and set a good example to all.
- Members of the school community are not expected to swear, drop litter, smoke or behave in an inappropriate manner whilst on school property.
- Parents/carers are not expected to approach children who are not their own and enter into disagreements/arguments.
- Parents/carers and visitors are expected to treat all members of staff and children with respect and dignity. Abusive behaviour and/or language (including in person, on the phone or via email) will not be tolerated under any circumstances.
- All contractors or members of the school community, who are not interacting with children, should still maintain a good level of behaviour and treat the school building and staff within it with respect and courtesy.

The vast majority of parents, carers and others visiting our school are keen to work with us and are supportive of the school. All members of staff have the right to work without fear of violence and abuse, and the right, in an extreme case, of appropriate self-defence.

See also:

Policy on managing aggressive behaviour from parents and visitors to our schools

Our expectations of children and staff:

In every area of the school and in every circumstance, we expect children and adults to behave in an appropriate, respectful manner, observing the following standards:

- We respect everybody's right to learn and right to be happy.
- We are kind, polite, helpful and aware of others' feelings.
- We listen carefully to others without interrupting them.
- We treat other people the way we would like to be treated.
- We look after our school and the things in it.
- We try our best, work hard and learn from our mistakes.
- We always tell the truth and take responsibility for our actions.

Strategies:

- All adults in our school provide a positive role model, endorsing and exemplifying the standards we set for the children.
- Teachers plan work appropriately, supporting good behaviour by ensuring that classroom activities are manageable and motivating.
- We ensure that the school environment is stimulating and well-organised, providing interesting and fun activities on the playground as well as in school.
- Provision of alternative playtime/lunchtime activities and support for children who find these times difficult.

- Children are expected to follow school rules, but we recognise that part of our role is to encourage their intrinsic motivation to behave well. In doing so, we actively notice and validate children's efforts.
- We work to develop a sense of self-worth and personal confidence, helping children to feel able, positive and ready to cope with challenge in relation to social interactions and behaviour.
- In instances where children's behaviour has a negative impact on themselves and others, staff members need to investigate. We will communicate with the children or adults involved and we ensure that these conversations take place in a quiet and private place.
- We try to develop children's empathy and self-awareness, encouraging them to be increasingly aware of the feelings and reactions of others and of their impact on this. We recognise that for some children where there are additional needs that impact on their ability to understand 'empathy' we need to teach explicitly how actions can impact on others.
- We encourage the active participation of the children in helping to address behaviour issues, with the school council, year six monitors and playground buddies taking a lead in this. They are given strategies for positive, assertive, intervention.
- We deal with children's behaviour and their actions as soon as possible. Recognising that behaviour is communication, we support children in using effective strategies to communicate their needs more appropriately.
- Children are treated with respect and helped to understand their actions, their impact on others and to take ownership of their behaviour. Where necessary, consequences are determined which are reasonable and proportionate with the focus being on developing positive future behaviour patterns. A restorative conversation may be appropriate and is a good opportunity to address the undesired behaviour and teach explicitly a more positive strategy to use. (see **Appendix 1b**)
- On-going staff liaison ensures consistency and, more importantly, fairness (**equity**) and a whole-school approach.
- Where necessary the school will seek further advice and strategies from the Federation's Director of Inclusion and SEND/LSAT and/or specialist external agencies.
- As a last resort, in very rare instances, physical intervention may have to take place to keep a child or others safe. See separate **Physical Intervention and Restraint Policy**

Positive Approaches and Rewards:

It is important to develop a child's desire to recognise the *intrinsic* rewards for good behaviour, that is to say doing the right things because it is the right thing to do. Whilst there are opportunities for prizes and other *extrinsic* rewards, they should not be the basis of developing good behaviour patterns.

In terms of extrinsic reward we may use the following;

- Verbal praise for displays of good behaviour.
- A house system, with house points awarded for good achievement in any aspect of school life and captains elected by their peers.
- 'Star of the Week' awards in assembly. These are given for positive attitudes/ effort/achievement in relation to behaviour or work in class.
- Head of School awards for excellent work or behaviour.
- Pupil's work is displayed and celebrated throughout school.
- Notes left for individuals about their work or effort
- Our Christian Values – these have been developed with the school council in each school in the federation. These values are displayed throughout the school. Children are able to earn 'values' pom-poms for positive attitudes/ effort/achievement in relation to all aspects of school life.

This is not an exhaustive list.

It is worth noting that the Trinity Federation is not only attachment aware, we are also a growth mind-set school. This being the case we do not see children as either being clever or not and although in the political climate we must assess against a national standard we do not compare one child to another. We encourage academic buoyancy (Composure, Confidence, Co-ordination, Commitment and Control (Martin AJ, Colmar SH, Davey LA, Marsh HW. 2010) and develop children's ability to take responsibility for how they approach their lives. We build our school values on the children making active choices, surrounding themselves with the right people, belief in their ability to achieve (whatever the goal) to **fail better** and use it as an opportunity to grow, accept that some stress, if managed well, can be a healthy experience, that we are flexible and adaptive in daily life and that we encourage our children to maintain a healthy perspective. We therefore are mindful of the use of language patterns such as:

Growth Mind-set (examples of...)	Fixed Mind-set (examples of...)
<ul style="list-style-type: none">• I expect great things from all of you, and I am here to guide you in your learning and growth. Mistakes are expected and valuable – We can all learn from them.• I am so glad I made that mistake, because I learned....• We have high standards, and I know that we can meet them• I'm so proud of the effort you put forth in order to improve your learning...• Congratulations, you really used great strategies for.....	<ul style="list-style-type: none">• Good boy/girl• You are clever• You are right / wrong• This is easy / hard• I / you can't do this• I'm not good at....• I'll never do this because I'm not as clever as...

By creating a growth mind-set environment we enable children to feel valued as individuals, we encourage confidence and perseverance which in turn allows them to experience a deeper level of success as it is self-motivated, *intrinsic*.

All children need recognition for efforts made. Some of our children find it challenging initially to make well-formed choices and when they do it is imperative for the adult to make every effort to notice and celebrate when this happens. It is always vital to try where possible to ignore certain behaviours which do not serve the child well, thus preventing children being identifiable by their conduct choices. At all times stakeholders must be aware that all behaviour is communication and at no time should a child be identified by their behaviour. Recognition of positive efforts made should be instant and respectful. ***Children's self-talk needs to be modelled so it is essential that the process is praised more than the outcome.*** It is vital that all children are recognised for their positive choices regularly and if they find this challenging it is up to the supervising adult to create opportunities where the child can succeed. We do not promote a conformist attitude within the federation, we promote an individualised approach which allows the child to develop within their own reality providing it is safe to do so.

The following approaches to developing a child's intrinsic motivation are central to creating positive behaviours for life.

Emotional Co-Regulation

Across The Trinity Federation we are developing a federation-wide understanding of how best to support children's emotional regulation, through emotion coaching. Staff are trained in the use of Emotion Coaching which is a technique that helps children understand their feelings. It allows the children to learn how their emotions work and how to adapt these feelings in healthy ways.

