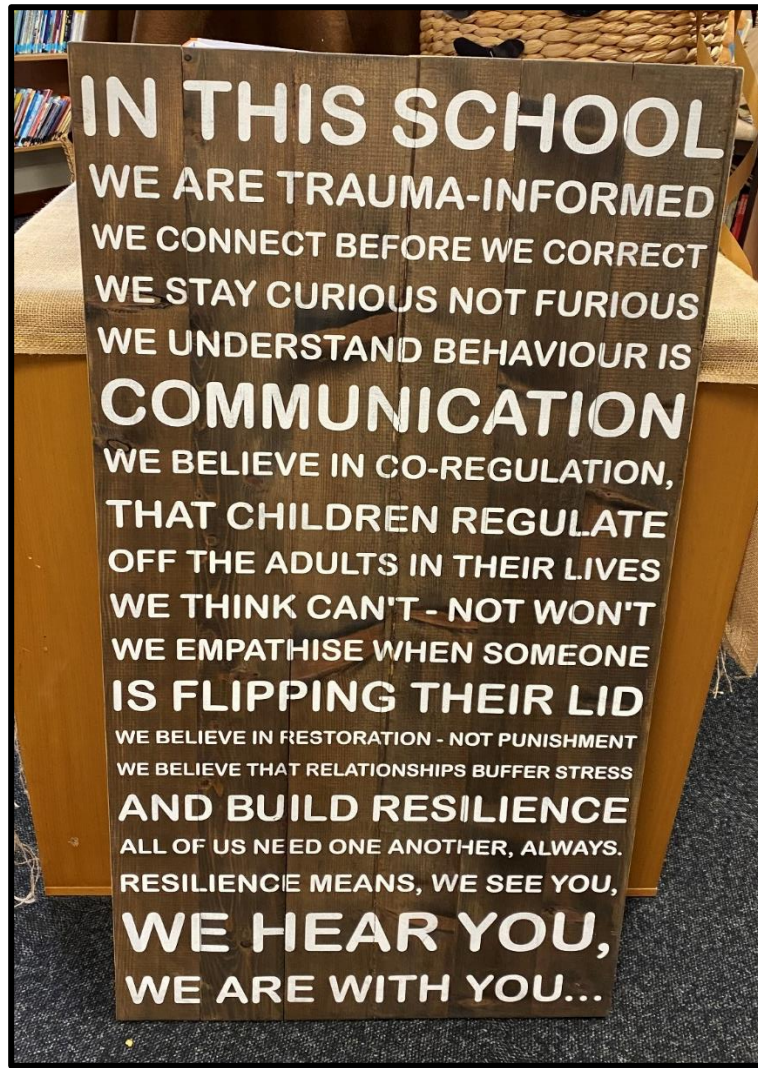


Attachment Aware Behaviour Regulation Policy for Parents

This sign is a focal point in a very central spot in our school. It serves as a reminder to everyone who comes into our school about what we believe, how we treat our children and how important we view relationships. But what does it all mean?



We have a very comprehensive Attachment Aware Behaviour Regulation Policy that all staff are fully trained on and asked to apply consistently in all year groups. This is on our school website.

In all areas of school life, parental engagement and involvement is absolutely crucial to success and this is no different when addressing and planning support for children's social, emotional, mental health and behavioural needs.

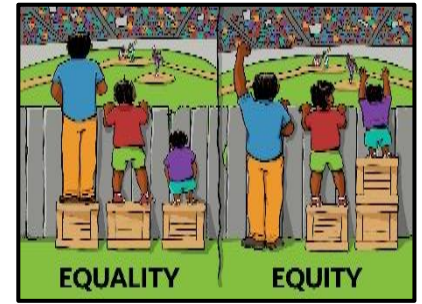
This document is a summary of our policy, written especially for you, the parents. It should help you understand our philosophy and approach to behaviour regulation and support you in applying the same principles to support good behaviour regulation at home.

We hope you find it useful. 😊

Key Principles of our Approach

We are always fair

We believe that being fair is not about everyone getting the same (equality), but about everyone getting what they need (equity). Just as a child with a physical disability may need adapted provision and/or additional adult support, a child with social, emotional and mental health needs may also require adaptation and/or additional support.



We use trauma informed responses



Adults respond to behaviour in a way that focuses on the feelings and emotions that are driving the behaviour, rather than the behaviour itself. We regard children with behavioural difficulties as vulnerable rather than troublesome. All adults involved in the care of the children have a duty to explore reasons for this vulnerability and provide appropriate support.

We understand that behaviour is communication

Children communicate emotional needs through their behaviour. This may be conscious, (the child knows what has caused their feelings), or unconscious (the child doesn't know or understand what is causing their feelings). When children are calm and engaged, it shows that they have good social, emotional and mental health. Whereas, when children show dysregulated behaviour, they are showing they have an unmet social, emotional or mental health need. In our school, adults try to understand what children's behaviour is telling them and act to meet this need. This improves the children's social, emotional and mental health and their behaviour.



