South Quay College

Attachment Aware Behaviour Policy

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Contents

Background

An Attachment Aware Approach

'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 J. Siegel

The purpose of South Quay College's Attachment Aware Behaviour Policy is to promote a move away from traditional behaviour management approaches, which place a huge emphasis on rewards and punishments linked to behaviour, towards a more humanist, relational and universal approach, which is inclusive for all, and can benefit the whole school community (Appendix 5).

Key premises of our 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 schools to respond in a way that focuses on the **feelings and emotions that might drive certain behaviour, rather than the behaviour itself**. Learners with behavioural difficulties need to be regarded as **vulnerable rather than troublesome**, and we all have a duty to explore this vulnerability and provide appropriate support.

"Thinking of a learner as behaving badly disposes you to think of punishment. Thinking of a learner as struggling to handle something difficult encourages you to help them through their distress"

Attachment Aware and Emotion Coaching Frameworks

South Quay College applies Attachment Aware and Emotion Coaching Approaches (Appendix 1), in its everyday practice, with a particular focus on the central principles of empathy, connection, attunement, trust and co-regulation. This includes careful consideration and awareness-raising of both verbal and noncommunication.

To complement this, South Quay College offers training and support to all staff to promote a whole college Attachment Aware Approach and consistent practice that can be shared across all members of the school community.

Our Attachment Aware training promotes The Secure Base Model (Schofield and Beek, 2014), a resilience and evidence-based model that provides a framework for supporting learners, their parents/carers, college staff and the wider community to focus on positive interactions and develop positive relationships that shape behaviour (Appendix 2). 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 learners.

The following attachment approach, PACE, will be used in everyday interactions.

PLAYFULNESS – Creating an atmosphere of lightness and interest when you communicate. An open, ready, calm, relaxed and engaged attitude

ACCEPTANCE – Actively communicating to the learner that you accept the wishes, feelings, thoughts, urges, motives and perceptions that are underneath the outward behaviour

CURIOSITY – Wondering about the meaning behind the behaviour for the learner. It lest the learner know that we understand. Without judgement, learners become aware of their inner life

EMPATHY – Demonstrating that we know how difficult an experience it is for the learner. We are telling the learner that they will not have to deal with the distress alone. It gives compassion for their feelings

Emotion Coaching

South Quay College recognises the importance of integrating Emotion Coaching into everyday practice when working with learners to support the development of positive behaviour, resilience and community well-being.

Emotion Coaching (Appendix 3) is an approach that focuses on the development of emotional regulation through supportive relationships. It can benefit not only learners 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.

What emotion coaching means in practise?

1. **Recognising, Empathising, soothing to calm** – "I understand how you feel, you're not alone"
2. **Validating the feelings and labelling** – "This is what is happening, this is what your feeling"
3. **Setting limits on behaviour** – "We can't always get what we want"
4. **Problem solving with the young person** – "We can sort this out"

What difference can an Attachment Aware and Emotion Coaching Approach make?

• By applying Attachment Aware and Emotion Coaching principles we can foster an inclusive approach and together achieve better outcomes around learner attainment and attendance

• a reduction in exclusions for vulnerable learners with both identified and unidentified SEMH.

• better outcomes around staff emotional mental health and well-being (EMHWB), such as sickness absence and retention, owing to an emphasis on the EMHWB of the whole college community.

• It is hoped that by following an Attachment Aware approach, which is supported by local processes and procedures, staff will feel empowered to respond in a way that is empathetic but boundaried, firm but kind.

• We urge everyone to look beyond the often very challenging behaviours displayed by learners and question what emotions might be driving these behaviours. Only when learners 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 advocate an 'Authoritative' versus 'Authoritarian' approach where adults are 'in control' versus 'controlling'.

Behaviour

Rationale and Purpose

The aims of the South Quay College Attachment Aware Behaviour policy are

• To allow learners to re-engage with education and a college environment through thoughtful and targeted support within clearly defined boundaries and expectations.

• For learners to feel listened to and supported when they are struggling to remain within the South Quay boundaries.

• Teach appropriate responses and support students to become resilient.

• For all staff to apply behaviour expectations consistently, with clearly defined routes and easy to follow systems.

In addition to South Quay College's specific principles and expectations on behaviour, this policy supports Tower Hamlets Statement of Shared Principles for Behaviour Policy (appendix 5).