"Emotion coaching is based on the principle that nurturing and emotionally supportive relationships provide optimal contexts for the promotion of children's outcomes and resilience.

Emotion Coached children and young people:

- *Achieve more academically in school*
- *Are more popular*
- *Have fewer behavioural problems*
- *Have fewer infectious illnesses*
- *Are more emotionally stable*
- *Are more resilient"*

(Gottman 1997)

We use emotion coaching to support children to understand, regulate and reflect on their behaviour. We advocate that our parents use this method too. We will hold training for parents to learn this approach and share their own experiences.

British Values are a focus of PSHE lessons throughout the year and are clearly displayed throughout the school. Sessions can be used generally or to address specific issues.

See appendix 11: **Emotional Co-Regulation**

Communication with parents:

Communication with parents is vital so that any behaviour concerns can be dealt with promptly. In addition, to behaviour concerns, teachers should make every effort to communicate excellent behaviour from time-to-time. Where appropriate, staff should either make a phone call or speak to the parents after school, as soon as possible after the event has occurred. Some children will have a home/school log to allow frequent communication between parents and staff.

Behaviour Concern/ Incident Reporting:

All staff in the school community have a responsibility to manage the behaviour of children they are caring for. Without all staff members taking that responsibility, it is impossible to develop a mutual respect between adults and children, or a respect for the school rules and expectations. All incidents should be dealt with by the immediate member of staff involved and only brought to the attention of SLT when other avenues have been exhausted.

Low level behaviour issues should be at first dealt with by the member of staff who witnesses the incident or who is first informed. If necessary, the child's class teacher should also be informed that an incident took place and was dealt with.

If an incident is deemed as being a persistent issue, serious or of concern, it will be recorded on a behaviour log by the member of staff involved and sent to the Head of School (Appendix 1a). These behaviour logs will be regularly monitored by the Head of School and the Federation Director of Inclusion and SEND, to ensure that actions taken have a positive effect on the behaviour of individual children and used to monitor the effectiveness of behaviour strategies across school. This collaborative approach to behaviour regulation will ensure consistency and also serve highlight any potential triggers to new and persistent behaviour.

The reporting and management of incidents should follow these stages, depending on the level of behaviour exhibited:

LEVEL 1

Low level behaviour (**Refer to appendix 5**). Dealt with by immediate staff member involved with reminders of expectations. No recording needed; not every indiscretion needs to be passed on to teachers as this can negatively affect a child's self-esteem and lead to more negative behaviours.

LEVEL 2

Medium level behaviour (**Refer to appendix 5**). Dealt with by immediate staff member involved and information passed to the class teacher. Recording on a behaviour log/form will be necessary. Class teacher can inform parents of the behaviour at their discretion. If parents need to be informed then the Head of School should know this has been actioned. Federation Director of Inclusion and SEND can be contacted for advice and support if the behaviour is persistent.

LEVEL 3

Serious level behaviour (**Refer to appendix 5**). Behaviour log made. Class teacher to bring the behaviour to the attention of the Head of School. Class teacher or Head of School to inform parents of the behaviour. Federation Director of Inclusion and SEND must be contacted for advice and support through class teacher completing an internal referral form (see **appendix 6**)

LEVEL 4

Extreme level behaviour (**Refer to appendix 5**). Behaviour log made and passed straight to the Head of School. The Executive Headteacher should be informed. External agencies may be informed eg. Police, Social Worker, LA. Federation Director of Inclusion and SEND must be contacted for advice and support.

Most behaviour incidents should be dealt with by the class teacher, with serious incidents being reported to SLT. SLT should only be involved from level 3 or in rare instances at Level 2 when things have not improved. This hierarchy of staff involvement preserves the authority and impact of senior members of staff in relation to behaviour regulation.

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. Although behaviourist approaches can work for the majority of children, they are not successful with all. This is especially true for those children who have experienced Adverse Childhood Experiences (ACEs)

Adverse Childhood Experiences 3 - 18 year olds with experience of:

Abuse & neglect at home	Living in care or being homeless	Parent & carer problems
 Sexual abuse  Verbal abuse  Physical abuse  Neglect	 Living in care  Homeless	 Domestic violence  Incarceration  Alcohol abuse  Drug use  Mental illness  Parental separation  Death

Populations as defined for the ACEs review

ACES are traumatic life experiences that occur before the age of 18. For children who have experienced trauma and loss, including vulnerable groups such as looked after children (LAC), children on the edge of the care system, and previously looked after, traditional behaviourist approaches often serve to re-traumatise them and do not teach them how to express their emotions in a more appropriate manner. Opportunities to build resilience, a

pupil's emotional literacy and positive restorative conversations are constructive steps to build a connection with traumatised pupils.

Hate Related Crime Forms:

As part of the Public Sector Equality Duty (PSED) under the Equality Act 2010, we are requested to report prejudice/hate-related incidents to Shropshire Council. Numbers of incidents reported and nature of those incidents are reported to the Hate Crime Reporting sub-group at Shropshire Council. This information is used to help inform community-based interventions to counter the problems identified. Incidents relating to the following characteristics may be reported:

- Race
- Religion/culture
- Sex
- Disability
- Sexual orientation
- Gender identity/presentation
- Age

Children with Special Educational Needs/specific behavioural needs or other specific needs (e.g. relating to their background or home life):

Some pupils are recognised as having significant or complex needs that require more specialised support. In this case, their one-page profile will include strategies and background information relevant to the pupil. This ensures that any adult working with the pupil understands the child's needs and the wider context of their behaviours.

In these cases, it is important that all staff members understand that there is an expectation to adapt the management of behaviour and how behaviours are responded to, to best support the individual child. However, it is also very important that the teacher is consistent in their expectations which should be relevant and achievable for the child.

It is also recognised that some pupils (e.g. adopted or looked after children) may have or have had complex or difficult home lives. This can have a bearing on the strategies used with such pupils when incidents occur. It is important that staff are made aware of such information in order to avoid making errors of judgement through ignorance. It is the responsibility of the member of staff who has such information to pass this onto other staff in school (e.g. through confidential learning register/staff meetings/Designated LAC teacher), to ensure that all children's needs are fully met.

This Attachment Aware training promotes the development of relationships as proposed by Dan Hughes, through the use of **PACE** (see **Appendix 8**).

We have taken the Shropshire School's **Attachment Aware Schools Pledge (Appendix 10)**,

TRAINING:

In The Trinity Federation ALL staff have engaged in Attachment and Early Developmental Trauma Level 1 and level 2 training.

Attachment and Early Developmental Trauma

Level 1 Training

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

All teachers and key teaching assistants and administrative staff have also engaged in Level 2 Training – Emotional Co-Regulation

Emotional Co-Regulation

Level 2 Training

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

Alex Timpson Attachment and Trauma Aware Programme (Rees Centre Research Project)

The schools in The Trinity Federation are currently participating in the Alex Timpson Attachment and Trauma Aware Programme (Rees Centre Research Project) which is actively supporting the continued development of this policy. The research programme aims to raise school staff awareness and increase understanding of the role of attachment and trauma in children's education. You can read more about this programme by following this link: <http://www.education.ox.ac.uk/research/the-alex-timpson-attachment-andtrauma-programme-in-schools>

As a federation of schools we are already recognised externally for our inclusive practice and we have seen first-hand the benefits of a nurturing approach with our children, (particularly those who have additional needs, are looked after or adopted from care). We know that what works for these groups of pupils also works for ALL children. Relationships are everything! Through our participation in the programme we want ALL staff to feel confident in addressing trauma and attachment needs.

