

Accreditation Audit: Recognise Behaviour as Communication

Quality Indicators	Actions	Achieved	Summary of Evidence
There is a consistent message that all behaviour is communication and staff are encouraged to take a curious approach to understanding pupils' behaviour as well as reflecting on their own responses.	Staff apply their knowledge of attachment theory to better understand their own and other's behaviours.	Y	• Kirklandpark Relationship Policy (Appendix 1a) • Kirklandpark Relationship Policy Blue Print (Appendix 1b) • Kirklandpark Nurture Policy (Appendix 2) • Kirklandpark Child Friendly Nurture Principles Display (Appendix 3) • Toolkit for Positive Behaviours (Appendix 4) • Restorative Language Prompts (Appendix 5) • Attachment Leads and Ambassadors (Appendix 6) • Attachment Working Group (Appendix 7) • Nurture Training (Appendix 8) • Staff Lanyard (Appendix 9) • Education Scotland Keeping Trauma in Mind Workshops (Appendix 10) • West Partnership Co Regulation and Self Regulation Training (Appendix 11) • Staff Sharing Sessions (Appendix 12) • SAMH Staff Wellbeing Plan (Appendix 13a&b) • Fact Story Action Tracking (Appendix 14 a-c)
	Staff have opportunities to explore and reflect on their experiences and responses when supporting pupils who are dysregulated.	Y	
	Staff are curious and seek to understand distressed behaviour using approaches such as 'wondering aloud'.	Y	
	Staff seek to understand behaviours within the context of a person's daily lived experience which might be different from their own.	Y	
Attachment-Informed, Trauma Sensitive approaches underpin crisis prevention and intervention practices.	Staff seek to identify potential trauma-related triggers and signs of emotional distress for pupils.	Y	• Nurture Nooks (Appendix 15) • Nurture Break Out Spaces (Appendix 16) • Staff Training Mindfulness (Appendix 17) • Do Be Mindful (Appendix 18) • Circle Framework (Appendix 19a&b) • Finger Tracing (Appendix 20) • St Phnx Happy Place Workshop (Appendix 21) • Relaxation and Massage Sessions (Appendix 22) • Breathing Techniques (Appendix 23) • Pupil Wellbeing Common Room (Appendix 24) • Children's Mental Health Week (Appendix 25) • Kirklandpark Health Month (Appendix 26a&b) • Targeted Emotional Check Ins (Appendix 27)
	Staff understand and apply de-escalation strategies (e.g. stomach breathing, co-regulation, grounding techniques, calming spaces).	Y	

Pupils have access to targeted interventions to support emotional regulation and minimise distressed behaviour—based in the establishment or community—as needed.	Pupils are supported through a range of flexible and differentiated Attachment-Informed, Trauma Sensitive approaches (e.g. Nurturing interventions, Social and Emotional skills based programmes).	Y	● Targeted Individual Strategies (Appendix 28) ● Individual Pupil Timetables (Appendix 29) ● Enhanced Transition (Appendix 30) ● Additional Support Plans (Appendix 31) ● Specialist Support Reviews (Appendix 32) ● Equine Therapy (Appendix 33) ● EBSNA (Appendix 34 a-c) ● Exchange Counseling (Appendix 35) ● Kooth Mental Health Support (Appendix 36) ● Meet the Teacher (Appendix 37) ● Emotional Check In Charts (Appendix 38) ● Nurture Interventions (Appendix 39a-c) ● Drawing and Talking (Appendix 40) ● Emotion Coaching Training (Appendix 41) ● Emotion Works Overview (Appendix 42) ● Kit Bag (Appendix 43) ● Soft Start Interventions (Appendix 44)
	Staff use methods aimed at supporting emotional regulation such as the PACE Model (Playfulness, Acceptance, Curiosity, Empathy) or Emotion Coaching approach.	Y	
There is a commitment to embody a relational approach to managing conflict in contrast to a behaviour management approach.	Restorative approaches are used to maintain accountability for actions with a specific emphasis on empathy and repairing harm. Staff understand the impact of shame and respond to distressed behaviour in a non-intrusive way e.g. avoiding setting limits and consequences publicly.	Y	● Online Training PPRUDB (Appendix 45) ● Flip Your Lid Training (Appendix 46a&b) ● Boxall Profile Targets (Appendix 47) ● Staff Library (Appendix 48) ● Peer Mediation (Appendix 49) ● Pupils ‘Kept in Mind’(Appendix 50) ● Growth Mindset (Appendix 51) ● SHANARRI (Appendix 52) ● Class Charters/Pupils Rights (Appendix 53) ● Homework Diaries (Appendix 54) ● Handover Notes (Appendix 55) ● Morning Greetings (Appendix 56)