



**'Feeding Body, Mind and Soul'**

## **ATTACHMENT AWARE BEHAVIOUR POLICY**

**We believe that everyone at Boyne Hill CE Infant & Nursery School deserves to feel safe and happy and to be treated with care and respect. This is made explicit through our Christian ethos, values teaching and Mission Statement. It is evident in all areas of school life and is supported by staff conduct at all times.**

We recognise that children of nursery and infant school age are still learning how to behave appropriately in a variety of social situations and consider it a fundamental part of our role as educators to help children become responsible members of the community in which they live.

This policy should be read in conjunction with the school's Equal Opportunities policy, Equality Scheme and Accessibility Plan, Policy for Looked After and Previously Looked After Children and the Exclusions policy.

### **Our aims:**

- To have a positive behaviour approach that is for the benefit of all staff, governors, parents/carers and pupils.
- For all pupils, including those with SEND (particularly those with Language & Communication and SEMH needs), to be set clear expectations on behaviour, with use of clear, positive language.
- To have 3 Rules that give all pupils clear expectations, which are consistently implemented and reinforced by all: Good Listening, Be Kind, Be Safe.
- For **all** staff, governors, parents/carers and pupils to embrace and be able to say what our 3 School Rules are.
- To respect and accept pupils and staff regardless of age, gender, race, sexuality, religious beliefs or academic ability.
- To recognise that promoting good behaviour is the responsibility of **all** staff, governors and parents/carers and is built upon the development of empathetic and safe relationships between all.
- To recognise that behaviour is a form of communicating an emotional need.
- To recognise that being 'fair' is not about everyone getting the same (equality) but about everyone getting what they need (equity).
- To promote self-discipline, respect and inclusive and supportive relationships between all adults and pupils in the school community.
- To allow teachers to teach and learners to learn in a safe and happy environment.
- To maintain clear expectations and boundaries around behaviour.

- To prevent bullying behaviours and all forms of discrimination.
- To use and model positive language to emphasise and praise desired behaviour and help pupils develop emotional intelligence so they recognise and understand their own and others' feelings.
- To take a non-judgmental, curious and empathetic approach to behaviour.
- To develop an understanding of and pride in our school's Christian-based values, thus promoting responsible behaviour and encouraging, in children and adults, self-discipline and respect for themselves, for other people and for property.
- Following our 3 Rules approach (see 3 Rules script in appendix, for examples):
  - Give **recognition** for good behaviour through praise and rewards.
  - **Redirect**, using positive language, when pupils may need a reminder to follow our 3 School Rules
  - **Repair**, by helping pupils find strategies to make things better next time, if they continue to struggle to follow our 3 School Rules (see 3 Rules script in appendix)
- To make clear to pupils, the distinction between minor and more serious misbehaviour and explain any actions that will follow if misbehaviour occurs.
- To treat problems when they occur in a caring and sympathetic manner in the hope of achieving improvements in behaviour where it is needed.
- To never physically chastise, humiliate or publicly shame a child (including naming pupils or the use of sad faces on a board). If attention needs to be given to negative behaviour, we will always comment on the behaviour, never the child.
- To embed Attachment Aware and Emotion Coaching Approaches across the school, in everyday practice (see Appendix).

**In general, we will:**

- Use "I" statements, e.g., 'Thank you, I really liked the way you.....'
- Use songs and rhymes to aid control and avoid the need to use a raised voice.
- Encourage the children to always tell an adult in school if they have been hurt or upset by another child.
- Always check to ensure that the child knows what he/she should be doing and why any action is in place.

**Measures for dealing with inappropriate behaviour**

Sadly, there will be times when pupils do not behave as expected; they need to discover where the boundaries of acceptable behaviour lie as this is a part of growing up.

Minor incidents are generally dealt with by the class teacher in a caring, supportive and fair manner with some flexibility regarding age and maturity of the child as far as follow-up actions are concerned.