Ethos

At South Quay College we want our learners to become

• decent, successful, polite young people who aspire to be part of society
• all-rounders who are happy with their life
• successful in employment, education and future training
• curious about the world around them
• confident, able people who respect themselves and others
• able to respect difference and diversity
• self-reflective adults who can communicate and express themselves

Focus

At South Quay College, we aim for a calm and supportive environment in and out of lessons. To help achieve this we will need to:

• insist and ensure that learners behave appropriately towards each other as well as staff.
• offer advice and guidance as well as model South Quay College's expectations on behaviour.
• teach and support learners to make better choices and demonstrate positive behaviours
• support them from the outset and help them realise that we are here for them
• create a learning environment which helps them re-discover a positive attitude towards their education
• praise and recognise even the smallest achievements
• provide them with outstanding Teaching & Learning
• ensure the curriculum celebrates our different communities, ethnicities and cultures
• know our learners well, as individuals as well as their academic starting points
• teach respect through showing respect by active listening and modelling of good attitudes and behaviours
• give them achievable targets and keep encouraging them to make even better progress

Code of Conduct

Movement between lessons

• Learners respect their college environment. We do not damage or interfere with college property or other people's property
• Learners go from lesson to lesson and room to room in a calm and respectful way
• Learners move to their next lesson without delay Learning in Lessons

Behaviour for Learning
• Learners understand that South Quay College is a college where teaching and learning takes place
• Learners understand that we need to have rules so everyone, learners as well as staff, feel safe in their learning environment
• Learners understand that all members of the community need to behave in a certain way to allow them and others to learn and feel good about coming to college and making progress.

Interactions between learners and staff
• Learners and staff are respectful of each other's space
• Learners understand the need to follow instructions from staff
• Learners understand that staff are here to help and support pupils to learn and feel safe

Interactions between learners
• Learners are respectful of others' differences
• Learners are respectful of others' personal space
• Learners are considerate of others' opinions

Staying within the college boundaries
• Learners do not leave the college building unless they have permission from a member of staff or are accompanied by a member of staff

Behaviour before and after college
• Learners are calm and respectful of others and their right to feel safe
• Learners are respectful of South Quay Colleges neighbours and behave in a way that does not antagonise or upset people

School Uniform
• Learners need to adhere to the agreed dress code

Valuables, mobile devices and banned items
• All valuables, mobile phones and banned items are to be handed in at the start of the day. They will be returned at the end of the day.

Smoking at South Quay College
• South Quay College operates a strict No Smoking Policy on its premises.

Creating a positive environment for Learning

Rewarding is the most effective way of ensuring that learners are motivated to behave positively.

• Staff recognise good behaviour and comment on it whenever possible
• Staff re-iterate basic expectations when learners are not following them
• Staff explain why we need to ensure that our environment is calm
• Staff model the behaviour we expect from our learners
• Staff are firm, but calm and mindful of our learners' needs and the challenges they face
• Learners are spoken to respectfully at all times, no matter what types of behaviour they display
• Learners are given targets each week and are being rewarded at the end of the week for achieving their agreed target

Behaviour for Learning

• Staff will keep a record of learner attitudes and progress each lesson. We analyse and discuss learners' behaviour on a weekly basis in daily/weekly key worker meetings.
• In discussion with learners, Key workers will discuss and set targets based on needs and areas for development.
• Learners will have individual point targets set each week, with a focus on their areas for development.
• The aim is to encourage learners to obtain as many points as possible, with clearly outlined rewards.
• The aim is to always allow learners to modify their behaviour and re-focus.
• All records are discussed and shared with learners and parents.

Learners will receive 4 points each lesson for
Attitude to Learning **Progress made in lesson**
If a student is absent, they will receive a score of 0.

Points	Description	Action	Example Behaviours
4	Excellent	Teacher praises learner for excellent conduct and participation in lesson activities Learner makes best possible progress in that lesson	Learner follows simple instructions Learner is actively engaged in the lesson Learner tries hard and makes valuable contributions to the learning Learner completes work set to the best of his/her ability
3	Good	Teacher recognises the learners good work and effort Teacher expresses how pleased learner settles into the lesson without fuss	Learner settles into the lesson without fuss Learner completes the work set Learner follows simple instructions

