



**Attachment Aware
Schools Award**



Attachment Aware Schools Award 2023-24

Whole school change projects

"I get to feel kindness in my body and I hope other children realise how teachers can help to keep us calm."

Young person in an Attachment Aware School



**achieving
for children**

AfC Virtual School Attachment Aware Schools Award 2023-2024

In the 2023-2024 academic year, AfC Virtual School invited schools from Kingston, Richmond, and Windsor and Maidenhead to work together to establish school wide attachment aware and trauma informed practices. AfC Virtual School, in partnership with educational psychology services, collaborated with passionate and committed designated teachers from a diverse range of educational settings spanning all key stages—from early years providers to colleges, including mainstream, alternative, and specialist provisions.

The education providers who completed AfC Virtual School's Attachment Aware Schools Award in 2023-2024 are listed below. AfC Virtual School extends its heartfelt appreciation for their dedication, creativity, and adaptability in fostering a positive impact on their students, schools, and communities.

Bronze Level Award

Alexandra Primary School * Archdeacon Cambridge's CofE Primary School * Dedworth Green First School * Dedworth Middle School * Holy Trinity CofE Primary School * Homer First School and Nursery * Southborough High School * St Mary's and St Peter's CofE Primary * St Osmund's Catholic Primary School

Silver Level Award

Alwyn Infant School * Bedelsford School * Buckingham Primary School * Burlington Infant and Nursery School * Castle Hill Primary School * Chase Bridge Primary School * Chessington School * Clarendon Secondary School * Coombe Hill Infants' School * Courthouse Junior School * Ellingham Primary School * Eton Porny CofE First School * Grey Court School * Hampton Wick Infant and Nursery School * Haybrook College Trust * Hilltop First School * Holy Trinity CofE, Cookham * King's Court First School * Meadlands Primary School * Our Lady Immaculate RC Primary School, Tolworth * St Edward's Catholic First School * St Joseph's Catholic Primary School * St Phillip's School * St Richard's CofE Primary School * St Elizabeth's Catholic Primary School * St Luke's CofE School * Stanley Primary School * St John's CofE Primary and Nursery School * Surbiton Hill Nursery School * The King's CofE Primary School *

Gold Level Award

Barnes Primary School * Carlisle Infant School * Coombe Boys' School * Coombe Hill Junior School * Corpus Christi Catholic Primary School * Furze Platt Infant School * Hampton Hill Junior School * Kew Riverside Primary School * Lime Tree Primary School * Lovelace Primary School * Nelson Primary School * Orleans Park School * Riverside Primary School & Nursery * St Agatha's Catholic Primary School * St Edward's Catholic First School * St Paul's Primary * The Queen Anne Royal Free CofE First School

We hope this booklet, offering an overview of the outstanding whole school change projects undertaken as part of the AfC Virtual School Attachment Aware Schools Award 2023-2024, will both celebrate the achievements of participating schools and inspire future programme cohorts.

Background

Why Attachment Aware Schools?

International research increasingly supports the effectiveness of whole-school attachment-based strategies in benefiting not only care-experienced children but all children, by reducing sanctions, exclusions, and overall challenges, while enhancing outcomes for both pupils and staff (Parker et al, 2016, Rose et al, 2019). AfC Virtual School advocates for all schools to adopt attachment-aware and trauma-informed approaches to better meet the needs of our most vulnerable children and young people.

What is the AfC Virtual Schools Attachment Aware Schools Award?

AfC Virtual School's Attachment Aware Schools Award is delivered over an academic year, supporting schools in identifying an area of attachment aware and trauma informed practice to develop across the whole school during their participation in the project.

The aim of the AfC Virtual School Attachment Aware Schools Award is to guide schools on a personalised journey, supported by their coach from AfC educational psychology services and the Virtual School, towards becoming an attachment-aware school, where changes in whole school practice are both visible and measurable.

In brief, this involves:

- conducting an internal audit of current whole school attachment aware practices
- using audit findings to identify, with the senior leadership team and coach, areas for development or specific needs within the school
- selecting a whole school attachment-aware change project and setting a clear goal for intended outcomes
- developing an action plan, in collaboration with the coach, to guide progress toward this goal
- delivering two whole school training sessions with the coach: an introduction to attachment and trauma, followed by an introduction to emotion coaching
- implementing the action plan and embedding changes across the school throughout the academic year
- sharing outcomes and celebrating achievements through awards
- evaluating impact

Coaching support from a designated coach to each school and ongoing reflection and training activities from AfC Virtual School run throughout the programme.

Evaluation and impact

The 2023-2024 cohort received an overwhelmingly positive response from participants, with all designated teachers who completed the award indicating a positive impact in their schools. A comparison of pre- and post-award data showed the following.

- Across the cohort, there was an increase in designated teachers' self-reported confidence, knowledge, and understanding in key areas relevant to supporting care-experienced children, young people, and those with a social worker. This included greater comprehension of attachment, trauma, and the application of evidence-based support strategies.
- Evaluation of pre- and post-project data highlighted a notable improvement in schools' perceptions of their whole school practices. Key areas of improvement included being an attachment-aware and trauma-informed school, fostering a sense of safety among students, and establishing a common language to discuss attachment and trauma.
- When asked about the project's impact on various stakeholders, teachers indicated that the Attachment Aware Schools Award and their school-wide change project had 'a great deal' of positive impact on teaching staff and senior leaders, and 'a great deal' of positive impact on support staff.
- Designated teachers also reported positive impacts across all areas of school life and student outcomes, including school ethos and culture, physical environment, student wellbeing, student attainment, and behaviour, with the most significant impact seen in 'student wellbeing.'
- All coaches who completed the evaluation agreed or strongly agreed that the Attachment Aware Schools Award had positively impacted the schools involved.
- Furthermore, every designated teacher who completed the evaluation planned to continue embedding or developing attachment-aware practices in their schools in the coming years as a result of participating in the Attachment Aware Schools Award.

For a more detailed overview of the evaluation and impact of AfC Virtual School's Attachment Aware Schools Award in the 2023-2024 academic year, please contact AfC Virtual School for a copy of the full evaluation report.

Scope and breadth of whole school change projects

National research indicates that Attachment Aware School projects typically address five main areas, which were also reflected in this cohort:

- policy and school systems
- transforming the environment
- staff and pedagogical development
- pupils
- parents and carers

Most projects were multi-faceted, with whole-school change and impact spanning several areas. The following section offers a snapshot of various whole-school change projects within each area, while detailed summaries of each project can be found in the final section of this document.

Policy and school systems

A large proportion of schools had at least one element of their project which focused on developing **policy and school systems**, including developing whole school understanding, language and culture around attachment aware and trauma informed approaches. For many, this also involved developing behavioural policies, moving from a behaviourist model to a relational model. Additional training was provided to all designated teachers through a designated teacher forum. Below are some quotes regarding the impact of projects focusing in this area.

“We are most proud of our collaborative approach! Everyone is welcome and everyone involved from the children, to the parents, to a working party of foster or adopted families, to all staff and governors. I have felt very proud at the way the staff have responded to this project. Also very proud of how this piece of work has grown exponentially, influencing all aspects of school life.

We’re not just updating our behaviour policy, we are changing how we see things.”

Headteacher - Primary School

“By the end of July, we will have embedded our first school policy on supporting and understanding looked after children and previously looked after children.”

Designated teacher - Infant School

“The main aims of our project were to introduce a relationship based behaviour policy and accompanying strategies. This is now deployed across the school for those children for whom a behaviourist approach is detrimental or ineffective, possibly due to a trauma or care experienced background.”

Designated teacher - Primary School

Some schools made adaptations to their whole school curriculum and teaching approaches.

“We are very proud that all staff have engaged with the project and there has been a change

in staff perception towards children with attachment needs. Staff have updated their medium term plans with an attachment friendly focus in all curriculum areas.”

Transforming the environment

A number of schools transformed elements of their school environment as part of their project. Further training and research was provided by AfC Virtual School in developing therapeutic spaces for care experienced children.

The spaces where we work with children and young people can have a significant impact on their sense of safety and security, as well as their ability to build positive relationships within these spaces. Care experienced children and young people can be hyper vigilant to threat as a result of their early life experiences which have led their inner working model to tell them that the world is not always a safe place. Therefore, the success of the therapeutic intervention can be significantly influenced by how safe and containing the environment in which it takes place is perceived to be by children and young people.

An example of the change to a space as part of a schools AASA project.



Pre



Post

The impact of these spaces can be seen in the quotes below.

“Children are keen to go there, it doesn’t feel like a classroom and children relax. Their body language changes completely and in social thinking groups they begin to talk more and become more conversational. Children have begun to ask to go there for various reasons. Adults in school also use the space at lunchtime if they want a bit of time to think and regroup.”

Adult supporting children in a new space

“When I get in trouble, I get angry and defensive. I use the Reef. It is a calm space. I fiddle with toys and put a five minute timer on. I like to talk to teachers in there”

Year 4 child accessing the new therapeutic space in a primary school

As well as spaces outside of the classroom, schools also focused on making their classrooms attachment and trauma aware. For example, a junior school created ‘regulation stations’ and ‘calm corners’ in every classroom, alongside the development of a new nurture room. As a result, they noted that ‘*staff have become more tolerant, curious and skilled at supporting pupil emotions*’ and ‘*pupils have become more reflective in thinking about situations that have caused upset*’.

Staff and pedagogical development

The majority of the schools whole school change projects included developing elements of staff and pedagogical development. Examples of core aims underpinning these projects included *'developing a consistent approach to supporting children's emotional regulation', 'growing a culture of attachment informed communication and language across the school', 'developing a deep whole school understanding of attachment and trauma, and a culture that is sensitive to and reflective of this' and 'developing the key adult role'.*

Examples of impact include:

"The staff teams, including the teaching and support staff are now better equipped and enabled to take on the responsibility of a key role in the classroom. The support staff are now empowered to focus on emotional literacy, trauma and attachment awareness and associated effects on the child. The training given to staff has further assisted them to know how to support the children to deal with associated issues relating to trauma and attachment, as well as know how to support themselves, so that they do not become victims of vicarious trauma."

Designated teacher, special school for children with physical, profound or complex learning difficulties and disabilities, ages 2 to 19.

"Staff have a better understanding on how to deal with incidents with all children, not just our most vulnerable. Behaviour incidents are now being dealt with differently, still in line with our school 'behavioural blueprint' but all staff are actively thinking about what the children are trying to communicate through their behaviour. Children's behavioural incidents seem to have decreased and children seem more empowered."

Designated teacher, Junior School

"There is complete continuity in the way that children are responded to across the teams and school and this is resulting in children feeling safe and secure in an environment that provides consistency."

Designated Teacher, Junior School

Pupils

Whilst the impact on pupils was a focus for all schools, two participating provisions had a more direct focus on the experience of pupils in their schools.

A Junior school used a tool called sociograms to identify 'rejected' children that were at risk of peer exclusion and used research and knowledge about the importance of relationships gained through the award to improve their social standing by creating 'staff champions' for these children. At the end of the academic year, it was noted that children identified as 'rejected' at the start of the year, were *'becoming more confident, open, happy and engaged in their learning'*, were more involved in school clubs and with greater levels of parental engagement with school.

A college on the programme reflected on past difficulties experienced by care experienced young people during their transition to college and planned a series of transition sessions for vulnerable students, including those who are care experienced over the summer period. The young people were able to visit the college in person, have a tour of the site, meet key support staff, ask questions and have an emotional wellbeing workshop from the mental health trailblazer worker to develop skills to manage the transition.

The impact of a range of projects on student wellbeing can be seen in the quotes below.

"I feel safe in school because the teachers care. I love my special time with Mrs X. The teachers make me happy and look after me."

Year 2 previously looked after child

"On a tricky day I get really mad. The teachers have helped me calm down with relaxing things that I like. It makes me feel good at school and it's OK in the classroom. I get to feel kindness in my body and I hope other children realise how teachers can help to keep us calm."

Year 3 child, Primary School

"Being involved in creating my student profile has helped me so much as I know staff are listening and aware of the strategies that help me feel safe in school. It has made a real difference to me."

Young person, Secondary School

Parents and carers

Some schools change projects focused on directly supporting parents, for example, at a federation of nursery schools, a parent and carers guide to brain development and behaviour was produced, which was based on attachment aware principles. The impact was noted as *'increased confidence in which staff can advise parents using brain development, attachment theory, effect of trauma to explain children's behaviour and positive strategies that will help support their development'*.

The impact of a range of projects on parents and carers can be seen in the quotes below.

"I would like to highly commend the school for your support and care in dealing with my adopted daughter who has complex attachment and developmental trauma. The school has gone above and beyond in providing a safe, healing space within the school for her and developing safe, attachment-aware relationships with teaching and support staff. She loves school thanks to your care and understanding"

Parent at Primary School

"Staff understanding of attachment theory has meant that they've worked hard to make school a secure base for X and X can now move much more easily from me to the teacher and back. I do not think we would be in the position we are now without this. The sensitivity and responsiveness to X's needs shown by members of staff at X school has been quite exceptional."

Foster carer, primary aged child



**Attachment Aware
Schools Award**



Attachment Aware Schools Award 2023-24

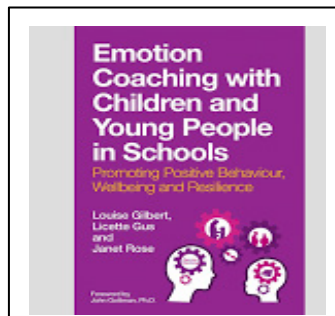
Bronze Level Award

Polly Jones



Alexandra Primary School

Emotion Coaching



Overview: The main aims of my project were.....

To develop a whole school strategy for supporting children with an attachment and trauma informed approach. For all staff to develop confidence with emotion coaching

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06/12/2023 15:45	SPARK Assessment Leader Network (CPD)	Continuing Professional Development	Online Delivery (OD - Newrow)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
06/03/2024 09:30	Designated Teacher Conference for Look	Continuing Professional Development	Pembroke Lodge (PL - 1)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Achievements: What I/we are proud of.....

We have developed an understanding in all our staff that a child's behaviour is a means of conveying meaning and where every interaction is seen as a teachable moment.

That all adults understand the importance of connection before correction.

The enthusiasm from staff to embrace an emotion coaching approach.

The increased team work and consistency when supporting children who need help to co-regulate.

Impact: What changes I/we have noticed.....

The use of the emotion coaching script between staff and pupils.

