# Attachment Aware Relational Behaviour Policy for (Enter Name) School

(NB: wording can be amended but we advise keeping in the words ‘Relational Behaviour Policy’ to make it clear that this is the school’s legally required behaviour policy and not something ‘extra’ or different).

E.g. ‘Promoting Positive Relationships and Supporting Relational Behaviour Policy’;

‘From Co-Regulation to Self-Regulation: A Relational Behaviour Policy’.

**School logo**

**Date policy agreed:**

**Date of next review:**

**Headteacher signature:**

**Chair of Governors’ signature**

**1) School motto/slogan/vision statement**

Your policy should reflect your school’s ethos. This section should include something around your school’s values/ principles and the philosophy behind your Attachment Aware Relational Behaviour Policy.

Examples –

Example 1: “………. School has a holistic approach to education, valuing all learning in and out of the classroom. We are an Attachment aware school which means we focus on building positive relationships between children and staff and children with their peers. We use the Working With Others (WWO) principles to support children in forming positive working and social relationships.”

Example 2: “Philosophy of the behaviour policy at ……. Primary: At …..Primary School, 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 both 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 pupils to understand what is right and wrong … Underpinning the behaviour policy is the belief that everyone can learn to self-manage/self-regulate their own emotions and behaviour. Through this we encourage reflective thinking and do not accept prejudice in any form. Ultimately, we wish to give our children confidence about their capacity to think for themselves and to make sense of their own lives and experiences, hopefully beyond school and into the “real” world”.

**2) Policy Statement**

Example wording: This policy was based on Guidance provided by Herefordshire Local Authority and has included input from: members of staff, representatives from the governing body, parents and carers, pupils / students, our School Nurse., colleagues etc. [adapt as appropriate].

This policy is developed to ensure guidance for staff in order to promote positive behaviour in school. The procedures and guidance in this document provide a consistent approach across the school and enables students, parents and staff to understand our approaches to the management of behaviour in school. It is also recognised that for some pupils, variance on these procedures will be made in order to meet any specific social, emotional, learning or other needs which require a personalised approach; guidance for this appears in the appendix and approaches can be discussed with the Inclusion leader or member of SLT.

**3) Policy Scope**

Example wording: This policy is for all staff, pupils / students, parents and carers, governors, visitors and partner agencies working within the school and provides guidelines and procedures as to how our school supports and responds to behaviour.

**4) Policy Aims and Objectives**

Example wording: Our school is committed to the emotional mental health and wellbeing of its staff, pupils / students and parents/carers. We wish to work towards this in all aspects of school life, and to provide an ethos, environment and curriculum that supports the social, emotional and mental health of the whole school community.

It is acknowledged that members of the school community may have very different parenting experiences and views on behaviour. However, the aim of our Attachment Aware Relational Behaviour Policy is to bring us all together to adhere to some basic key principles and practices that reflect our school ethos.

Example: St Luke’s Primary School treats all children with unconditional respect and has high expectations for both adults’ and children’s learning and social behaviours. Our school is calm and purposeful. It prides itself on excellent relationships and high level of care. We understand that positive behaviour can be taught and needs to be modelled. We understand that negative behaviour can signal a need for support which we will provide without diluting our expectations.

**Policy Aims**

To maintain a caring, orderly community in which effective learning can take place and where there is mutual respect between members

To help children develop a sense of worth, identity and achievement

To help all children to become self-disciplined, able to accept responsibility for their own actions and make positive choices

To develop in all children the ability to listen to others; cooperate and to appreciate other ways of thinking and behaving

We hope to achieve these aims through a school behaviour policy based on rights, responsibilities and respect. Praise, rewards, privileges, and positive role-modelling support the development of self-discipline and the capacity to make positive choices.

You may decide to combine your mission statement and aims

Example: What do we do to teach and promote positive managements of behaviour?

Whole School and Class Assemblies: These cover areas such as ‘Caring for Other’, ‘Anti -bullying week’, How to be a good friend’, ‘Who to go to if you need help’. There is a plan for the year with themes for each week which will include specific issues relevant to our school and community including: Racism; Homophobia; Gender based language; Tolerance and respect; Disability awareness.

PATHS: **P**romoting **A**lternate **TH**inking **S**trategies – children have 30-60mins of lessons each week which include strategies to deal with different situations and ways to help regulate emotions. This is taught by the class teacher.

Whole School days/weeks: Specific focus weeks are used to bring certain aspect a higher profile; these include: Respect Week; Anti Bullying Week; and Manners Week

School Curriculum including RE and a thread through themes

High focus on teachers developing positive relationships with children

Clear and consistent routines in classrooms, around the school and in the wider community

High expectations from staff about conduct in class and around the school

Clear pathways when behaviour causes a concern and positive reinforcement for good behaviour

**5) Policy Links**

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

Add links to relevant policies, and delete any aspects of this policy which are covered in other policies – e.g.