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		Teacher outlines a quick target to further improve the learner's participation in the lesson	Learner is respectful and ready to learn Learner doesn't shout out and respects the work
2	**Requires Improvement**	Teacher outlines expectation on learner's behaviour and explains why it is important to refocus (1st warning) Teacher reiterates South Quay Colleges behaviour for learning expectations Teacher re-seats learner to allow for better focus Teacher recommends learner might want to take 5 minutes to refocus Teacher is required to repeat instructions several times to reengage the learner	Learner is not following instructions readily but reconsiders and does so Learner is reluctant to settle for the lesson but eventually does so Learner lacks focus and disrupts own as well as others' learning but refocuses once teacher has intervened and reminded them of consequences Learner settles with TA intervention Learner completes bare minimum of work set
1	**Poor**	Teacher calmly restates expectations and outlines consequences (2nd warning) Teacher asks learner to take some time out and reconsider their behaviour Teacher remains calm but firm and insists on learner completing the work Teacher insists on correction of learner's behaviour but leaves learner some space to reconsider and correct his/her behaviour	Learner is impolite and refuses to settle Learner ignores the teacher and support staff Learner does not readily follow simple instructions Learner uses inappropriate language towards staff and other Learners Learner is rude and uncooperative towards staff and other learners Learner persistently disrupts own as well as others' learning and progress

Student Journey Leads discuss punctuality, attendance and behaviour points with learners each day and talk through negative behaviours and suggest alternative ways of dealing with difficult situations. They recognise and praise positive behaviours and contributions.

Sanctions

We recognise that our learners face challenges and struggle with high expectations and rules.

• Staff will focus on the positives for as long as possible and negotiate with and listen to learners unless it is clear that the learner is not prepared to co-operate.

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• Staff re-iterate behaviour expectations calmly but consistently. All staff recognise the need to follow behaviour expectations and do not walk away from a potentially challenging behaviour management situation.

• In the first instance all staff deal with an arising behaviour incident themselves and apply the appropriate structures and sanctions. All staff support each other in ensuring learners behave in a calm and respectful manner.

• Staff can expect to be fully supported by senior leaders and should a learner refuse to engage or co-operate once all behaviour steps have been followed as outlined in the behaviour policy.

Point	Consequence	Example
1	Class teacher reports to pastoral manager during daily afternoon de-brief. Pastoral manager will instruct teacher or SJL to ring home. Any other consequence will be actioned by the pastoral manager on a daily basis.	Refusal to follow any instructions Refusal to settle Constant disruptions in lessons Continued rudeness to staff Verbally aggressive to staff and pupils alike Refusal to engage with lessons and complete any work set
More than 2 separate incidents where teachers have awarded 1 point in a day	Pastoral manager will action any further consequences following consultation with staff in afternoon briefing.	Continued and constant refusal to behave within the boundaries of South Quay College
	If the behaviour continues over a number of days, parents/carers will be asked to come into college to discuss learner's behaviour and attitude to learning. This will be arranged by Key Workers. The Pastoral Manager or Deputy Head will attend the meeting.	Continued and constant refusal to comply with the most basic behaviour expectations

Rewards

It is essential that staff offer each learner a fresh start in every lesson.

• If learners have achieved set targets for behaviour, attendance and punctuality, they will receive a weekly, half termly and termly reward

• Learners who behaved especially well in lessons receive a positive telephone call on the day

• Learners' achievements will be celebrated in weekly assemblies

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• Learners' achievements will be celebrated in half termly assemblies for similar achievements as outlined above.

• Learners will be rewarded with vouchers, trips, phone calls home.

Roles and Responsibilities

1. The Head of South Quay College:

In lessons
• to ensure all staff follow South Quay Colleges Behaviour Policy
• to support all members of staff with behaviour management issues through monitoring and recording student behaviour
• to be available when a member of staff is in need of behaviour management support
• to remove learners if necessary and follow up behaviour issues before and after college
• to meet with parents / carers as and when necessary
• to support staff during searches as and when necessary

Between lessons
• to ensure learners follow behaviour expectations during transitions
• to support staff as and when necessary during transitions

Break and lunchtime
• to support staff as and when necessary with behaviour issues
• to ensure learners follow instructions
• to ensure all staff follow and enforce behaviour policy

2. The Deputy Head:

In lessons
• To ensure all staff follow and enforce South Quay Colleges Behaviour Policy
• To support all members of staff with behaviour management issues through monitoring and recording learner behaviour
• To be available when a member of staff is in need of behaviour management support
• To remove learners if necessary and follow up behaviour issues

Before and after school
• To assist with behaviour management during searches, where necessary
• To support the recording of attendance and punctuality
• To ensure all recording systems are set up and ready
• To meet with parents/carers and support staff as and when necessary

Between lessons
• To ensure smooth learners' transitions between lessons and classrooms
• To follow up any behaviour issues as they arise
• To support staff during transitions and ensure behaviour expectations are met