The support that adults give each other to facilitate children with co-regulation.

Children talking more openly and frequently about their emotions.

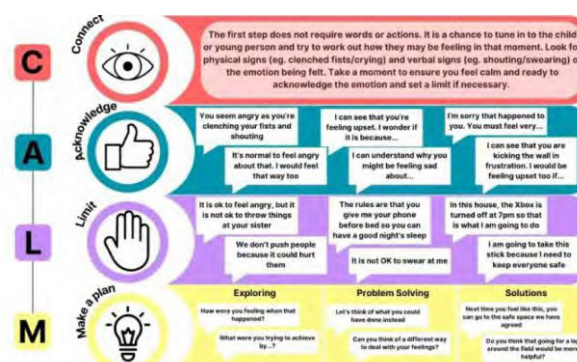
Adults feeling equipped to support children's emotions using the emotion coaching approach.

Regulation stations in classrooms.

'The team around the child approach works well and is a supportive mechanism to problem solve.'

'I had a limited understanding of the impacts of stress on the brain, trauma and attachment difficulties- now I feel very confident – staff and children know that there are safe spaces in the school that they can come to if needed.'

Alexandra Support staff



Jennie Kraus
Inclusion Manager
Senior Mental Health Lead

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Archdeacon Cambridge's CofE Primary School

Raising whole school awareness

Catherine Van den Broek
Deputy Head teacher

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Overview: The main aims of my project were.....

- Establishing staff self-awareness of where they are on the journey.
- Establishing staff team (teaching, support staff, office staff) of attachment aware champions.
- Behaviour Policy review to ensure that an attachments aware approach is embedded through the behaviour policy.
- Teaching and Learning Principles review to ensure proactive and preventative approach to attachment and trauma needs.

Achievements: What I/we are proud of....

- Buy-in from school staff has been high – high level of attendance and interest from staff with regard to the EP training sessions.
- Attachment Aware discussions and reflection take place regularly, e.g. session from the Young Carers charity which enabled staff to continue to reflect on the possible attachment needs for children who are young carers, session around bereaved children etc.
- Emotion Coaching training has highlighted that the majority of staff do this instinctively, but has given clear structure to guide these conversations, which has also helped those where this is less instinctive.
- School are working with the MHST cluster group to review attachment informed behaviour policies with the aim to update the school policy imminently.
- Created a nurturing space for restorative conversations.

Impact: What changes I/we have noticed.....

- Emotion Coaching becoming more of the norm in terms of conversations with children with heightened emotions.
- Emotion Coaching has given a clear structure to conversations, which has helped support staff who are less confident or knowledgeable in this area.
- Helping children name their emotions is helping build the vocabulary to express and describe feelings.
- Staff are taking the time for restorative conversations and are relying less on 'consequences' or 'sanctions'.
- There is more understanding that behaviour is communication.

"Naming the emotions for X has a calming effect on her."

"I am more aware of the external influences that might be impacting a child's behaviour or emotional presentation."

"I have been more aware to address situations when a child is calm and ready to engage."



Rachel Walton

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Dedworth Green First School



Relational policy and Trauma aware culture

Lindsey Smith - EP



Overview: The main aims of my project were.....

Raise awareness of the need for children to feel safe and secure in school so they can achieve their best.
Empower staff to support children, particularly those who are looked after (LAC), through positive relationships.
Facilitate a sustainable whole-school approach.
Offer a strategy which enables children to learn to self-regulate, manage anxiety and their response to stress.

Achievements: What I/we are proud of.....

Staff are mindful of their emotions when interacting with children.
A flexible approach responding to changing pressures and demands.
All staff have engaged with the project and there has been a large staff culture shift.

Impact: What changes I/we have noticed.....

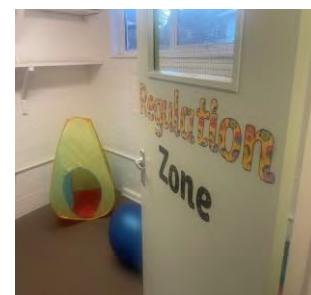
All staff have received training on emotion coaching and this has given greater knowledge and language has now shifted.
The relational policy has been developed but is currently waiting for approval from the governors. After approval it will be shared on the school website.
All adults who manage children who have become dysregulated are using emotion coaching successfully. The next step is to embed it in day to day classroom practice.
There has been a visible shift in culture amongst staff.

Staff feedback:

The training has given great insight into the how some of our children's brains develop and where to start from to start reconnecting them. This has enabled me to build relationships while using the correct language for these children.

I feel that the clear explanation of the three Rs of relational responses and the reasoning behind the approach will really support my practice in supporting all my pupils, particularly at times of dysregulation.

The session was a useful reminder of the importance of managing my own emotions when dealing with a child who is struggling. This alongside the CALM approach will ensure that I am able to support the children to the best of my ability whilst finding the best outcome for all involved.





Mark Cross – Deputy Head
Teacher

Dedworth Middle School

The ACHIEVE Centre Enhancement



Overview: The main aims of my project were.....

- To create a space where students felt comfortable and able to self-regulate with or without staff support.
- To support staff with an environment that enhances the principles of Trauma Informed practices.
 - To implement interventions to support students with self-regulation skills.

Achievements: What I/we are proud of.....

The ACHIEVE Centre has become a space that supports students with a number of Social, Emotional and Mental Health needs. Students are willing to utilise the space and have identified it as a clear support for their self-regulation needs. Students and staff have used The ACHIEVE Centre more after the enhancement and clarity has been given regarding when the space should be utilised. Greater clarity has also been provided for staff and students about WHY the space is needed and this has increased the overall tolerance and understanding of SEMH needs at Dedworth Middle School.

Impact: What changes I/we have noticed.....

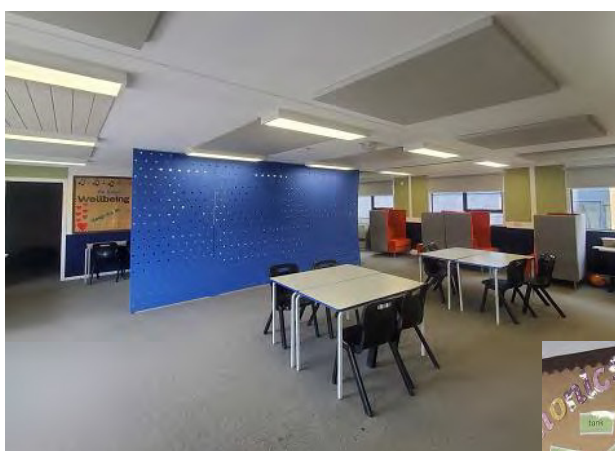
- Increased staff confidence when supporting students with SEMH needs. Staff feel they are able to approach students with a greater degree of success.
- Students are more comfortable accepting support from a wider range of staff and are utilising The ACHIEVE Centre at appropriate times.
 - Greater impact from SEMH interventions for students in all year groups.

'I am happy to use TAC now, I feel like I have a space to be calm and if I need help, I can ask.'

- Yr6 student.

'Clarity around TAC has helped me to use it at appropriate times – for the biggest impact on my students.'

- Experienced Teacher





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AfC Virtual School
'Together we can achieve!'



**Attachment Aware
Schools Award**

Fiona Whiteside - Designated
Teacher / project lead.



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Holy Trinity CE Primary School

*Trauma informed and attachment aware admissions
procedures project*



Overview: The main aims of my project were...

To ensure the admission and transition of new pupils and their families into our school community is facilitated with a trauma aware, attachment informed approach.

Achievements: What I/we are proud of...

As a leadership and school administrative team we are proud of our willingness to reflect and to work as a team to be honest about our vulnerabilities. Although it is early days in its use, our new admissions procedure enables us to have better awareness and understanding of the challenges facing our new families and the circumstances of individual children.

Impact: What changes I/we have noticed...

By engaging in this award, completing the audit and reflecting on current practices, one experience stood out as significant and helped decide the purpose and direction of our project and the changes we wanted to make.

An in year move for a Ukrainian refugee, moving from Manchester, joining year 6, highlighted a lack of trauma informed practice in our admissions process. Lack of knowledge about the extent of his war experience exposed him to a situational experience at the Imperial War Museum that could have been retriggering and traumatising for him. Fortunately, in this instance, he was fine and shared his direct personal experience of hiding in a bath, while his apartment building was being mortared, with staff and peers.

As a school we recognised that although we had asked many questions and followed a process of speaking to his family and previous school, we had not asked the 'right' questions which would have identified the full extent of his experiences. Had we had a procedure that included more extensive consideration of attachment and trauma, we would have been better prepared to support him and reduced the risks for him. Our new procedures (procedure flowchart and SLT questions) have helped us to better understand and support our new pupils. Parents/carers are signposted to our HT Friends group and offered a parent buddy (who will have a shared language).

'It has been good! She [new parent from China] now understands about 'Bank holidays', non-uniform/mufti day and so was included and understood the purpose.'

Parent Buddy Y2

'We now feel more informed and enabled to support pupils and place them in the right class.'

SLT member

**Headteachers & Designated
Teachers**

Vicky Brand & Gemma Sharma

Project lead:

Elaine Young

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Homer First School & Nursery

Bronze Award: Developing and embedding a behaviour regulation policy to meet the needs of all.



Overview: The main aims of my project were.....

- Our main aim was to produce and embed a Behaviour Regulation Policy.
- To raise staff confidence in supporting pupils' behaviour and reducing the stresses on the pupils and staff within the learning environment.
- To ensure a consistent approach to supporting pupils and a reduction in crisis behaviours.

Achievements: What I/we are proud of.....

- We have a policy that is Behaviour Regulation Policy that places a strong emphasis on the emotional health, wellbeing of all members of our school community.
- The positive engagement from staff and their reflectiveness towards the need for an updated policy.
- The whole school response and engagement with the AASA training.
- The positive impact this is having and will continue to have for our pupils.

Impact: What changes I/we have noticed.....

- All staff are trained in attachment, trauma and emotion coaching.
- Staff are using emotion coaching to support pupils.
- The positive changes within the school to supporting behaviour.
- We feel confident in supporting emotional regulation and our policy now reflects this.

"The project has enabled us to produce a behaviour regulation policy that supports the whole school community. The attachment and trauma training gave us the 'why', why our policy needed to be updated and the emotion coaching training gave us the 'how', how do we support our pupils. The project has had a positive impact on our school at a time when we were facing an increase in behaviours that challenge."

Thank you to Dr Tom de Sausmarez, for delivering our training and supporting us throughout the project & thank you to Riverside Primary School for their guidance and support.

Homer First School & Nursery

Vision

When we work hard and we are kind amazing things happen!



Values

Homer Rules

Ready

We respect others and listen to people

Respect

We are honest

Safe

We are kind and helpful

We work hard

We look after property



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**Attachment Aware
Schools Award**

Karl Nicholas

*Designated Teacher,
Inclusion Manager,
SENDCo and DDSL*



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Southborough High School

To provide staff to develop a greater understanding of the impact of attachment and Trauma on both adults and children.



Overview: The main aims of my project were.....

- To improve / introduce the concepts of attachment awareness and trauma for all staff
- To look at how our intervention and support service referral system can support students more effectively
 - To support staff in the use of Restorative Conversations to help all students

Achievements: What I/we are proud of.....

- The feedback from the CPD has been very positive and staff have stated that many have changed their practice and now have increased awareness. Staff are considering these issues further when dealing with students on a day to day basis. Some have reflected that they are considering the ways in which they use this knowledge with all students and that 'all interactions are an intervention'. *#be-more-frontal-lobe*
- Following staff training on restorative conversations, we have seen an improvement in the number of these conversations taking place by staff, often independently, to support students post incident.
- The referral process has changed and is now more streamlined. Staff are having a greater involvement in the referral process. They are having more meaningful conversations with the individual student, family and staff before making a referral which has made the process more student centred.
- Introduction of weekly TAC meeting to consider referrals to appropriate agencies. These are now centralised with all professionals able to see the other support in place for each student with a greater joined up approach.

Impact: What changes I/we have noticed.....

- We have seen an increase in our attendance figures this year (+1.9%) across the school and a significant increase in Year 7 (3.3%) based on last year's figures.
 - ERSAs students are now engaging more with school and we have seen an increase in this area of our attendance.
 - Staff are engaging well with the Restorative Conversations process and these have reduced sanctions in areas.
 - Interventions (particularly SEMH) are more joined up and working in greater collaboration.

- "I was a zero tolerance teacher but now I think differently" *Pastoral Leader*
- "It is great to see the support in place for each student and it is clear that the new referral process is working effectively." *External Agency*

- "This has made me think about what is happening behind closed doors and that school really is their safe space" *Learning Support Staff*
- "It's clear that some staff are now focussing more on what is really important in school; the students" *LSA*



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**Attachment Aware
Schools Award**

Sara Colenso -

SENCO

*St Mary's and St Peter's CoE
Primary School*

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St Mary's and St Peter's CoE Primary

Design and creation of safe space for children needing time to regulate their big emotions.

Zita Nagy –

*school attached
educational psychologist*

Overview: The main aims of my project were.....

To identify an area in school to develop into a 'safe space' for children to use when feeling dysregulated, anxious or unsafe.

Achievements: What I/we are proud of.....

Space identified and funding applied for and successfully awarded through TESCO Stronger Starts grant.

Training delivered to all staff on emotion coaching and trauma aware strategies.

Training delivered to Teaching Assistants on PACE and role of key adult.

Impact: What changes I/we have noticed.....

Language used between staff and pupils has changed.

Children are being supported with an inquisitive lens, emotion coaching and nurture.

Key vulnerable children having fewer overwhelming episodes and experiencing success.

*Space for quotes from children / teachers / staff
/ parents etc. regarding experience of being part
of the project or its impact etc.*

*Space for image or anything else that would be
helpful to represent your project (optional)*



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AfC Virtual School
'Together we can achieve!'



Attachment Aware
Schools Award

Emma Walsh SENDCo



St Osmund's Catholic Primary School

Building Bonds : Creating a culture of attachment awareness
in our school.



Overview: The main aims of my project were.....

To secure knowledge and understanding of brain development

To introduce a relationship based behaviour policy and strategies such as emotion coaching

Achievements: What I/we are proud of.....

