



Newfield School

Regulation Support Policy

2023

Purpose:

The Governing Board and Staff at Newfield have adopted this Policy to provide a clear framework to support pupils to achieve their potential via maximising engagement and ensuring pupils are available for learning.

The policy describes our practice in relation to supporting the social emotional mental health and well-being of the whole school community - staff, pupils and parents/carers – but with a particular emphasis on our approach to support pupils to 'Regulate to Educate' (See Appendix 3)

Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- Behaviour and discipline in schools
- The Equality Act 2010
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school

It is also based on the special educational needs and disability (SEND) code of practice.

In addition :

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- DfE guidance explaining that maintained schools should publish their behaviour policy online
- DfE guidance for Mental Health and behaviour 2018

Aims:

We have a responsibility to provide our pupils with an environment fit for learning and that is supportive to their emotional health and wellbeing, thus equipping them with the skills to:

- Be effective and successful learners and remove barriers to learning
- To be part of the wider community and make a valid contribution
- To develop appropriate social, emotional and regulation skills.
- To develop self esteem
- To manage their own emotions and responses
- Be attentive and ready to learn and allow others to do so
- Make and sustain friendships
- Deal with and resolve conflict effectively and fairly
- Solve problems with others or by themselves
- Manage strong feelings such as frustration, anger or anxiety
- Recover from setbacks and persist in the face of difficulties
- Work and play cooperatively
- Compete fairly and accept that winning is not always an option
- To participate in leisure activities beyond school

Introduction:

- At Newfield we strive to demonstrate a relational approach to supporting social and emotional development and regulation.
- We offer pupils the security and relationships needed to meet their individual wellbeing and mental

health needs and guide them along their journey in becoming independent, resilient, life- long learners.

- We offer pupils security and relationships needed to help them develop a sense of worth, self-confidence, self-esteem - guide them along their journey in becoming independent, resilient, life-long learners.
- We show understanding of the complex needs of our pupils and how this affects their ability to self-regulate and build resilience to manage their responses to life's challenges.
- We support all pupils to develop emotional regulation so they can be ready to engage with their learning and cope in a positive way in everyday situations.
- We ensure that children are happy, secure and safe which will have a positive effect on children's learning opportunities.
- We build a school community which values kindness, care, respect and empathy for others. [To promote community cohesion].
- We understand that behaviours which challenge *a/ways* happen for a reason and may be the only way a pupil can communicate – these can arise for different reasons which are personal to the individual. Staff are encouraged to look beyond the observables and seek to understand individual needs being expressed.

Impact :

This policy will promote and support excellent teaching, learning and progress. It will promote the high standards and high expectations set out in the school's aims.

Rights and Responsibilities:

The agreed rights of **all** include:

- The right to be safe
- The right to be heard
- The right to be able to learn and teach without unnecessary interruption
- The right to fair and equal treatment
- The right to be treated with respect

Responsibilities of staff include:

- Responding to the diverse learning needs of pupils
- Treating all pupils with respect and fairness
- Consulting and liaising with parents, colleagues and other agencies
- Encouraging and developing personal interest, choice and decision making enabling all pupils to become active participants in their own learning through the setting of suitable learning challenges.
- Not judging pupils
- Supporting pupils to change inappropriate responses into more socially acceptable ones
- Supporting pupils to develop self-control
- Equip pupils with the appropriate skills to live in the wider community
- Looking after our own health and personal wellbeing to maintain a balanced emotional state
- Modelling appropriate emotional responses

Responsibilities of pupils include:

- Letting other pupils get on with their work
- Preparedness to learn
- Learning to learn
- Tolerance of others
- Acceptance of rules and consequences

Roles and responsibilities in relation to Policy

- Staff are responsible for understanding and following processes and practice expectations laid out in this policy – where relevant in conjunction with other policies: eg. safeguarding and child protection, Social Emotional Mental Health policy, Wellbeing policy.
- It is the responsibility of the Senior Leadership team to ensure that guidelines in this policy are followed and kept up to date in line legislation.
- Governors should ensure the policy is current and published on the school website.
- Parents should be aware of their role in supporting pupils to regulate and understand schools' duty of care in relation to the necessary use of force.