Break and lunchtime
• To be available at break and lunchtimes to hold detentions
• To ensure break and lunchtimes run smoothly and students follow behaviour expectations
• To ensure students go to their lessons on time

3. Pastoral Manager

In lessons
• To support all staff with the implementation of the Behaviour Policy
• To be available and support as and when necessary

Before and after school
• To conduct and lead briefings before and after college
• To ensure all staff are following and implementing behaviour policy
• To support attendance and punctuality systems
• To be available to support staff

Between lessons
• To patrol corridors and support staff as and when necessary
• To enforce behaviour expectations throughout South Quay College

Break and lunchtime
• To create and monitor a staff rota
• To support and take detentions

4. Teachers In lessons

• To follow and implement Behaviour point system
• To share points with class at the end of lessons
• To reiterate any negative behaviour and consequences
• To engage learners in subject
• To encourage positive behaviour through giving good lessons, praising and rewarding good behaviour and attitude to learning
• To consistently fill in the points system by the end of the lesson

Before and after school
• To monitor behaviour outside and as well as inside South Quay College
• To confiscate disallowed belongings
• To phone parents/carers as and when necessary/discussed with pastoral manager
• To support with detentions
• To monitor and follow up key learners' behaviour
• To plan effectively for lessons, which minimise negative behaviour and engage learners

Between lessons
• Monitoring corridor behaviour
• Report to duty manager or at the end of the day any misbehaviour / noise etc.
• Monitoring corridors
• Establish calm atmosphere as learners walk into your classroom

Break and lunchtime
• Modelling good behaviour
• Strategic positioning of staff on duty
• Reinforcing good behaviour by students during break times
• Engage with students in a non-confrontational environment (table tennis etc.)

5. Teaching Assistants

In lessons
• To monitor behaviour and support teachers with enforcing the Behaviour policy
• To praise learners who score 4 points

- To re-iterate basic behaviour expectations
- To facilitate behaviour for Teaching and Learning
- To remind learners about their targets before and after college
- To call parents to report positive/negative behaviour
- To report on behaviour/issues in staff briefings
- To monitor learner attitudes and report to teachers at the beginning of lessons

Between lessons
- To remind learners of where they should go next
- To escort learners to their next lesson
- To ask learners whether they understood what was being taught
- To encourage and praise learners to improve attitudes and behaviours for their next lesson
- To remind students of their targets

Break and lunchtime
- To complete break/lunch duties
- To escort learners to lunchroom to reduce chances of running around or abusing college property
- To ensure learners clear up after themselves

6. **SJLs**

All of the above

- To ensure that daily and weekly conversations on behaviour, attendance and punctuality take place
- To ensure that all Behaviour for Learning records are made in SIMS
- To ensure that targets are set and monitored every half term
- To lead Academic Review Day conversations on behaviour, attendance and punctuality with parents and learners
- To liaise with social workers and other professionals to ensure that information is shared and acted upon, following discussions with the Pastoral manager and the SLT.

APPENDIX 1: Attachment Aware and Emotion Coaching Frameworks

Attachment Principles

• Attachment Theory is increasingly being recognised as one of the key theories within child development that explains why some children and young people do better in school and life than others.

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

South Quay Colleges Behaviour Policy endorses 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.

'All of us, from the cradle to the grave, are happiest when life is organised as a series of excursions, long or short, from the secure base provided by our attachment figures' (Bowlby, 1988)'

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, but for some, it may be the only secure base that they have experienced and therefore is hugely important.

APPENDIX 2: 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 learners 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 direction.