ROLES AND RESPONSIBILITIES IN PROMOTING POSITIVE BEHAVIOUR

All members of staff are responsible for supporting the behaviour of pupils. **Attachment/building relationships is everybody's business!**

Attachment Aware Approach – all staff should;

Recognise behaviour as a form of communication

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

Promote a positive approach

Spot the child 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 pupil who is hypervigilant to sit still during carpet time or assembly? **2 minutes may be a real achievement for some pupils with a sensory dysregulation** (see **appendix 1d**), recognise and celebrate this!*

*What might be realistic expectations (in terms of approach to a task) for a pupil who is terrified of failure? **Opportunities to celebrate success are vital, break a task down and celebrate a pupil attending to a task for a set period rather than how many questions they have completed** (see **appendix 1e** for opportunities to break a task down and celebrate success)*

*Remember that work-avoidant behaviour can be linked to a fear of taking risks/feelings of vulnerability – even the risk of asking for help. **If you notice this medium level 2 behaviour, be mindful of triggers which may be a certain lesson or a time of day.** Model and explicitly teach what is needed for ‘readiness to learn’, including promoting a growth mindset approach.*

Set up the expectations accordingly, so that pupils aren’t set up to fail.

Differentiate response

Some children perceive/experience public verbal reminders/prompts around expected behaviour very shaming. Consider non-verbal cues/gestures (agreed with the child, 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”.*

(For further guidance on scripts refer to **appendix 1**)

Use agreed tools for recording, monitoring and sharing planned strategies/support/progress around behaviour so that they can be consistently implemented.

Examples: behaviour logs, confidential file notes, IEPs and one page profiles, individual pupil risk assessments (see **appendix 3**), learning registers, and externally required documentation.

In addition to the expectations for all staff there are also the following responsibilities

Responsibilities of the Executive Headteacher in relation to this policy:

- Lead the ethos of this policy
- Provide the leadership and management which enables the Federation to give every pupil high quality education and which promotes the highest possible standards of achievement and well being
- Have regard and respect for the ethos of each church school within the federation and uphold and support the Christian distinctiveness of those schools
- Ensure the ongoing development of an organisational structure which reflects the Federation's values and enables effective and efficient operations
- promote and maintain a culture of high expectations
- Report to Governors, at least annually, on the effectiveness of the policy.
- Is the only person authorised to exclude a child

Responsibilities of the Head of School and Senior Leadership Team:

- Ensure the health, safety and welfare of all children in the school.
- Implement the school behaviour regulation policy consistently throughout the school by setting the standards of behaviour and supporting staff in the implementation of the policy.
- Keep records in accordance with the requirements of this policy
- Investigate specific incidents
- Report to/meet with parents/carers when necessary
- Monitor behaviour on the playground and in the dinner hall during lunch break
- Attend regular training to update their skills with regard to behaviour management and communicate and share any training with other members of staff, as appropriate.
- Support continued understanding amongst other staff in school in relation to developing behaviour regulation strategies.

Responsibilities and expectations of teachers:

- Offer a curriculum that enables pupils to engage and effectively plan and prepare every teaching session
- Give pupils opportunities to develop interpersonal and social skills.
- Ensure that they are explicit in their expectations so that children know boundaries and what is expected of them in the classroom. Teachers should discuss generic expectations which are intrinsic to school life at the start of every year and remind children at regular intervals.
- Develop a class charter with children at the beginning of the year to give them greater ownership of the rules put in place.
- Work in partnership with parents/carers, informing them about their child's welfare or behaviour.
- Pre-empt triggers to behaviour and plan for success. Use the behaviour logs to recognise triggers to new and persistent behaviour.
- Ensure that their actions follow school policy.
- Take advice when necessary from their Head of School or Federation Director of Inclusion and SEND

- Use the in-house referral system to the Federation Director of Inclusion and SEND and/or Early Intervention Practitioner when behaviours are persistent (**Appendix 6**).
- Work with the Federation Director of Inclusion and SEND to create behaviour plans when these become necessary for certain children. It is the teacher's and Federation Director of Inclusion and SEND's responsibility to communicate this plan to parents, gain their views and communicate it/make it available to other members of staff in school (TAs, HLTAs, admin staff, caretaker and other teachers).
- Complete risk assessments for any children in their class who they feel (in consultation with the Federation Director of Inclusion and SEND) presents a risk to themselves or others and therefore needs a risk assessment, eg: children harming others regularly; running away; failing to comply with safety instructions etc. Ensure these risk assessments are communicated with other staff in school through appropriate meetings and updated when necessary.
- Attend regular training to update their skills with regard to behaviour management and communicate and share any training with other members of staff, as appropriate.

We have a **Federation Director of Inclusion and SEND** (also an experienced LSAT) who has responsibilities as follows:

To provide high quality specialist learning support advice to;

- Promote and ensure the inclusion of all pupils across the federation specifically those with barriers to their learning whatever those barriers may be.
- Raise the achievement of those pupils by working directly with school staff at all levels to remove barriers to learning.

Lead on the development of our schools as Attachment Aware schools specifically:

- Engaging with the Alex Timpson Trust/Rees Centre (Oxford University) Research Project
- Engaging with the Virtual School
- Supporting the Federation SENCO(s) as they keep the federation's behaviour policy under regular review

Lead on the development of inclusive practice across our schools specifically:

- Working with school staff in planning curriculum provision to include all children that may present with a barrier to learning.
- Working with Executive Leaders and Heads of School to ensure learning environments support the needs of our children and to ensure reasonable adjustments are made in the classroom that help all children
- To develop positive relationships with our children and their families
- To plan, design and deliver training to federation staff, parents and pupils (as appropriate) in relation to good inclusive teaching and learning.

To be an advocate for all pupils who have additional needs.

To promote an understanding of the implications for learning of Specific Learning Difficulties throughout all schools within the federation

The Trinity Federation directly employs an Early Intervention Practitioner who has the following responsibilities;

- To take a lead role in supporting vulnerable children and families.
- To support the identification of pupils who are at risk of underachieving due to factors related to the home and in school.
- To co-ordinate the planning and provision of additional services / intervention to meet the needs of vulnerable pupils and their families.
- To be the lead professional for co-ordinating and monitoring the impact of the use of Early Help and associated service providers.
- To monitor and maintain good attendance and punctuality of pupils.
- To provide a proactive link between home and school to develop positive relationships and support school policies.
- To have a significant role in promoting the pastoral and welfare development and needs of pupils working in partnership with multi-agency services as appropriate.
- To contribute towards school initiatives and events through promoting positive engagement of pupils and families.
- To support the successful integration of new pupils and their families to the School.
- To contribute to the Christian ethos of the School.