Key Principles Acknowledged in Developing our Emotional Regulation Approach:

The Importance of Relationships:

As a school we promote strong relationships between staff, children and young people (CYP) and their parents/carers . We aim to foster a positive and nurturing school climate to support engagement and readiness to learn.

When children experience safety in their relationships they open up to new learning. When they experience a threat to their safety they mobilise themselves for responding to danger and/or prepare to shut down if the conditions are overwhelming and they lack the resources to respond.

We acknowledge that all children need to have the experience of an adult providing them with a secure base and calming them when they are physiologically, emotionally or cognitively dysregulated.

In order for school staff to be able to effectively build relationships with students and parents/carers, we place a high importance on supporting staff's own **emotional well-being and relationships**.

Our **Team Around the Child and Family Approach** is intended to help improve home-school relationships via an emphasis on openness, trust and effective communication, and exploring support for our student's needs in a neutral and holistic manner.

Reframing Behaviour as a form of communication – A Learning Need:

We view **behaviour as communication of an emotional need** (whether conscious or unconscious), and helps focus appropriate responses. When children are in an optimal state of alertness and truly engaged deep learning and mastery of skills takes place.

We take a non-judgmental, curious and empathic attitude towards behaviours which impact on a pupils' ability to learn and act in socially acceptable ways:

- Behaviours traditionally seen as 'challenging' are now viewed as a form of dysregulation or stress response.
- Attention seeking is reframed as attachment seeking
- We look beyond the challenging behaviours which may be displayed by CYP and question what emotions or sensory based issues might be driving these behaviours.
- Only when students feel a sense of being heard, understood and cared about, can they begin to

express their emotions in a more acceptable way, which will benefit everyone.

- We recognize that the stage of emotional development and additional needs of a pupil *will determine their ability to self-regulate and their readiness for learning*.
- **Not all behaviours are a matter of ‘choice’** and not all factors linked to the behaviour of are within their control. Therefore implying a student has the theory of mind to make right or wrong choices may not be appropriate
- **We consider what empathy** means in practice, and try not to confuse empathy with sympathy or with condoning/ avoiding consequences for negative behaviours.
- We need to place **enhanced focus** on *relational interventions specifically designed to bring down stress hormone levels* (e.g. from toxic to tolerable) in vulnerable children. This will enable them to feel calm, soothed and safe.
- This is to support learning, quality of life and protect against stress-induced physical and mental illness, now and in later life.
- Where relevant we use **evidence-based interventions**- delivered by suitably trained staff- that aim to repair psychological damage and brain damage caused by traumatic life experiences, through emotionally regulating, playful, enriched adult-child interactions eg Thrive, Counselling, zones of regulation, emotion coaching, attachment principles (see Appendix 1)
- We encourage all adults to respond in a way that **focuses** on the underlying *feelings and emotions that might drive certain responses*, **rather than the behaviours observed**.
- We advocate an **‘Authoritative’ versus ‘Authoritarian’ approach** where **adults are ‘in control’ versus ‘controlling’**. **In this way children can learn to develop self- control or regulation**.
- Pupils experiencing regulation difficulties/stress responses need to be regarded as **vulnerable rather than troublesome**, and we all have a duty to explore this vulnerability and provide appropriate support.
- When a child is dysregulated it *is not about rewarding* the external actions but regulating the internal emotions which drive the response.

Ensuring High Quality Provision:

We aim to ensure all students are sufficiently **motivated, engaged and regulated** to allow them to operate in an optimal learning zone (linked to Vygotsky’s Zone of Proximal Development)

To do this we need to:

- Have total communication systems in place and readily available when the child or young person is presenting as dysregulated. This is their “voice” and should be accessible at all times, but especially during times of dysregulation or distress when it is often difficult to make use of other communication methods.
- Know their sensory processing difficulties and have appropriate strategies and resources available to support the pupil to access sensory strategies that may allow them to de-escalate and return to a state of better regulation.
- Plan to meet the pupil’s range of needs specific to the plans drawn up by their professional group, e.g.staffing, sensory needs and diets.
- Support the pupil to develop high levels of resilience and have high expectations for every pupil.