The Secure Base model
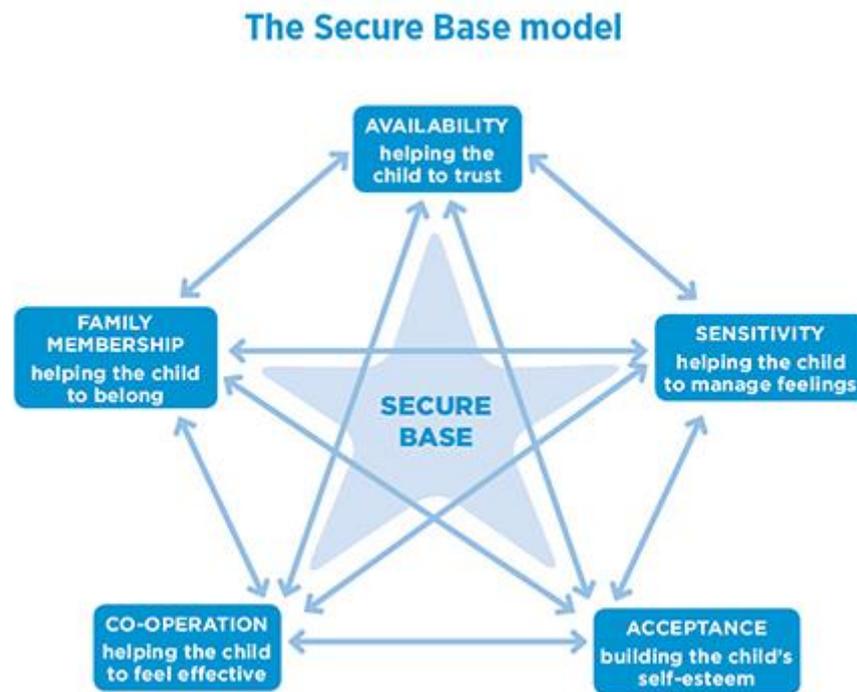
APPENDIX 3: Emotion Coaching

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). This is focused at the whole school level. Emotion Coaching is based on the latest research from physiology and neuroscience and provides a structure to aid emotional behavioural regulation.
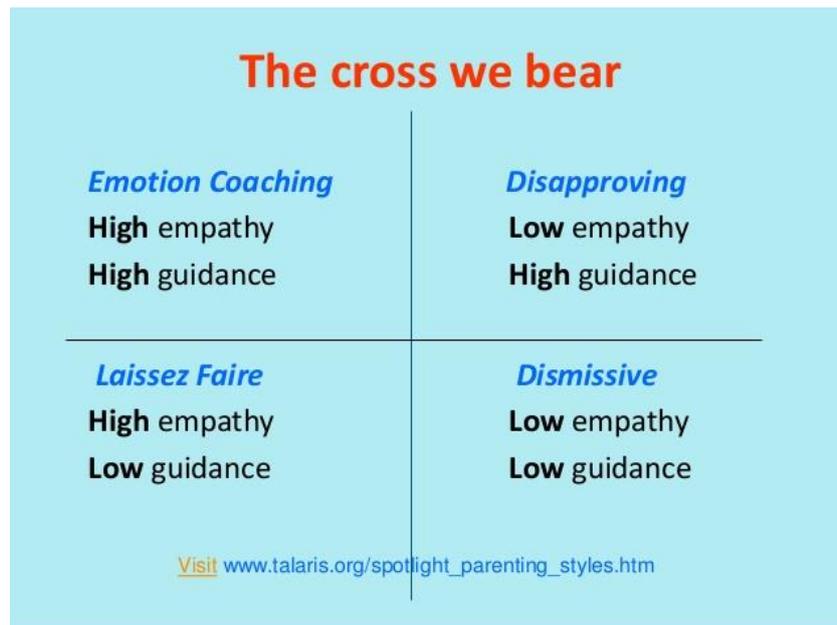
The following principles are central to Emotion Coaching:

• 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 Emotion Coaching for parents and teachers:

• https://www.youtube.com/watch?v=7KJa32r07xk
• https://www.youtube.com/watch?v=x8bKit_VZ3k

APPENDIX 4: Top Tips for implementing an Attachment Aware Approach

Recognise behaviour as a form of communication
Consider what might be underpinning a learner's behaviour. Don't immediately seek within-child explanations - e.g. labels such as ADHD, ASC. Consider the learner holistically and in context. Their behaviour might be a very normal response to adverse life experiences.

Promote a positive approach
Spot learners behaving well or doing the right thing. Offer specific and descriptive praise (or for those learners who find it difficult to accept praise, offer discrete non-verbal feedback). Avoid global statements such as "good boy".

Differentiate expectations
How long should you expect a learner who is hypervigilant to sit still during carpet time or assembly? - What might be realistic expectations (in terms of approach to a task) for a learner who is terrified of failure? - Remember that work-avoidant behaviour can be linked to a fear of taking risks/feelings of vulnerability – even the risk of asking for help. - Model and explicitly teach what is needed for 'readiness to learn', including promoting a growth mindset approach. - Set up the expectations accordingly, so that learners aren't set up to fail.

Differentiate response
Some learners perceive/experience public verbal reminders/prompts around expected behaviour very shaming. Consider non-verbal cues/gestures (agreed with the learner, which can also powerfully remind them that you are holding them in mind). Always ensure that any disapproval expressed is of the behaviour and not the person (i.e. maintain a sense of unconditional positive regard).

