



Relationships and Belonging.

Behaviour Regulation guidance for Bristol.

Developing an Attachment and ACE* Aware Approach to Inclusion.

**“In 2050 Bristol is a fair, healthy and sustainable city.
A city of hope and aspiration, where everyone can
share in its success”**

One City Plan 2020

*ACE Adverse childhood experiences

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Introduction

This document was originally intended to outline the position Bristol has taken in relation to supporting behaviour and relationships in education settings. It is intended that this guidance will support schools and settings develop a sense of belonging for all including those with social emotional and mental health (SEMH) needs. The publication of this document was delayed in March 2020 when the global pandemic overshadowed all and schools and settings adjusted to the new landscape of partial opening, full opening with huge adjustments and in January 2021 partial closure again. Covid 19 has engendered uncertainty and concern for almost everyone along with loss and separation for many in our communities. There will no doubt be a need to consider carefully the way schools and settings support children and young people who have experienced trauma as a direct or indirect consequence of the pandemic.

It is recognised that there are new and intensified demands for schools in terms of closing gaps in learning and attainment and additional funding pressures as a result of Covid 19. This guidance is intended to support head teachers in looking after the well-being and supporting the recovery of all members of an education setting community. Creating cultures with high behavioural expectations can be supported when scaffolding and feedback are endorsed and embedded in **all relationships and interactions**.

This document correlates directly to Bristol's One City Plan 2020 and to the Belonging Strategy.

Thank you to colleagues from Brighton and Hove who inspired us and enabled us to use their great work to start to shape our practice.



Acknowledgments and rationale

This guidance acknowledges that education settings across Bristol have different values which are unique to them. Education settings across Bristol face different challenges and are at different stages of developing their approaches to supporting behaviour for **all**. However, we believe that education settings would benefit from further guidance and support to develop inclusive approaches to behaviour based on models that can work in practice.

The evidence base on the impact of exclusion helps to remind us that whilst excluding children and young people might be seen to relieve pressure in the short term on the education setting, it rarely leads to better outcomes for the child or young person. A key intended outcome of this guidance is therefore to see a reduction in education setting exclusions across the city, through the increased implementation of Attachment, Trauma Informed and ACE Aware Approaches. In addition to this we wish to improve experiences for **all** in our education settings.

This document has been written in collaboration and within the framework of key Bristol strategies and wider accountability structures (e.g. OFSTED). The following have guided and framed the content of this guidance (so this aligns with the title at the start of the document?).

Links to local and national strategy documents

1. Sustainable developmental goals (One City Plan 2020)

This document links to the United Nations Sustainable Development goals outlined the One City Plan including:

- Good health and well being
- Quality Education
- Gender Equality
- Reduced Inequalities
- Peace Justice and strong institutions.

And to the pledge that by 2020 Bristol is on the way to becoming an Adverse Childhood Experience (ACE) Aware city with 20% of the workforce trained in trauma informed practice (Once City Plan 2019- 2050).

2. Bristol SEND Strategy

“In Bristol, we are ambitious for all children and young people to have the best possible education and every opportunity to achieve well” (page 1 Bristol Strategy for children and Young People with Special Educational Needs and Disabilities 2019-2022).

3. Behaviour and attitudes expectations from the new Ofsted framework

Inspectors will make a judgement on behaviour and attitudes by evaluating the extent to which:

- The provider has high expectations for learners’ behaviour and conduct and applies these expectations consistently and fairly. This is reflected in learners’ behaviour and conduct
- Learners’ attitudes to their education or training are positive. They are committed to their learning, know how to study effectively and do so, are resilient to setbacks and take pride in their achievements
- Learners have high attendance and are punctual

- Relationships among learners and staff reflect a positive and respectful culture. Leaders, teachers and learners create an environment where bullying, peer-on-peer abuse or discrimination are not tolerated. If they do occur, staff deal with issues quickly and effectively, and do not allow them to spread. OFSTED The education inspection framework 2019 page 11.

“Too often we forget that discipline really means to teach, not to punish. A disciple is a student, not a recipient of behavioural consequences”

Dr Dan Segal

Bristol City Council Values and Charters underpinning this approach

our Values and Behaviours

We are Dedicated

We strive to make a difference

We are Curious

We ask questions and explore possibilities

We show Respect

We treat each other fairly

We take Ownership

We accept personal accountability

We are Collaborative

We come together to reach shared goals

Our Values and Behaviours

BRISTOL Equality Charter

Everybody counts - a pledge for equality across Bristol
Bristol is a vibrant city with a growing diverse population. We share an ambition to create a fairer, safer, accessible and inclusive city where everyone feels they belong, has a voice and an equal opportunity to succeed and thrive.

We are committed to making a real difference by:

- 1 Making Bristol a welcoming city where everyone feels they belong
- 2 Inspiring trust and confidence in all the city has to offer
- 3 Recognising, valuing and celebrating diversity
- 4 Building good relations and understanding between people
- 5 Promoting inclusion, participation and equal access
- 6 Challenging discrimination, harassment, bullying, hate crime and victimisation

As an organisation we will:

- 1 Recognise, support and empower those responsible for promoting equality in our organisation
- 2 Listen to and understand the diverse needs of all people to make our information, services and products more accessible and inclusive
- 3 Review the diversity of our workforce in order to identify areas for improvement and set ourselves equality goals
- 4 Ensure that equal opportunities are integral to how we recruit and treat our workforce
- 5 Address all allegations of discrimination, harassment, bullying and victimisation in an effective and timely manner
- 6 Play our part in promoting good relations between people from different backgrounds
- 7 Share good equality practice and improve outcomes for all those living, working, studying in or visiting Bristol
- 8 Measure and share our progress and success

Bristol Equality Charter

www.bristol.gov.uk/people-communities/bristol-equality-charter

BRISTOL CHILDREN'S CHARTER



The rights and best interests of children and young people are a priority for decision makers in Bristol. Together we will strive to make ours a city where:

- 1 Children are safe and protected from all forms of violence and abuse
- 2 Children live in warm homes and no child is hungry
- 3 Children can make choices that benefit their health and happiness and have the best possible health, with access to facilities and services for the treatment of illness
- 4 Children have access to welcoming, clean, safe neighbourhoods and parks to meet friends and play
- 5 Children have access to, and benefit from, Bristol as a leading cultural, social and sporting city and can grow up with a sense of belonging and pride in their city
- 6 Children have access to an education that develops their potential both in what they learn and who they become, so that they have skills for life and work
- 7 Children have the skills to thrive and be safe in an ever changing digital world
- 8 Children have the opportunity to influence the decisions of city leaders and contribute to creating the city they want to live, study and play in
- 9 Children are supported to live in safe and healthy families as they grow up in a city that supports parent, carers and family members
- 10 Children have the opportunity to learn about the world around them, to take part in intergenerational activities and be a part of their global community

The Bristol Children's Charter is aligned with the principles of the United Nations Convention on the Rights of the Child. It applies to every child without discrimination, whatever their ethnicity, gender, religion, language, abilities or any other status, whatever they think or say. Whatever their family background. No single organisation or agency can make enough progress towards these aspirations alone. Partners commit to working together to deliver this vision for all children to create a thriving city that is good for everyone. We will invest our resources so that we protect and provide for the most vulnerable children and young people in our city to reduce the inequalities that exist.