Responsibilities of parents, carers and families:

- Promote positive behaviour at home in order to have continuity between home/school
- Promote the value of following school rules and ensure your child knows that you have high expectations of their behaviour in school
- Inform the school (Class Teacher or Head of School) if they feel their child's behaviour, in or out of school, is impacting on the child's emotional well-being.
- Communicate with the school if their child has any complex needs or relevant background information which may affect how staff at school deal with their child in relation to behaviour management. Be as open and honest as possible with the school regarding any adverse childhood experiences which may impact on your child's emotional development. Any information shared will always be handled in the strictest confidence.
- Inform the school (Class Teacher or Head of School) if they feel that the behaviour of another pupil is impacting on their child's emotional well-being.
- Support the school by trusting its systems to effectively manage behaviours that have affected their child, and to understand that we cannot share details of any specific children's needs or consequences handed out to other children.
- Support the school when reasonable consequences have been handed to their child.

Responsibilities of the Governing Body:

- Support the school in the implementation of the policy.
- Review the effectiveness of the policy.

Communicating this policy to the School Community:

Hard copies of this policy will be available from the school office for any parent who specifically requests a copy and also on the website as an electronic version. All staff will receive a hard copy of the policy and also an electronic version via email. New staff who join

our school during an academic year will receive a copy as part of their induction along with a named mentor to provide any necessary training and support. New parents will be directed towards the policy online at our induction events. Governors will have a copy of the policy electronically.

Appendices:

- 1. Suggested scripts for staff**
 - 1a. Behaviour Log**
 - 1b. Restorative Conversation Script**
 - 1c. Aided Learning Display (ALD)**
 - 1d. Sensory Diet**
 - 1e. Targets from Trinity Federation SEMH Framework**
- 2. Top tips for implementing an attachment aware approach**
- 3. Template for an Individual Pupil Risk Assessment**
- 4. Fundamental British Values**
- 5. Different Levels of Behaviour Regulation for Pupils:**
- 6. LSAT/Early intervention practitioner referral form blank**
- 7. Attachment Aware and Emotional Coregulation Frameworks**
- 8. Dan Hughes PACE/PLACE**
- 9. Emotional Co-Regulation**
- 10. Shropshire Attachment Aware Schools' Pledge**

Appendix 1

Script for use in school

Initial interaction with pupil to address low level behaviours

Scripted interventions are noted to be a fundamental building block of classroom behaviour management. This type of intervention is useful when you become aware that a pupil is beginning to refuse or become non-compliant. After trying a few small nudges to get them on task, if you are not getting anywhere, it may be time to turn to a pre-planned script. The script gives you a clear plan of how you can get into the interaction with the pupil, deliver your message effectively and without causing any unnecessary anxiety or miscommunication. The script gives you all you need to be sure you can make this intervention a positive one. Consistency is key, as is tone of voice and expectation. When addressing a pupil or when addressing a pupil's behaviour, it is important to address them and not the whole class. Engage with the pupil at their level, kneel down or sit alongside them and talk calmly and directly to them, without involving the class as your audience. Limit the language you use... this is important as the low level behaviour being displayed may be due to an overload of information and through you talking more, you only add to the overload of information.

If you spot behaviour escalating such as the pupil getting louder, moving about more, becoming unsettled or struggling to stay on task it is best to, quietly and calmly, ask if they need more clarity about the task they are working on? Remember that behaviour is communication, ask yourself... *“what is the pupil trying to communicate here?”* Are they angry, frustrated, upset or confused and anxious about what they are required to do? These low-level behaviours are typically the first sign of the pupil struggling to process the information or demands of the task/environment they are in. They may need a sensory break, or opportunity to refocus. This could be a short ‘organising proprioception’ activity (Appendix 1A) which will help to get the pupil back to the ‘just right’ state to focus on the task in hand. It is important to identify any **triggers** to the behaviour such as time of day, any particular lesson or certain demands being placed. Generally, we are unaware of what environment the pupil has come into school from. The demands of home may have already placed the pupil into an **‘information/sensory overloaded’** state by the time they arrive to school and the demands we place only add to their stress.

If you notice any of these ‘low level’ behaviours, begin by **‘connecting’** with the pupil before **‘correcting’** them;

- Open well and do not start a dialogue with an open question – *“I notice that you’ve not found it easy to start this morning/afternoon.”* Physical approach – kneel down next to the child, pull a chair up or stand at the side of the classroom side by side with them – preferably have the child looking down at you
- Refer to why you are there – *“You know if you’re struggling or if you’re not sure what you need to do, you can come and ask me? “Do you know what you need to do?”* it may be that all the pupil needs is a gentle ‘nudge’ to get going. They may be struggling to follow verbal instructions, using an aided learning display (ALD – Appendix 1B) will help them to stay on task and promote independence by having the list of things they need to do to be successful written down for them. This can be an individual ALD or a group ALD.
- If you feel the pupil is struggling to focus and may need a short sensory break or some time to refocus it is important that you encourage this. A short timed sensory break can help to regulate and refocus the pupil and help them get back on task. Sensory breaks are short activities which can be used on their own or form part of a pupils ‘sensory diet’.

A sensory diet is a planned and scheduled activity program that includes a combination of alerting, calming, and organising activities.

The body needs food evenly spaced throughout the day. Similarly, it needs a ‘diet’ of activities to keep levels of alertness **‘just right’**. A nutritional diet is what we eat and when we eat it, a sensory diet is what we do and when we do it. A sensory diet ensures the individual has the right amount and the right sort of sensory stimulation throughout the day. In other words, to achieve the right level of alertness (the calm – alert state) for different tasks.

Levels of alertness need to be ‘just right’ to allow effective:

- listening and attending
- learning
- demonstration of knowledge
- interaction with others
- interaction with the environment

- self- control
- self esteem

Sensory diets are very effective when done every day at regular intervals. They are less effective when used only occasionally e.g. as a response to someone who has become very under or over stimulated.

Once you have addressed the initial low level behaviour with the pupil and elicited whether they needed more clarity or a short sensory break ask if they are happy to continue now they are clearer in what is required and allow them to move on.

Continued low level disruption

Consider the situation if you have to intervene with a pupil for a second time in one lesson. The first time you spoke to them, you attempted to make a connection with the pupil, offering support, advice to move forward and continue with the task. You offered to explain what was required again for clarity or recognised their need for a sensory break, to regulate/refocus.

Unfortunately, the student needs further intervention. In these situations, there are always those pupils who find it difficult to start a task, remain on task and finish the task. The 'go to' attitude is that all pupils need to be treated the same, if one gets away with it, it's not fair on the others and therefore a sanction is offered. This is where we promote equity over equality. It is fair to have the same high expectations of all pupils, however pupils will naturally meet these expectations in different ways. In being equitable, we are giving the pupil the best opportunity to offer their best work in a way which suits them. Some pupils will need sensory breaks throughout the day, it is important to pre-empt this and build sensory breaks in for pupils that you recognise need movement opportunities to help focus. Other pupils will naturally be able to focus for longer periods. Some pupils will need the comfort of an adult's direction through the task to ensure they are 'getting it right', in these instances it is important to offer that reassurance, slowly building up their resilience by breaking the task into chunks and regularly checking in.

