

**AfC Virtual School Attachment Aware Schools Award
2022-2023 Cohort 3 Evaluation (Bronze Award)**

*“The Attachment Aware Award training has had
a profound impact on my approach”*



*‘I highly recommend the Attachment Awareness training
to anyone working with children. It offers a transformative
perspective that empowers practitioners to recognise and
respond effectively to the underlying needs of children’.*

*“The impact the project is having around school is
fantastic”.*

“The Attachment Aware Award training has had a profound impact on my approach to recognising and responding to children's behaviour. It has transformed the way I perceive their ...actions. The training has equipped me with a toolkit of strategies to build secure attachments and foster positive relationships with the children in my care.”

“This has been the most helpful programme I have attended – and there have been a lot over the years!”

“This training has undoubtedly enriched my practice and has contributed to the overall positive development of the children in my class.” - Year 5 Teacher, Primary School

“The impact the project is having around school is fantastic. I have noticed a real change in the language used by staff during lessons after the Emotion Coaching INSET” Designated Teacher - Secondary School

“I have learnt how to be calm and kind.” - Young person

“This project has helped our parents / carers – they have been positive in their feedback to us. Some of the parents / carers have formed their own WhatsApp group and met up socially to support each other.” Designated Teacher

“Parents have more of an understanding of our approach to behaviour and are implementing this this at home too.” (Designated Teacher, Primary School)

AfC Virtual School Attachment Aware Schools Award 2022-2023 Evaluation

Overview

Participants: The Attachment Aware Schools Award (AASA) welcomed 30 schools from across Richmond, Kingston, Windsor and Maidenhead in its third year. These included schools spanning all key stages from early years to post 16, alongside specialist provisions and schools.

Structure of the Attachment Aware Schools Award: The full programme of support offered by AfC Virtual School now spans across three years as we recognise that the culture shift to becoming an Attachment Aware school and community is gradual. The learning and embedding of strategies and practice is something that must continue to be worked on and kept high on the agenda for schools. The first year of involvement in the programme is called the Bronze Award, with the second and third years known as the Silver Award and Gold Award.

AfC Virtual School's bespoke Attachment Aware Schools Award Bronze Programme is a year long period of study which includes regular Designated Teacher training sessions; termly coaching sessions and whole school training in Attachment and Trauma, and Emotion Coaching. Schools are asked to conduct an Attachment Audit and from this identify a whole school change project to complete across the academic year. These projects are shared at a graduation celebration at the end of the year where schools are awarded Attachment Aware Schools Plaques.

Scope and breadth of topics/projects: Research nationally indicates that AASA projects often fall across 5 main areas; Policy and school systems; Transforming the environment; Staff and pedagogical development; Pupils; Parents/carers and our cohort was no exception. The majority of projects were multi-faceted with whole school change and impact spanning multiple areas. The following section provides a snapshot of a range of whole school change projects in each area.

1. Policy and school systems

A large proportion of schools had at least one element of their AASA 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 to all DTs on this topic was provided through a Designated Teacher forum. Examples of the aims of these projects include:

- To embed the CALM approach of emotion coaching within a relationship-based behaviour policy, reflected in the school environment and pupil experiences.
- Whole school use of relational approaches to behaviour management in the classroom and the playground.

- Embedding trauma informed and attachment aware approaches throughout the wider school network, including support staff, parents, governors.

Below are some quotes regarding the impact of projects focussing in this area:

"We now have a Relationship, Communication and Behaviour Policy that gives more emphasis on creating a safe environment for all children. We made sure that focus is given to strategies for de-escalating situations...expectations of children by staff has shifted and more understanding is had over behaviour being communication. Our policy fits better with our Forest School ethos and staff feel more confident in speaking to all children in relation to how they feel." Designated Teacher, Infant and Nursery School

"Adults are using emotional coaching and a restorative approach...children's behaviour has changed in a positive way since changing our behaviour policy to the restorative approach."

"As a member of non teaching staff it has meant that I have built relationships with children." Designated Teacher and support staff member, Primary School

"[Impact has been] increased attendance for vulnerable and those with ACEs, fewer behaviour incidences in the playground, support adult identified for each child, safe space created and regularly used for self/ co-regulation and intervention, consistent approaches for all interactions- 'CALM' approach, personalised approaches to support individual's emotional regulation, IEP targets SMARTER -more positive outcomes. Analysis of pre-post AASA questionnaire indicates that children feel safer and happier."

