



Springhill Wellbeing Newsletter

February 2026

The TAAES Project

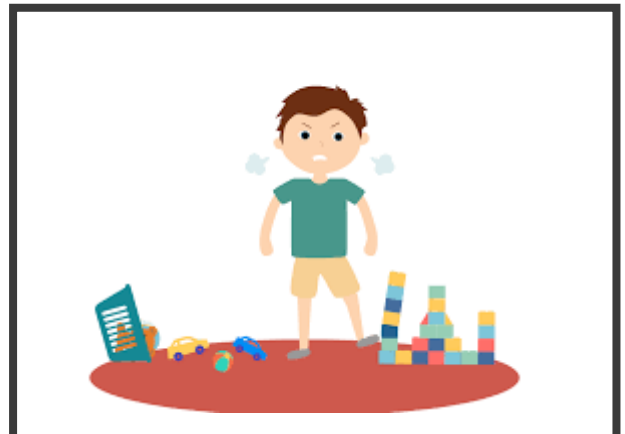
At Springhill, we are always seeking ways to further improve our practice as a school. As part of this, we are proud to be working towards becoming a Trauma and Attachment Aware Educational Setting (TAAES) as part of a city-wide project led by Southampton Educational Psychology service. We have completed our first year of a five-year project. The TAAES project aims to ensure schools are inclusive, nurturing and informed by an understanding of how trauma and attachment can affect children's development, behaviour and learning.

Behaviour as Communication

What might a child's behaviour be communicating?

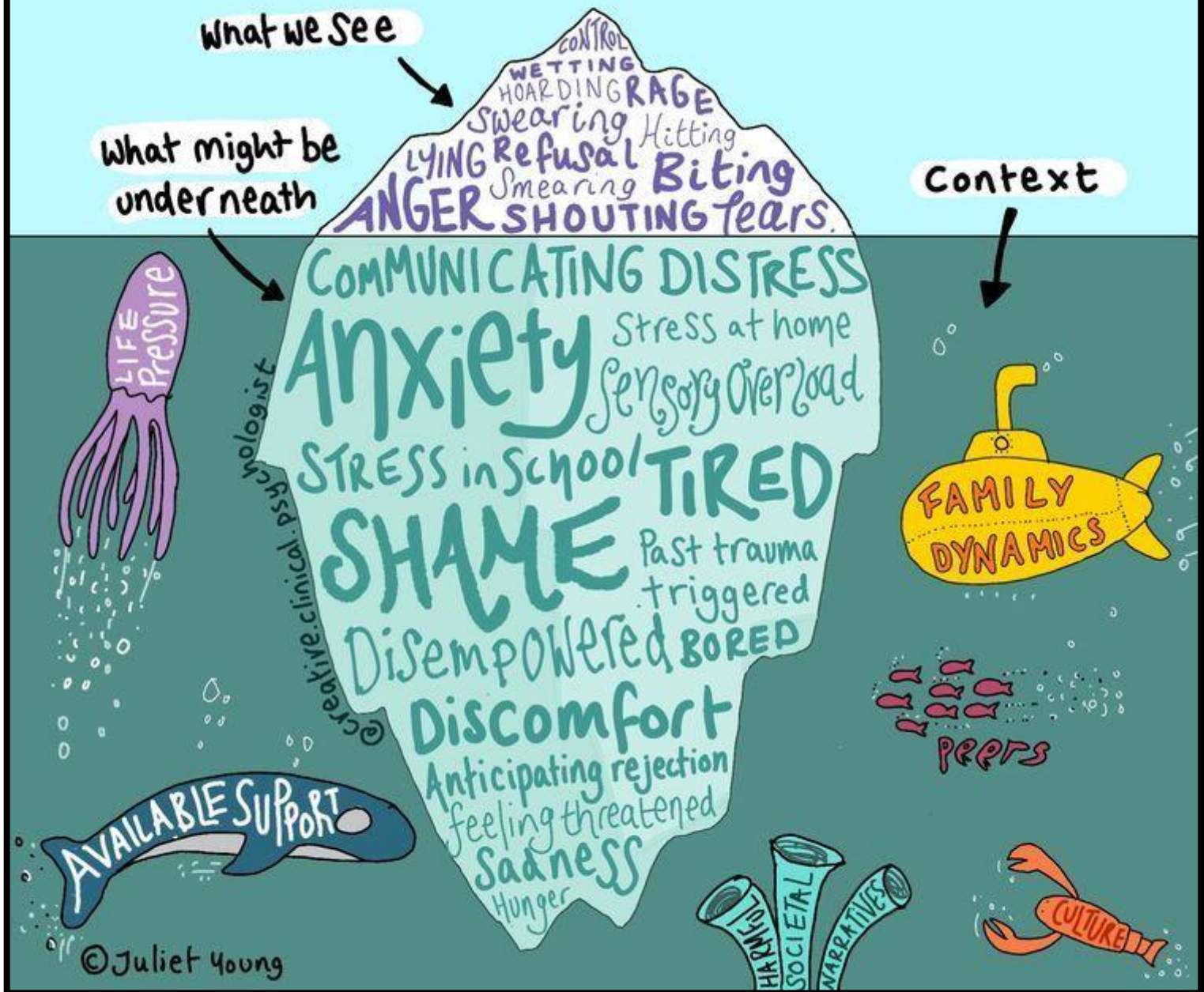
- Refusal or withdrawal can mean anxiety or confusion.
- 'Tantrums' can be a sign of frustration or sensory overload.
- Running away might show fear or the need for space.
- Laughter or silliness can be a way to manage stress.

This does not mean that **all** behaviour is a desperate cry for help for the adult to solve.



Every child's behaviour is telling us something. Our job is to see the behaviour as **information**, not as **aggravation**.

'Bad' Behaviour Iceberg



Children often use their behaviour to express feelings or needs that they may not yet have the words for or may be struggling to verbalise. A child's actions can be a way of saying, "I'm tired," "I need help," or "I'm feeling worried." Understanding behaviour as a form of communication helps us respond with empathy and support rather than frustration. In those moments where we may witness "poor" behaviour, we should look beyond the behaviour and ask, "What is my child trying to tell me?" to support rather than 'punish' the behaviour. We can better meet their emotional and learning needs. Working together, parents and teachers, can create a positive environment where every child feels heard and understood.