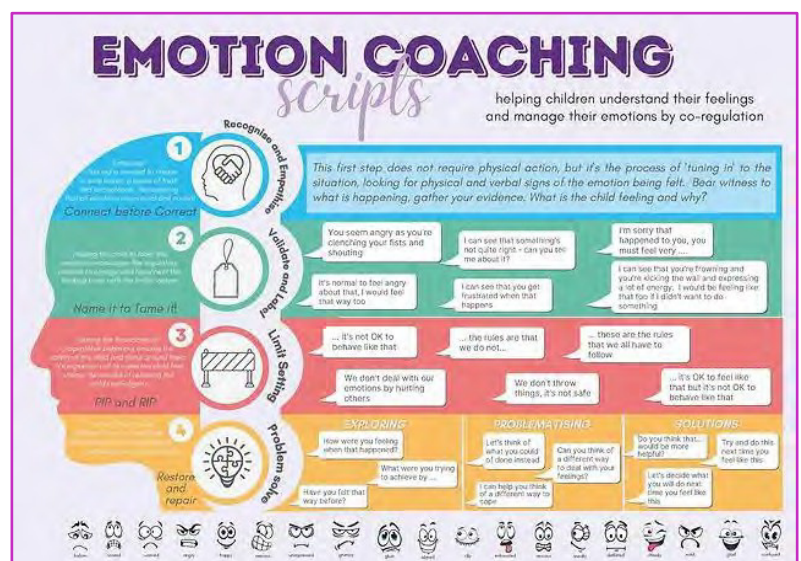
Every member of staff's dedication to understanding and supporting the emotional and developmental needs of every child, ensuring they feel safe, valued, and ready to learn. Our staff has worked tirelessly to implement strategies and practices that build strong, positive relationships and create a school culture where each student can thrive.

Impact: What changes I/we have noticed.....

The impact of our training in emotion coaching and the implementation of a more relationship-based behaviour policy has been transformative for our school community. Teachers and staff are now equipped with the skills to understand and respond to students' emotional needs more effectively, and there is now a more compassionate and supportive atmosphere. This shift has led to stronger, more trusting relationships between staff and students, significantly reducing behavioural issues and enhancing overall classroom dynamics. Students feel more understood and valued, which has boosted their confidence, engagement, and academic performance. The school environment has become a place where emotional well-being is prioritized, and everyone feels connected and motivated to succeed.

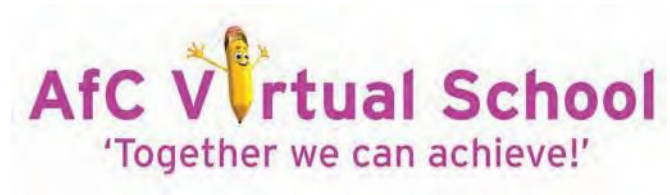
"The training in trauma has been invaluable; it has fundamentally changed our approach, enabling us to better support and understand our students' needs, allowing for a more compassionate and effective learning environment." Staff

"Emotion coaching really does work – we've seen first hand how it helps kids open up and manage their feelings better, making our classrooms happier and more harmonious places to learn." Staff





**Attachment Aware
Schools Award**



Attachment Aware Schools Award 2023-24

Silver Level Award



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**Attachment Aware
Schools Award**

Wendy Harris

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Alwyn Infant School

Relational and restorative approach to challenging behaviour.



Overview: The main aims of my project were...

How to use our new space 'The Hub' for sensory processing and for when a child is dysregulated
Staff to use Attach Aware Strategies using the 3Rs strategies consistently
Development of a relational behaviour policy

Achievements: What I/we are proud of.....

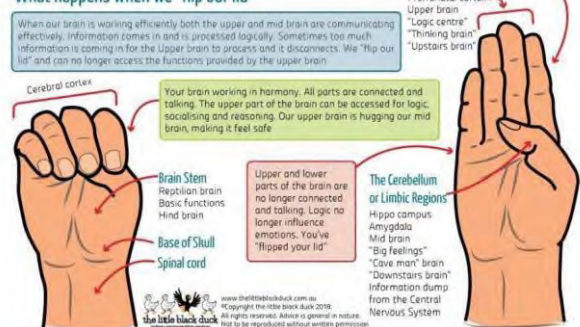
Training of all support staff on Sensory Processing.
Whole staff training on 3Rs and implementation of the Attach aware strategies.
Staff understand about the toxic shield of shame and are thinking about Attach aware rather than consequences
We have a draft relational and restorative behaviour policy

Impact: What changes I/we have noticed.....

The Hub is now utilised well and support staff are confident in how to use the resources available
Staff now swap-in to help co-regulation with dysregulated children
Staff and children are calmer

- ***"Children are beginning to communicate their feelings"***
- ***"The children seem happier because they feel heard and they feel safe."***

The Hand Model of the Brain What happens when we "flip our lid"



Taisa Martinucci

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Bedelsford School

Grange Road

KT1 2QZ

Ambulance Protocol

- Class Teams (EYFS, Primary Dep., Secondary Dep., Post 16)
- School Council
- Reception Office Team
- Manual Handling Team; Site Team
- Nursing Team, Physio Team
- Occupational Health Team
- Local Governing Body
- Parents/Carers

Overview: The main aims of my project were.....

To further develop school's Ambulance Protocol

Achievements:

- The entire school embraced the project.
- - All stakeholders enthusiastically participated in reviewing the current document.
- - The School Council was actively involved in the process and worked on developing their "What's Wrong Book" pages to incorporate the Ambulance Protocol.
- - All stakeholders provided honest, open, and transparent feedback.
- - Successful INSET days provided a platform for revisiting Bronze Award outcomes, planning for the Silver Award project, and fostering in-depth staff discussions on the trauma, attachment, and mental health implications of regular ambulance calls

Impact: What changes I/we have noticed.....

Students use the "What's Wrong" book to ask questions when an ambulance arrives.

All staff members are well-informed about Ambulance Protocol and have an excellent understanding of the sequence of expected tasks that all staff groups have to perform to support a medical emergency.

Staff have identified the next steps for development as the expectations of the staff members when supporting families in a hospital setting.

Feedback from INSET 24th May 2024:

- 'It was great session to revise draft document' -staff member
- 'I like it' feedback from the student exploring the book
- 'Good idea' - feedback from Site Manager
- 'Good to work together' - feedback from SALT





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**Attachment Aware
Schools Award**

Project Leads:

Maire Morris – SENCo

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Caroline Boyle – Headteacher

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**Buckingham Primary School -
Silver Award**

**Thank you to our Educational Psychologist, Andrea Lloyd,
who supported and guided us through this project.**

"I have reviewed the new comprehensive behaviour policy and believe that it has the potential to significantly enhance the school's environment and students' learning experience. The new policy shows that you are committed to a pupil-centred approach. The new policy is inclusive and beneficial for creating a positive learning environment for all children, especially those who find aspects of the school day more challenging than others. The policy provides a degree of flexibility, demonstrating that one rigid policy does not fit all children, but it also provides clarity on sanctions should poor behaviour occur."

Overview: The main aims of our project were.....

Further training to clarifying all staffs understanding of how to apply attachment aware and trauma informed practices alongside boundary setting and natural consequences

Parents will be offered a training on attachment aware practice and emotion coaching, how these can be implemented and how as well as how they are incorporated in school policy

All years groups will have access to designated and appropriately equipped emotional regulation safe spaces

Student voices will reflect a uniform understanding of the purpose of these safe spaces

Achievements: What I/we are proud of.....

The whole school community(including governors,SLT, teachers, TAs, parents, students) have now been involved in reviewing the new Relationship-based Behaviour Policy and feedback has been incorporated

All staff have had up-to date training on Attachment Aware and Trauma Informed Practices as well as resources underpinning its implementation at our school

All staff are utilising emotion coaching scripts on lanyards as well as new supporting visuals to adopt a relationship-based approach to behaviour management

Student voice at the heart of the new Pupil Passports following individual termly pupil consultations to develop these. The Inclusion Team have developed more detailed 'adult-facing' Pupil Profiles for children with higher level specific needs. Both are being utilised by all staff working with key children to ensure a consistent approach to support across the school.

Further training for TAs on Attachment Aware Principles to Support Challenging Behaviour following the guidance from a training delivered by the Virtual School. This has been scheduled to be carried out with teachers this month

We have run two in-person sessions for parents on the Use of Attachment Aware Practices including Emotion Coaching, Zones of Regulation and Play to support Behaviour at Home. A parent group have also provided feedback on the new Relationship-Based Behaviour Policy.Key resources were shared with parents and the feedback from the event was positive

We have now developed a CALM Centre which is utilised for SEMH related interventions and as a self-regulation space. We have adapted two additional CALM Zones in the school to support the needs of children who are struggling to access the learning within the mainstream classroom due to their behaviour needs. These spaces have been developed following the advice of the Education Inclusion Support Service and the Educational Psychologist.

Impact: What changes I/we have noticed.....

Through this project, Buckingham Primary School have applied attachment aware principles to develop a Relationship-based behaviour policy incorporating the views of the whole-school community and underpinned by the development of key resources including emotion coaching scripts on lanyards; Pupil Passports and Pupil Profiles; the development of CALM spaces through the school to support emotional regulation. In order to support a systemic approach to its implementation, we have extended these principles and practices to the wider school community through the delivery of targeted training for families.



Emotion Coaching CALM Script

C 'Connect': You've had to stop doing your favourite activity and I am wondering if that has made you feel angry – I can see you are clenching your fists and your face is red.
A 'Acknowledge': I'd be frustrated or angry too if I had been interrupted from something I enjoy.
L 'Limits': It's okay to be frustrated, it's not okay to say mean things as it upsets others.
M 'Make a plan': When I feel frustrated I find it helpful to count down from 10. Let's try it now together.

Michelle Docwra
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Burlington Infant and Nursery School

Developing the sense of individuality and belonging of children and families through the lens of diversity.



At Burlington Infant and Nursery School, we worked together as a whole staff team to ensure that the curriculum, learning, extracurricular experiences and environment accessed by our children reflected the diverse backgrounds and experiences of them and their families. In addition, we sought to engage our school community to further enhance this journey.

Achievements

- Increased parental and community engagement (e.g. cooking, playing instruments, art, cultural picnic).
 - Whole school common language and understanding around diversity.
 - Children proud to share diverse backgrounds (Culture Cat and Family Bags).
 - Pupil and parent voice reflects deepened sense of belonging.
 - Diversity woven through all curriculum subjects in all year groups.
 - School environment enhanced to reflect the diversity of children and their families.
- Increased subject knowledge of teaching staff in relation to diversity, through high quality CPD.

Impact

- Children have a broader knowledge and understanding of counties and cultures around the world.
- Children have an increased sense of who they are and how they fit into the world around them.
 - Children more confident in sharing their experiences of home culture and language.
- Greater sense of pride and belonging in parents has resulted in increased confidence and engagement.
- Broader curriculum coverage which maximises every opportunity to explore different countries and cultures.
 - Children accessing texts and resources that greater reflect their own identities and experiences.

**"We celebrate difference
because we know who we are"**
Year 2



**"Burlington doesn't just feel like
a school, it feels like a family"**
Parent

Linzi Gibbons/Siobhan
McGrath

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Castle Hill Primary School

The My Hidden Chimp Project

Overview: The main aims of my project were.....

To support pupils, staff and parents in a better understanding of how our brains work to control our feelings and emotions and to support in developing empathy skills.

Achievements: What I/we are proud of.....

- The pupils and staff have really bought into the project. All staff (teaching and support) really bought into the project as they were given CPD training before the project and many of them went away to read the books for themselves and reflected on how they let their emotional brains take over.
- As all the sessions across the school were planned for staff (N-Yr6) it meant that every year group (including the provisions) covered the content in a consistent way and it allows for when teaching a new habit, the lessons are ready to use.
- We adapted the content in order to focus on helping the children to understand the brain, naming their chimp and understanding one habit per year group. The content was simplified so that less was covered but, in more depth, and to ensure that each year group was able to take away some good understanding and to be inclusive of all.
- Each year group created interactive displays that are regularly used by the pupils.
- The Wellbeing Champions and Mental Health ambassadors have led assemblies and conducted questionnaires about the project.
- We held a coffee morning for parents and have information and resources on the website to support parents.

Impact: What changes I/we have noticed.....

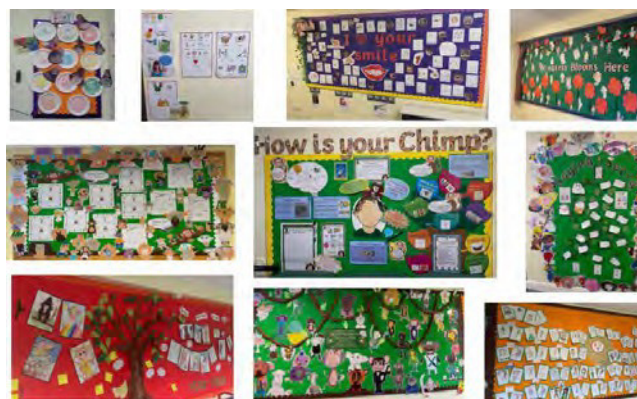
- Many children have been seen to be talking about what they had learned and also interacting with the displays regularly.
- Staff have commented on what the children have been discussing and sharing about their chimp brains.
- Some, staff members have also been able to speak to parents about the idea of the Chimp and support them in understanding what the children have been learning.
- We have introduced a Hidden Chimp intervention rather than Zones of Regulation as it has shown to make more of an impact on pupils.
- Every year group looks at a new habit every half term.

We received feedback from staff, pupils and parents through questionnaires and verbal feedback at .

Staff: "We have really seen the impact. We often hear the children talking about how their chimp has taken over or that they need to control their chimp."

Parents: "I really like the concept of the project and will definitely be buying the book to work together with my son at home."

Yr. 6 pupil: "I need five minutes to go and calm my chimp brain down otherwise it will take over"





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Daniel

Bishop



Chase Bridge Primary School

Sensory Room and Training for Management and Leadership
of Vulnerable Children

Overview: The main aims of my project were.....

To create a sensory space for all children and ensure our provision for MH was shared and lived at Chase Bridge by all staff.

To support and lead a network of schools to ensure MHST and MH provision was well embedded across our cluster.

Achievements: What I/we are proud of.....

Leading the MHST and achieving our aims for our cluster action plan.

Opening our sensory room and developing our Chase Bridge Pedagogy to encompass Maslow as a priority

Impact: What changes I/we have noticed.....

Staff feeling more empowered to support the needs of vulnerable children and deliver a higher level of quality first provision to support all.

Continued increased awareness of trauma informed practice with all staff

New sensory space and increased use of the therapy space

Improved management of MHS to ensure the correct provision is in place to support families and children.