Designated Teacher, Primary School

"All staff show greater understanding and understand the need for relational approaches (3Rs model). Rather than sanctions, staff and children have the opportunity to consider and name their feelings and impact. Emotional scaling charts are used effectively in every classroom with modelling from staff and peers. Staff use 'adult swap-ins', modelled by SLT, with increasing confidence and this is seen as a sign of strength and emotional intelligence. Staff morale has improved. Children talk confidently about their feelings and how these manifest physically. Behaviour across the school, especially in the playground, has improved as the children feel empowered and listened to." Designated Teacher, Infant School

"The understanding that we only know about a handful of experiences our community have faced and the only way we can be sure that we support everyone who may have been impacted by trauma, is to have an approach and environment that imagines everyone has. Staff are starting to live this. Interactions in school

have been more reflective, we hold each other to a supportive but challenging standard and we are moving towards a whole school trauma informed environment.” Designated Teacher, Primary School

“It has been wonderful to engage all stakeholders in our training and delivery of whole school attachment-informed relationships. Governors joined all staff for training throughout the year, and then pupils, parents/carers, governors and staff at all levels contributed to the complete rewriting and implementation of our behaviour policy. This now has a focus on emotion coaching and research-informed approaches to regulation, building on our previously successful roll-out of the Zones of Regulation. We have increased the number of therapeutic spaces in school (with more planned once building work is complete). It has been excellent to see adults feeling confident in how to approach children that independently choose to use these spaces, through the lens of emotion coaching. Staff feel comfortable that they are doing the right thing by allowing time to regulate before trying to discuss the behaviour. Staff have said how they feel better equipped in dealing with the influx in extreme behaviours, particularly in KS1/EYFS through the AASA model and the new tools in our behaviour policy.” Designated Teacher, Primary School

2. Transforming the environment

A number of schools transformed elements of their school environment as part of their AASA project. Further training and research was provided by AfC Virtual School in developing therapeutic spaces for care experienced children. Below are a selection of quotes highlighting the impact of creating safe, therapeutic spaces in schools.

“The transformation from a chaotic, under used space, to a warm, calm welcoming space is almost complete. The room has already provided valuable space for a range of purposes, as planned. Alongside being a suitable space for ELSA, where all resources are to hand, the room proved invaluable in supporting one of our Year 6 SEND children take their SATS. The room also provides a safe break out space for children to regulate themselves, when required. With many windows, the room is light and bright. The silent heater provides warmth without distraction and the range of seating gives plenty of options for tasks and comfort. Without the traffic of other children or adults, the child was able to fully focus without risk of being disturbed. The room will also prove valuable space for sensitive meetings such as Listening Spaces, where parents and staff wish to share confidential information. With white walls and an Astroturf carpet, the room is furnished in a more informal style to the rest of the school and being small, feels cosy and snug.” Designated Teacher, Primary School

“The hub [is] a dedicated space which is used frequently to support children to regulate. We created a calm space for sensory-avoiding needs, with the availability of additional equipment on hand for those children with sensory-seeking needs. The

hub is used effectively for all children and staff have been trained in good sensory diet provision. The children use the Hub as a safe place to hide or manage their feelings. They know they can go there to 'bounce it out' or to calm down with a trusted adult trained in providing an effective sensory diet. It reduces the impact on the learning in the classroom and their peers as they can regulate without feeling they are being watched or judged. Staff feel more confident about taking students to the hub for a sensory break and adapting activities." Designated Teacher, Infants School



"We love using the Nurture room for a quieter space and to relax."

"The hub is my safe space where I can feel calm." Pupil, Primary School

3. Staff and pedagogical development

The majority of the school's whole school change projects included developing elements of staff and pedagogical development. Examples of core aims underpinning these projects included 'developing staff understanding of attachment aware principles' and 'develop a consistent language and approach around supporting children to emotionally regulate'. Examples of impact include:

"The attachment / trauma training has reminded me of the impact of ACEs (adverse childhood experience) and given me firm and manageable strategies that can benefit all children." Designated Teacher, Primary School

"The Attachment Aware project has opened my eyes to seeing all behaviour as communication." Class Teacher, Primary School

"I use the CALM approach as my go to strategy now and I really feel that the children are responding positively and it is strengthening my relationship with them." Class Teacher, Primary School