Bristol Children's Charter

Philosophy and evidence base

The intention of this document is to provide a framework to support education settings when developing their approach to relationships and behaviour, not to dictate certain practices in detail. Education settings are encouraged to look carefully at their current behaviour policies, processes and practice, and consider whether these are consistent with this guidance.

We do, however, advocate certain approaches in this guidance for example, taking a non-judgemental, curious and holistic stance when trying to make sense of behaviour; ensuring opportunities for reparation (especially following exclusions). We also warn against certain practices that can be emotionally harmful and re-traumatising (e.g. public shaming - both verbal and non-verbal - including the use of sad faces against names on classroom boards).

Key premises of the Bristol approach

- Being 'fair' is not about everyone getting the same (equality) but about everyone getting what they need (equity).
- Behaviour is a form of communication. The change in terminology in the 2014 Code of Practice of Special Educational Needs (SEN) - which replaces the Behaviour and Social Difficulties (BESD) with Social, Emotional, and Mental Health (SEMH) difficulties – helps to promote a shift towards viewing behaviour as a communication of an emotional need (whether conscious or unconscious), and responding accordingly.

- Taking a non-judgmental, curious and empathic attitude towards behaviour. We encourage all adults in education settings to respond in a way that focuses on the feelings and emotions that might drive certain behaviour, rather than the behaviour itself. Children and young people with Social, Emotional, and Mental Health (SEMH) difficulties need to be regarded as **vulnerable rather than troublesome**, and we all have a duty to explore this vulnerability and provide appropriate support.



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“Discipline really means to teach, not to punish.”
Dr Dan J. Siegel

Bannerman Road Community Educational setting Approach to behaviour

- **Putting relationships first.** This requires an education setting's ethos to promote strong relationships between staff, children and young people and their parents/carers. It also relies on creating a positive education setting culture and climate that fosters **connection, inclusion, respect and value** for all members of the education setting community.
- **Maintaining clear boundaries and expectations around behaviour.** Changing how we respond to behaviour does not mean having no expectations, routines or structure. In order to help children and young people feel safe, their educational environment needs to be high in both nurture and structure. Children and young people need predictable routines, expectations and responses to behaviour. These must be in place and modelled appropriately within the context of a safe and caring education setting. Rewards and consequences that can follow certain behaviours should be made explicit, without the need to enforce 'sanctions' that can shame and ostracise children and young people from their peers, education setting community and family, leading to potentially more negative behaviour.
- **Not all behaviours are a matter of 'choice'** and not all factors linked to the behaviour of children and young people are within their control. Therefore the language of choice (e.g. 'good choice/bad choice') is not always helpful.
- **Behaviour must always been viewed systemically and within the context of important relationships** (i.e. a relational communication pattern rather than an internal problem).
- **Encouraging parental engagement and involvement is absolutely crucial when addressing and planning support for children and young peoples' SEMH needs.**
- **A whole education setting approach to achieve authentic inclusion and wholehearted learning.** Research also suggests that educational setting leadership is second only to classroom teaching as an influence on pupil learning. (Leithwood et al, 2006). This guidance suggests that it is essential for education setting leaders to be driving a whole system approach to inclusive learning and achievement for all. Research suggests that when education settings place a strong emphasis on the emotional health and well-being of **all members of the education setting community**, and this ethos is driven by the education setting's senior leadership team and is evident in practice, this leads to better outcomes for all – e.g. staff retention, pupil attendance and attainment, positive home-educational setting relationships (Banerjee, R., Weare, K., & Farr, W. (2014).
- **This guidance promotes the idea that the Social Emotional and wellbeing needs of all should be at the heart of the education setting and supports a foundation to enable access to learning for all.**

“The parent-child connection is the most powerful mental health intervention known to mankind”

Bessel van der Kolk

“The parent-child connection is the most powerful mental health intervention known to mankind” (Bessel van der Kolk)

SEND code of practice 2015 and the graduated response

Pupils who are identified as particularly vulnerable will need specific approaches tailored to their individual needs and experiences, strengths and difficulties. These will need to be planned in conjunction with parents/carers and relevant partners, and shared sensitively, as deemed appropriate. We suggest that when planning different levels of intervention/support in your education setting you outline plans in relation to below:

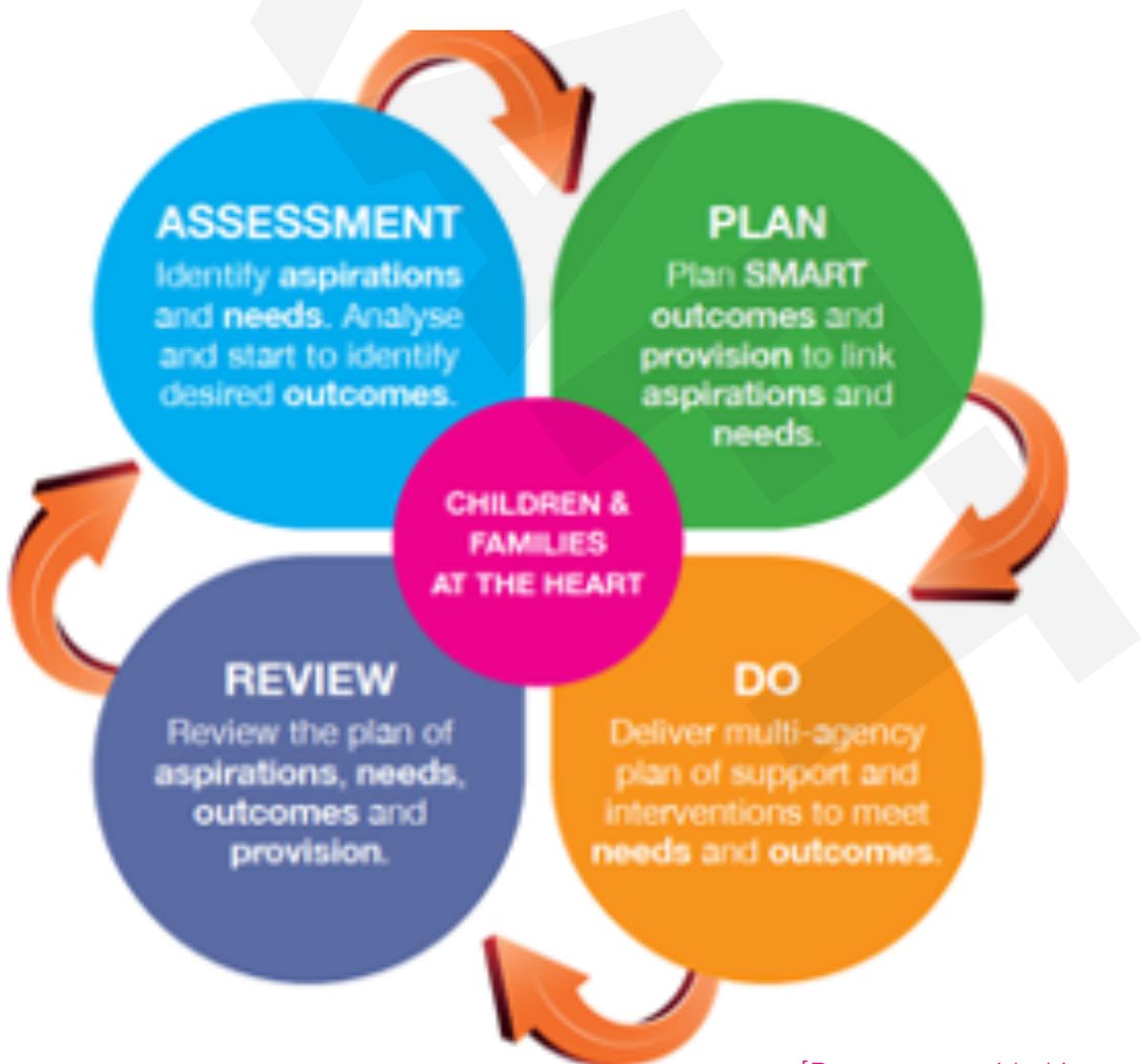
- **ALL** children and young people will need quality first teaching.
- **SOME** children and young people will need actions based around Inclusive quality first teaching plus additional time-limited support programmes.

- **A FEW** children and young people will need inclusive quality first teaching plus increasingly individualised intervention programmes to accelerate and maximise progress and narrow performance gaps.

The support plan and Bristol Graduated Guidance can assist in planning for children and young people with additional needs.

Want more information on special educational needs and disability for the under 25s?

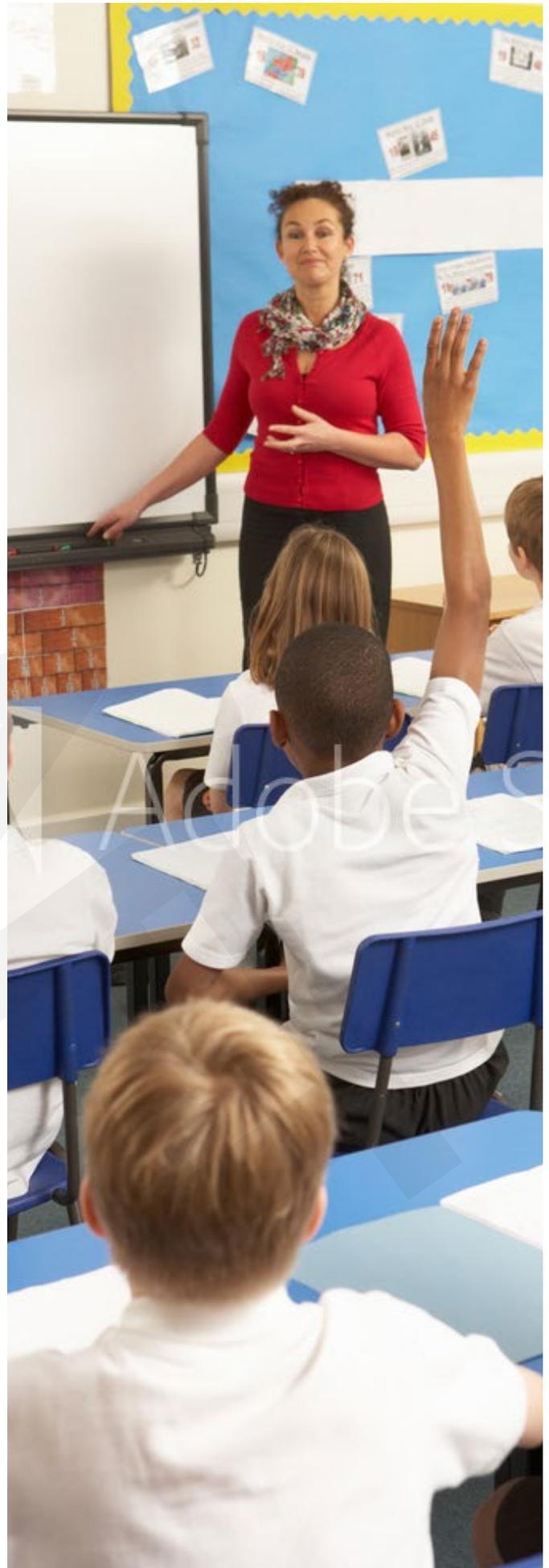
- Visit Bristol's Local Offer at www.bristol.gov.uk/web/bristol-local-offer



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Developing an Attachment, Trauma Informed and ACE Aware Behaviour Regulation Policy for your setting

It is the aspiration that this document will encourage you to review your policies on behaviour and relationships to promote a sense of belonging for the whole community. We recommend that you complete the Attachment Aware self-evaluation form to review current school practice and highlight areas of strength and those requiring development. We also suggest that you consider adopting the Attachment aware pledge to remind **all** in your educational setting of the basis for this approach.