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**Attachment Aware
Schools Award**



Chessington School *Embed Attachment Aware*



Brief Overview:

Attachment aware classrooms and spaces, for all staff to continue to use strategies to ensure children feel happy, safe, comfortable and can learn their way. Alongside SEN in a nutshell using in every classroom.

Staff have knowledge and feel empowered to use strategies in their classrooms.

Emotion coaching to be used regularly, more training to be completed by all staff

Awareness from staff of children with trauma backgrounds, use of CALM technique regularly to de escalate

Achievements:

Student awareness of attachment, and CALM approaches

Staff awareness of students who have trauma backgrounds and attachment needs ongoing

Emotion coaching awareness, and further training.

All new staff have had Trauma training/ and emotion coaching starters

Continued Review of behaviour reflection room and sanctions for trauma background children

Heads of year training on trauma and emotion coaching. Calm strategies encouraged and part of rolling meeting logs.

Impact:

CALM approaches used by some staff effectively

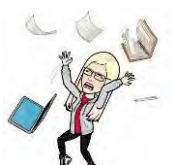
Pastoral knowledge in ACES increased

Heads of year empowered to use emotions coaching

Behaviour reflection room remastered, ongoing staff reflections (staff employed)

Changing language training for all staff

Desk document for all classrooms as reminders





Miranda van Manen

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Clarendon Secondary School

When the going gets tough.....

Overview: The main aims of my project were.....

- To embed the principles of trauma and attachment further in our day to day working with the pupils
- To increase self awareness of staff to regulate their own feelings when supporting children with challenging behaviour.
- To overhaul our behaviour policy to include attachment and trauma aware principles.

Achievements: What I/we are proud of....

- In a pupil survey 100% of pupils stated that they had a trusted adult they could speak to if they felt they needed to.
- Parents have stated that our pastoral care is excellent and are grateful for the support their child is receiving.
- Staff feel more empowered to deal with tricky situations and support each other.

Impact: What changes I/we have noticed.....

- Pupils all have indicated which adult they would go to if they need to speak to someone about anything they are worried about.
- More pupils receive a check in consultation in the morning and after lunchtime to help regulation and mental health and well being.

“The school provides exceptional support and guidance to pupils. This is because staff understand pupils’ individual needs. Staff respond to changes in pupils’ emotions skilfully. Behaviour is very well managed. The school helps pupils to identify and manage their emotions well. It teaches pupils about positive relationships and how to keep healthy in an age-appropriate way. This prepares pupils well for adulthood.”

Ofsted 24th & 25th April 2024

SENCO/ DT / Project lead

Jacqueline Heard
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Educational Psychologist

Charles Barnard

Coombe Hill Infants' school



To ensure our relationship and behaviour policy, continues to be child centred with zones of regulation and emotion coaching approaches used by all stakeholders.

Other contributors to the project

The children at CHI

Janet Berry - Headteacher

Sue Jacob – Deputy Head teacher

We also worked with Coombe Hill Juniors and the MHS team, to deliver training to our after school club staff and to deliver workshops to parents and children.

Overview: The main aims of my project were.....

To continue to embed the training that we started when we completed the AASA bronze award, for new staff and to also refresh staff knowledge - we have done this every year as a part of our annual CPD programme.

We would like to produce a one page, child friendly version of our relationship and behaviour policy.

We would like to use Zones of Regulation as a whole school approach.

Ensure Zones of Regulation and emotion coaching approaches are featured in our relationship and behaviour policy.

Involve children, parents, our after school club staff and governors by sharing Zones of regulation and emotion coaching training with them- involve MHST and CHJ in this work.

Achievements: What I/we are proud of.....

Teaching staff, support staff and after school staff have attended Zones of Regulation and emotion coaching training. This has also been shared with parents and governors.

We have devised a one page child friendly version of our relationship and behaviour policy.

Children and staff are labelling their emotions, discussing how they feel and creating an emotionally rich environment. Zones of Regulation displays are regularly referred to. Zones of Regulation is now used as a whole school approach - new to CHI

Information on Zones of regulation and emotion coaching has been added to our Relationship and behaviour policy.

C.A.L.M acronym is now printed on lunchtime supervisor lanyards.

Impact: What changes I/ we have noticed...

Zones of regulation is now used as a whole school approach. Children and staff regularly use the colour of the zones to describe how they are feeling, creating an emotionally rich environment.

Restorative discussions, using the C.A.L.M acronym are used by staff on a daily basis

Pre and post questionnaire results highlight how staff knowledge on emotion coaching approaches improved significantly after the training.

The relationship and behaviour tagline for our children; ready, respectful and safe (seen on our one page child friendly poster and throughout the school), is referred to by staff on a daily basis. Children now use this language when discussing the rules in school.

Pupil voice

"When I am in the red zone, I do 5 finger breathing and it helps me to feel calm and safe again"

A Year 2 pupil

"Sometimes I forget what the golden rules are. We can use post it notes, to help us remember!"

A Year 2 pupil - when planning the one page child friendly behaviour poster

"I know that we can all make mistakes and we can all feel in the red zone sometimes and that's OK. It is OK to feel angry and upset."

A year 1 pupil with SEND





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Fiona Hayes

Courthouse Junior School, Maidenhead, Berkshire

'Back to Basics'

Overview: The main aims of my project were.....

- Embed and extend attachment-aware practice using a 'back to basics' approach to enable two whole-school training sessions.
 - To continue to move from managing extreme behavioural incidents to a more pre-emptive approach

This would be achieved by.....

- Train all staff in the principles of 'Attachment and Trauma' and 'Emotion Coaching'
- Working with the team of ELSAs, TAs and nurture-trained practitioners in the school to develop the already excellent nurture support to include trauma and attachment training

Achievements: What I/we are proud of.....

- Teacher and Teaching Assistants attended the training sessions
 - Staff are actively using 'Emotion Coaching' with all children
 - Building up a library of resources
- Small 'Nurture' style group for our more vulnerable children has been set up focusing on craft style activities
- Working with Number 22 Counselling Service – our more vulnerable children have been seeing our counsellor 1:1, this has helped them to work through their emotions and feelings to better deal with situations when they arise
- Key staff have also worked closely with our more vulnerable children and empowered them with skills to work through situations when they arise

Impact: What changes I/we have noticed.....

- Staff have a better understanding on how to deal with incidents with all children not just our more vulnerable ones
- Behaviour incidents are now being dealt with in a trauma informed approach

Sally Sephton

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Ellingham Primary School

To Embed the CALM Approach & Develop a Nurture Area

Huge thanks to our EP, Minoushe Grant for leading an interesting and enjoyable training.

Ellingham Primary staff for their support and engagement in the project.

Overview: The main aims of my project were.....

All staff are trained in Attachment Awareness and Emotion Coaching and our method is embedded throughout the whole school
To create a space in school that can be used for ELSA, emotional regulation or just a place for those needing a quiet, calm, nurturing space

Achievements: What I/we are proud of.....

Our nurture space has been created. We were very fortunate to have £150 donated by Co-Op to furnish our new space (a parent works for Co-Op)

Whole staff training led by our EP on emotion coaching, impacts of trauma on the brain and implementing the CALM Approach

Whole school assembly on emotion coaching and how the different parts of the brain are responsible for different things

Children's involvement in the process- we held a CALM poster competition and views were collated to help with designing our nurture space

Impact: What changes I/we have noticed.....

Staff are fully engaged and are implementing the CALM Approach to deal sensitively to children's needs and periods of dysregulation. A shared language is being adopted.

Pre-audit results showed that 33% of staff felt '**competent and aware**' compared to 100% post-audit

Children and staff are enjoying using the new designated space for their ELSA sessions.

Feedback from a teacher after EP training, '**I always enjoy your training- you are relatable and informed**'

Feedback from children about our nurture space...

"It's a cosy room. The bubbles in the lamp make me feel happy".

"I'm amazed. I love the carpet".

Feedback from a TA after EP Training

CALM approach to deal with pupils. I have already successfully used it twice this morning! Thank you.





**achieving
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AfC Virtual School
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**Attachment Aware
Schools Award**

Emma Stanford-Smith
Headteacher

Eton Porny C of E First School

Emotional Regulation

Overview: The main aims of my project were.....

To consider how we support all children with regulating their emotions and to make spaces/resources available to all children to support with their regulation

Achievements: What I/we are proud of.....

We have completed whole school training on zones of regulation and sensory circuits to develop everyone's knowledge and understanding

We have audited the spaces that we have and made plans for regulation spaces

We have invested in the Zones of Regulation online training platform for Sept 24

Impact: What changes I/we have noticed.....

This project is still in place as we are awaiting the outcome of a bid in order for us to purchase resources in order to support us with regulation spaces. We are hopeful to have these in place in September 24.

Staff are more knowledgeable and are committed to putting this into place in the classroom as well as around school.

Some children are already using strategies to support them with regulating their emotions and this is reducing low-level disruption in some classrooms.

"It makes me feel calmer knowing that I can go and use the Tonies box and colour if it's all a bit too much in the classroom."

Yr4 child

"Having a movement break or doing a job helps me to focus more when I get back to the classroom. It stops me distracting others".

Yr 2 child

What next...

Zones of regulation will be taught weekly in the Autumn Term.

If funding is received we will purchase:
a regulation toolkit for each classroom that has a range of strategies and resources
a range of fiction and non fiction books
more appropriate furniture for calm spaces

Share information with parents about zones of regulation



Grey Court School

Student profiles

Overview: The main aims of my project were.....

To create and roll out student profiles for key students to help bridge the gap of staff awareness and to help them to understand the needs of these students and to have strategies individual to the student.

Achievements: What I/we are proud of.....

Staff are invested in the project and are engaging with feedback and ideas to help make it successful.

The student profile has been created collaboratively with staff and the response has been positive.

Students are happy with the profiles and early feedback suggests that teachers are more aware of their needs.

Impact: What changes I/we have noticed.....

Staff are changing their language and the way they work with our key students.

There is more awareness from staff about student needs and more conversations about how they can help them.


There are improvements in student behaviour and better restorative conversations.

*Pupils behave very well. This creates a calm, purposeful atmosphere. Pupils also speak about talking with a trusted adult. **Ofsted 2024***

*Raising the profile of children and the challenges they face has been successful. **Teacher***

*I have learnt that there are a host of different potential triggers for these students and have changed the way in which I respond to these to support them. **Teacher***

*Students feel safer and calmer knowing that teachers have an awareness of what is going on for them. **Pastoral officer***



Date	Form	D App	IEP	Yes - SEM-H	SEN	Monitoring
June 2023						
Tutor	Mr Baker	HOY	Ms Woods	SSO	Mr Kisby	

Student A

Background information	Needs/Issues	Provisions/Strategies
<ul style="list-style-type: none"> Student A was in foster care from the age of 3 and adopted at age 5 by Catherine. Student A has visits with her biological mother and brother during her time in foster care. Student A meets her biological brother once a year. Student A lives with her adoptive single parent (Mrs. Catherine) and two cats. Student A is a keen swimmer and does high jump and 200m inside at school. 	<ul style="list-style-type: none"> Student A describes home as quite difficult as it is and can often be in a bad mood if there has been an argument with mum the night before. Student A says that people can often be quite mean and judge about adoption and she finds this difficult. Student A can respond negatively when she is not allowed to use her internet card. Student A struggles with Maths and says that she does not converse and then does not know how to do things. 	<ul style="list-style-type: none"> SSO support. Time out card. Tutoring for Maths & English. Take a break alone. Go for a walk to think about things. Talk to someone else who has calmed down.

What works
<ul style="list-style-type: none"> Student A has a good relationship with her SSO. Student A needs time to calm down and then will usually respond positively to support.

Laura Dawes

Inclusion Lead

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Hampton Wick Infant and Nursery School

To relaunch and embed the Zones of Regulation
across the school



Overview: The main aims of my project were.....

To relaunch the Zones of Regulation in school and embed the principles. To bring the language of Zones into our school community and to use it both inside and outside of the classroom.

Achievements: What I/we are proud of.....

Every classroom in the school now has a Zones of Regulation area. Information about the Zones is displayed there so that the children can identify how they are feeling. There are also example strategies for children to use to help them begin to learn to self-regulate. Some higher needs children have a personalised 'tool box' of strategies to use.

Impact: What changes I/we have noticed.....

During the course of the year, the children's understanding and confidence with the Zones has really grown. They know that we all experience a range of emotions throughout the day and what they can do to try and help themselves regulate so that they are in the optimal place for learning. Recently, when our school MHP was taking an assembly, the children were able to use the language of Zones to explain to her how they knew what emotions people were feeling and how those feelings could be supported. This expands and develops our work from last year's award of creating a nurture provision.

Pupil Voice:

'I like being in the Green Zone as I feel calm then.'

'It has really helped us to know what to do if we are not feeling great.'

'I can do some colouring or have quiet time if I need it.'



Haybrook College
SENDCo:

Carol Goodridge

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**"Supporting and empowering our staff, through
embedding the use of a Reflective Space Model"**

Staff involved in making the
project work:

- ★ Our Educational Psychology team
- ★ Strategy Team
- ★ Heads of Centres

Overview: The main aims of my project were...

To develop an effective 'Reflective Teams' model to use with our staff team at Haybrook.

Development of our Silver Award whole school project developed from our Bronze Award Attachment and Trauma training: Our school EP and Bronze Award coach held PATH meetings in Haybrook Centres following this training, and there was overwhelming feedback from staff that they would feel supported by some form of supervision model.

Achievements: What I/we are proud of...

A Reflective Teams model has been trialled successfully with Haybrook College's Senior Leadership Team and our Heads of Centres

The EPs are supporting us to implement the Reflective Teams model in each centre

Impact: What changes I/we have noticed...

In reflecting on the usefulness of the 'Reflective Teams' sessions, the Heads of Centres decided they would also value opportunities for 'Peer Supervision' sessions – this has now been added into the school calendar, and extended to other staff teams across the college.

Feedback so far has been positive and we expect that when the staff are effectively supported with a form of supervision on a regular basis, the pupils will benefit also.

"One thing I will take away from the Reflective Teams session, is the importance of asking questions and being curious."

(Head of Centre)

"It is really reassuring to know that we now have a format that can support the staff more effectively, especially as they are at the forefront of managing our pupils on a daily basis."