“The attachment aware training opened my eyes to how building relationships is key to some children's success in learning.” Class Teacher, Primary School

“The Attachment Aware Award training has had a profound impact on my approach to recognising and responding to children's behaviour. It has transformed the way I perceive their outbursts by enabling me to see the underlying stories behind their actions. I now have a greater awareness of the background influences that may be at play, shaping their behaviours and emotional responses. Since participating in the training, I have made modifications to my own practices, incorporating the valuable insights gained. One notable change is my concerted effort to remain calmer and more receptive to the needs of the children, particularly when faced with their flight or fight responses. By understanding that their reactions are often rooted in past experiences and attachment dynamics, I am better equipped to provide the supportive environment they require. The training has equipped me with a toolkit of strategies and techniques to build secure attachments and foster positive relationships with the children in my care. It has heightened my sensitivity to their emotional cues and helped me to develop a more empathetic and compassionate approach. I now strive to create a nurturing and safe space where children feel heard, understood, and supported. I highly recommend the Attachment Awareness training to anyone working with children. It offers a transformative perspective that empowers practitioners to recognise and respond effectively to the underlying needs of children. This training has undoubtedly enriched my practice and has contributed to the overall positive development of the children in my class.” Year 5 Teacher, Primary School

4. Pupils

Whilst the impact on pupils was a focus for all schools, a few participating provisions had a more direct focus on the experience of pupils in their schools, either through developing targeted nurture support and embedding a whole school approach to using Zones of Regulation to support emotional literacy.

“We now have at least two nurture groups running in every year. We group children together by need as much as possible. For example, one group may work on managing feelings like anger or anxiety whilst another group might look at social skills and how to play nicely. We also have two qualified ELSAs in school who work with higher need children on a 1:1 basis to help them explore their emotions or learn to regulate.”

“The children can confidently talk about their feelings, often in relation to the Zones of Regulation which we have also relaunched as part of the project. They are beginning to self-select strategies to use to help them regulate for example, controlled breathing, quiet time, using a transition object, etc. Parents have reported that many of their children look forward to coming to school on the days that they have a session in the Nurture room. Parents have also said they are less anxious because their children are not so worried.”

“Children feel more confident speaking about their feelings in relation to Zones. Classes have Zones displayed in their room with emphasis on talking about how the children and adults are feeling. We are actively encouraging the use of Zones of Regulation at home by sending a one page visual to support. Many parents now use this and have reported that feelings are discussed more openly and children are able to regulate more successfully after incidents.”

Pupils have reported:

“I have learnt how to be calm and kind.”

“The Nurture room is fun and it makes me feel happy.”

“I have learnt about feelings and being shy. It is nice to be together.”

Feedback from children and young people

“I feel happy to talk to teachers when I am sad as they know how I feel.”

“When I am angry I know that teachers will try to understand that I don’t want to be angry but I just can’t help it.”

“I love the safe space. When I get my own bedroom I am going to put the tent like that one in it and all the toys. It makes me feel safe and happy.” Year 6 pupil

“When I come into [school], it’s like my family and I feel safe. Everyone is different in school and that’s ok”.

“Lunch club makes me feel safe and wanted. I can make friends in lunch club because it is quiet.”

“Teachers always listen to me, whatever I am feeling” Year 2 pupil

“Everyone smiles and doesn’t shout so I can make mistakes.”

“Sometimes I just need to be red for a bit and then when I am ready I know I can talk to my

LSA and he listens.” Year 3 pupil

One school conducted a survey of pupil views and reported the following:

“In a student survey 100% of the children in school felt that they had somebody to talk to if they needed it and felt that they could go to any member of staff and feel listened to.”

5. Parents/carers

Some projects focused on directly involving parents, for example, through providing workshops on attachment awareness and related approaches, including Emotion Coaching to parents. The impact was noted as:

“Parents have more of an understanding of our approach to behaviour and are implementing this at home too.” (Designated Teacher, Primary School)

One specialist setting for SEMH needs (secondary school age) incorporated attachment and trauma awareness into a programme of parent coffee mornings with guest speakers, as an approach to develop their work with parents. The impact was noted as:

“This project has helped our parents / carers – they have been positive in their feedback to us! Some of the parents / carers have formed their own WhatsApp group and met up socially to support each other.” Designated Teacher

“It is so good to be able to say we have this programme in place, as we are often asked by other professionals what formal support we can offer parents in meetings we attend.” Headteacher

“This has been the most helpful programme I have attended – and there have been a lot over the years!”