- Frequent positive reinforcement when things are going well and minimal feedback for low level undesirable behaviours. Focus on what you want the pupil to do.
- Know what motivates each pupil and use this as positive reinforcements.
- Personalised learning to ensure that we meet each pupil at his/her point of development and learning.
- Where appropriate, include the pupils in the target-setting and evaluation process for outcomes measurement, using appropriate language and methods (blank level questions).
- Give the pupil feedback on progress in a supportive way that makes sense to them, focusing particularly on their achievements and what they need to do to make further progress.
- Praise the pupil for their specific achievements, i.e., descriptive praise, and do this often.
- Actively teach the pupil behaviour for learning methods
- For pupils who show /demonstrate distressed behaviour, effective de-escalation strategies are used in order to ensure that the children learn alternative behaviours to support independent regulation. This enables children to access as many opportunities as possible for learning at school and life in the community.

Factors Supporting Regulation:

Routines

Consistent class/lesson/activity routines support our pupils to understand expectations, manage anxiety, mentally and physically prepare themselves for their day – allowing them to learn how to self-regulate, engage with learning/activities and manage their behaviours positively.

This must be explicitly taught and we don't assume they know them.

We need to teach routines for all activities. The more consistency there is over routines, the easier it is for our pupils. Routines also support their emotional development and behaviour for learning.

Class teams should also reflect on how they support pupils to adapt to changes to routines and how they prepare them for changes, as this is an important life skill. Changes to routines should be practiced using appropriate visual resources to allow our pupils to learn that changes can be managed in a positive manner.

Addressing Communication and Social Interaction difficulties:

We use a Total Communication Approach which means that we utilise different methods of communication to support each individual child as fully as possible. E.g. visuals and Makaton. The approach taken is personalised to the needs of the child.

Most of our pupils need support in developing their communication, social interaction skills and social imagination skills (to cope with changes to familiar routines) to develop effective self-regulation skills that enable them to positively manage their behaviour throughout their school day.

Behaviour that challenges is often the result of a *breakdown in communication*. To support a pupil that has become dysregulated or in distress we should aim to understand the function of the behaviour, e.g., what is causing the pupil to become distressed.

Class teams need to *have strategies in place* to support pupils to express how they are feeling and how to meet their needs proactively. We need to consider the following and how it can impact on our pupils' ability to regulate and manage their behaviour positively:

- Communication devices and strategies should work both ways: to give instructions but to also allow our pupils to have a voice, make choices and express their needs.
- That our children and young people often need time to process information.
- Some of our children and young people have difficulty with verbal and non-verbal communication (body language).
- Difficulties in understanding facial expression and tone of voice.
- Difficulty with understanding, or consistently remembering social rules and conventions.
- Difficulty in understanding their own emotions and how to tell an adult what they are feeling.
- Difficulty in understanding other people's emotions.
- Difficulty predicting what will/could happen next – this can cause anxiety.
- Lack awareness of danger.
- Needs to be prepared for changes and transitions.
- Difficulty in coping in new or unfamiliar situations.
- Difficulty with managing social expectations and/or interactions with peers including friendships and bullying.

Use of visual resources and other communication approaches:

- Visuals allow time for language processing.
- Visuals prepare students for transitions allowing them to feel less anxious and self-regulate better.
- Visuals help build independence, confidence and self-esteem.
- Visuals are transferable between environments and people, e.g., between home and school or when going on trips or visits off-site.
- Visuals are helpful when children or young people have become dysregulated as it replaces verbal communication and social interaction which in times of distress can hinder de-escalation.
- Visuals reduce anxiety which impacts on self-regulation and positive behaviour.
- Restorative Approach - We reflect and communicate in a non-judgemental way. We use restorative questions to promote telling the truth, taking responsibility, acknowledging harm and accountability.

Addressing Sensory Processing needs:

Sensory processing difficulties can impact on our pupils' ability to self-regulate and manage their behaviour. Sensory processing is the ability to register, discriminate, adapt and respond appropriately, both physically and emotionally to sensory input from the environment.

Class teams should ensure that they:

- Organise the environment clearly, with visual cues and signposts (written information, symbols, objects of reference, etc.).
- Speak clearly, slowly and calmly, and give pupils time to respond.
- Sensory processing issues should inform suitable learning environment adjustments and support understanding pupils' actions.
- Ensure pupils' sensory needs are supported through embedding sensory diets and movements break into their daily class routine and ensure they have access to sensory equipment that support self-regulation (chewies, fidget toys, adapted seating, vibrating pillows, weighted scarves, temperature of pupil, etc.).
- Teach pupils to recognise when they are becoming dysregulated (label emotions and feelings) so they are able to learn to ask for a break or an appropriate self-regulatory strategy to support them in regulating better.
- Take social demands of working with other pupils into account.
- Monitor physical and emotional well-being of pupils and recognise signals of being distressed, unwell, in pain or upset.
- Enabling environments through making reasonable adjustments is a statutory obligation in disability law (see Equality Act 2010).