(Deputy Head)

"The Reflective Teams really helped me to reflect and formulate hypotheses about what might be causing the difficulties"

(Head of Centre)



Lynn Bima – DSL
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Hilltop First School

Building parental wellbeing and emotional capacity so that parents are able to support children in co-regulation



Overview

The project aimed to support parents in building resilience and capacity to understand and regulate their own emotions despite the realities of parental stresses and other external challenges. This hope was that with increased personal capacity they would be better able to implement effective co-regulation strategies with their children.

Achievements:

We are proud to be building a community of parents who are connecting on a regular basis. This safe, fun space has encouraged some of our more vulnerable or previously isolated mums to make links with other mums and allowed them to take time out for themselves. There is an increased sense of belonging amongst these mums.

"I can't remember the last time I spent an hour just for me."

Impact: What changes I/we have noticed.....

- Sharing the Five-to-thrive model has given school staff and parents a shared language for talking about children's observed behaviour and for thinking about how to respond consistently.
- There has been a shift in some parents feeling more comfortable with sharing challenges with classteachers especially on 'bad mornings'. It is clear that parents feel safe having these conversations.
- We have seen shifts in the relationships between targeted mothers and their children which means children are more frequently coming into school in a regulated 'ready to learn' state.

"I really enjoy attending the monthly craft workshops at Hilltop where Ms Bima always ensure tea, coffee and something sweet to go with it, awaits on arrival. It's also a nice atmosphere to enjoy a few hours away from my caring duties and learning new craft techniques. The best part is you get to keep the craft that you make during the workshop."

"I have thoroughly enjoyed every workshop so far. As well as learning some fun new skills, the best thing I have gained from them is the friendships with other parents. It's so lovely to have that time to get to know other families in a relaxed, fun setting. These workshops really do make you feel that you are part of a lovely school community."



Amy Buckley

Designated Teacher / project
lead.



Holy Trinity C of E, Cookham

*Raising the profile of pupil voice, underpinned by an
attachment focus*



HTSchoolCookham @H... 13/05/2024 ...
Expertly led by our House Captains, we're all
encouraged to think of ways to look after our
planet. How will you be marking Walk to
School Week when it starts?

Overview: The main aims of my project were.....

To further improve staff understanding of attachment difficulties and trauma, and how this can impact children differently.

To train staff in emotion coaching, to adapt this approach to meet the needs of our school community and to ensure it is embedded in daily practice

To raise the profile of pupil voice, consulting children on decision making within the school and inspiring them to take the lead on new initiatives.

Achievements: What/we are proud of....

Our commitment to improve the whole school staff's understanding of attachment difficulties and how to support children in articulating their emotions.

The move towards a more collaborative approach to supporting our most vulnerable children with the introduction of the Inclusion Team.

Our continued shared vision and the staff's enthusiasm towards using emotion coaching strategies in their approach to all children as well as their commitment to learning more about how relationships with adults and Maslow's hierarchy of needs impacts the children across the school.

The way in which children continue to flourish at Holy Trinity and how they have embraced opportunities to make a difference to the lives of children in our school and in the wider community.

Impact: What changes I/we have noticed.....

A more individualised approach to children when they present with more challenging behaviour

Staff utilising scripts in helping children articulate their emotions

An increase in children starting new initiatives and taking on leadership roles across the school.

Increased conversations between staff and an overall move to the most vulnerable children in the school being everyone's responsibility

'The project has given me a much better insight into the causes of challenging behaviour. It has been really good to learn strategies to help me to help the children!' Fiona O'Reilly (Deputy Head and Inclusion Team Member)

'It was really useful to hear the research and theories behind attachment difficulties alongside learning how to support children with those difficulties.' Gill Bailie (KS1 and 2 teacher)

'Emotion coaching is a really simple and memorable approach. It makes sense.' Emma

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sale! All proceeds this month go to @WWF
@MaidenheadAds



Sue Pye-Beraet

Project lead.

s.pye-beraet@kingscourtfirstschool.co.uk

King's Court First School



Embedding an attachment understanding and ethos across all teams in the school (in line with our nurture blueprint)



Staff and children at King's Court First School

Overview: The main aims of my project were.....

Embedding a nurture driven school environment with a particular focus on developing an attachment ethos across all teams in school

Achievements: We are proud of the staff at KC who are all about the children.

The School Council and Mental Health Champions who have trained other children

The teachers and teaching assistants who have fully engaged in the project fully supporting the children

The office, lunch team and caretakers, who fully 'buy in' to our attachment awareness approach

Thank-you ASAA team for all of your encouragement and support! 😊

Impact: What changes we have noticed.....

The training for staff across the school has been the first and most important step for us, they understand the basics of attachment and the reasons why we are developing strategies and techniques to support the children. This has encouraged 'buy in' across the school.

Naming the behaviours and using the Zones of Regulation to support the children to know what they are feeling is okay has been the main change to our practice this year. The teaching assistants have been very responsive to 'flipping the lid' and through our training together, they visibly connect with key children in their care and understand that behaviour is communication. This has been a significant shift in our day to day conversations at school, where as previously an adult could be cross and frustrated by a child's behaviour.

The calm Corner...

Children's Voice: Because I fidget, it calms me down. Reception, boy

It feels calm. Toys help me. Year 1, boy ASD

Calms me down and helps me to be green happy. I put my anger inside the toys so now it is inside the toys. Year 2, girl

I use it in the morning when I miss my nan and mum. I turn on the fish tank (lava lamp). It makes me feel calm. I like to invite my friends to make me feel happy. Then we feel relaxed to do my learning and have fun. Year 3, girl

When I am red angry I run around the field for a while. When I come to the calm corner I am happy. Year 4, boy

Staff voice: When you allow a child to regulate, they eventually calm down and then talk to you.
Lunchtime controller

It is nice the children have a place to calm down and be away from other when they need it. The badger class is an empty room with only soft play in there so a child has space when they are angry.
Caretaker

The calm corners are a safe space for children, especially first thing in the morning when they are struggling to leave mum.
Teaching assistant



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Meadlands Primary School

Key Adult Scheme



l.tadman@meadlands.richmond.sch.uk

Overview: The main aims of my project were...

Achieving consistency in helping children with emotional regulation:

All of the vulnerable children will have a dedicated key/safe person – selected jointly with the children by eliciting their views, with clear processes in place about when and how they can access this support

Impact: What changes I/we have noticed....

Children feel happy to talk to their key adults about any worries they have

Children report feeling safe at school

Parents are feeling supported by the key adult scheme

Any disclosures that arise through key adult conversations

Achievements: What I/we are proud of.....

The consistency and dedication of staff to this project

The reliability of staff to report to teaching teams about any relevant updates of their key child

The feedback from pupils and parents about how the key adult system has improved their school experience

want to come to school
listened to
respected
calm
supported
safe
happy
understood
no worries
like school now
less worried





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**Attachment Aware
Schools Award**

Emma McDonald
(Assistant Head in charge of Inclusion)
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Lucy Stimson
(Assistant Head and EYFS lead)
lstims1@oli.rbksch.org

Our Lady Immaculate RC Primary School, Tolworth

Developing and embedding attachment and trauma informed practice across the whole school community and environment

Overview: The main aims of my project were.....

- 1) To develop and embed a new behaviour policy in line with AASA.
- 2) Develop an OLI language to support staff when supporting children's emotions
- 3) Continue to develop AASA understanding and knowledge for parents and other stakeholders through training and practice
- 4) Create a therapy space in school to allow pupils to access a sensory space to support regulation.

Achievements: What I/we are proud of.....

We are extremely proud of the developments that we have made as a whole school throughout the AASA project. We have created the 'OLI way': how we approach and support one another's emotions and resulting behaviour. We have created an environment where emotions are accepted as part of being human and are managed with calm acknowledgement. Children and adults know how to support themselves and one another and have access to designated spaces to regulate and reflect.

Impact: What changes I/we have noticed.....

Consistency in approach and language (sentence starters)

Increased emotional regulation and use of regulation spaces and resources

Evidence of peer acceptance and understanding of their own and one another's emotions

Increased parental engagement and shared interest in school approaches to emotions, behaviour and the importance of secure relationships

"We have learnt not to make anyone sad about their feelings" AF Yr3

"People feel emotions wherever they want" PK Yr4

"The 2R's are advice for life" EB Yr6

"It helps turn a bad situation into a learning opportunity" ZA Yr 6



"AASA has opened my eyes to the power of relationships; taking the time to find out what makes a child tick" Anne-Marie (Class teacher)

"The children know the language and what to expect" Jodie (After School club manager)

"It avoids frustration – we know that until they have regulated they cannot engage" Aleks (Learning Support)

Designated Teacher / Project

Lead: Liam Keohane
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01753 860607

Supported by:

Lindsey Smith (Educational
Psychologist) and Joanna
Western (AfC Virtual School)

St Edward's Catholic First School**Embedding Attachment Aware Principles, ensuring Quality
Assurance****Overview: The main aims of my project were.....**

Now we have completed the Bronze and Silver Awards, it was time to reflect and review the strategies and procedures we now have in place. Therefore, it was felt that a policy and some quality assurance measures be created.

Achievements: What I/we are proud of.....

Building on what we have achieved already (Emotion Coaching, 3Rs, Zones of Regulation and Wellbeing Champion Campaigns), it was positive to review as staff, with the children and with parents what has worked well and what needed more work. After the review, we worked with the Governing Board to create a Relationship and Regulation Policy. This was then shared with parents for a consultation before being finalised by the Governing Board. This then ensures that our Attachment Aware principles are a fully cemented part of our practice and ethos.

Impact: What changes I/we have noticed.....

Now we have completed the Bronze, Silver and Gold Awards, it is clear what an immense journey we have been on. The training and support received have become fully embedded as this is seen throughout the school and with the children themselves. Often commented on by visitors and parents, the interactions between staff and children are emotion/empathy-first and this has meant that the behaviour incident numbers are falling and the relationships across the school are deepening. Staff across the school show an awareness and understanding of behaviour being communication and are striving to support rather than discipline. Now we have created a policy together, this shows our investment in the attachment aware principles and our commitment to ensure that any child with needs is well supported.

"As an 'Attachment Aware' school, we pride ourselves on ensuring the best possible support for the most needy children throughout our school. Through consistent approaches and tackling any difficult situation with empathy, we can ensure our school community are best equipped for the wider challenges life can bring. I am proud to have been part of this project and thrilled to achieve the Gold Award."

Chair of Governors

EMBEDDING PRACTICE

Project Leader -

Miss Kelly Aziz

kaziz37@stjosephs.rbksch.org

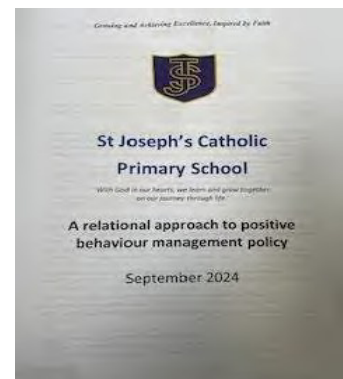
Project Collaborator

Miss Kate Shaw

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St Joseph's Catholic Primary School

*A relational Approach to Positive Behaviour
Management Policy*



Overview: The main aims of my project were.....

Creating a new Behaviour policy which represents attachment and trauma awareness and positive behaviour management .
Creating changes in behaviour management throughout the school

Achievements: What I/we are proud of.....

We are proud to create changes in line with the school's golden rule - 'treat others as you wish to be treated'.

We are proud to be promoting further changes in positive behaviour management and policy in which children's behaviour is acknowledged as a form of communication and the role of empathic, responsive and reflective relationships within school are developed to enable understanding and positive change for the children in our care.

Year 5 teacher 'Using the positive behaviour strategies of the calm station, morning emotion check in and connection box has been so useful for me to be able to understand my class better'

Year 2 Class TA 'When an adults approach is relational, responsive and restorative towards a child's behaviour, a child in turn will develop the trust and confidence to learn and grow'

'Positive reinforcement will support a child in being ready, respectful and responsible in their own behaviour'



Appendix 6:

The St Joseph's way:

Ready	Respectful	Responsible
Come to school on time	"Treat others as you wish to be treated", Matthew 7:12	Be safe
Ready to learn	Always use: ✓ kind hands ✓ kind feet ✓ kind words	Make good choices and ask for help when needed
Wear the correct uniform	Respect our school community and the environment	Look after your things
Have the correct equipment		Help others
		Learn from your mistakes



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**Attachment Aware
Schools Award**

Project Lead: Georgia Tarrant

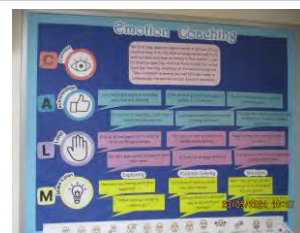
gtarrant@stphilips-chessington.org

DSL: Debbie Battle

dbattle@stphilips-chessington.org



Embedding attachment awareness in policy and practice



Overview: The main aims of my project were.....

- 1) To continue to embed emotion coaching with all staff
- 2) To provide specific training for Wellbeing and Emotional Literacy Support Assistants (WELSAs)
- 3) To create a trauma aware mentorship programme to enable older students to support younger students

Achievements: What I/we are proud of.....

- We delivered the Emotion Coaching workshop to parents that we had hoped to deliver last year but were unable to due to time constraints
- We have designed an emotion coaching script and placed it on a display for staff and sent a version home for parents to use
- We have provided training for all school staff and specific training for WELSAs
- We have set up and begun to run a mentorship programme connecting older students who have previously found accessing schooling difficult with some of our younger students who are currently finding it challenging
- We have built upon our relationship with Ellingham school to provide a mentee space in our mentorship programme for one of their students

Impact: What changes I/we have noticed.....

- Staff are using emotion coaching not only in everyday use in response to students having difficulties, but also in written policies as a strategy to use with students to de-escalate difficulties before they arise. This shows that it is an embedded strategy, rather than just a 'one-off' strategy.
- The mentors and mentees chosen for the mentorship project have responded brilliantly. They are all really engaged in the project and have fallen into their own little roles. Even those who were initially reluctant to engage are becoming increasingly involved.

'It's fun and I like building things with the older students' – Mentee Y6

'I'm finding it interesting because I can see how students progress and become more focused' – Mentor Y11



A mentor and mentee working together to cut firewood



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**Attachment Aware
Schools Award**



St Richard's C of E Primary School

Developing a Sensory Garden to Use as a Quiet, Safe Space in the School Playground.

Sharon Webber



Overview: The main aims of my project were.....