Each case is treated individually. Generally, pupils are made aware that they are responsible for their own actions and that breaking school rules will have consequences. This may, for more serious breaches, include exclusions.

Inappropriate behaviour includes:

- Persistent bullying.
- Verbal abuse.
- Physical abuse.
- Assault towards any person for any reason including racial, gender, cultural, class or religious bias.
- Defiant refusal.
- Wilful damage.
- Dangerous and illegal acts.
- Behaviour that puts the health and safety of the perpetrator and/or others at risk.

Parents will be kept informed of cases of inappropriate behaviour and we will make every effort to include them in decisions as to how any inappropriate behaviour will be dealt with in school. Records are kept of more serious incidents including racism and bullying and returns are made to the Local Authority as required.

When a pupil displays behavioural difficulties that are persistently disruptive and/or repeatedly put the safety of themselves and/or others at risk, we may:

- Use a Home-School diary/communication book to keep parents/carers informed of incidents at school and vice versa;
- Use ABC charts (Antecedents, Behaviour, Consequences) to help us to record, analyse and begin to understand what the child is trying to communicate through their behaviour;
- Create a BOXALL profile to help identify specific areas of need and suggest support strategies;
- Provide short term 1:1 intervention or support, e.g., ELSA support (Emotional Literacy Support Assistant);
- Involve external agencies, e.g., Social Services, Educational Psychology, CAMHS (Child and Adolescent Mental Health Services), RBWM's SEND team;
- Create an Individual Support Plan that will be signed by the parents/carers and the school and will be reviewed at least every 4 months following the Graduated Approach of Assess-Plan-Do-Review.

## **Physical Intervention**

*'Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.'*  
– DfE: *Behaviour and Discipline in Schools* (July 2020)

Physical intervention will only be used when other avenues have been explored or the child is at risk of causing immediate harm to themselves or others.

It is our policy that:

- If a pupil attacks another pupil or adult and does not respond to requests to stop and behave safely, then physical restraint may be necessary;

- The safety of all pupils and staff will be paramount in all cases;
- The pupil may be removed from the situation as soon as possible and taken to a member of the Senior Leadership Team who will take immediate action;
- The pupil's parents/carers will be informed;
- An Individual Care Plan will be drawn up for any pupil for whom physical restraint is likely to be applied and this will be signed by the parents/carers and the school. If necessary, this care plan will include the involvement of other agencies, for example Social Services, Educational Psychology etc;
- Any incident where physical restraint is used will be recorded and the situation discussed with a member of the Senior Leadership Team and/or the Special Educational Needs Coordinator (SENCo).

## **Special Circumstances**

We recognise that some pupils may find managing their behaviour, in accordance with school expectations, very challenging. For example:

- Pupils with special educational needs or disabilities (SEND)
- Pupils with social, emotional and/or mental health issues (SEMH)
- Looked After Children (LAC)
- Previously Looked After Children (PLAC)
- Pupils at the edge of care, i.e., those who may have social services involvement
- Pupils who may have experienced a significant loss or trauma

Whilst using behaviourist approaches such as rewards and actions can work for the majority of pupils, they may not, at times, be successful with all. Some pupils may need a more personalised and flexible approach, dependent on their individual needs and circumstances. The use of rewards and actions will therefore be carefully considered on a case-by-case basis.

## **Children with Educational Health Care Plans (EHCPs)**

For pupils with an Education, Health and Care Plan who have a learning support assistant working with them, they will spend time helping the pupil to manage their behaviour appropriately and will help them develop effective learning strategies for self-regulation.

## **Praise and Actions**

Each child is different so it is important that the cause of the behaviour is investigated and plans made to meet individual needs.

The following table lists the praise and actions which may be used.