Bristol Educational Setting Attachment Pledge

We will

- understand attachment and relationships are a key part of all our work in Bristol.
- recognise that all behaviour including our own is communication and we need to be aware of our own attachment styles and needs.
- evaluate our own effectiveness to guide our practice across the local area.
- Have confidence that we will succeed and achieve good attendance, results and outcomes for **all** when the social emotional and well-being needs of all are prioritised.
- recognise the importance of reflective practice and will support **all** to build reflection into our day to enable us to manage the demands placed upon us.
- do all we can to ensure that all our children and young people are securely based and welcome in our educational settings.
- know that children and young people do best when we work collaboratively and harmoniously with them and their families.
- recognise that good leadership at every level of the local area and educational settings will ensure that all feel welcome and valued in our city.



Bristol Attachment Aware Self Evaluation

This document will help you to understand where you are in relation to your journey in developing an attachment aware environment.

Consider where you are now in relation to the statements below and consider where you are now and the actions taken over the previous 3 years.

Completed By: _____

Date: _____

Outcome	Where are we now? Not started yet 0 Emerging 1 Partially Achieved 2 Achieved on going 3	What have we done? Evidence/ examples of what has been done and when	What do we need to do next? What will we be doing?
We have active support from our senior leaders and governors	2	e.g. HT & School Governing Body agreed at meeting in March 2019 to update whole school behaviour policy following whole school training on attachment	Whole school staff twilight in September 2019 to specifically look at use of visual rewards and sanctions in class, as well as language/scripts to be used/avoided by staff
We have whole staff training in attachment, to provide a shared understanding of why schools need to be attachment and trauma aware, strategies to use and the support the school needs from its partner agencies. The consistent implementation of attachment aware strategies by all staff, especially Key Adults who support targeted children			
We have an Attachment Lead or Champion at a senior level, to continue leading the school's training and development of attachment practices and to support staff to implement strategies			
We involve of parents and the wider community e.g. at specially organised training events			
We undertake continual monitoring, evaluation and development of strategies - e.g. updating school's behaviour management policy; whole school or class-based interventions to promote social skills and friendships, such as Circle of Friends Approach or Nurture Group			
We support all staff through meetings and individual supervision			
We induct new staff into the school's shared attachment knowledge and practices			

Overall score (please provide total number):

0 = not started

8-15 = emerging

16-23 = partially achieved

24 (maximum score) = achieved/ongoing

** From Louise Bombèr 2007 and 2011 Attachment Aware Schools, Bath Spa University / Bath and North East Somerset Council 2014.*

Bristol Attachment Aware and Behaviour Regulation Policy Exemplar.

Our aspiration is for all education settings to have an Attachment, Trauma Informed and ACE Aware and Behaviour Regulation Policy based on the exemplar below.

The wording can be amended but we advise keeping in the words 'Behaviour Regulation Policy' to make it clear that this is the school's legally required behaviour policy and not something 'extra' or different. For example you may wish to use 'Promoting Positive Relationships and Supporting Behaviour Regulation Policy' or 'From Co-Regulation to Self-Regulation: A Behaviour Regulation Policy'.



Date policy agreed:		Date of next review:	
Head teacher signature:		Chair of Governors' signature	

1 School Vision statement or similar

Your policy should reflect your education setting's unique ethos and values. This section should include your values/ principles and the philosophy behind your Attachment Aware Behaviour Regulation Policy. It is likely that you already have these and have worked with the community to produce them.

One way of creating a collaborative framework for the wellbeing of individuals and the setting, from an evidence informed perspective, could be using the Prosocial Method developed by Paul W Atkins et al (2019)

Examples from Brighton and Hove 2015

Example 1: "Downs Park 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 (WVO) principles to support children in forming positive working and social relationships."

Example 2: *“Philosophy of the behaviour policy at Blurton Primary: At Blurton 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 Bristol Local Authority and has included input from members of staff, representatives from the governing body, parents and carers, pupils / students, (please adapt as appropriate).*

3 Policy Scope

Example wording: *This policy is for all staff, pupils / students, parents and carers, governors, visitors and partner agencies working within the education setting provides guidelines and procedures as to how our educational setting supports and responds to behaviour (please adapt as appropriate).*

4 Policy Aims and Objectives

Example wording: *We are committed to the emotional mental health and well-being of all (staff, pupils / students and parents/carers). We wish to work towards this to provide an environment and curriculum that supports the social, emotional and mental health of the whole educational setting community. It is acknowledged that members of our community may have very different experiences and views on behaviour. However, the aim of our Attachment Aware Behaviour Regulation Policy is to bring us all together to adhere to our local area values.*

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 for all.
- To help all to develop and maintain a sense of worth, identity and achievement
- To help all to become self-disciplined, able to accept responsibility for their own actions and make positive choices
- To develop in all 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**.

5 Policy Links

This Behaviour Regulation Policy links to the following other policies we hold in our setting:

Please add links to relevant policies, and delete any aspects of this policy which are covered in other policies – for example

- PSHE Education Policy
- Anti-bullying Policy
- Equality Policy
- Health and Safety Policy
- Safeguarding Policy
- Positive handling policy
- Restraint Policy
- E-safety policy

6 Roles and Responsibilities

This section should emphasise that it is not just the role or responsibility of a few key staff for dealing with behaviour in the education setting it is a **shared responsibility**.

Example from Blurton Primary School: *“Maintaining good behaviour is the responsibility of all staff, governors and parents. We expect our staff and parents to be a good role model for our children as we develop their attitudes for all aspects of life”.*

Outline roles and responsibilities in dealing with behaviour, including:

- The role of the governing body:
- The role of the Head teacher and senior leadership team:
- The role of parents/carers/guardians:

It is also helpful to add different responsibilities across the education setting, aside from lead members of staff. For example, you may wish to include the role of form tutors, classroom teachers, subject leaders, heads of house, learning mentors, learning support staff, administrative teams and so on

7 The role of Bristol City Council

All education settings are encouraged to self-evaluate using the Attachment Aware Self-Evaluation Form. Education settings are encouraged to develop a policy in line with this document. Education settings may wish to discuss their self-evaluation with their link EP or with the HOPE Virtual School to further explore the role of attachment.