“They were really helpful strategies – thank you!” Parents

Feedback from parents and carers on their schools attachment aware approaches

“The workshops have been great, as a parent it is useful to learn and know the strategies used at school (emotional coaching) so we can use it at home.” Parent, Primary School

“From our meetings we have established a safe space at home. This helps with her emotional regulation” Parent, Primary School

Whole school training

Each participating school received two 1 hour 30 minute training sessions delivered in collaboration with their AASA coach. The focus of these whole school trainings were:

1. An introduction to attachment and developmental trauma
2. An introduction to emotion coaching.

Schools were encouraged to ensure whole school attendance, including inviting school governors, support staff and office based staff.

Out of 163 responses from school staff following the whole school training:

- 84% agreed or strongly agreed that it will directly impact their practice.
- 88% agreed or strongly agreed that it will contribute to whole school practice and development

The below quotes provide an overview regarding the impact of the training across the wider school and what school staff valued most:

"Learning how attachment provides the foundation to how children behave, think and understand within future relationships"

"Understanding how the brain works"

"I found the emphasis on trust very helpful"

"Understanding the early years development of babies and children and how important and impactful these years are."

"The training was thought provoking and positive"

"I found the training very insightful and it has given me a greater understanding of the reasons of behaviour and strategies to support the children."

"I came away feeling both inspired and motivated to understand and approach emotional coaching confidently"

"Wonderful training. Really enjoyable, purposeful and applicable."

"Extremely informative and delivered clearly in a 'not too scientific' way which made the content easy to understand. Facilitator had a good understanding of what current demands on teachers are and summarised what can be done as teachers to support our pupils. Thank you."

Some key areas of impact from the training sessions were highlighted in questionnaire responses:

"I have noticed a difference in all staff across the school in their approach and understanding of children's behaviours, especially with the lunch team. Our

classrooms are becoming nurture driven too."

"The suggested toolkit is easy to understand and with regular implementation should make a difference for lots of adults and pupils."

The below quotes provide examples of changes to teaching approaches and developments in staff thinking in terms of their practice following engagement in the AASA:

"Step back and think more about why a child is behaving in a particular manner."

"Ensure I connect with the child first"

"Help staff to work with students having attachment issues and think about their own emotional literacy when interacting with students."

"Try to focus on creating a trusting relationship"

"Use the three R's model when dealing with children's emotions, instead of jumping straight to reasoning."

"Reassess behaviour policy and implementation "

"Keep the emotion coaching technique at the forefront of my mind when it comes to dealing with young people who may be dysregulated."

In addition, the following quotes have been provided by Designated Teachers as demonstrating some of the impact they have observed following the whole school training:

"The impact the project is having around school is fantastic. I have noticed a real change in the language used by staff during lessons after the Emotion Coaching INSET"

Designated Teacher - Secondary School

"I have found it so helpful to use the 3 R's as mentioned in the training and to remember that underpinning that is the need to build trust. In practice, I have found this takes time and absolute commitment but it's worth it."

Class Teacher, Junior school

"The training over the year has been an eye opener and changed our attitudes to dealing with learners that may find attachments difficult. Personally I know that my words have changed, and calming a child is of importance before trying to show them where the learning curve is."

