

Case Study

Setting Name	Great Binfields Primary
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Audit Focus Area	Behaviour Policy
Title of Research Project	Transforming approach from Behaviour Policy to Relational Inclusion Policy to incorporate all of our ATAS changes over the past 3 years
Action Research Question	How has GBP's approach to Behaviour changed since the initial implementation of ATAS?
Brief description of your action research project	-Revamp Behavioural approach and frame it around emotions/Zones of regulation -Ensure emotion coaching is default de-escalation technique -Consistent training for all members of staff at all levels – at least 3 sessions per academic year with regular refreshers and reminders. Forms core induction for all new staff members -ATAS scripts included in Regulation Baskets in each YG to help with consistency -Revamping of CRPs (Co-Regulation Plans) which have replaced previous IBMPs (Individual Behaviour Management Plans – negative connotations)
Share one aspect of the project in more detail	
Person/situation background	All children and staff at GBP
What happened?	See timeline below (*)

What has changed/developed?	Staff awareness and understanding of: ATAS, attachment styles, developmental trauma, emotion coaching, five to thrive blocks, ACEs, PACEs, Bruce Perry's three stages of recovery, connection before correction, about how trauma does NOT dictate the future of a child Behavioural approach now based around 'Zones of regulation' Removal of 'red cards' and 'orange cards' (punitive measures which were not proportionate, timely or relevant – based around guilt, humiliation, shame) – see previous Policy. Implementation of natural consequences and reflections on choices A reminder that the behaviour is challenging; the child is not
What impact has this had on the individual/the setting?	Staff feel an increased sense of connection with CYP. Staff feel they can meet their needs through emotion coaching. Staff feel more empowered to de-escalate a situation where a CYP is heightened. Staff feel they can make a difference in the CYPs' lives. Parents are supportive of the new approach Children feel a greater sense of connection with their adults
What has been learned for the whole setting community?	All behaviour is communication. That children need connection before correction. That emotion coaching needs to be our default de-escalation technique. ACEs vs. PACEs. 'Five to Thrive'. Importance of separating child from presenting behaviours. Introduction of CRPs.
What is essential for other settings to know from this case study?	That the ATAS journey takes time; it cannot be learnt overnight! That some staff members will take to emotion coaching and the relational approach fairly naturally and seamlessly and for some it will require more explicit 'teaching' (including the use of scripts). That the impact it can have both on their own wellbeing and the wellbeing of the children in their care can be phenomenal! For a new behavioural approach to be successfully implemented, it needs a core team behind it to 'drive' it. Staff need to be able to be honest about their concerns and have access to an open forum to ask questions and challenge through constructive criticism.



GBP - OUR ATAS JOURNEY

September

2023

Re-hauled Behaviour
Policy and approach.

Replaced with ZOR.

1

January-June

2024

Attended ATAS 10
course through KCA.

February

2025

Took on role of DT
Champion.

September

2024

Launched Regulation
Stations in every YG.
Beacon House
resources on display
throughout school.
Teacher and LSA PMs
include ATAS targets.
ATAS core strands of
school's SIP.
ATAS used in 360 reviews.

3

4

October

2024

Appointed ATAS
Governor.

April

2025

Revamped IBMPS
and replaced with
CRPs, using core
ATAS terminology.

November

2024

Attended 'Resource
the trainer' course.
Joined ARC.

5

6

January

2025

7

Completed ARC Audit.
Met with core ATAS
staff to share actions.
One of the first schools
in Hampshire to
receive Bronze
accreditation.

8

March

2025

Revamped Staff
Wellbeing Policy.

9

10

2025

To be continued..!

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