To create a safe space in the playground where children can go if they feel upset and/or dysregulated. The area would be monitored by adults who are trained in emotion coaching, Zones of Regulation and grounding techniques. The adults will offer support and help children to calm down and find resolution.

Achievements: What I/we are proud of....

Despite huge financial challenges that resulted in the project being majorly scaled back, the area has been created and is being used by the children.

I was really encouraged by the children's response and sense of ownership of the space. I have had plenty of positive feedback and some advice from children on how it can be improved and developed.

Impact: What changes I/we have noticed.....

Children have been using the area and understand what its purpose is. Staff are finding it easier to monitor children and target support when needed.

There has been a reduction of children running to the fence and adults having to search the playground to find where children are hiding.

"If you are worried, you can sit there and an adult will come and talk to you."

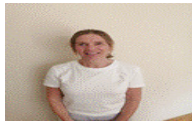
"This place is really good for me, before I would just run and try and climb the fence when I was upset but now I know I can go and sit there."

"If people have issues they can calm down there and talk to a teacher."

"When I'm frustrated and sad instead of running from my friends I can go to that place, relax and tell an adult about my feelings."



kdiver@st-elizabeths.richmond.sch.uk



St. Elizabeth's Catholic Primary School

In all aspects of school life there will be consistency across all members of staff applying the relational behaviour policy. There will be a consistent language across the school and clear expectations of how to manage low- and high-level behaviour.



Overview: The main aims of my project were...

- To embed attachment awareness in all parts of school including in the playground and discuss the creation of an attachment aware outdoor safe space
 - To discuss clusters of emotional dysregulation and challenging behaviour

Achievements: What I/we are proud of.....

- AASA is on the agenda at weekly staff and TA meetings and at the Governor's meetings.
- Relational behaviour policy has been agreed and implemented by all stakeholders. Staff are more knowledgeable, understanding and reflective about responding to behaviour and emotional coaching principles are being embedded. Staff manage behaviour through relationships. Staff use the CALM approach in all areas of school life and in particular around the aspect of making a follow-up plan.
 - Relational behaviour policy has been enhanced with visual appendices to support all staff to use the CALM approach.
 - There is a display in the staffroom of appendices for all adults to refer to. (Holistic immersion of strategies)
- There has been a development of a common language when interacting with pupils to resolve conflict. (Holistic immersion of language)
- There have been two parent workshops delivered on emotion coaching principles and strategies this academic year to support parents in the home context by SEMH and Educational Psychologist. Therefore there is consistency between the strategies used at home and school.
- Positive playtimes- children's sense of belonging has developed through the teaching of playground games in an age-appropriate way to each class. There is a focus of playground games being taught in the 'warm-up' of PE sessions and continued by CT during an additional 20-minute focussed playground-game session.
- Through specific key stage assemblies, social stories further embed positive interactions and managing emotions whilst playing games. In assembly children model how to play specific games etc. branding the modelling as problem solving not reacting.
 - The use of ABCC has guided and supported teachers to collect data about children's behaviour and used to help identify 'triggers'.
 - Specific, differentiated strategies are then used to support individual children who have challenging behaviour and need help with emotional regulation.

Impact: What changes I/we have noticed.....

- Increased attendance for vulnerable and those with ACEs
- Fewer behaviour incidences in the classroom and playground due to impact of 'making a plan' and use of personalised, differentiated strategies to support emotional dysregulation.
 - Safe space regularly used for self/ co-regulation and intervention inside. At present, outside safe space is being established
 - Consistent approaches and language being embedded for all interactions- 'CALM' approach
- Personalised, differentiated approaches support individual's emotional regulation both in the classroom and playground (ABCC proforma)
 - Analysis of pre-post AASA questionnaire indicates that children feel safer and happier and are able to articulate and reflect on their emotions.
 - Analysis of pre-post AASA questionnaire indicates that staff feel more knowledgeable in managing behaviour through relationships.
 - Increased participation of vulnerable in class (Linked to positive playtimes)
 - Increased sense of belonging by pupils- Stronger/higher trust relationships with children will have been built during 20-minute play sessions. (Pupil voice)
 - Feedback from staff highlights the usefulness of ABCC charts



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**Attachment Aware
Schools Award**

Lizzie Hogan - SENCO and
attachment aware project lead)

send@st-lukesprimary.com

Regrettably I cannot attend the
awards today - Issy Longley
Mental Health Lead and EYFS
lead is attending on my behalf

St. Luke's Church of England School

“What about me?”

Claire Spankie - Our deputy who
led the project until her departure
last month.

All of the staff at ST. Luke's who
have made this journey start and
keep it moving!

Overview: The main aims of my project were.....

To increase staff understanding of attachment, trauma and the adverse childhood experiences children encounter and how we can be the additional attachment figures' that change young peoples' lives

At St. Luke's we are proud of.....

The impact the project has had on the **positive relationships** we have with vulnerable families

The **understanding and empathy** we have gained for the lived experiences of children who need the most equity and 'up-levelling'

The '**key worker approach**' which we have trialled for children who need 'a little more' which has had huge impact socially, emotionally and academically

Our '**know me to teach me**' plans which staff are developing to support children with a variety of social and

Impact: What changes we have noticed.....

Increased **staff empathy** and understanding for how children's lived experiences impacts their behaviour

Trauma informed **shift on language** - from attention seeking behaviour to **“connection seeking behaviour”**

*“Miss gets it. I like that she
always tells Nan what I've
done well”, even when I've
been a bit wobbly”*

Child in year 5

Hi my name is CHARLIE. I like rugby, football and lots of sports - in fact, I'm really good at them and I play at sports clubs in Maidenhead. I struggle if my key adult is not there. I need to know when you will return and where you are. I love building and being creative. I'm really good at being responsible. Give me special jobs to do and I will show you what a great member of the St Luke's school community I am and I can show the St Luke's way in all that I do.

We can be mindful of/ you can help me by:

Relationships matter	<ul style="list-style-type: none"> Take time at the beginning of new terms and breaks from school to re-connect with me Make sure that new adults are introduced to me. Use physical touch like a gentle touch on the shoulder to remind me that you are there Give me non-verbal praise such as a thumbs up to keep me motivated when I am working independently or away from you
I need to know what's happening	<ul style="list-style-type: none"> Let me set up the class visual timetable for the day, so that I know what's happening when and any changes can be explained to me. Let me know when new adults are coming to the classroom. Use a now and next board with me so I understand what I need to do now and what I need to do next. I work well when there is a rewarding activity at the end
Movement is my language	<ul style="list-style-type: none"> I need to move to listen. I like to use a fiddle toy to help me listen when sitting I benefit from movement breaks and proprioceptive exercises, it's great if we can do these as a whole class



**achieving
for children**



Lorna Burns

SENDCO - EYFS KS1

Katy Stannett

SENDCO - KS2

Stanley Primary School

Keeping an attachment informed approach alive in school by **embedding, celebrating** good practise and **developing** new strands.

Widen to all staff - with a focus on SMSAs and office staff understanding attachment awareness and Emotion Coaching
Parent/carer involvement - informing parents on our progress and new project for Silver
Embedding emotion coaching -
Improve staff's confidence with limit setting and making a plan

Achievements: What I/we are proud of.....

Staff's confidence in using Emotion Coaching
Passion and interest of our Emotion Coaching champions
Collaboration with our EP
Parent engagement

Impact: What changes I/we have noticed.....

Staff's confidence
Visible around the school
Open dialogue with staff and parents
Staff sharing good practice

"It feels better when teachers are calm and listen to me. I don't get so angry." Pupil

"I wish this had been around when I was bringing up my children" Grandparent during Parent workshop

"There is strong knowledge of children's social and emotional needs and attachment awareness; this knowledge informs ongoing in school provision for vulnerable child" SIP visit

Ann Hutchinson

St John's C of E Primary and Nursery School

Improving outcomes for the 20% of children who struggle in writing using small steps and modelling (think aloud), including an increased focus on positive praise and language of attachment, (and vocabulary choice) in lower Key Stage 2.

Combined project with SPARKS and SLT.

Overview: The main aims of my project were.....

To raise standards in writing for lower key stage 2 by using the language of attachment throughout. All staff to be encouraged to be thoughtful about the way in which children are spoken to. Training to be given to remind all staff that 'Every Interaction is an Intervention' and that children are easily demoralised. To raise standards, we believe children have to be confident learners. The way we talk to our children matters.

Achievements: What I/we are proud of....

Staff attitude to the children's wellbeing and mental health. Children really being listened to and encouraged by appropriate positive language being used. Our lower KS2 children who struggle with confidence which impacts their struggle with writing, are feeling more confident and able to 'have a go'. All staff have taken this on board and are beginning to be more consistent when speaking to our children.

Impact: What changes I/we have noticed....

Children feeling more confident to 'have a go' whereas previously they were less confident to do so. The way staff talk to all our children has changed with more emphasis being on praise for small steps. A real feeling that our children who struggle with writing are becoming more confident in their abilities due to positive language being used. Less comparisons being made by all staff as to ability of children. More empathy for those children who find writing difficult with more strategies being used. Dyslexia friendly classrooms being introduced throughout the school to support this. Children happier!

"I feel it has been really valuable to be reminded that how we speak to children impacts their learning"

Member of staff

"I feel listened to and that my teacher understands me"

Pupil

"It is really important that, as a school, we are as one with the language we use with all our children in our school"

SLT

POSITIVE LANGUAGE ALTERNATIVES

Calm down.	→	How can I help you?
Stop crying.	→	I can see this is hard for you.
You're ok.	→	Are you ok?
Be quiet.	→	Can you use a softer voice?
Don't hit.	→	Please be gentle.
Stop yelling.	→	Take a deep breath, then tell me what happened.
Don't get upset.	→	It's ok to feel sad.
That's enough.	→	Do you need a hug?
I'm over this.	→	I'm here for you.

Esther White- DT lead and DSL

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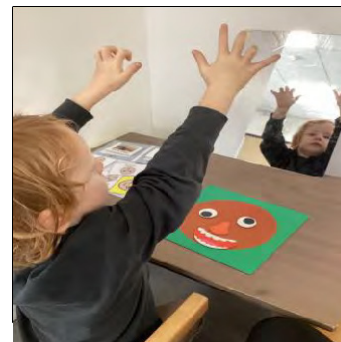
**SURBITON HILL
SCHOOL**



Esther White
Headteacher

Surbiton Hill Nursery School

The embedding of attachment aware strategies and the impact of using emotion coaching across the school



The project focus was to embed all our learning from our first award and ensure that Attachment aware principles are the golden thread throughout our school practice. Becoming part of policy, induction and that emotion coaching is used by staff at every opportunity. Taking these principles and enabling parents to use the techniques at home and also offering wider training for new EY teachers.

Achievements: What I/we are proud of.....

Weekly mindfulness sessions for regulation

Impact: What changes I/we have noticed.....

2 fully trained EY ELSA's in school leading on wellbeing

Language used by staff to describe behaviours of concern has changed
Nurture plans used consistently for behaviour support

"The CALM emotion coaching and the importance of connecting with and tuning into my child and his feelings." parent feedback from workshop



Tania Sesay

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The King's CofE Primary School

The Beehive - Nurture space

Overview: The main aims of my project were.....

Lunchtime nurture space available 2 or 3 days a week for children to access if they are struggling in the playground. Family time lunch with a member of SLT. Children can be nominated by their class teacher or they can self refer.

Achievements: What I/we are proud of.....

Creation of a nurture space for children who find the playground overwhelming. This is managed by SLT who provide a family lunchtime experience. Children can nominate themselves but there are a set amount of children who are invited by invitation.

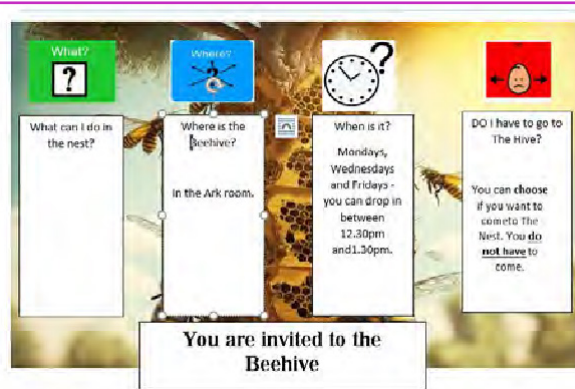
Children help with the set up and clear up.

Identified space in the school that can be used to create a permanent space for the children who need time out of class and have bided for donation to create this space along with resources.

Impact: What changes I/we have noticed.....

Less children walking around without anyone to play with. Children appear more calm and settled, less complaints about lunchtimes. Children attending the nurture space feel calm, more positive about being outside. SLT have a stronger working knowledge of the children who access the nurture space and have built stronger relationships.

"The nurture space is very welcoming, the adults engaged my child in meaningful conversation. She was excited to spend time in a smaller more intimate environment with the opportunity to participate in purposeful conversations. She has found being outside tricky before attending the nurture space but now find its less daunting and knows there is a safe space to go to if she should need it."





**Attachment Aware
Schools Award**



Attachment Aware Schools Award 2023-24

Gold Level Award



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**Attachment Aware
Schools Award**



Barnes Primary School

Playgrounds - Staff Training Development Project



Overview: The main aims of my project were:

To train external staff provider (JAG) in attachment aware and emotion coaching strategies

To develop playgrounds to be more inclusive, safer spaces for pupils

To reduce the number of behaviour incidents during lunchtime play

Impact on afternoon learning / teacher & SLT time dealing with incidents

Achievements: What we are proud of:

More confident staff who are beginning to use language of emotion coaching

Whole school approach to attachment awareness including all external providers

Reduction in playground behaviour incidents

External staff more aware of the needs of specific pupils and adapting their interactions to support them

Impact: What changes we have noticed:

External staff feel more confident to deal with behaviour incidents in the playground

External staff feel more knowledgeable about needs of pupils with attachment / trauma behaviours

Starting to be a change in language used towards pupils in playground e.g. I wonder... I can see...

Positive feedback from pupils in LKS2 and UKS2 playgrounds

'The training has really helped me be more confident in dealing with pupils in the playground' Cara, JAG staff

'The sharing of information on which pupils will most benefit from our support has been really useful,' Will JAG staff

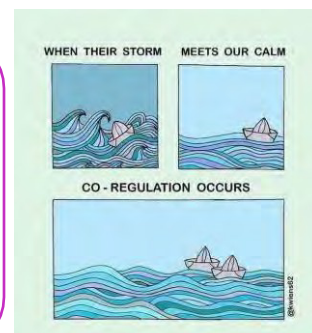


Zoe Brittain

zbrittain@carlisle.richmond.sch
.uk

Carlisle Infant School

Expanding attachment awareness into the wider community - through training staff at local nursery settings in emotion coaching.