Addressing and Understanding self-injurious behaviour:

Self-injurious behaviour is when a pupil physically harms themselves. It is sometimes called self-harm. This

might be head-banging on floors, walls or other surfaces, hand or arm-biting, hair pulling, eye gouging, face or head slapping, skin picking, scratching or pinching, forceful head shaking.

The pupil may have no other way of telling us their needs, wants and feelings. Head slapping, or banging the head on a hard surface, may be a way of telling us they are frustrated, a way of getting an object or activity they like, or a way of getting us to stop asking them to do something.

Hand biting might help them cope with anxiety or excitement. They might pick their skin or gouge their eyes because they are bored. Ear slapping or head banging might be their way of coping with discomfort or saying that something hurts.

When it happens staff should work collaboratively with the pupil, their parents or carers and other professionals to try to find ways to prevent or replace this behaviour.

Self - Injury – Responses:

- Respond quickly and consistently when a learner self-injures. Even if you think what the learner is doing is to get attention, it's never appropriate to ignore severe self-injurious behaviour.
- Keep responses low key. Limit verbal comments, facial expressions and other displays of emotion. Try to speak calmly and clearly, in a neutral and steady tone of voice.
- Reduce demands. The learner may be finding a task too difficult or overwhelming.
- Remove physical and sensory discomforts – consider their sensory processing difficulties and diets.
- Redirect: tell them what they need to do instead of the self-injurious behaviour, e.g., "David, hands down". Use visual cues such as picture symbols to support instructions.
- Provide light physical guidance. e.g., gently guide their hand away from their head, using as little force as possible. Immediately try to redirect their attention to another activity and be prepared to provide physical guidance again. *This approach must be used with extreme caution as it may escalate the behaviour or cause the learner to target others.*
- Use barriers. Place a barrier between the learner and the object that is causing harm. For head-slapping, place a pillow or cushion between the head and hand. For hand or arm biting, provide another object to bite down on like a chewy.

Use of Safe Touch: (See separate policy)

Physical contact is imperative to a child's emotional development and building a trusting relationship. Staff can appropriately express this through physical touch, such as hugging, a pat on the back, an arm around the shoulder, or holding an infant or toddler. Physical touch should be appropriate for the age of the child or youth. For example, while it is often appropriate to hold a toddler on your lap, it is inappropriate for a teenager to sit on the lap of an adult.

Pupils when dysregulated may need additional comfort or in some circumstances be escorted to a safe place, all staff are trained in the use of physical intervention.

Addressing and Understanding Controlling Actions :

Some of our pupils may demonstrate controlling actions. These are learnt responses that a pupil may use to good effect to achieve their goal. Often these can be maladaptive responses to a situation to gain control where it may have worked several times , and **has therefore been reinforced.**

In addition as our children become more independent, they begin to test boundaries. They start to see themselves as separate to others and want to assert their own will. Often these situations are more about what a child **wants** rather than needs.

This is an important cognitive developmental stage and needs to be acknowledged as such whenever it occurs. In this instance the pupil **is in control** and their behaviour is intentional and 'thought out' – ie learned.

In *most* cases this is still not about a pupil trying to elicit an emotion from the staff member, and it is rarely deliberately planned with awareness of the impact – which requires theory of mind. It is simply a way for a child to obtain or avoid something.

In these cases a pupil may exhibit a variety of challenging actions- and may appear in crisis even though they are not. This is sometimes termed as an ‘upstairs tantrum’. The surefire test here is if a child can immediately snap out of this response if they are distracted or given what they want.

Where a child is attempting to control the situation staff must still provide a calm and controlled, non-emotional response. Firmly held boundaries need to be stated and maintained consistently and the pupil needs a clear, loving and firm message that this behaviour *is not acceptable*.