It is remiss of us as professionals to consider those children who need extra support, above and beyond, as pupils who are 'getting away with it' or 'being rewarded'. Before we ask '*why can't they do it*', we need to ask, '*have I given them every possible opportunity to be successful?*'

Inevitably, at points of repeated intervention it is typical to offer a consequence ... such as missing time at break. We have to consider the children we have in our class, their individual learning style and the demands we place. We need to be **equitable**, some children are working harder to concentrate, stay on task and use the information they have received which may cause moments of distraction, lack of concentration or apparent fidgetiness due to overload. Break time for these pupils is the most important time of the day, a time when they can socialise, play and self-regulate. If we are not going to offer a pupil to miss 5 minutes of English so they can self-regulate, it isn't fair to sanction them with missing 5 minutes of break.

When addressing the pupil for a second time;

- Think carefully about the language you use, be positive and direct in what you expect.

“..... (pupil’s name). I thought you were happy with what you needed to do to complete the task?” you have all the equipment you need, you are clear in the outcomes, have a list of the instructions (ALD)/have had a sensory break to refocus and understand how long you have to complete it.”

- *“Can I offer any more help?”*
- *“Are you good to go?”*
- *“Wonderful... I’ll check in with you in 5 minutes.”*

Acknowledge compliance and praise them.

“Thank you(pupil’s name). I am really pleased you decided to make the right choice. Well done, I can’t wait to tell what a great choice you have made”

For the majority of children the second intervention will be enough to redirect them back to task. For some however we need to be aware that there may be a greater need at hand. If the non-compliance, demand avoidance and refusal is persistent and over time, it is time to explore the potential of a specific barrier to learning. This may be a sensory dysregulation, processing issue or specific learning difficulty. A referral to the Federation Director of Inclusion and SEND to rule in or out the potential of these is the next step.

Script for use at playtime/lunchtime

1) Explain what the pupil is doing wrong and what the impact of their behaviour is.

“.....(pupil’s name). I have noticed that you are(behaviour). I’d like you to stop because(impact of behaviour).”

eg:

“Sally. I have noticed that you are calling Hannah ‘Smelly’. I’d like you to stop because it is unkind and it is upsetting her.”

“Tom. I have just watched you grabbing Andrew’s arm. I’d like you to stop because this is dangerous and you might hurt him.”

2) If they continue, give a clear warning.

“.....(pupil’s name). If you continue I will need to speak with your class teacher.”

eg:

“Sam. If you do that again, you will have walk with me at playtime for 10 minutes.” “Emma. This behaviour has been going on for a while now. I’m worried that we will have to explain this to your class teacher if you carry on.”

3) Allow take up time or thinking time.

“I am going to leave you to think about what choice you would like to make. I will come back and talk to you in a moment and I want to catch you playing kindly.”

eg:

"I'm going to help Paul for a minute so you can think about what choice you're going to make. When I come back to you I need to see that you've picked up the food from the floor."
"I'm going to wait here so you can come and show me you are sorry when you are ready. I'll come back to you in a minute or two."

4) Acknowledge compliance and praise them.

"Thank you(*pupil's name*). I am really pleased you decided to make the right choice. Well done."

OR Continue with the consequence given in your warning.

"OK(*pupil's name*). Because you have chosen to continue to.....(*behaviour*), I am going to(*consequence*)."
eg:

"OK Ella. You've chosen to carry on play-fighting. We'll have to go and speak with head of school to see what they think should happen next."

Appendix 1a – generic version – each school will have a personalised version for their setting.

Behaviour Log

Childs name -		Date and time		Adult recording incident	
Any known/ identified needs that should be taken into consideration e.g. SEND, Social and emotional needs, behaviour, issues at home, medical issues or mobility					
Details of the incident				Other children / adults involved	
Consequence or action taken			Strategies used - Highlight as applicable		
			State expected behaviour Limited choices Withdrawal - if so to where (Pod) Time out Change of adult Reminder of past success Removing audience Humour Visual reinforcement / reminder Negotiation Reassurance Tactical ignoring		
Class teacher informed – Signed –			Senior leader informed – Signed –		

Appendix 1b

Restorative conversation script

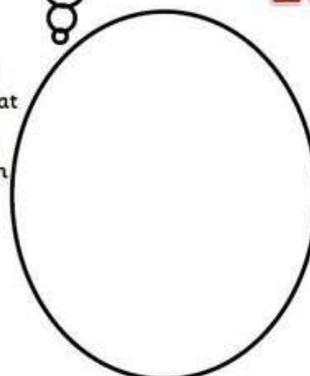
1.

What happened? Write or draw what happened



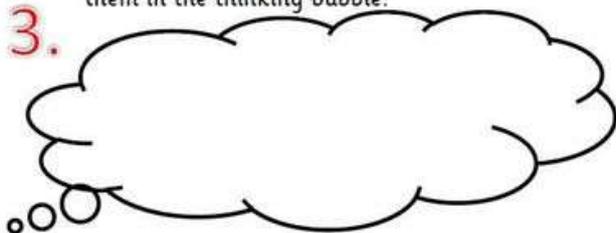
2.

What were you thinking about at the time? Write your thoughts in the thinking bubble.



What have your thoughts been since the incident? Write them in the thinking bubble.

3.

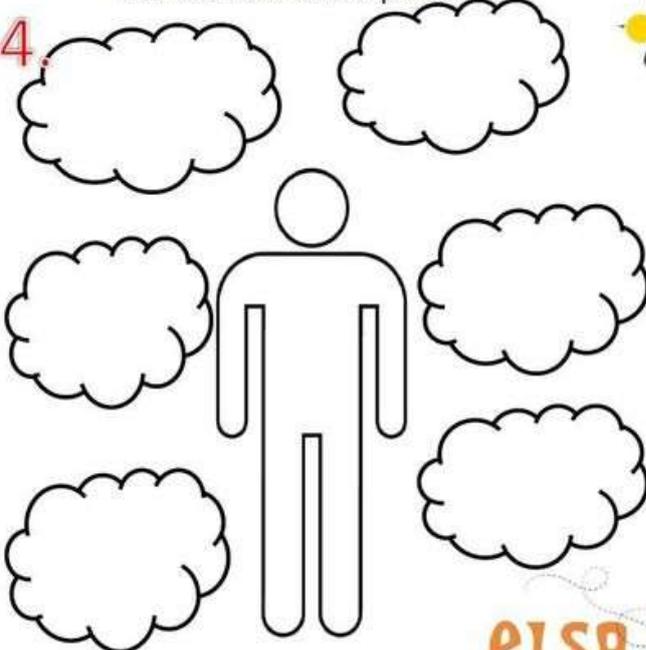


How did it make you feel? Draw your facial expression.



Who do you think has been affected by your actions? In what way have they been affected? Write down who was affected in the body outline and label how they were affected. You can also draw their facial expression.

4.



What do you need to do now to make things right? Write in the speech bubble.

5.



