

A BRILLIANT ME IN ACTION ONE PAGE GUIDE TO...

ATTUNEMENT

Attunement means noticing what a child might be feeling, and responding in a way that helps them feel seen, safe and understood.

WHAT?

In the day-to-day classroom, it looks like:

- noticing changes in body language, tone, energy, facial expression
- being curious about what is driving behaviour (not just reacting to the behaviour)
- using your voice, presence and relationship to help a child settle
- helping a child move from “I’m not OK” back to “I can cope”

WHY?

“Children need attunement to feel secure and to develop well” (Dr Dan Siegal)

Attunement helps regulate the nervous system and builds strong, secure relationships. It’s the foundation of felt safety and co-regulation. Children learn best when their nervous system feels safe enough for thinking, language and learning.

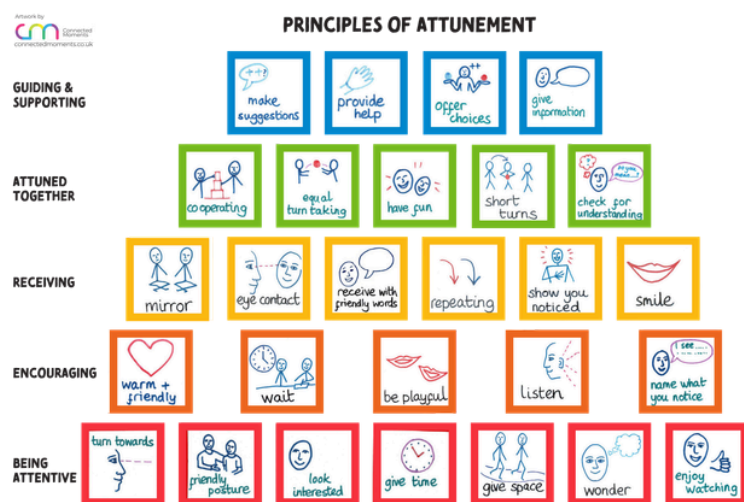
IN PRIMARY SEL?

Attunement helps create felt safety in the classroom by enabling us to, for example:

- Notice subtle signs of stress or disconnection.
- Prioritise relational repair when things go wrong.
- Use facial expressions, tone, and body language to match children’s emotions i.e. co-regulation.

All of which contribute to supporting pupils to develop SEL skills.

Attuned practice is one of the building blocks of ‘everyday SEL’.



See Education Scotland ppt below for more info

FIND OUT MORE

- [Carnegie Education Article: Attuned Teaching. A framework build on relationships for learning](#)
- [Education Scotland: How to be attuned to support engagement \(PowerPoint\)](#)
- [Top 10 Attunement Ideas](#)

SEE ALSO

- PACE
- Empathy
- Window of Tolerance
- Regulate, Relate, Reason