Staff should acknowledge the pupil’s feelings but reiterate classroom rules. The key here is to understand the pupil well enough to differentiate between controlling behaviour and sensory/communication or crisis behaviour.

It is also important to note that these situations can often lead to a child tipping into a crisis response which then needs to be dealt with via different regulation strategies.

Responses and Natural Outcomes- Post incident Support :

We need to be mindful that although actions do have consequences, **children are not always acting out of choice**, they are sometimes engaging in survival behaviours that are mediated by unconscious processes.

A ‘Connect to Correct’ approach is used, so the priority is always on repairing the relationship and establishing emotional safety prior to any sanctions.

Using Consequences:

We seek to restore relationships and change behaviours rather than just respond to the actions a child may have taken. Although this does not exclude the use of sanctions, we seek the most appropriate way of supporting children/young people to develop robust stress-regulation systems and therefore the skills of self-control, empathy and emotional management.

Behaviour	Consequence
Pupil disrupts activity or behaves in a way that makes other pupils feel unsafe.	Pupil has a break away. Pupil is guided to their ‘safe place’ to help with self – regulation. Pupil is supported by an adult to reflect.

Principles to Apply When Using Consequences :

- Use of consequences is only effective if children are clear about why a sanction has been given and that it is given after they have a chance to reflect on their behaviour when they are in a calm state.
- The developmental age and specific needs of the pupil will be considered when deciding appropriate consequences, as will their physical and emotional state at the time.
- We will only use consequences as a form of appropriate, proportionate and positive intervention and keep in mind that any follow up approach used is *to resolve* rather than escalate a situation whilst preserving the dignity of all involved.
- Natural consequences include *making up time for lost learning* and *reflection time*, where focus can be put on the child’s own bodily and emotional state and *reparation time*,

- We must also ensure that consequences be applied compassionately and in a fair and consistent way
- Consequences should never involve taking away a previously earned privilege or any other curriculum time.
- Staff will avoid speech which could lead to shaming or humiliation of the pupil. We understand that such approaches are detrimental to the pupil's self-esteem and wellbeing, and can escalate situations/incidents.
- Where the person that has been affected by the child's action is the focus, actions are taken to repair the relationship. This can be in the form of verbal, written, picture, or an action, e.g. build her a Lego model, offer her a drink or snack, make her a card. In all of these, the child should be supported by a regulated and supportive adult.

Opportunities for Reflection and Learning

- Reflection time *where appropriate* should follow sometime after an event, when the pupil is regulated and able to reflect upon their behaviours /reaction- this is Time in with an adult.
- A supportive conversation should take place focusing first on the child's own feelings (physical and emotional). Then, and only if the child is developmentally mature enough, move to discuss how the other child/person may have felt.
- In such circumstances, staff should reflect on the emotions – response and offer alternative
- **Children are never forced to say sorry – but adults can and should.**

Supporting staff – Post Incident

Dealing with a child demonstrating distressed behaviour can be upsetting. It is okay to feel upset and to feel hurt. If you feel that you are getting angry when dealing with an incident, withdraw, give yourself space and time, and seek support during and afterwards. Managing distressed behaviour when you feel angry can escalate the situation. Avoid arguments and negotiations once a sanction is imposed but continue to give clear choices about further conduct.

Developing Regulation Support Plans - supporting learning

To support pupils exhibiting **regular dysregulation** class staff will work with the HLTA behaviour support team to develop an individual support plan. Each plan will be unique to child according to their specific regulation needs – eg. touch.

All staff will then have a shared and greater awareness of a child's specific vulnerability and strategies to employ.

For the purpose of this policy we have agreed that emotional responses (ie behaviours) in our setting refer to any extreme responses which get in the way of a child's learning, or ability to function in socially acceptable ways both within school and the wider community.

In order to support pupils to modify their responses we must first try to understand the motives behind them. Staff may utilise internal systems to firstly track incidents and then complete a 'functional analysis' to attempt to unpick what purpose the response is serving and therefore what strategies we can utilise to reshape this into a more acceptable method – laid out in the plan. We also use IRIS an online monitoring system which can track patterns in behaviours to inform the best approach to address the behaviours/

In order to ensure these plans are effective they require;

- Clear tracking and functional analysis of responses observed
- Clear objectives
- Clear strategies
- Consistent use of strategies
- Collaborative work with all parties including school, home and where appropriate the child themselves.
- Regular review and evaluation (at least annually)
- Appropriate resources.