Designated Teacher, Primary School

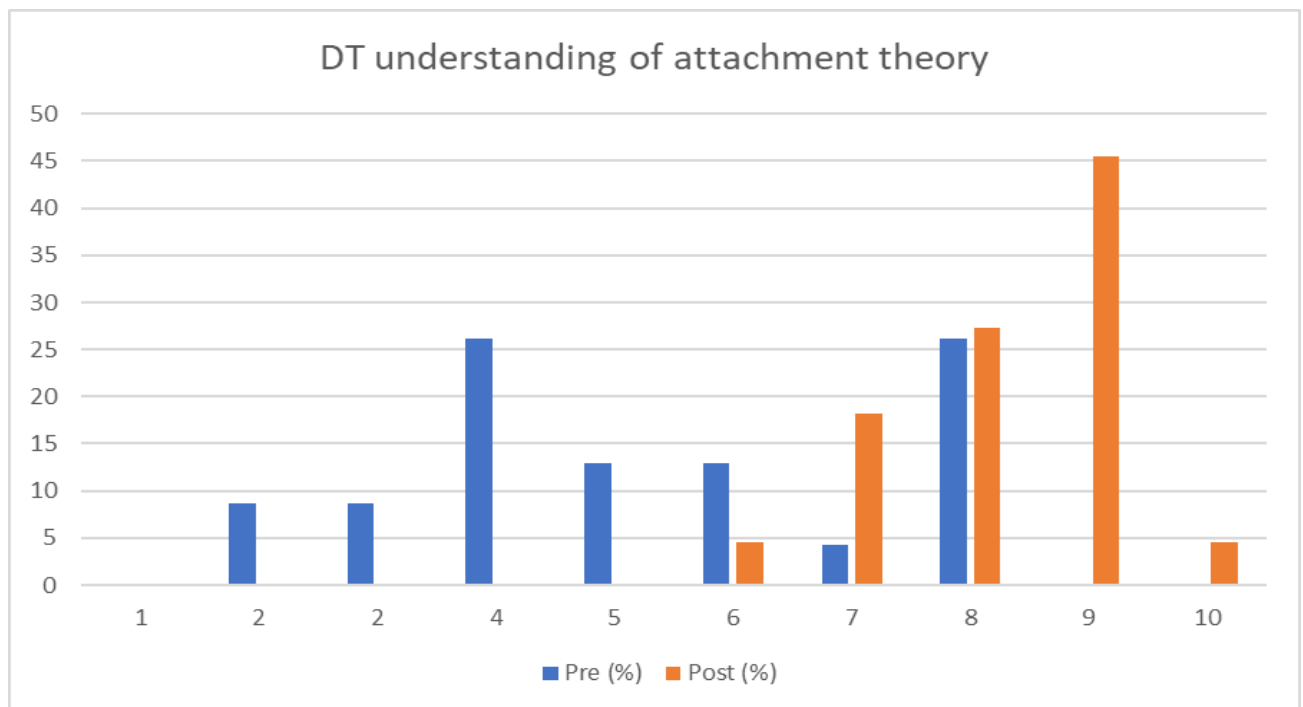
"I have heard the CALM scripts being used around the school and classrooms seem calmer. Also, those children accessing the new therapy spaces have found them a more positive experience as a safe space away from the classroom."