8 Approach

Please refer back to this Guidance to support your approach. Key Attachment Aware principles such as attunement and empathic listening to support co-regulation should be incorporated into your school's Behaviour Regulation Policy and expected practice /

processes. We advocate **non-coercive versus coercive techniques**. For further ideas/details see: www.inaura.net/sites/default/files/Good%20Relationships%20and%20behaviour%20policy%2020140905.pdf

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 a resource for education settings to draw upon when developing their Attachment, Trauma Informed, ACE Aware Behaviour Regulation Policy. In particular, 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 **we need to be flexible** in how we respond to behaviours to avoid escalating behaviours and producing explosions. This is helpful when thinking about preventing exclusions.

9 How the school supports staff well-being and reflection

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

We also recommend that your policy highlights the importance of providing emotional support for all including staff in order to help manage stress and secondary trauma, and to reduce the likelihood of absence and work related stress. You can include your whole school perspective on self-care and what staff support systems you currently have in place internally and 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: As with all good policies there should be a continuous (and at least annual) process of review of your school's Behaviour Regulation 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, solution finding, to further develop practice.

Adapted from Developing an Attachment Aware Behaviour Regulation Policy: Guidance for Brighton & Hove Schools September 2018.



Tool kit

Part 1

Local Authority training and support

Alongside Attachment, Trauma Informed, ACE Aware Approaches, we endorse the following approaches, which feature in our TWS and Local Offer Professionals - Bristol's SEND Local Offer - bristol.gov.uk

Video Interaction Guidance (VIG) and the CPD element of VIG: Video Enhanced Reflective Practice (VERP): these are relational approaches that improve attuned communication, attachment and learning (problem-solving and creative thinking). Both approaches have a strong evidence base and use video clips to highlight successful interactions and promote change within an individual's interaction style.

Acceptance Commitment Therapy: a therapeutic model used by psychologists and therapists across the world to bring about positive change for people. ACT processes help to:

- Improve your emotional health and well-being
- Gain further clarity about your personal values – about what is important to you in life
- Engage in actions and life-patterns that are consistent with your values
- Learn mindfulness skills
- Develop effective strategies to help you to cope with, and be less controlled by, unwanted or unhelpful thoughts and feelings.

Emotional Literacy Support Assistants:

ELSA is a national initiative which involves the training and supervision of specialist teaching assistants in schools by Educational Psychologists. These teaching assistants become as Emotional Literacy Support Assistants (ELSA) and develop skills and understanding in child development, well-being, resilience and good mental health. The expected outcome is that schools have increased capacity to support pupil with social, emotional and mental health needs from within their own resources.

Therapeutic Story Writing: Therapeutic Story writing Groups were developed by Dr Trisha Waters and use metaphor in stories to support children whose SEMH? difficulties are getting in the way of their learning. The aims of the Therapeutic Story writing group intervention are to help pupils:

- Process difficult emotion using story metaphor
- Develop their motivation and engagement with the writing process
- Develop emotional vocabulary
- Improve social skills

DNVA: Developed by leading authors and therapists in the field, The DNA-V Model is based on the principles of Positive Psychology and Cognitive- Behavioural approaches. The model aims to help young people learn “how to develop their strengths, overcome unhelpful mental habits and self-doubt, live more fully in the present moment and make choices which help them reach their full potential.” (Hayes & Ciarrochi, 2015).

Individual Casework: Psychological consultation which can be focussed on whole school, group or individual cases following the assess, plan do review model.

Emotion Coaching: is an approach that focuses on the development of emotional regulation through supportive relationships. It benefits all (children and young people, parents and carers and professionals) to better understand their own behaviour and regulate their own emotions.

Youth Mental Health First Aid (YMHA): is an evidence-based, well researched and internationally recognised training. The DfE are currently aiming for all secondary settings to have a YMHA First Aider through the 2 day training

HOPE school: offer training and guidance for children in care or previously in care.

Primary Early Intervention Bases (EIBs): provide a mixture of off-site (in-reach) revolving door places for KS1/KS2 pupils at risk of permanent exclusion and out-reach support to schools. In-reach places are limited, with access to these agreed through local area Headteacher panels for places at Lansdown KS2 EIB (South), the CLF Nest (East/Central) and North Star Outreach co-located at Woodstock School.

EIBs provide outreach support work to schools and pupils via teams of qualified teachers & specialist staff, overseen by a specialist leader in education (SLE): This includes staff training, direct in class and 1:1 work, observations & feedback, joint agency approaches, bespoke intervention planning, EHCP and Top Up requests. Training and interventions focus on attachment aware practice. Outreach work is an increasing focus for the EIBs.

Alternative Learning Provision (ALP - AP):

Children who are too ill to attend school or whose behaviour puts them at significant risk of permanent exclusion can attend alternative learning provision, sometimes known as AP. Full time AP is delivered at schools and pupil referral units (PRUs) registered with the DfE. In Bristol these are:

- [Lansdown Park Academy](#)
- [St Matthias Park Academy](#)
- [LPW Independent School](#)
- [Snowdon Village](#)
- [Bristol Hospital Education Service](#), which makes provision for sick children in all KS (flexible) – where a medical professional has made a referral.

Schools can commission part-time Alternative Education from Providers on the [Bristol ALP Catalogue](#). Advice about AP can be found on the [Council's Website](#).

Restorative Approaches: The Restorative Justice Council (2015) defines restorative practices as 'a range of various methods of bringing those harmed by crime or conflict and those responsible for harm, into communication, enabling everyone affected by a particular incident to play a part in repairing the harm and finding a positive way forward'. Restorative processes have much in common with repair in that they aim to put things right and to restore relationships. However, there are some aspects of restorative justice that can be unmanageable for traumatised children and young people and so it is necessary to take into account the current skills and emotional capacity of the child or young person. This may include 'coaching and support to develop insight and less public (shaming) ways of making repair' (Gore Langton & Boy, 2017, p.115).

Part 2 Child and Adolescent Mental Health Services (CAMHS)

Area Wide - Avon and Wiltshire Mental Health Partnership (AWP) NHS Trust:

AWP CAMHS have recently implemented a new approach to helping children and young people access the most appropriate type of mental health intervention. The iThrive framework (Wolpert et al., 2019) is an integrated, person centred and needs led approach to delivering mental health services for children, young people and their families that was developed by a collaboration of authors from the Anna Freud National Centre for Children and Families and the Tavistock and Portman NHS Foundation Trust.

It conceptualises need in five categories; Thriving, Getting Advice and Signposting, Getting Help, Getting More Help and Getting Risk Support. Emphasis is placed on prevention and also the promotion of mental health and wellbeing across the whole population. Children, young people and their families are empowered through active involvement in decisions about their care through shared decision making, which is fundamental to the approach.