Appendix 1c

ALD Task Board

Task:

1

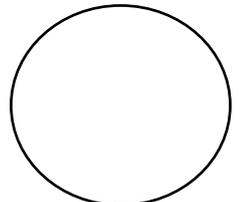
2

3

4

5

I will be finished when:



Appendix 1d

What is a Sensory Diet?

A sensory diet is a planned and scheduled activity program that includes a combination of alerting, calming, and organizing activities.

The body needs food evenly spaced throughout the day. Similarly, it needs a 'diet' of activities to keep levels of alertness '**just right**'. A nutritional diet is what we eat and when we eat it, a sensory diet is what we do and when we do it. A sensory diet ensures the individual has the right amount and the right sort of sensory stimulation throughout the day. In other words, to achieve the right level of alertness (the calm – alert state) for different tasks.

Levels of alertness need to be 'just right' to allow effective:

- listening and attending
- learning
- demonstration of knowledge
- interaction with others
- interaction with the environment
- self- control
- self esteem

Sensory diets are very effective when done every day at regular intervals. They are less effective when used only occasionally e.g. as a response to someone who has become very under or over stimulated.

A sensory diet should consist of 4 or 5 appropriate activities designed to calm, alert or organise. If a student's levels of alertness are very high when starting the diet, it's probably a good idea to begin with a reasonably energetic activity and decrease the level of energy with each subsequent activity to lower the level gradually. Reverse this principle for a student who begins with a very low level of alertness.

Sensory Snacks or Movement Breaks

Choose one activity from the proprioceptive calming, alerting or organising list as a 'top up' between sensory diet sessions, if required.

What activities should be included in a sensory diet?

Sensory diets should include activities to calm or alert the identified dominant senses. For the majority of people the most dominant senses will be proprioception, vestibular, auditory and tactile. Hyper and hypo sensitivities in these areas can be successfully work on through sensory diets. Gustatory and olfactory sensitivities are probably best addressed in other ways e.g. through desensitization programmes, opportunities to experience a range of tastes and/or smells

A sensory diet should generally include 2 or 3 activities for proprioception, 1 or 2 for vestibular, auditory or tactile if required. It is ok for the diet to consist of only activities for proprioception if no other real sensitivities have been highlighted in the sensory profile.

How do you know whether to use alerting or calming activities?

When senses are hypersensitive they need calming activities to help bring them back to 'just right'. When they are hyposensitive, alerting activities should be included in the sensory diet. **Remember though, use your judgement e.g. don't include calming activities if a person clearly is already lethargic or floppy.**

Proprioceptive activities are very powerful. They can calm, alert and organise. It is a good idea for any sensory diet to include 2 or 3 proprioceptive activities. For a child identified as a sensory seeker the diet could consist totally of proprioceptive activities. Remember you can't 'get it wrong' with the organising proprioceptive activities – they work to 'organise' hyper and hypo sensitive individuals

Example Sensory Diet

	Sensory focus e.g. proprioception	Activities	Time /repetitions
1	Proprioception	Pushing against wall with hands	20 times
2	Proprioception – organising	Crawling through a play tunnel	2 times
3	Vestibular - alerting	Popping bubbles across the mid bodyline	2 minutes
4	Auditory – alerting	Music with unpredictable rhythm/upbeat music	2 minutes
5	Tactile - alerting	Feeling for objects in a tub/box.	2 minutes
Frequency	Twice a day – when arrives and immediately after lunch		

It is important to note that sensory activities and a sensory diet should only be implemented in consultation with the Federation LSAT. The LSAT will determine which activities are suitable and also if it is more appropriate to seek further, more specialist advice

Activities to include in Sensory Diets

Proprioception

Calming, Alerting and Organising.

The organising activities can be used with both the calming and the alerting activities.

Alerting

Bounce on therapy ball
Lycra body sox – star jumps, running, dancing
Arm circles – arms outstretched 10 circles each way
Jumping on a trampoline
Star jumps
Jogging
Running, skipping (1 or 2 minutes)
Animal walks – crab walks/wheelbarrows
Side walker - outside gym equipment

Calming

Pushing against walls with the hands, shoulders, back, buttocks, and head
Pushing/pulling weighted items
Weights/water bottles/tins held in extended hands for a few seconds – repeated 15 times
Ball squash – student lies on stomach, adult rolls a gym ball over them
Massage
Push a gym ball up and down a wall
Chair push ups
Manipulating putty – twisting pulling, rolling
Drinking thick liquid through a regular straw
Low level vibration is calming. Use the massagers on the back, arms, and legs.

Organising

Log rolls on a mat - rolling with arms extended above head
Air walker – outside gym equipment
Rolling over a gym ball
Crawling through a play tunnel or under a blanket
Blowing (oral motor) – feathers off a hand, ping pong ball across a table
Ribbons or scarves to make large figure eights in the air
Popping bubbles across the mid body line
Pushing or pulling heavy loads – carrying heavy backpacks
Hanging by arms or climbing
Tug of war
Stretchy material/band – push/pull use with arms and/or feet (put around 2 legs of a chair and use feet to push band forwards)
Wheelbarrow walking
Eating chewy foods or chewing on commercially available items such as Chewy Tubes or Chewelry
Exercise bike

Vestibular	
Alerting	Calming
Changes in speed and direction Change of head position Outside gym skier (side to side) Swinging (tyre swing with lots of directional changes) Sliding, sliding on blanket Popping bubbles across the mid bodyline Hanging upside down over a gym ball??? Somersaults Sitting on a gym ball reaching for objects either side – gradually increase distance out to sides Scootboard with directional changes	Linear, predictable, repetitive - head moving in straight line i.e. rocking chair, bouncing up and down, gentle linear swinging - allow child to direct Rocking Swinging slowly on a swing chair Scootboard in a linear direction

Visual	
Alerting	Calming
Spinning toys Glitter sticks Bubble tubes Lava/gel toys Roll a clear ball with moving objects inside 'Busy' puzzles - jigsaws Where's Wally? Books Picking up smarties/buttons etc from a busy background e.g. sheet of wrapping paper	set up visual blinds with sheets over cluttered areas Time in a black out tent Cool colours on walls or dimly lit rooms allow visual breaks in a dark room looking at fish tanks, snow globes, lava lamps or other slow moving visuals bubble tube

Tactile	
Alerting	Calming
Light touch Tickling Hot or cold food (strong temperature) Playing in textures (rice, sand, beans, finger painting, playdough) Go barefoot, use textured towels/ blankets/ objects Choose crafts with touch feedback (gluing, clay molding, etc) Playing with 'fidget toys' for hands, such as small koosh balls, blue tack, paper clips, rubber bands Stroking rough and prickly textures or soft textures.	Firm pressure on skin – longer duration Hold hand firmly Avoid unnecessary touch and forewarn of necessary touch Wear compression vest/ weighted blankets etc Brush hair Head massaging tool Hands on shoulders and firm pressure Pupil to place hands on own head and push down Roll a gym ball up and down a student's body whilst they lie on the floor – firm pressure Hand massage Squeezing stress ball or other resistant materials such as putty or clay Putting hands into container of beans or rice