Aims of Project

- Provision and practice at lunchtimes and break times and at wraparound provision improves so children with social or communication needs have a more positive experience at these times
- Support local nurseries/parents and staff to start emotion coaching pre starting school
- Support local nurseries/parents with communication and language development support
- Ensure staff feel supported and have resources and strategies to support children alongside appropriate support for themselves
- Children needing support to manage feelings and behaviour will have less incidents of dysregulation

What we are proud of:

- Staff feel more upskilled due to further training focus around emotion coaching, developing relationships with key adults.
- Consistency has improved due to further training, shared language and expectations, provision of shared resources to support self or co- regulation

Impact: What changes I/we have noticed.....

- Consistency in language and approach across the school by staff team
- Reduction in behaviour/dysregulation for key children
- Parents using same approach at home is supporting work at school
- Restorative conversations support relationships being built, staff feel upskilled
- Nurseries using emotion coaching approach to support transition to school

Feedback from practitioners in local nursery settings and parents following Emotion Coaching Workshops

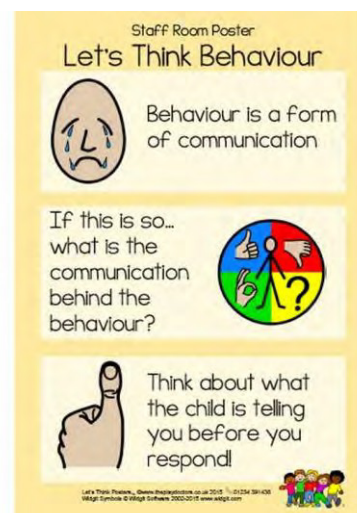
'It has given new strategies to manage difficult behaviours.'

'Very helpful and important training for children, parents and staff.'

'Acronym CALM is so useful,'

'The zones, the calm toolkit, movement breaks and importance of supporting child to regulate.'

'Absolutely loved learning about emotions. It was presented very well and I will use at home with my three year old.'





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**Attachment Aware
Schools Award**

Julie Morris: Deputy
Headteacher

jmorris79@coombe.org.uk

Danielle Richards Head of Year
8

drichards41@coombe.org.uk

Coombe Boys' School

*Embedding Thrive and attachment awareness
within our school*



Overview: The main aims of my project were....

- **To implement a new behaviour policy that embeds attachment and a Thrive approach**
- **Increase knowledge of attachment across parents and carers within our community**
- **To support partner and feeder schools within the trust to become more attachment aware**

Achievements: What I/we are proud of....

- Our behaviour policy has been rewritten and approved by Governors
- Introduced a 'regulate and return' system that has reduced students being removed from lessons
- Parents are more aware of our approach and we have received positive feedback

Impact: What changes I/we have noticed....

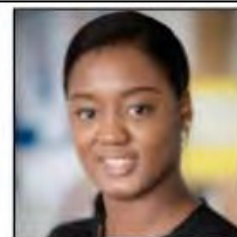
- Improved relationships between staff and students
- Development of a Behaviour Working Party
- Implementation of a new Behaviour Policy
- Reduction in students missing lessons
- Improvement in attendance of some of our key groups



Sara Carlton - Deputy Head
scarlt2@chj.rbksch.org

Coombe Hill Junior School

Developing an attachment aware approach in our wraparound care, whilst ensuring that we are embedding and refining our approach in our school to help children make positive behaviour choices and be best prepared for transition to secondary school



Miss Boayke - ELSA

To support wrap around providers to develop an attachment aware approach and link in with feeder schools so that the AAS approach is consistent for students.
To continue to work on supporting children to make positive behaviour choices through developing OPAL, family group and individual behaviour plans.
Preparing our Year 6 children to ensure that they are as ready as possible for their transition to secondary school.

Achievements: What I/we are proud of....

Our whole school approach is really embedded and all staff consistently apply the same attachment aware approach when interacting with children.
Playtimes have been significantly improved for the children and this part of the day gives them lots more opportunities for developing a range of skills. This in turn has led to a reduction in behaviour incidents across the school.
We have refined our provision for our most vulnerable children through the introduction of family group and individual support plans and also for our Year 6 children as they start their next adventure at secondary school.
Families are well informed through regular updates in our weekly parent newsletter.

Impact: What changes I/we have noticed....

Through a range of initiatives (such as family group and OPAL) and a consistent whole school approach being used by all school staff, behaviour incidents have reduced term on term for all children. One of our post LAC children who is currently in year 4 was having a behaviour incident on average of once a week in Year 3 and the start of Year 4, however through a consistent approach, since December he has only had 2 behaviour incidents reported on CPOMS.
Coombe Connections staff are trained on emotion coaching and the attachment aware approaches we use within the school day and are starting to use these strategies more within the wraparound care.
Attendance for our 5 post LAC children averages 93.7% and this is with 1 of those children (on a therapeutic timetable) having an attendance of 87% due to 12% being at forest school and horse riding.

'Today was really helpful and insightful.' Manager of about the training for wraparound provision.

'If we made a wrong behaviour choice we reflect on what we had done and how we are going to respond differently next time.' Year 6 child talking to OFSTED.

'The behaviour of one of the most vulnerable children in the school has improved dramatically through all our work on our whole school approach to behaviour management.' Lower KS2 phase leader

'The chickens calm me at break and lunch time. I

Links to additional resources we have during this project

[Questionnaire](#)
[OPAL](#)
[Family Group](#)
[CC training](#)
[EP training](#)
[Secondary school slides](#)
[Individual plan](#)
[All about me](#)



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**Attachment Aware
Schools Award**



Corpus Christi Catholic Primary School

Marie Baxter, Headteacher

Suzy Sanders, Deputy Head

*Supported by our AASA
mentor,*

Joanna Western.

Overview: The main aims of my project were.....

Everyone who comes to our school should feel that they are welcome here and that they belong here. Key stakeholders, children, parents and all staff will have a sense of belonging.

Achievements: What I/we are proud of.....

All staff in the school have received at least four twilight training sessions where they were given time to examine and improve the curriculum, school environment and ethos of the school through an equality and anti-racist lens so that all children and parents feel a part of Corpus Christi.

Impact: What changes I/we have noticed.....

Our current parent survey indicates that once again 99% of parents feel that their children are safe at school and that Corpus Christi supports their child's wellbeing. Children adore the twice weekly wellbeing club held at lunchtime by the Year 6 children. We have forged even closer links with both the Hong Kong and Muslim communities by hosting coffee mornings with the Kingston Mosque and Kingston Beats. This has resulted in the HK community having an increased sense of belonging and the Impact has been a community Lunar New Year Celebration held at the school and HK parents are now active members of the PTA. Our children have visited the Kingston Mosque and the impact has been the pride the Muslim children have felt in being able to share their culture.

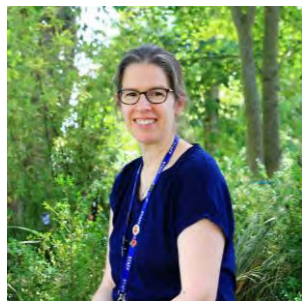
Quotes from parent survey 2024

'The concern shown and swift action taken to help our child was amazing'

'He felt supported and that he could go to school knowing he was safe and being protected as good as if it was home'

'The school has a real community feel to it...it feels like everyone is glued towards the same'





Furze Platt Infant School

Emotion Coaching in Early Years Settings

With thanks to staff at
Little Fishes Pre-School



& Kiddies'



Cabin

Nursery

Overview: The main aims of my project were.....

1. To develop Emotion Coaching in 2 local nurseries
2. To introduce the Zones of Regulation programme in 2 local nurseries

Achievements: What I/we are proud of.....

1. Establishing new links with 2 local nurseries
2. Successfully delivering training to 2 local nurseries with follow up sessions
3. Seeing how the staff have adapted Emotion Coaching and Zones of Regulation in each setting
4. Seeing how staff have cascaded the information to other colleagues who missed the training

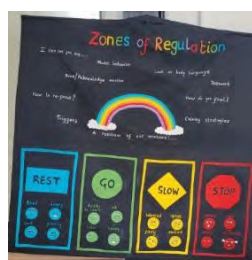
Impact: What changes I/we have noticed.....

1. Children are exploring more emotions and staff are helping them to express them more.
2. Staff are more confident when dealing with dysregulated children.
3. Staff feel they have more understanding of why children are dysregulated and how to support them.
4. Children are showing signs that they are soothed by the naming of emotions and are developing self-regulatory strategies.

Thank you,
the training
was really
informative.

I have found this
training very beneficial
and now have a much
better understanding.

Love that it got me
to think differently
and approach things
in a different way.



Really enjoyed
learning about
this – helpful for
all ages.

Mandy Appleyard
m.appleyard@hannuata.chillrichmond.sch.uk

Hampto11 HJII Jur#ot5choal

To continue to develop staff awareness of Attachment Aware approaches

To enhance the transition of pupils from primary to secondary settings by linking with Hampton High on the start of their Attachment Aware journey

To work with particular, LAC and PLAC o rrmunL

All staff have a good understanding of Attachment Aware approaches and utilise appropriate activities to support children themselves

Work has started with Hamiptoir, H gh which will hopefully improve trafslitlon for our pupils

Outreach work is carried out by our SRP Lead to support children with SEMH needs in other borough schools

Very successful support of families particularly for the family of one newly adopted child who needed a lot of support as they made their transition to becoming a family

staff are confident to deliver support in an Attachment Aware way

Open, supportive relationships with parents: help to support the best outcomes for children

Outreach Work has been supportive to other schools

know my
uld never have coped at HMJS without you & all the

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Thanks for all your support, it has had a positive impact on his social & emotional well being and achievements.

2 parts 8 comments



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**Attachment Aware
Schools Award**

Donna Connor
sendco@kewriverside.richmond.sch.uk

Kew Riverside Primary School

Extending AASA beyond the school gates

Jess Tuckey
jesicatuckey@kewriverside.richmond.sch.uk

Overview: The main aims of my project were.....

To develop skills across the school staff, including the admin team, in emotion coaching using a consistent language.

To embed the AASA and trauma informed practice and language from the silver award and ensure the whole school community understands how to support their own and the children's emotional regulation.

Achievements: What I/we are proud of.....

The increase in engagement of children at our school who have been supported with the AASA strategies since we enrolled with the bronze award

Hearing the validation of emotions from staff, not just teaching staff

Impact: What changes I/we have noticed.....

Children are naming their emotions with more consistency

Parents refer to children's emotions rather than their behaviour

Raised awareness of emotion coaching and impact of relationships across the school community

Governors - so great to see the focus on

Child - I feel listened to when I talk about my feelings

Emotion Coaching Workshop For Parents

On Thursday 27th June at 9am, our Inclusion Lead Donna will be leading an online workshop for parents on Emotion Coaching.

The workshop will explain how we support emotional regulation in line with our three school rules. In order to provide consistency with emotional regulation at home, the workshop will explain the rationale for emotion coaching and share a script to use at home.

Please email sendco@kewriverside.richmond.sch.uk if you have any queries.





Lime Tree Primary School

Emotion Coaching: Rippling out key principles and practice to key stakeholders, and the local community

Marc Lowery

Designated Teacher

*SENCo / Inclusion Lead and
Assistant Headteacher at
Lime Tree Primary School.*

senco@limetree.rbksch.org

Overview: The main aims of my project were.....

- Continue to develop and sustain the emotion coaching approach through training and induction for new staff
- Offer workshops for parents to better understand Attachment Theory and strategies to attune to their own children
- To support a local Nursery setting with their approach to managing the emotions of young children in their care

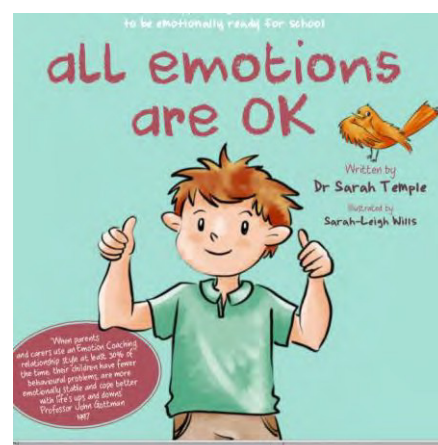
Achievements: What I am most proud of:

- My growing subject knowledge and being able to support others to develop their own practice
- To be part of a really positive community of professionals who share best practice to support children Attending a range of insightful DT forums and conferences that have given me the skills and knowledge to make sustained changes within my school context
- Reductions in behaviours incidents across the school, particularly those with SEMH difficulties
- Improved attendance for our most vulnerable children (PP children and SEN support children in particular)

'This has been really relevant to the situation with my son. I have come away with new strategies and ideas to support his emotions at home - thank you! Lime Tree parent

"This will help us to develop out practice and to give the youngest children to verbalise their feelings when they unable to self-regulate. An excellent session!" Nursery staff member

"I feel that I can talk to key trusted adults and I'm actually heard and they really care about how I'm feeling" - Year 6 pupil



Helen Price - Assistant Head
teacher Inclusion
helen.price@lovelace.rbksch.org



Lovelace Primary School

Supporting Transition of vulnerable pupils Y6/7

Hayley Siddle DSL –
hayley.siddle@lovelace.rbksch.org



Overview: The main aims of my project were....

To establish links with secondary feeder schools and deliver intervention in collaboration with secondary colleagues

To continue to develop nurture room and embed use of nurture principles across the school and redevelop behaviour policy/core values.

Achievements: What I/we are proud of....

Successful transition group running in our nurture room and with the MHST.

Engagement with secondary colleagues to foster working relationships and create opportunities to build relationships with staff in their new setting. Input from link EP around sharing information with the new setting.

Number of children that have accessed the nurture room and impact on relationships and how these support SEMH /attachment needs. This has also impacted engagement with harder to reach families.

Impact: What changes I/we have noticed....

Improved staff confidence and attitude to relationships style behaviour policy has improved and staff take time to get to know children and what works best to support them.

Relationships established between staff and pupils and shared strategies modelled mean that children can be reached more easily and supported appropriately when dysregulated.

Stronger more purposeful relationships with harder to reach families.

Y6 pupils that have been actively engaging in transition setting and establishing links with staff in preparation for their next transition.

What the children say: 'I have really enjoyed meeting some of my new teachers from Chessington School. I feel less worried about September now'.