<b>Level</b>	<b>Recognition/Reward/Encouragement</b>	<b>Redirection/Repair/Action</b>
<b>1</b>	Verbal/written praise Touch/smile/clap/gesture Pat on the back Stamp/sticker Show work to the class	A 'look'/eye contact Touch, e.g., hand on the shoulder Redirect to another activity Verbal reminder with explanation of what should happen Talk to the child/discuss what has happened
<b>2</b>	Present achievement to another adult in the room Mention to parents/carers Give an additional responsibility as reward Allow to choose an activity, e.g., book/puzzle/jigsaw	Time out within the classroom/separate child from the others Miss 1 or 5 minutes of playtime
<b>3</b>	Certificate in assembly (KS1) Wow! Moments (FS2)	Use of (sand) timer for reflecting/sitting quietly Walk round with an adult at playtime/miss most of play Send to the Head Teacher Loss of privilege, e.g., Star of the Week
<b>4</b>	See Head Teacher for praise/special sticker/special certificate	Writing a letter of apology Home-school diary Formal talk with parents/carers by appointment and a record kept
<b>5</b>	Achievement Tree award	Exclusion

## **Lunchtimes**

At lunchtime, supervision is carried out by the Supervisor and a team of lunchtime carers. The Supervisor can refer to the Head Teacher or a member of the Senior Leadership Team if necessary. The Supervisor and carers are expected to operate within the guidelines of this Behaviour Policy. The Supervisor and carers keep a note of children who repeatedly misbehave.

Persistent or serious misbehaviour at lunchtime is brought to the attention of the Head Teacher or a member of the Senior Leadership Team. This may result in loss of privileges and playtimes. Parents/carers will be informed if there is an ongoing problem or if further action is to be taken.

**This policy will be reviewed biennially**

Last Reviewed: September 2024

## Appendix

### Attachment Aware and Emotion Coaching

We believe that through being Attachment Aware and using Emotion Coaching, children and adults are able to both manage their behaviour and create an environment that is conducive to learning.

Attachment is a clinical term used to describe "a lasting psychological connectedness between human beings." (Bowlby, 1997)

Being Attachment Aware recognises that attachment is central to our wellbeing and affects us all.

We aim for all staff and governors to have an understanding of the impact of significant relational traumas and losses upon pupils and how this can impact their development, behaviour, learning and the building of safe, trusting relationships with others.

Emotion Coaching was developed by (John Gottman, 1997): *"Emotion Coaching is way of helping people, children and adults, to understand the different emotions they experience, why they occur and how to handle them."*

This is focused at a whole school level.

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 key to Emotion Coaching is "connect before you correct" or in other words, ensure the child's feelings are validated, before setting the limits and suggesting ways forward.

Emotion Coaching helps children to understand about the different emotions that they experience, why they occur and how to handle them by using a 4-step approach (CALM):

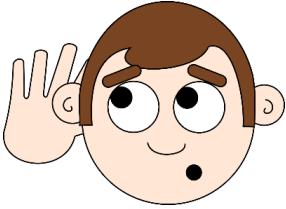


1. **C**onnect - Tune in to the child's feelings and your own.
2. **A**cknowledge - Empathise and validate the feeling and label them. Name it, to tame it!
3. **L**imits (if necessary) - Remind the child of acceptable/unacceptable behaviours.
4. **M**ake a Plan - Problem solving and finding solutions.

**Example script:**

*"I can see you are clenching your fists and your face is red. I think you might be angry because you've had to stop doing your favourite activity. I'd be frustrated too if I had been interrupted from something I enjoy. It's ok to be frustrated, it's not ok to say mean things as it upsets others. When I feel frustrated I find it helpful to count down from 20. Let's try it together now."*

If you would like to know more about Attachment Awareness and Emotion Coaching then please contact the SENCo, Mrs Abi Quinn at **[senco@boynehillschool.org](mailto:senco@boynehillschool.org)**