These plans focus on a child's strengths and addresses responses to dysregulation on 3 levels.

Staff will be encouraged to rehearse this regulation plan with child when they are in calm mode –when calm to help staff and pupils.

Emergency situations: Use of Physical Support or intervention. (See separate Care and Control policy)

When a child's actions result in extreme negative impact on learning and safety, **staff help** can be called. This is an approved protocol and in exceptional circumstances may use some form of *physical support*.

Staff Training and Support :

Training at some level will be available for **all** staff to support understanding of our approach to emotional regulation and development.

Staff are also trained using Team Teach; a holistic framework for supporting positive behaviour.

Team Teach maintains an independent, robust, external process that provides quality control and assurance, Team Teach has been granted: "The Quality Training Centre", nationally recognised accredited status is awarded by The Institute of Conflict Management (ICM). The ICM Quality Award recognises those providers – internal and external that aspires to the highest standards in training provision. (Team Teach, 2020)

It is the responsibility of the Head teacher to ensure this training is kept up to date. No member of staff can use Team Teach techniques for physical support without appropriate training. Prior to the provision of training, guidance will be given on action to be taken in the event of an incident. Arrangements will be made clear as part of the induction of staff and training will be provided as part of on-going staff development. Newfield School is committed to using Team Teach. Team Teach Ltd is an accredited training provider.

Serious Incidents requiring Physical Intervention:

As part of our duty of care to all pupils, it may be necessary for staff to physically intervene in situations. Wherever possible, these interventions should be part of a planned strategy and use approved techniques and completed as a 'last resort'. Any unplanned interventions must follow a dynamic risk assessment ensuring that any intervention;

- Is reasonable, proportionate and absolutely necessary.
- That students' safety is paramount at all times.
- That any interventions are for the minimum time necessary and 'normal' practice is resumed.
- Is recorded on Iris and parents/ carers are informed.

Any unplanned physical interventions may be necessary when;

- Pupils may injure themselves or others.
- Where behaviour is prejudicial to maintaining good order and discipline
- Where there may be damage to property

Recording and reporting incidents

The reporting of incidents is a crucial part of our Behaviour for Learning practice at Newfield School. Consistent tracking of low- level behaviours supports staff to identify the function of behaviours. Any serious incidents should be recorded on IRIS, the online system used. Recording of incidents ensures:

- Safeguarding of pupils is kept as paramount
- Behaviours are monitored closely
- Staff actions are accounted for
- Transparency at all levels
- Information can support evaluation and inform future practice

Multi-Disciplinary Panel:

Where it is deemed that a pupil is still struggling to make expected progress due to dysregulation being a barrier to learning despite interventions from the class team along with the regulation support team in school, the case will be escalated to our Multi-Disciplinary Team (MDT) which allows a team of professionals, to discuss interventions and work holistically to support the pupil to make progress.

New Policy Introduced on:	September 2023
Next review due by:	September 2024

Appendix 1

Information on Attachment Aware, Secure Base, Emotion Coaching and Zones of Regulation – To use as required.

We aim to apply Attachment Aware and Emotion Coaching Approaches **where appropriate** in our everyday practice, with a particular focus on the central principles of **empathy, connection, attunement, trust and co-regulation**. This includes careful consideration and use of **both verbal and non-communication**.

We Also adopt the principles of The Secure Base Model (Schofield and Beek, 2014), a resilience and evidence-based model that provides a framework for supporting CYP, their parents/carers, school staff and the wider community to focus on positive interactions and develop positive relationships that shape behaviour

The model highlights five key dimensions of caregiving - **availability, sensitivity, acceptance, co-operation and family membership** - that can be associated with a particular development benefit for CYP.

Attachment Principles

Attachment Theory is increasingly being recognised as one of the key theories within child development.

Attachment is central to our well-being and affects us all.

We uphold 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.

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, and we can develop this for all students.

The Secure Base Model

The Secure Base Model (Schofield and Beek, 2014) is a resilience-based model that provides a positive framework for therapeutic caregiving that focuses on the interactions between caregivers and CYP on a daily basis.