'Mrs Austin from Y7 was really friendly. I know where to go for help and it was good to look at the All about Me sheet about some of the teachers.'

What the parents say: 'I feel that A will be really vulnerable when transitioning to Y7 and I am so pleased they have had chance to talk about their worries in the transition group.'

'F came home and said she had met some of her Y7 teachers and was really excited...thank you'.





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**Attachment Aware
Schools Award**



Nelson Primary School

ROOTS TO SHOOTS

*Play is a
right not a
privilege.*

Whatever it takes.....
cnorman@nelsonschool.org

Overview: The main aims of my project were:

Three years ago we started to rethink the unstructured times of the school day. By nature the day is very structured and timetabled however playtimes are not. Navigating the playground independently is a big challenge for many of our children, not to mention the minefield of small talk and social interactions - indeed we've all been there. Bronze was an introduction and training of staff, silver identifying key staff and what we are good at, to build and model from roots to shoots. Gold has been transformative as we have embedded AASA into OPAL - shaky at the start but shoots, buds and fruit are now evident.

Achievements: What we are proud of:

Proud of: Looking back over the three years I am proud that we have come full circle but not what we had planned or anticipated. I am proud that we support the most vulnerable children in very individual ways. I am proud that we have maintained momentum and are beginning to see results

Impact: What changes we have noticed:

Impact: The playgrounds are much happier places - children are using their imagination and playing freely, engaging in self directed intrinsic play. There is a way to go but it is easier to build on a foundation which is now taking shape. Older children are engaging with and role modeling to younger children - not always as we would like - but a work in progress. Increased pupil responsibility with a nurturing element. Children at play is an amazing and healing environment for all.





Orleans Park School

Continuing to embed AASA with staff and ensuring that wider understanding is developing with students and families.



Orleans Park

Overview: The main aims of my project were.....

Continuing to embed behaviour management policy, with strong focus on ensuring new staff receive appropriate training and more established staff receive refresher training so that momentum isn't lost in our 3rd year of progress in this area.

Wider whole school initiatives to embed trauma informed practice into all aspects of school life, so not seen as a 'bolt-on' to what we do but actually integral to everything that we do, for students, families, staff and the wider community, including our feeder primary schools.

Achievements: What I/we are proud of.....

That trauma informed practice is becoming integral to our ethos and vision for the school. It is not seen as something that is in competition with other practices or structures within school. All decisions, interventions and activities are taken with a clear attachment awareness and the vast majority of students are reporting that they feel that sense of belonging that will help to ensure they thrive. We now provide students coming into our school with developmental trauma with an appropriate environment with all staff able to understand how their context might be impacting upon their behaviours and able to use effective strategies to de-escalate problems and keep them included within their classrooms. We are now working closely with local schools disseminating our learning from this award scheme and demonstrating how our strong attendance (best in the local authority according to D of E) is inextricably linked to our attachment aware approach, as is our strong behaviour, and ultimately our strong outcomes for students.

Impact: What changes I/we have noticed.....

2018-2019 (last full academic year pre-Covid)	Now
51 Suspensions involving 32 students and 1 Permanent Exclusion	17 suspensions involving 16 students and no permanent exclusion since 2019
Punitive sanctions - consequences ladder in all classrooms - staff expected to use this language with students	Restorative approach - staff now trained in attachment aware language and approach
Reason for suspensions often linked to abusive behaviour towards staff	No suspensions due to this reason in 2023-2024 so far
Understanding of attachment awareness and developmental trauma limited to few pastoral staff. Students with trauma or adverse childhood experiences not provided with an environment that would enable them to thrive	All staff now trained in an attachment aware approach - how to regulate their own emotions and support all students in regulating their emotions - restorative conversations now used by staff to address incidents rather than solely relying on a sanctions based approach.

Student feedback from surveys:

Students across all year groups seemed to genuinely appreciate that staff were explaining to them why their behaviour wasn't acceptable and how to move forward rather than just issuing sanctions

Students were able to articulate why restorative conversations had more positive impact for them and the class

Parent View for Ofsted (November 2023) had the following responses:

75% strongly agreed and 23% agreed that their child is happy at our school

82% strongly agreed and 16% agreed that their child feels safe at our school

68% strongly agreed and 28% agreed that the school makes sure its pupils behave

(Based on 316 responses)

Richard Daniels - Headteacher

Sarah Barnard - AHT

Lauren Porter - DHT

office@riversideprimaryschool.org.uk

Riverside Primary School & Nursery

OPAL - Outdoor Play and Learning



Overview: The main aims of my project were....

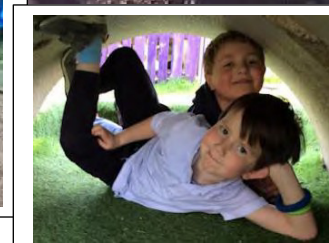
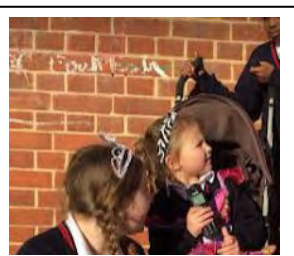
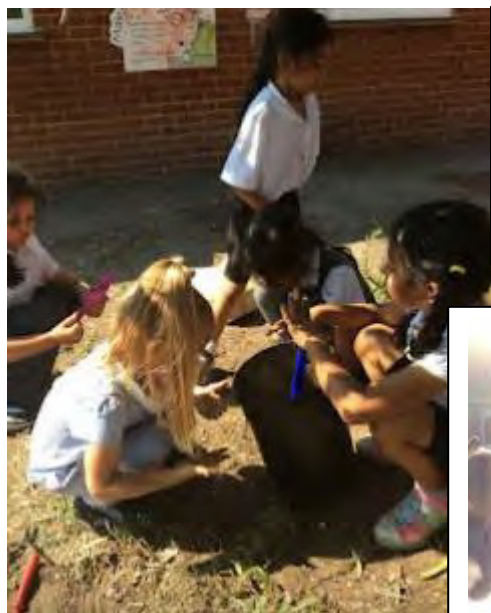
To improve wellbeing and social interactions, supporting the emotional development of children across the school from a wide range of cultural and experiential backgrounds, enhancing play and exploration opportunities, whilst reducing behaviour incidents across the day.

Achievements: What I/we are proud of....

Children have been able to enjoy extended periods of free play, with peers, developing an increased confidence in social interactions, collaborative and problem skills. Staff have worked tirelessly, giving much of their own time, to build resourcing at minimal cost such that the play environment can be varied, rich and fulfilling.

Impact: What changes I/we have noticed...

More fun! More creativity! More laughter! Cross key stage play!
Increased resilience. Dirty clothes & happy faces!



*Designated
Teacher:*

Elizabeth Cahill

office@stagathas.school

St Agatha's Catholic Primary School

To refine the attachment aware approach in whole school policy and practice by providing community training for parents & carers.



Overview: The main aims of my project were.....

- To identify and mitigate the key barriers to impact of the attachment aware approach;
- To hold a series of parent and carer Attachment and Trauma Aware training sessions with a focus on ZOR and emotion coaching;
- To further develop the schools inside and outside sensory spaces;
- To increase the opportunity for, and impact of, pupil voice in the school's ATA approach.

Achievements: What we are proud of.....

- Children's survey reports the benefit of peer mediators during unstructured times.
 - Children report that they find the child friendly leaflet helpful.
- Children report they like to be able to choose to use the sensory spaces – this helps them feel calm.
- Children report they find the zones of regulation helpful in giving them language to use that all teachers understand.
 - Children report that they like learning in 'The Nest' when they feel overwhelmed in the classroom.
- children report that they like seeing all staff wearing the zones and coaching cards - it gives them confidence
- children like it that there are signs everywhere around school to remind them about the zones and safe places to go

Impact: What changes we have noticed.....

- All staff report shared understanding about our Attachment Aware approach to managing behaviour.
- All staff and children use shared language when using zones of regulation and the coaching model.
- Parents & carers who attended the training have reported that they found the sessions helpful – they now use the approach and shared language at home.
 - The increased sensory spaces around school enable more children access.
- Successful fund raising means an outdoor sensory space will be created during the summer holidays.
- Fewer incidents of extreme emotional dysregulation have been recorded due to staff recognising triggers.
 - Children have a greater role in supporting each other – peer mediators.

It's really helpful to use the links related to emotional health on the school's website because children are growing up and facing challenges everywhere they go so they need to know how to face it positively. The school helps us to use different strategies to deal with challenging behaviour through the wellbeing workshops.

- Parent survey, May 2024

The school is very good at offering advice, sign posting and running workshops for parents in need of structure and support.

- Parent survey, May 2024

Designated Teacher / Project

Lead: Liam Keohane
liam.keohane@secfs.org.uk
01753 860607

Supported by:

Lindsey Smith (Educational
Psychologist) and Joanna
Western (AfC Virtual School)

St Edward's Catholic First School**Embedding Attachment Aware Principles, ensuring Quality
Assurance****Overview: The main aims of my project were.....**

Now we have completed the Bronze and Silver Awards, it was time to reflect and review the strategies and procedures we now have in place. Therefore, it was felt that a policy and some quality assurance measures be created.

Achievements: What I/we are proud of.....

Building on what we have achieved already (Emotion Coaching, 3Rs, Zones of Regulation and Wellbeing Champion Campaigns), it was positive to review as staff, with the children and with parents what has worked well and what needed more work. After the review, we worked with the Governing Board to create a Relationship and Regulation Policy. This was then shared with parents for a consultation before being finalised by the Governing Board. This then ensures that our Attachment Aware principles are a fully cemented part of our practice and ethos.

Impact: What changes I/we have noticed.....

Now we have completed the Bronze, Silver and Gold Awards, it is clear what an immense journey we have been on. The training and support received have become fully embedded as this is seen throughout the school and with the children themselves. Often commented on by visitors and parents, the interactions between staff and children are emotion/empathy-first and this has meant that the behaviour incident numbers are falling and the relationships across the school are deepening. Staff across the school show an awareness and understanding of behaviour being communication and are striving to support rather than discipline. Now we have created a policy together, this shows our investment in the attachment aware principles and our commitment to ensure that any child with needs is well supported.

"As an 'Attachment Aware' school, we pride ourselves on ensuring the best possible support for the most needy children throughout our school. Through consistent approaches and tackling any difficult situation with empathy, we can ensure our school community are best equipped for the wider challenges life can bring. I am proud to have been part of this project and thrilled to achieve the Gold Award."

Chair of Governors

EMBEDDING PRACTICE

Sharon Griffin & Lianne Cook



senco@sph.rbksch.org

St Paul's Primary

Reaching out to the parent/carer community and upskilling them - sharing the benefits of attachment awareness more widely.



Overview: The main aims of my project were.....

Are we able as a school to reach out to our wider school community and support our parents in carers in being attached aware and trauma informed? To provide a fortnightly newsletter 'With Me In Mind' aimed at sharing; a book, a look and a hook for parents to consider and reflect upon.

Achievements: What I/we are proud of.....

We have been able to develop our own reading and reflections and share these with our wider community. The videos have responded to common areas of parental concern or curiosity and have opened up conversations for us to be having as a partnership between home and school.

Impact: What changes I/we have noticed.....

The impact has been significant. We are having challenging conversations but shared conversations too. Parents/carers are able to use the language of attachment and trauma. Parents freely refer to regulating, taking space and time and allowing for positive reflections.

Parents/carers are recognising the need to actively listen, to plan carefully for transitions and to ask for the positive. Parents and carers are finding the useful and manageable bite size videos enough to start their exploration of key topics. Parents/carers report feeling more equipped to have conversations that are more in tune and meaningful with their children and there is a more joined up approach to supporting relationships and behaviour. Parents/carers understand the power of asking questions.

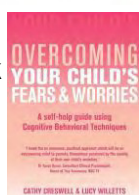
Parents talk confidently about how we support the whole child and not just the academic and that they wish they had had this support at school.

With Me in Mind

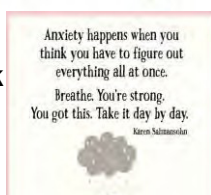
A Newsletter for Families to support Wellbeing and Mental Health.



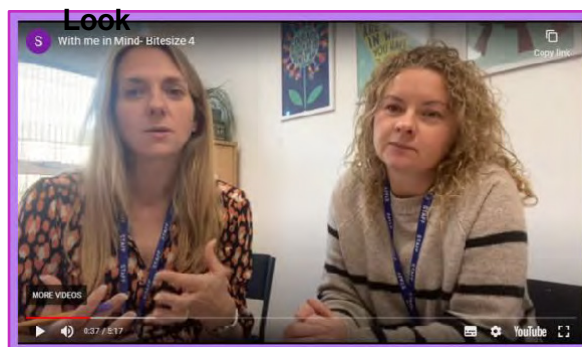
Book



Hook



Look



Francesca Collin

senco@queenannefirsts
chool.org.uk



The Queen Anne Royal Free CE First School, Windsor

Emotional Awareness



Overview: The main aims of my project were.....

To help all children in the school develop the skills of self-regulation. We hoped that the project would help increase their emotional vocabulary, give them skills to read each other's body language and facial expressions, give them insight into events that trigger their behaviour, and provide calming and alerting strategies, and problem-solving skills to help with their own management of emotions.

Achievements: What I/we are proud of.....

The implementation of the Zones of Regulation across the school. All classes have a display and all children know what the Zones are, can talk about them confidently and have an increased understanding of emotions. Most children are also able to say what strategy helps them get back to the green zone. The Emotional Wellbeing Champions have worked really hard this year - they were excellent at the training session and have loved having this extra responsibility this year. They have been receptive to the Emotion Coaching training and are keen to help develop the playground to make it fun and inclusive for everyone!

Impact: What changes I/we have noticed.....

Children and staff have a common language with which they can talk about emotions. Children understand the need to self-regulate and have strategies to help them do this. Individual classes have created their own methods for helping them discuss their emotions with their trusted adult. Children and parents have spoken positively about the Zones of Regulation. The Emotional Wellbeing Champions have helped to provide another means of helping children self-regulate with peer support.

'We have a bubble box in our classroom. We get to put our bubble in the box to talk to our teacher if we are feeling worried or really excited about something'.

'Woodland Bathing really helps me to get to my centre, makes me feel peaceful & calm and I feel that I can cope with any problems.' 'Walking around the field and woodland makes me feel happy and grateful'. 'Breathing outdoors calms me and, when I have finished, I feel fresh again.'