We put relationships first



Every child needs to see and experience relationships that reflect loving connection, inclusion, respect and value. Children need to be surrounded by these relationships both at home and at school, in order for them to have good social, emotional and mental health. Warm and loving interactions between adults and children enable them to develop confidence, resilience and positive ways of communicating. Children who see and experience strong healthy relationships are better at regulating their emotions and behaviour when faced with stress and difficult situations.

We maintain clear boundaries and expectations



Changing how we respond to behaviour does not mean having no expectations, routines or structure. In order to help children feel safe, their home and school environments need to be high in **both** nurture and structure. Children need predictable routines and they must feel secure that adults will always respond to their behaviour in a calm, caring and supportive manner. Rewards and consequences for certain behaviours, should be made very clear to the child and must be consistent.

We know that not all behaviours are a matter of 'choice'

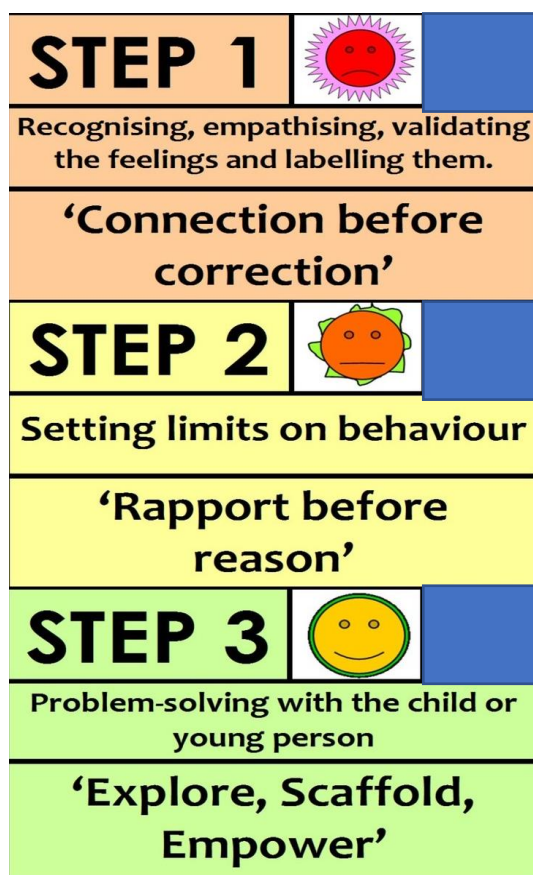
Children's behaviour is not always within their control, but may be the result of overwhelming emotions and feelings that they are unable to control. Therefore, telling children that they are making a bad choice is not always helpful. Adults must understand that sometimes it's not that the child **won't** do what we are asking of them, it is that they **can't**.



We use Emotion Coaching

Emotion Coaching is based on the latest research from physiology (how the body works) and neuroscience (study of nervous system and brain). It provides a structured way to help children regulate their emotions and behaviour. The following link provides information about how you can use Emotion Coaching with your child.

https://files.schudio.com/milverton-primary-school/files/documents/Emotion_Coaching_Guide_for_Parents.pdf



We teach the children to be Bucket Fillers

We use a Bucket Filling 'Filosophy' to share our expectations and responses to behaviour. We use a range of bucket filling literature and activities to show the children that buckets are filled when they say or do positive things e.g. if they are helpful and kind.

Across school we have Four Langley Mill Foundations: *Aspire, Learn, Respect and Serve*. These were chosen as they underpin our school vision: *'Always our best for God, each other and ourselves'*. Every day we reinforce what these words mean, giving examples of how they relate to our conduct and learning behaviours. This is underpinned with the teaching of Christian values in daily worship.

Each class has a bucket filling ladder used to prompt and reward good behaviours and sanction unwanted behaviours. All children start each day in the middle as a bucket filler. Examples of bucket filling result in movement up the ladder, with a '3 O'clock Club' reward from the Headteacher if they reach 'outstanding bucket filler'.



Each week, class teachers choose a child in the class who has shown good bucket filling behaviours. The child then receives a plastic bucket with the class mouse to keep in class the following week and a bucket filler certificate to take home during Friday's Celebration Collective Worship. Staff link the bucket filling behaviour seen to one of the four Langley Mill Foundations.

Bucket Filling Bonanza time has been included in each class' weekly timetable to celebrate all of the good bucket filling behaviours that have been seen by the children during the week. Bucket Filling Bonanza activities are organised by individual teachers with the input and help of the children.

We encourage the children not to be 'bucket dippers', as this empties their own bucket and buckets of others (metaphorical) e.g. leaving someone out at playtime. We use bucket dipping consequences as an opportunity to develop the children's understanding of their feelings and behaviours. Examples of unwanted behaviour result in movement down the ladder. This incorporates a prompt (think about it), a specific action (teacher's choice) and parental contact. This process is fluid so children can move up and down in accordance with how they are regulating their behaviour.

When using bucket dipping consequences, we apply Emotion Coaching responses and are careful not to shame and exclude children from their peers and school community, leading to potentially more negative behaviour.

Bucket filling can be used at home with the whole family, to encourage positive, respectful, kind and considerate behaviours within the family unit. The following links provide lots of advice and resources to help you use this approach with your child/ren at home.

<https://bucketfillers101.com/free-resources/>

You can buy Bucket Filling story books from most reputable bookstores.