Relationships first!

<div align="center">

'Engage, don't Enrage'
'Connection before Correction'
'The 3 Rs: Regulate, Relate, Reason'

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Remember empathy comes before limit-setting/problem-solving around the behaviour. Use emotion coaching and attachment aware scripts – e.g. "I'm wondering if (you are shouting out "this is boring!" because) you feel scared about getting the answer wrong? I know what that feels like, it can be really scary to have a go at something, in case you might fail".

A whole school approach
All members of staff are responsible for supporting the behaviour of learners across the school. Attachment/ building relationships is everybody's business! SLT must lead the whole school attachment aware ethos to promote a consistent.

Use agreed tools for recording, monitoring and sharing planned strategies/support/progress around behaviour so that they can be consistently implemented.
Examples: Personal Education Plans (PEPs) for Children in Care and Previously in Care; the Secure Base Model Checklists, Action and Progress Plans; Pastoral Support Plans (PSPs); Individual Education Plans (IEPs); Provision Maps; Pupil Passports. These should highlight strengths and areas of resilience - not just within child but also family/community factors. Include key triggers to avoid escalating situations (e.g. using a loud voice/ threatening body language/ publicly admonishing/ confronting). CYP and their parents/carers need to be involved and central to this process. Consider who else might need to be involved in support – e.g. other key adults or agencies such as CAMHS or Social Care?

Small actions can make a big difference!
Even smiling at/greeting a learner on their way into school can really add to their sense of belonging/ feeling liked, respected and valued.

Don't expect immediate results or returns!

A learner might be very dismissive of you behaving in a kind/empathic manner towards them, but this doesn't mean that your actions weren't important, or valued! It may just mean they are not in a good place to be able to receive kindness and/or that they need lots more experiences of this positive approach/kind behaviour to even begin to internalise a positive sense of self.

Expect sabotage from some learner and name it, where appropriate

Dan Siegel's 'Name it to tame it'. For example, "Amy, I am wondering if you trashed the room because it feels like too much pressure on you to keep showing such good behaviour all morning, and maybe you are scared of disappointing me or yourself?"

Recognise that what you feel is a likely indication of how the learner feels

If you feel helpless/stuck/frustrated/angry, this is often an important indication of how the learner is feeling inside and what they are projecting out.

Be cautious around suggestions of a 'fresh start'

Often people start to look for fresh starts such as another school for a learner when they feel stuck. Don't assume anyone else will be able to manage the behaviour any better/ feel less stuck! The problem just becomes someone else's to deal with! Always consider whether this is really best for the learner. Often CYP who unconsciously push others away through their behaviour are the ones who have experienced the most rejection and are most successful at being repeatedly rejected/ excluded.

APPENDIX 4b: Tower Hamlets Statement of Shared Principles for Behaviour Policy

1. Learners have the right to access learning in a safe, secure and orderly environment, free from bullying, harassment and discrimination. Learners have the responsibility to ensure this right for others.

2. Students and staff in the learning community should demonstrate respect for each other and for themselves.

3. Learners should act as ambassadors for their learning community at all times.

4. The whole learning community (students, parents/carers, staff and other stakeholders) should be listened to and actively engaged in consultation on improving behaviour.

5. Rules and codes of conduct should be clear, agreed, understood and followed by all.

6. Good behaviour should be rewarded and sanctions should be applied consistently.

7. All adults in the learning community should model positive behaviour and this should be promoted through the curriculum.

8. Priority should be given to identifying and supporting vulnerable learners.

9. Learning communities should actively promote community cohesion through their practice and policy.

10. Policies should be monitored and preventative action taken, to ensure there is no disproportionate impact on particular groups in the learning community.

APPENDIX 5: Attachment Aware Approach V Behavioural Approach

Attachment Aware and Trauma Informed Approach	Behavioural Approach
Facilitating relative dependency	Encouraging further pseudo independence
Creating emotional safety through sensitive attuned care	The use of authority, power and control
Becoming stress managers	Managing behaviour
The adult being responsible for holding the boundaries	More consequences for the learner
Use the learner's history as a framework to interpret behaviour	Blank canvas approach
Being responsive to need	Being reactive to need
Being preventative	Being crisis driven
Expectations based on emotional and social age	Expectations based on chronological age
Adapting the environment to the learner	Expecting the learner to adapt to the environment
Identifying and preparing for transitions	Identifying major transitions
Using relational influence to create motivation	The use of rewards and sanctions to create motivation