CAMHS within Bristol is introducing the i-THRIVE framework which is a national programme of innovation and improvement for child & adolescent mental health. It aims to improve outcomes for children and young people's mental health and wellbeing, using evidence based approach to implementation.



iThrive Key Messages:

- Emphasis on promotion of well-being, prevention and early intervention.
- Aims to see children more quickly and flexibly.
- Thinking holistically about needs, rather than formal diagnosis.
- Aims for Children, young people and families to be empowered to be actively involved in decisions about their care.
- It is based on these four quadrants to think about the needs of each child & young person at a particular time.

As part of the 'Getting Advice' component of iThrive Bristol CAMHS have a city-wide team of Primary Mental Health Specialists who link with primary, secondary and specialist educational provisions across the city offering specialist mental health consultation and training to frontline staff. Training runs throughout the year across the city.

Part 3 Resilience

Resilience

Hughes et al (2018)

Not everyone with ACEs experiences the same harmful outcomes. Whilst eliminating ACEs is the aspiration, there are already many young people living with ACEs and therefore it is important to consider how we can support those young people to achieve positive outcomes. Although ACEs increase the risk of negative outcomes, not all people experience these outcomes. A key factor that can moderate the impact of ACEs is resilience.



It is therefore important for us to understand resilience and how to build resilience in young people in order to reduce the potential impacts of ACEs.

Resilience can be thought of as the ability to cope, adapt positively to and recover from adversity (Rutter, 1985). Factors that support resilience include personal skills, positive relationships, community support and cultural connections. **Individuals with higher ACE counts generally report fewer resilience resources such as personal support from parents, other adult relatives, neighbours or friends and professionals (teachers, sport coaches, police, health professionals, religious leaders) during childhood.** This suggests that these children have the lowest exposure to individual, relationship and community factors that may build resilience, making the children who need the most help the hardest to reach.

[Recreate provided image]

Having some resilience resources **more than halved the risk of current mental illness** in those with 4 or more ACEs. Resilience resources have also been associated with lower levels of mental health in those without ACEs, suggesting that a focus on building individual and community resilience would support mental health across the population. Hughes et al (2018) identified three key resilience factors in childhood and three in adulthood.

Childhood Resilience Factors

Childhood Resilience

Research has found that childhood resilience is associated with less mental illness across the life course in those both with and without ACEs and across all ACE levels. Childhood resilience refers to personal, relational and community resources such as:

- Social and emotional skills
- Childhood role models
- Peer support
- Connections with school
- Understanding how to access community support
- A sense that your community is fair to you

Children with ACEs tend to have the least access or support to develop these resilience resources and are therefore more likely to need targeted resilience-building interventions that offer the support that may not be available from within the family environment.

Trusted adult relationship

The evidence around resilience suggests that the single most common contributory factor to children developing resilience is having at least one positive and stable relationship with a supportive parent, caregiver or other adult (Bellis et al, 2017). Trusted adult relationships in childhood are associated with lower current mental illness across all ACE levels.

However, research suggests that those with supportive relationships within the family are best placed to take advantage of the support outside it. Children with ACEs often exhibit difficulties with trust, communication skills and self-esteem that impact on their ability to form positive relationships with adults and peers. Schools have an essential role in creating opportunities for children with ACEs to develop these skills and form relationships with adults and peers.

Table 1: Proportion of participants with 0 and 4+ ACEs reporting adult figures as constant (always) sources of personal support in childhood

	0 ACEs	4+ ACEs
Mother	94.1%	42.4%
Father	83.1%	22.1%
Other adult relative	53.6%	34.6%
Teacher	27.3%	6.9%
Sports coach	15.2%	4.8%
Doctor/nurse*	21.9%	9.0%
Religious leader	13.9%	4.8%
Adult neighbour/friend	27.9%	14.6%
Policeman	12.8%	5.1%
Social worker	3.7%	2.7%

Sports Participation

Regular childhood sports participation is associated with lower levels of mental illness across all ACE levels. The benefits are thought to be linked to friendship opportunities, benefits to mental health, access to role models as well as physical health benefits.

Adult Resilience Factors

Adult resilience was strongly associated with lower current mental illness across all ACE levels. This was increased by:

- Positive relationships formed through participation in sports, community or social groups.
- Regular participation in sports clubs/groups and community/social groups.
- Enjoying community culture and traditions.

- Longer perceived financial security and support from employers.
- Higher perceived support from public services.
- Perceived financial security (and perceived support from employers)

The research has highlighted that supporting young adults with ACEs to find secure and quality employment where they feel supported can support long term resilience against mental illness, with a reduction from 30% to 10% reporting mental illness when they felt their employers were supportive. These resilience factors link clearly to the Preparing for Adulthood outcomes (DfE, 2017) of health, independence, employment and community inclusion.

What can schools do?

Schools can help young people to develop their resilience through:

- Support to develop their social and emotional skills
- Create a sense of connectedness to schools
- Opportunities to develop trusting relationships with adults in school
- Sign-posting children to available help and linking with professionals to provide that help within the school environment
- Opportunities for creating friendship networks
- Occasions to engage in cultural traditions
- Encouraging participation in sports
- Preparing for adulthood and building the skills needed for successful employment

References

Source: Developing an Attachment Aware Behaviour Regulation Policy: Guidance for Brighton & Hove Schools September 2018

Useful references and web links have been provided throughout this document.

Full references (where not provided earlier in this guidance) are listed below:

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Further reading & Information