## Our 3 Rules Script: 'The 3 Rs'

OUR 3 RULES	RECOGNITION, i.e., when a child does something well	REDIRECTION, i.e., when a child needs help/reminding	REPAIR, i.e., how can we make things better next time (might be a quiet word later on)
<p style="text-align: center;"><b>Good Listening</b></p> 	<ul style="list-style-type: none"> <li>• 'Well done X, I can see you're ready for <b>Good Listening</b> because you're sitting quietly on the carpet'.</li> <li>• 'I can tell you were doing <b>Good Listening</b> X because you lined up straight away when I asked you to'.</li> <li>• '<b>Good Listening</b> X, you heard the rhyming sounds in our story'.</li> </ul>	<ul style="list-style-type: none"> <li>• 'Show me you're ready for <b>Good Listening</b> X, by sitting nicely and keeping lips closed'.</li> <li>• 'X, I need you to do <b>Good Listening</b> and line up as I asked you to'.</li> <li>• 'Remember our rule, <b>Good Listening</b>, listen carefully and let me know when you hear a rhyming sound'.</li> </ul>	<ul style="list-style-type: none"> <li>• 'I know it's difficult to sit on the carpet and do <b>Good Listening</b> but I know you can do better next time'.</li> <li>• 'I noticed you were finding it hard to do <b>Good Listening</b> and you didn't line up when asked. How can we do things differently next time?'</li> <li>• 'I found it hard to spot the rhyming sounds too. Shall we do <b>Good Listening</b> together and see if we can help each other'.</li> </ul>
<p style="text-align: center;"><b>Be Kind</b></p> 	<ul style="list-style-type: none"> <li>• 'Well done X on taking turns with Y on the slide. Great example of following our <b>Be Kind</b> rule!'</li> <li>• 'I saw you help Y tidy up the toys. It was good to see you <b>Be Kind</b> and helpful'.</li> <li>• 'I heard you ask Y if they want to share playing with the blocks with you. Well done on remembering our <b>Be Kind</b> rule.'</li> </ul>	<ul style="list-style-type: none"> <li>• 'Remember our rule to <b>Be Kind</b>. We must take turns when going on the slide'.</li> <li>• 'I need you to <b>Be Kind</b> and help tidy up please'.</li> <li>• 'Let's <b>Be Kind</b> and share the blocks so everyone can play together'.</li> </ul>	<ul style="list-style-type: none"> <li>• 'I know you get excited and want to be first on the slide but I know you can <b>Be Kind</b> and take turns so everyone can get a go, including you!'</li> <li>• 'If we can all <b>Be Kind</b> and help tidy up, the sooner we will be ready to do something nice together'.</li> <li>• 'I wonder if you worry that you won't have enough blocks to play with if Y wants some? But if you <b>Be Kind</b> and share, there are plenty of blocks for everyone and you could build something together'.</li> </ul>
<p style="text-align: center;"><b>Be Safe</b></p> 	<ul style="list-style-type: none"> <li>• 'Well done X on not rushing and calmly joining the line. That's a great way to show how to <b>Be Safe</b>'.</li> <li>• 'It was good to see you <b>Be Safe</b> X and not climb where we told you not to'.</li> <li>• 'I could see you trying really hard to <b>Be Safe</b> when cutting with the scissors. Well done!'</li> </ul>	<ul style="list-style-type: none"> <li>• 'If you rush and push into the line someone could get hurt. You must remember to <b>Be Safe</b>'.</li> <li>• '<b>Be Safe</b> X, if you climb up there you could get hurt. Please come down safely'.</li> <li>• 'It's important to <b>Be Safe</b> and look carefully where you point the scissors when cutting'.</li> </ul>	<ul style="list-style-type: none"> <li>• 'I can see you always rushing when we have to line up. Would it help if I give you a 2-minute warning before lining up time so you are ready and can <b>Be Safe</b>?'</li> <li>• 'If you want something you can't reach, find me and ask me to help. That way I know you can <b>Be Safe</b>'.</li> <li>• 'Learning to cut with scissors is tricky. If we practise together then I can teach you how to <b>Be Safe</b> when using them'.</li> </ul>