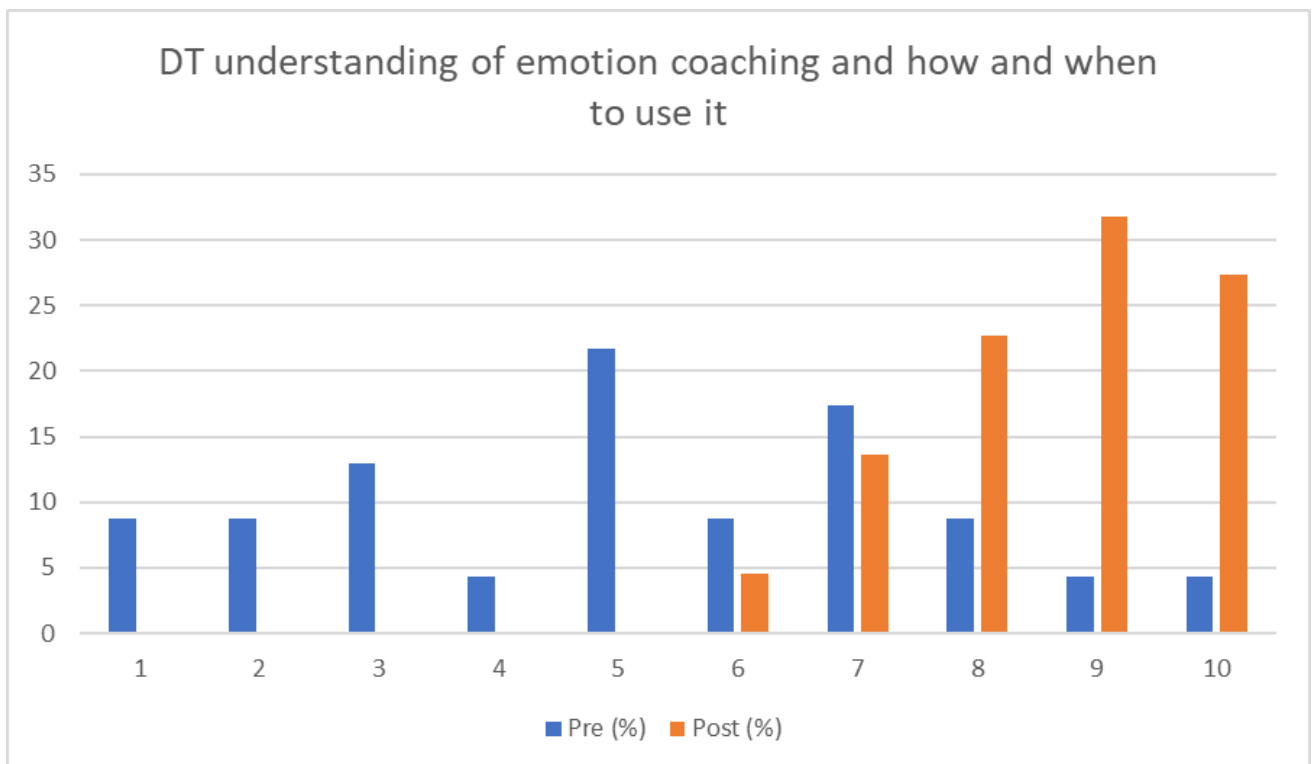
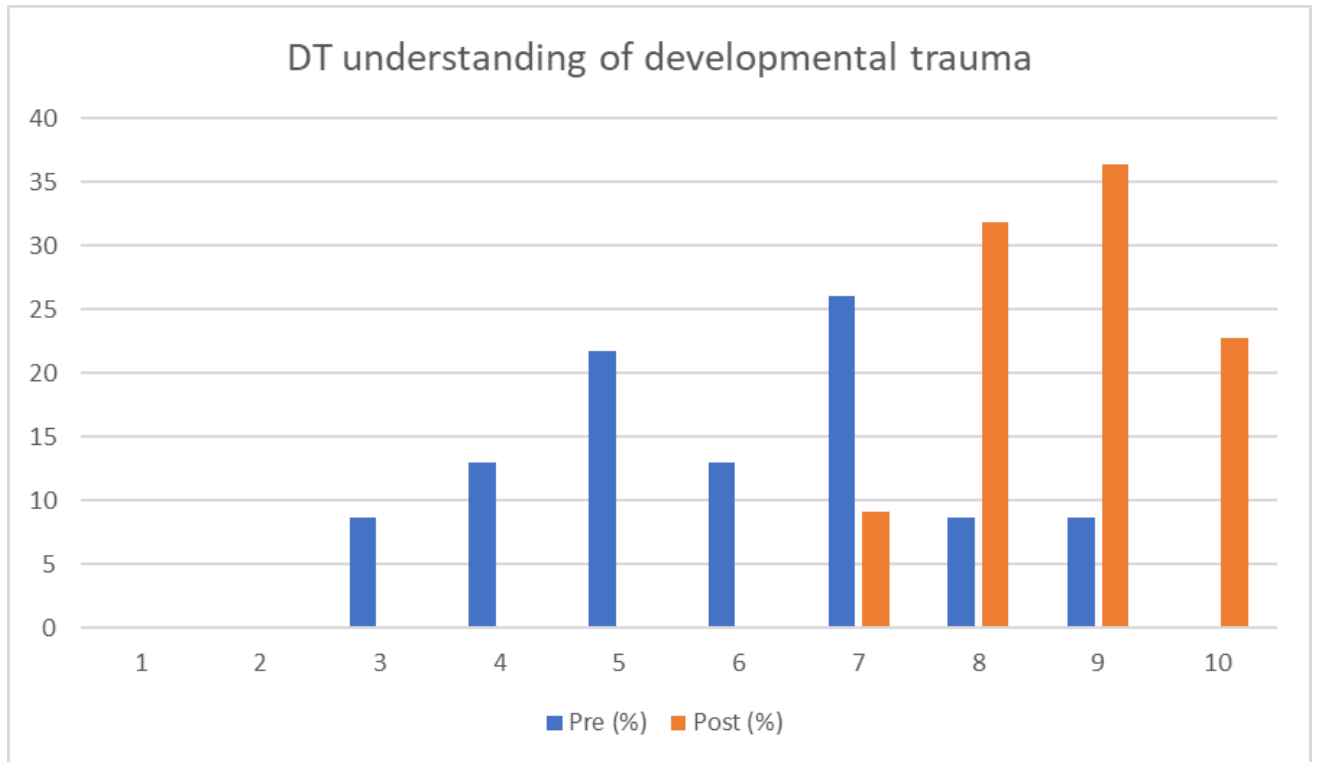
Designated Teacher - Primary School

Designated Teacher pre and post quantitative data

Designated Teacher knowledge, understanding and confidence.