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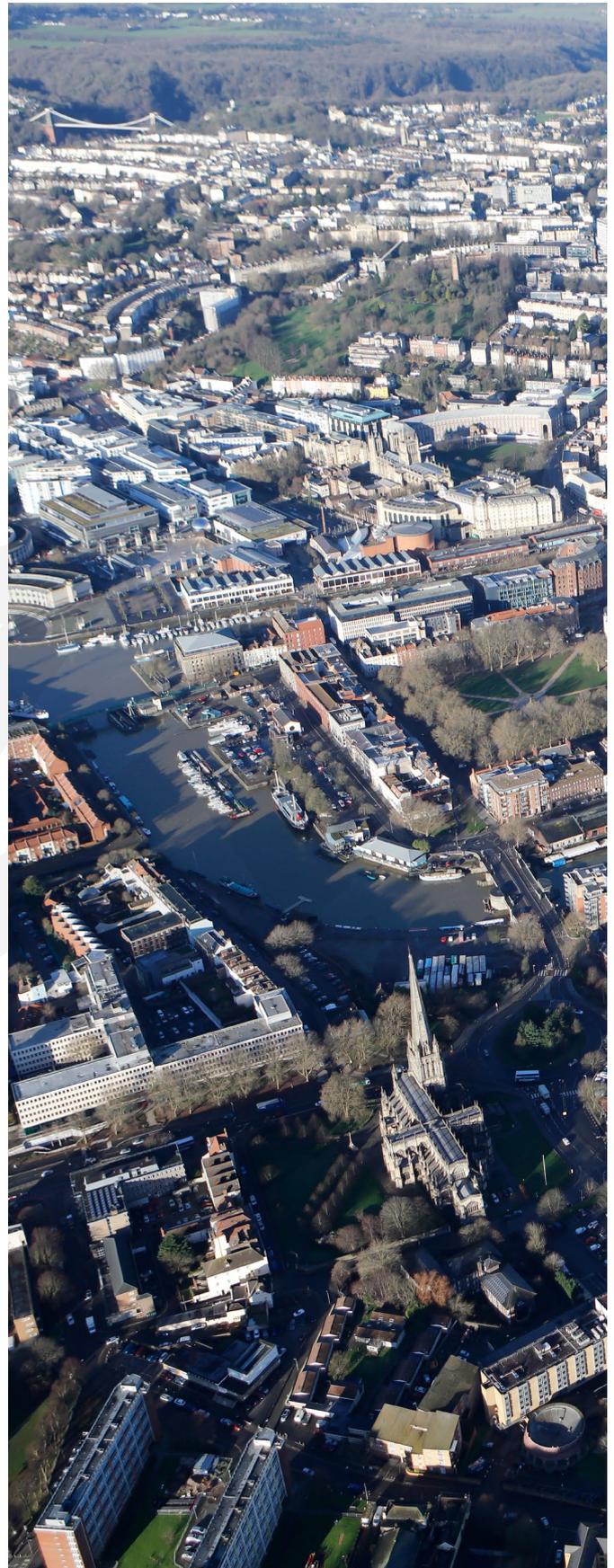
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This position statement had been co-constructed by leaders in Education across Bristol. Particular input has been given by the following Educational Settings

Ashton Park Academy
Badocks Wood E-Act Academy
Bannerman Rd Community School
Bristol Brunel Academy
Bristol Cathedral Choir School
Bristol Futures Academy
Broomhill Infant School
City of Bristol College
Easton C Of E Primary School
Evergreen Primary Academy
Fairfield High School
Filton Avenue Nursery School
Greenfield E-Act Academy
Hareclive E-ACT Academy
Headley Park Primary Academy
Hillcrest Primary School
Ilminster Avenue Specialist Nursery School
Knowle Park Primary School
May Park Primary School
North Bristol NHS Trust CAMHS
Safeguarding in Education (BCC)
St Barnabas C.E. V.C. Primary school
St Paul's Nursery School
St Ursula's E-Act Academy
The City Academy Bristol





Contributions from Bristol City Council Officers

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Richard Hanks	Head of Service, Learning City
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Dr Vikki Jervis	Head of Service, Accessible City and Principal Educational Psychologist
Anne Mortimore	Early Years Support Teacher, The HOPE Virtual School
Dr Lesley O'Hagan	Educational settings Safeguarding Adviser
Kate Perry	Primary Mental Health Specialist
Rachael Pryor	Head of Service Inclusive City and Virtual Head Teacher, The HOPE
Geraldine Smyth	Senior Public Health Specialist
Laura Sutton	Bristol City Council, Placement Support
The ACE's Health Integration Team (HiT)	

Examples of Attachment, Trauma Informed, ACE aware work in our local schools

Name of education setting	Intervention	Impact of Intervention
Kingsweston School	Using PACE (DAN Hughes) to develop bespoke provision	<ul style="list-style-type: none"> ■ Given that The KEEP has only been part of our school for a relatively short period of time we have made significant differences to the lives of a number of young people. Most of whom were likely to be placed in very costly OLA provisions, saving the LA hundreds of thousands of pounds already. ■ The school is changed as a whole because of PLACE and its influence on our thinking is now embedded. ■ On individual pupil levels we have young people in The KEEP making huge steps forward in their ability to self-regulate, to be learning again and to be happy
Bristol Brunel Academy	Positive welcomes at the start of the day	<ul style="list-style-type: none"> ■ Research suggests welcomes support to bring students connection and belonging within school ■ Students have somewhere to go at the start of the day if they want to talk about worries etc. ■ Links to meeting the needs of pupils based upon Maslow's hierarchy of needs. (e.g. safety) ■ Helps students to feel welcome when they come into educational setting.
Ilminster Avenue	<p>multi agency safeguarding in a nurturing environment</p> <p>Having a base for their teams to work in.</p> <p>This includes working with 20-22 agencies:</p> <ul style="list-style-type: none"> ■ Bristol Autism Team, ■ portage and inclusion ■ health professional (paediatrician, dental nurse) ■ EPs ■ Social workers <p>Working collaboratively with all the professionals to bring better outcomes for children and young people</p> <p>Working with other nurseries and link educational settings.</p> <p>Aim to start early intervention processes in Nursery (pro-active rather than reactive)</p>	<ul style="list-style-type: none"> ■ Feedback from professionals, that this is really useful and help to avoid duplication of work ■ Information can be shared securely and safely providing early intervention ■ Helps to put together a jigsaw of the child, including with siblings at different educational settings ■ Parents feel supported