* PSHE Education Policy
* Anti-bullying Policy
* Equality Policy
* Health and Safety Policy
* Safeguarding Policy
* Restraint Policy
* E-safety policy
* Cyber-bullying policy
* De-escalation and positive-handling Policy
* Child running-off policy
* SEND Policy

It also links to other Local Authority policies and guidance (include links),

possibly:

[Intervention guidance for Special Educational Needs and Disabilities in schools and other settings Graduated approach (herefordshire.gov.uk)](https://www.herefordshire.gov.uk/downloads/file/16977/intervention_guidance_for_send_in_schools_and_other_educational_settings.pdf)

[Teaching children with SEN and disability – Herefordshire Council](https://www.herefordshire.gov.uk/support-schools-settings/teaching-children-sen-disability/9)

**6) Roles and Responsibilities**

Emphasise that it is not just the role or responsibility of a few key staff for dealing with behaviour in the school; it is a shared responsibility.

**Responsibilities**

All staff

All members of staff are responsible for supporting the needs of children across the school. Where a child is seen to be having difficulties they should be treated with respect and understanding.

Shouting and shaming should never be used and is not tolerated at ……… School.

Staff will always endeavour to have private discussions with pupils in order to help support any issues that are arising.

Staff use the Key principles outlined in this policy to support the needs of all our pupils.

**Specific Roles**

Teachers

Ensure parents are contacted when:

* a child is having ongoing issues
* there has been a ‘one off issue significant issue

Where possible the teacher should do this to have the ongoing dialogue. On some occasions a member of SLT or a Learning mentor will liaise with parents for significant one off issues.

For ongoing issues, a discussion should be had with the parent(s) as to the best way to keep a dialogue going.

**Learning Mentors**

Provide specific support for children experiencing any difficulties, whether this is an ongoing need or a short term difficult a child may be having.

Provide support in class and at break and lunchtimes

Provide 1:1 or group work to support emotional health needs and mindfulness

Run the pastoral room

**Assistant Headteacher (Inclusion and Safeguarding)**

Lead the ethos of this policy

Ensures the policy is implemented effectively

Ensures effective training for staff

Oversees the specific needs of pupils across the school

Provides support to staff, pupils and parents as necessary

Links with outside agencies to offer additional services

Line manager for the learning mentors

Ensures that all tracking and reporting of incidents and additional needs are up to date

**Head Teacher**

Lead the ethos of this policy

Is the only person authorised to exclude a child

**Parents**

Inform the school of any concerns (Class teacher, phase leaders, AHT, HT)

Have an open dialogue with the school

Support the school when needing to get further support

**Governors**

Setting down these general guidelines on policy and of reviewing the effectiveness of this

Duty to consider parents’ representations about an exclusion

**7) The role of Herefordshire Council**

Please refer to Herefordshire’s ‘Developing a Relational Approach to School Behaviour Guidance’, which outlines local training and support offered.

All Herefordshire maintained schools are encouraged to self-evaluate alongside their Educational Psychologist using the Attachment Aware Self-Evaluation Form. Herefordshire Virtual School is able to give advice and guidance on children in care.

Key Attachment Aware principles such as attunement and empathic listening to support co-regulation should be incorporated into your school’s Relational Behaviour Policy and expected practice / processes. We advocate non-coercive versus coercive techniques.

The book ‘Becoming an Adoption-Friendly School: A Whole-School Resource for Supporting Children Who Have Experienced Trauma or Loss – With Complementary Downloadable Material’ (Gore Langton & Boy, 2017) is an excellent resource for schools to draw upon when developing an Attachment Aware Relational Behaviour Policy. The section on ‘developing flexibility’ (p.119) reminds schools to think about challenging behaviours and ‘explosions’ within the context of rigid behaviour school systems that ‘dictate what must happen and how both the child and adult should behave’. It promotes the idea that schools need to become more flexible in how they respond to behaviours to avoid escalating behaviours and producing explosions. This is helpful when thinking about school exclusions.

**9) How the school supports staff wellbeing and reflection**

We recommend that in your Relational Behaviour Policy you acknowledge the link between emotions and learning.

We also recommend that your policy highlights the importance of providing emotional support for staff to help manage stress and secondary trauma, and to reduce the likelihood of staff burnout. You can include the whole school perspective on self-care and what staff support systems you currently have in place internally/externally. The aforementioned book (Gore Langton and Boy, 2017) includes some very helpful resources to support with this - e.g. ‘Resource 11.5 - Self-Care Tips for Teachers’, and ‘Resource 11.6 - Supporting Staff Tracker’.

**10) Practice and policy review process**

**School Review:**

There should be a continuous (and at least annual) process of review of your school’s Relational Behaviour Policy. This should involve an ongoing cycle that involves applying Attachment Aware principles into practice and policy development, disseminating through frequent training, reviewing effectiveness/identifying weaknesses and/or lack of clarity, problem-solving to further develop practice.