Research (Beek and Schofield 2004 & 2005) has demonstrated that, over time, positive caregiving across the five dimensions provides a secure base from which the child can explore, learn and develop in a positive way.

<https://www.uea.ac.uk/providingasecurebase/the-secure-base-model>

Emotion Coaching

Emotion Coaching is an approach that focuses on the development of emotional regulation through supportive relationships. It can benefit not only CYP but also parents/carers and professionals, to better understand and regulate their emotions, in order to manage strong feelings and take ownership of behaviour.

Emotion Coaching offers practical steps for responding to behaviour, and is linked to key attachment concepts, such as the importance of connection.

Emotion Coaching is an evidence-based approach that provides an understanding of the neuroscience behind behaviour. Research also indicates that staff in schools feel more confident managing behaviour when they have increased knowledge of the link between behaviour and emotion.

Emotion Coaching 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).

Emotion Coaching is based on the latest research from physiology and neuroscience and provides a structure to aid emotional behavioural regulation.

Emotion Coaching is a relational approach which develops internal regulation

- External Frameworks
- External regulation
- Internal Frameworks
- Internal regulation



Sanctions and Rewards



Emotion Coaching



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 2

Understanding Sources of Dysregulation and stress responses – A checklist for professional reflection

- Are there any events in the child’s history that may be impacting upon his/her current responses to adults, peers, learning, the environment?
- Is the child ready to learn or is s/he distracted by unmet physiological or emotional needs?
- What are the precursors to any distressed behaviours?
- Does the learning environment match the child’s learning needs?
- What is the child’s viewpoint? (Put self in child’s shoes)
- What is the parent’s viewpoint? (Put self in parent’s shoes)
- Have basic needs been met- developmentally & historically?

Emotional Regulation Support Plans

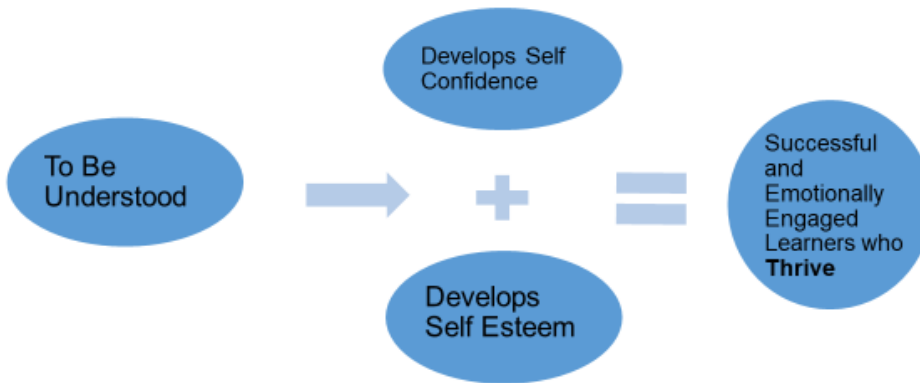
Level	Childs response, Coming from	Our Response needed
Low intensity Support and remind	I can't rather than I won't Anxiety Amygdala alert	Support and reassure – relationship vital Scaffold for them
Medium Intensity Manage responses	Anxiety rising – emotional brain kicks in moving now to I won't TOXIC anxiety Amygdala taking over	Manage Behaviour at this point Use Scripts Reduce language Be there for them – more structured response
High Intensity Contain and Soothe REGULATE is NOT SAME AS REWARD	As moves towards fear will do anything to get out of situation pure instinct Fight – Flight They cannot rationalise with us I will do anything but ... Amygdala hijack	'Step in' to regulate (if able to) Rock and soothe – to reduce anxiety and calm down <i>sympathetic</i> nervous system Containing here not manage – give them the sweets <ul style="list-style-type: none"> • No consequences in this state • No language or single word <i>May need deep pressure – help move back to rest and digest from alert state</i>



Appendix 3

Holistic model to support effective learning.

Our Secret to Successful Lifelong Learning:
'Regulate to Educate' Philosophy underpinned by Neuro-sequential Model (Perry 2008)



Love, understanding and connection between us and the children is the **most important** factor in securing healthy learning.

Neuro-chemically children will have no option other than to learn.

Unconditional Positive Regard and Warmth for all pupils
Creating a secure and safe base for all pupils to thrive via the 3 R'S:

REGULATE , RELATE AND REASON.