Auditory	
Alerting	Calming
Strong intensity or changing sounds Music with unpredictable rhythm/upbeat music Drumming	Calm rhythmic music, Nature sounds – water, waves, birds Time in a quiet space

Appendix 1e
The Trinity Federation's Social, Emotional, Mental Health Framework

Section 1 Self / other awareness	Section 2 Emotions and relationships	Section 3 Social and communication skills	Section 4 Self-Care
I can make a choice from two options	I can identify and name feelings; happy, sad, angry, frightened/ scared, shown by people in pictures or photos with the reason	I respond to a conversation started by an adult by answering a question	I can get my clothes for a different activity from the usual place
I can make a choice from some options		I respond to a conversation started by a peer by answering a question	I can take off only the clothes I need to
I can communicate what I like/ don't like	I react appropriately when I am feeling happy, sad, angry, frightened/ scared	I carry on a conversation with an adult by asking or answering another question or telling them something about the topic	I can place the clothes I have taken off tidily together
I can communicate what I want / don't want	I know I can make choices when I feel an emotion		I can put my clothes back on in the right order
I can ask/ show I need help	I react appropriately to anger. I can make 'good choices' when I'm angry.	I do not interrupt when someone is talking	
I can follow familiar routines		My facial expressions show I am listening	
I can line up with my class	I know how to relax	I can tolerate an adult playing alongside me	
I can walk with my class	I know I need to take turns when I am playing or talking with my friends	I can turn- take with an adult	
I can move around the classroom		I can tolerate a peer playing alongside me	
I can line up with my class	I react appropriately when I am feeling happy, sad, angry, frightened/ scared	I can tolerate a peer [s] playing alongside me on the same equipment	
I can complete familiar tasks in the classroom			
I can complete new tasks in the classroom I can complete new tasks elsewhere in school			
I can complete familiar tasks elsewhere in school			
I can complete new tasks elsewhere in school			
I can attend to a task or activity			
I can attend to a person 1:1			
I can attend to a teacher delivering the class			

This list of targets is not exhaustive and forms part of the Federation SEMH framework. They are intended to give you some initial targets to use alongside your lesson targets in an effort to celebrate the success of those pupils who are struggling to engage in lessons. For further advice consult with Federation LSAT for support with planning these targets into lessons/IEP's

Appendix 2

Top Tips for implementing an attachment aware approach:

Small actions can make a big difference!

Even smiling at/greeting a CYP on their way into school can really add to their sense of belonging/ feeling liked, respected and valued.

Don't expect immediate results or returns!

A CYP might be very dismissive of you behaving in a kind/empathic manner towards them, but this doesn't mean that your actions weren't important, or valued! It may just mean they are not in a good place to be able to receive kindness and/or that they need lots more experiences of this positive approach/kind behaviour to even begin to internalise a positive sense of self.

Expect sabotage from some CYP and name it, where appropriate

Dan Siegel's '***Name it to tame it***' and use the wondering aloud techniques taught in Level 1. For example, "Amy, I am wondering if you trashed the room because it feels like too much pressure on you to keep showing such good behaviour all morning, and maybe you are scared of disappointing me or yourself?"

Recognise that what you feel is a likely indication of how the CYP feels

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

Be cautious around suggestions of a 'fresh start'

Often people start to look for fresh starts such as another school for a CYP when they feel stuck. Don't assume anyone else will be able to manage the behaviour any better/ feel less stuck! The problem just becomes someone else's to deal with! Always consider whether this is really best for the CYP. Often CYP who unconsciously push others away through their behaviour are the ones who have experienced the most rejection and are most successful at being repeatedly rejected/ excluded.

Appendix 3

Trinity Individual Pupil Risk Assessment

Pupil Name:	Date of Birth:
Class Group:	Date of Assessment:
Hub Lead:	
Class Teacher:	Review Date:
T/A's:	

General Statement of Need

Identification of Risk	
Describe the foreseeable risk	
Is the risk potential or actual	
Who is affected by the risk	Self Staff Other pupils Other

Assessment of Risk	
In which situations does the risk usually occur? (possible triggers)	
How likely is it that the risk will arise?	Low Medium High
If the risk arises, who is likely to be injured or hurt?	Self Staff Other pupils Other
What kinds of injuries or harm are likely to occur?	
How serious are the adverse outcomes?	

Agreed Behaviour Management Plan and School Risk Management Strategy		
Focus of Measures	Measures to be Employed	Level of Risk
Proactive interventions to prevent risks		Low Medium High
Early interventions to manage risks in addition to all the things mentioned		Low Medium High
Reactive interventions to respond to adverse outcomes		Low Medium High

Communication of Behaviour Management Plan and School Risk Management Strategy

Plans and Strategies Shared with	Communication Method			Date Actioned
Parents/Carers	Copy of plan		Meeting	
Head of School	Copy of plan		Meeting	
Class Staff	Copy of plan		Meeting	
Lunchtime Supervisors	Copy of plan		Verbal instructions	
Visitors	Copy of plan		Verbal Instructions	
Respite Carers	Copy of plan		Meeting	
Other (Specify)	Copy of plan		Meeting	

Staff Training Issues

Identified Training Needs	Training to be Provided to Meet Needs	Date Training Completed

Plan Agreed By

Signature	Date
Parents	
Class Teacher / SENCO / TA's	
Head of School	
Other	

Evaluation Agreed By

Signature	Date
Parents	
Class Teacher / SENCO / TA's	
Head of School	
Other	

Appendix 4

Fundamental British Values

The Government set out its definition of British values in the 2011 Prevent Strategy, and these values have been reiterated this year (2014). Across The Trinity Federation these values are reinforced regularly and in the following ways:

Democracy

Democracy is embedded at the school. Pupils are always listened to by adults and are taught to listen carefully and with concern to each other, respecting the right of every individual to have their opinions and voices heard. Pupils also have the opportunity to air their opinions and ideas through our School Committees and annual questionnaires. The elections of the School Committee members are based solely on pupil votes, reflecting our British electoral system and demonstrating democracy in action.

The Rule of Law

The importance of laws, whether they be those that govern the class, the school, or the country, are consistently reinforced across the schools within The Trinity Federation

Pupils are taught from an early age the rules of the school. These are our School Rules, Playground Rules and Safety Rules. Each class also discusses and sets its own rules that are clearly understood by all and seen to be necessary to ensure that every class member is able to learn in a safe and ordered environment. Pupils are taught the value and reasons behind rules and laws, that they govern and protect us, the responsibilities that this involves and the consequences when laws are broken. Visits from authorities such as the Police and Fire Service help reinforce this message.

Individual Liberty

Across The Trinity Federation, pupils are actively encouraged to make choices, knowing that they are in a safe and supportive environment. As a school we educate and provide boundaries for young pupils to make informed choices, through a safe environment and an empowering education. Pupils are encouraged to know, understand and exercise their rights and personal freedoms and advised how to exercise these safely, for example through our eSafety and PSHE lessons.

Mutual Respect

Respect is one of the core values of our school. Our pupils were fully involved in the creation of our school values and it is deeply embedded in all that we do at the school. The pupils know and understand that it is expected and imperative that respect is shown to everyone, whatever differences we may have and to everything, however big or small. The core value of Respect underpins our work every day both in and out of the classroom.