Name of education setting	Intervention	Impact of Intervention
<p>Easton CE Academy</p>	<p>Promoting oracy through constructive conversations empowering children and young people and keeping them safe.</p>	<p>Purposeful teaching of Oracy Outline:</p> <ul style="list-style-type: none"> ■ Children need to learn how to be good talkers and listeners. ■ Educational settings have taught different structures of talk: e.g. partner talk, trio discussions, group discussions. ■ Each class has discussion guidelines clearly designed and presented in class. This is a contract about how to talk effectively in the classroom. ■ School 21- London- in conjunction with Cambridge University is an educational setting that has had oracy in place for a number of years. ■ All staff and children have been trained in oracy skills. ■ Lots of classroom-based discussions are occurring in classrooms as opposed to the majority of lessons being 'teacher voice' focused. ■ Topics will often have an oracy focus as an outcome- e.g. hosting an Egyptian museum- children were the museum guides-teachers were then looking for children who were able to talk fluently about what they learnt. ■ There is also a focus on children explaining their learning from nursery all the way to year 6. E.g. What do you think the weather will be today? I think the weather today will be... (as opposed to answering with one word) ■ Made changes to assemblies- Sat in class circles as opposed to traditional lines. Input from the start- asked to discuss something as a group and then one child asked to feedback to whole assembly. Working on discussion skills, listening and presentation skills. <p>Impact:</p> <ul style="list-style-type: none"> ■ Teaching children that they shouldn't be passive consumers and that they have a voice. ■ This value protects children in and outside educational settings by understanding they have the right to be heard and that their voice matters. ■ Oracy teaches empowerment to advantage them in the future e.g. with job interviews. <p>Discussion points following: Discussion around impact of war not being included in the list of ACES and how this is specifically relevant to the Bristol context. It was discussed how there is good work currently going on in the Bristol Refugee Centre</p>

Name of education setting	Intervention	Impact of Intervention
Bannerman Road	ACES and the whole educational setting ethos in promoting positive behaviour	<ul style="list-style-type: none"> ■ Have seen a massive impact of putting this into place within the school ■ Work around 4 areas of attachment (secure, avoidant, ambivalent, disorganised) ■ Understanding of ACEs within training ■ Training lunch staff had a big impact as allowed them to be able to use the same language as all the staff in educational setting were. ■ Showing an image of the brain development was impactful in supporting staff to understand what might be happening for some children. ■ Has raised staff awareness and helped them to think differentially about some of the children.
Knowle Park Primary	Support for parents and carers relating to ACEs.	<p>Overview:</p> <ul style="list-style-type: none"> ■ Screened the resilience film at educational setting ■ Staff conversation around this film ■ Relationship and open door policy ■ Looking at supporting parents overcome barriers that are preventing children access their education e.g. attendance, hygiene etc. ■ Signposting parents but helping them to access support in Bristol. ■ Coffee morning for parents just to talk and catch up. ■ Discussion at coffee morning about what educational setting can do to help. ■ Learning mentors with counselling qualification. <p>Impact:</p> <p>Parents are communicating more and trust us. They trust us to come and talk to us.</p> <ul style="list-style-type: none"> ■ More inclusive ■ 20 parents attending coffee morning regularly ■ Being supported by other parents <p>Next step:</p> <ul style="list-style-type: none"> ■ The provision has also considered the following next step to improve support for parents to include food banks, counselling, etc.

Name of education setting	Intervention	Impact of Intervention
<p>Evergreen primary academy</p>	<p>Cultural inclusion and engaging parents and carers.</p>	<p>Overview:</p> <p>Considering an attachment style approach: Bowlby’s notion of secure base.</p> <p>Educational setting is often a secure base for parents/ children</p> <p>Physiological needs (in relation to Maslow’s hierarchy of needs) of the family to ensure pupils are ready to learn:</p> <ul style="list-style-type: none"> ■ Breakfast club ■ Housing ■ Parent food bank <p>Safety and Security Needs</p> <ul style="list-style-type: none"> ■ Staff who speak the languages ■ Parenting work shops <p>Love and Belonging</p> <ul style="list-style-type: none"> ■ Unconditional positive regard ■ Build relationship ■ Parenting counselling ■ Supervision sessions for staff <p>Self Esteem needs</p> <ul style="list-style-type: none"> ■ Basic ICT ■ Maths workshops <p>Curiosity and Collaboration</p> <ul style="list-style-type: none"> ■ Approaching parent sessions through curiously- not assuming staff have the answers. ■ Being mindful of cultural differences e.g. “tell us what bed time is like in Somalia?” ■ Asking about parenting experiences in home country, their childhood, valuing their stories and experiences, ■ Supporting EAL- parenting information/ courses supported by visuals and gestures etc. ■ School have been focusing on looking at the systems around the child and how they support parents in order to support children. <p>There has been a specific focus on building parent’s confidence through therapists working with parents and children. The focus of this is to look at their interaction and positive communication- links to the use of VIG. By noticing the small positives, Mum felt praised and engaged positive.</p> <p>Impact:</p> <ul style="list-style-type: none"> ■ Child looked forward to sessions ■ Mum gained confidence when working with the therapist. ■ Mum felt praised. ■ Both made positive movements towards their original goal (e.g. being able to go on holiday together).

Name of education setting	Intervention	Impact of Intervention
Mental health specialist	ACES a CAMHS perspective.	<p>Overview:</p> <p>Need to be trauma informed and attachment informed.</p> <p>Currently working alongside educational settings who are working hard to develop their practice</p> <p>Acknowledging that behaviour policies are informed by attachment and trauma informed approaches</p> <p>Go into educational settings and offer consultation- often children who are the most challenging and involve trauma, mental health etc.</p> <p>What doesn't work:</p> <ul style="list-style-type: none"> ■ Responding defensively ■ Approaches that increase isolation- this is unlikely to change behaviour ■ Shaming <p>What helps:</p> <ul style="list-style-type: none"> ■ Recognition that behaviour may relate to trauma or be a form of communication ■ Thinking about what is going on for a child and be curious about this ■ Showing that caring (rather than creating shame) ■ If everyone knows and understands within a educational setting that can have a really powerful effect ■ Carefully considering approach to behaviour ■ Firm limits that are safe rather than punitive ■ Providing routine and warning ■ Creating equity – acknowledging that some might need different to others ■ Understanding the impact of trauma (clips of this online) ■ The power of relationships- being connected, greeting children, making eye contact <p>Self-care – recognising the impact upon staff</p>

Name of education setting	Intervention	Impact of Intervention
Fairfield	working with PMH specialist to improve attendance.	<p>Overview:</p> <ul style="list-style-type: none"> ■ Making best use of external agencies by being prepared. ■ Are you aware of what different agencies provide? ■ Thinking about whom from your organisation works with these agencies? ■ Thinking about the person who meets with agencies- are they right person? Do they have capacity? ■ Make sure meetings are well planned in. ■ Stagger visits over the year. ■ Have a referral form that all staff can use. Available centrally, looks at previous things tried and their impact. ■ Decisions are communicated back to staff. <p>Things to consider:</p> <p>Do you know the agencies available in Bristol? Who are your gatekeepers? Systems for making best use of external agencies?</p>

Other formats:

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