Tolerance of those of Different Faiths and Beliefs

Our core value of Respect ensures tolerance of those who have different faiths and beliefs. We enhance pupil understanding of different faiths and beliefs through religious education studies, assemblies and P.S.H.E. lessons.

We actively challenge pupils, staff or parents expressing opinions contrary to fundamental British Values, including 'extremist' views.

Appendix 5

Different Levels of Behaviour Regulation for Pupils:

The information in the table below is intended as a guide to procedures for certain levels of behaviour. However, **it is vital that each case is considered individually, and that the context of the behaviour and the child's needs and personal circumstances are fully taken into account when consequences are applied.**

LEVEL	BEHAVIOUR	POSSIBLE CONSEQUENCES	WHO INVOLVED?
Level 1 LOW	Swinging on chair Interrupting/calling out Being in the wrong place at wrong time (e.g. in school corridor during playtime) Running in school building Making silly/inappropriate noises Chatting in class/assembly Play fighting Spoiling games for others Name calling	Scripted response Discussion with child initially, possibly at the start of playtime Non-verbal signal (e.g. eye contact)	Immediate staff member at the time.
Level 2 MEDIUM	Persistent Level 1 behaviours Ignoring instructions Affecting other pupil's learning Saying unkind/inappropriate/disrespectful things Spoiling the work of others Leaving the classroom without permission Telling lies Hurting others in disagreements Refusal Non-compliance	Scripted response Further exploration in to possible reason behind disruption Report to SLT on duty (lunchtimes) Report to class teacher Phone call home (if determined necessary by Class Teacher) Behaviour log made in class file in effort to identify a potential trigger	Immediate staff member Class Teacher Parents (at discretion of class teacher)
Level 3 SERIOUS	Persistent Level 2 behaviours Damage to school/pupil's property Ignoring adults / Complete refusal to complete tasks Swearing Answering back inappropriately to adults Threatening others Persistent bullying	Behaviour log made/ record class file Loss of playtimes if determined that this is a trigger to over stimulation and lack of regulation	Class Teacher Head of School Parents

	<p>Isolated incidents of hate-related language (<i>sexism, racism, transphobic, homophobic, biphobic, xenophobic, disability-related etc</i>)</p> <p>Attempting to leave school premises/hiding from staff</p> <p>Stealing</p> <p>Fighting</p> <p>Swearing (persistently and/or frequently over a period of time)</p> <p>Deliberately hurting others</p>	<p>Letter of apology</p> <p>Referral to phase leader</p> <p>Phone call or meeting with parents and relevant staff members</p> <p>PCT/external agencies involvement if required</p>	
<p>Level 4 EXTREME</p>	<p>Persistent Level 3 behaviours</p> <p>Intentional serious damage to school/pupil's property</p> <p>Threatening others</p> <p>Bringing something dangerous into school</p> <p>Intentional hate-related crime incident (<i>sexism, racism, transphobic, homophobic, biphobic, xenophobic, disability-related etc</i>) Seriously hurting another pupil with intent</p>	<p>Head of School</p> <p>Referral to Federation</p> <p>Director of Inclusion and SEND</p> <p>Meeting with parents and Head of School</p> <p>Letters home</p> <p>Exclusions from lessons Fixed-term and permanent exclusions.</p>	<p>Class Teacher</p> <p>Head of School</p> <p>EHT</p> <p>Parents/Carers</p> <p>External agencies</p> <p>CSO</p> <p>Police</p> <p>LA</p>

Appendix 6



R1 Form: to be used when referring a pupil to be seen by either Tracy Phillips, Federation Early Intervention Practitioner or Dan Lavell, Federation Director of Inclusion and SEND (& LSAT).

School:	
Pupil's name:	
Year group:	
Teacher:	
Other adults working with pupil:	
New referral or review?	

Date of referral:	
-------------------	--

Date of admission to school:	
Previous school(s):	
Current attendance percentage:	

Pupil contextual information (tick as appropriate)	
Pupil Premium	
EAL	
Early Help/CIN/CP	*
LAC	
EHCP	
Medical needs?	*
*provide details	

Reason for referral? (Please tick as appropriate)

SEMH	<input type="checkbox"/>	Academic Progress	<input type="checkbox"/>	Attendance	<input type="checkbox"/>
------	--------------------------	-------------------	--------------------------	------------	--------------------------

Provide outline of concerns:

--

What strengths/interests/motivators can be built upon?

--

What has been done so far to support the child's needs?

Has this had a positive impact? Yes / No (delete as appropriate)

Other relevant information (e.g. family background)

--

Date received by DL/TP:

--

Agreed actions/next steps following referral:

--

Appendix 7

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 8

PACE/PLACE

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

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

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

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

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

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

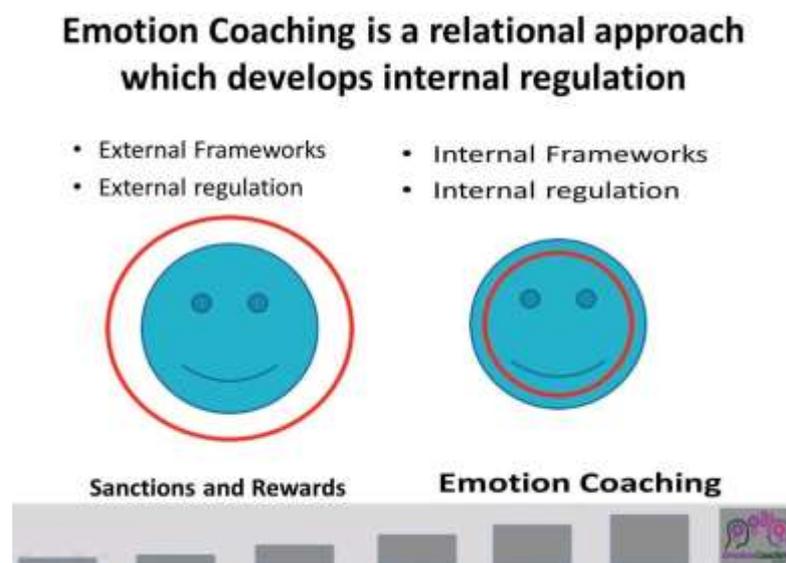
More information can be found at:

ddpnetwork.org/about-ddp/meant-pace

Appendix 9

Emotional Co-Regulation

Emotional Co-Regulation is inextricably linked to the Attachment Aware framework. Emotion Coaching was originally a parenting strategy (John Gottman, 1997) which has been developed by Dr Janet Rose and Louise Gilbert and applied in the school environment. They took Gottman's five steps of Emotion Coaching and developed a school friendly program that uses four core steps to help engender emotional resilience, empathy and problem-solving skills within children and young people (Rose et al 2015). This is focused at the **whole school level**. Emotion Coaching is based on the latest research from physiology and neuroscience and provides a structure to aid emotional behavioural regulation.



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

Appendix 10

Shropshire Attachment Aware Schools Pledge

The schools within the Trinity Federation sign 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 SelfEvaluation 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.

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