There has been a measurable impact in Designated Teacher self-reported confidence, knowledge and understanding in relation to a range of relevant areas to their practice supporting care experienced children and young people. For all of the below graphs, as a general guide, DT's were asked to rate between 1 - 4 if these theories, approaches and ideas were quite new to them. Rate between 5 - 7 if they have a reasonable level of knowledge or are putting into practice strategies as a result. Rate between 8 - 10 if they are actively and confidently applying this to their practice. A significant shift in knowledge and understanding, towards 'actively and confidently applying to practice' was identified between pre and post evaluation measures.

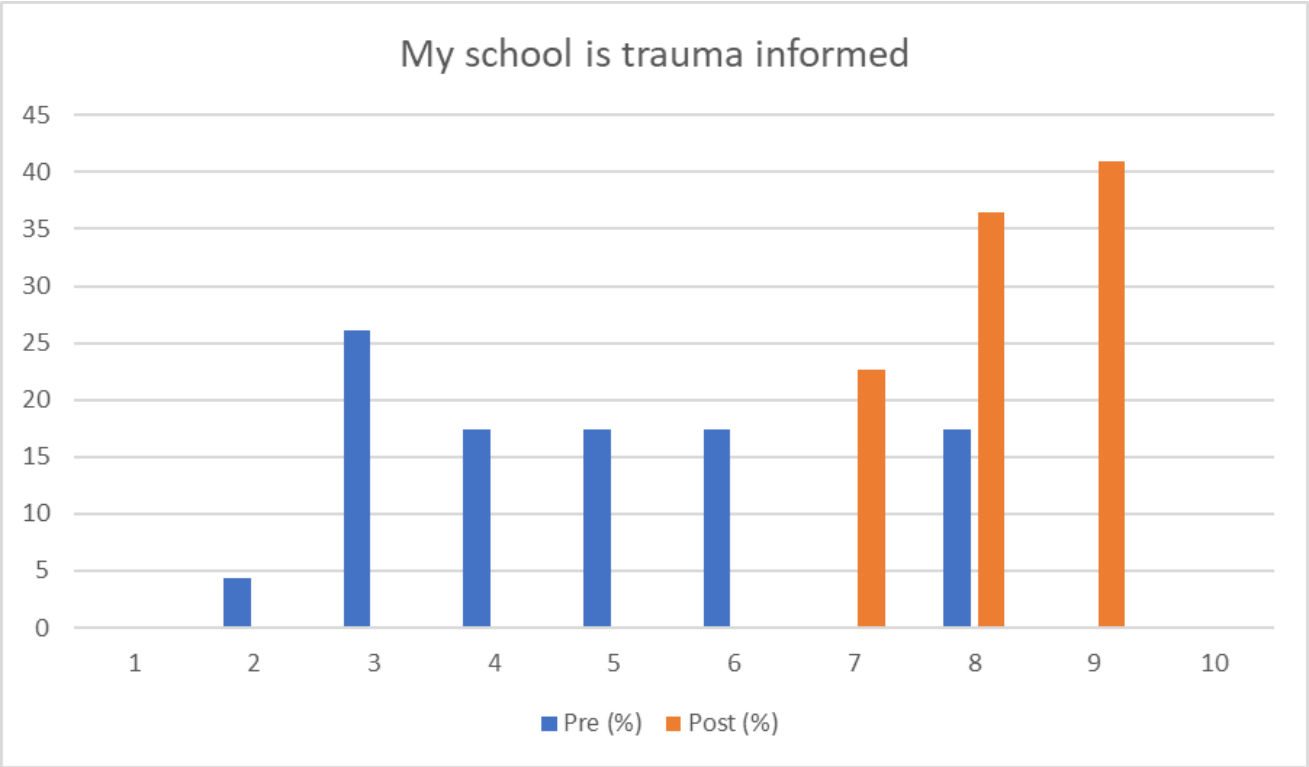
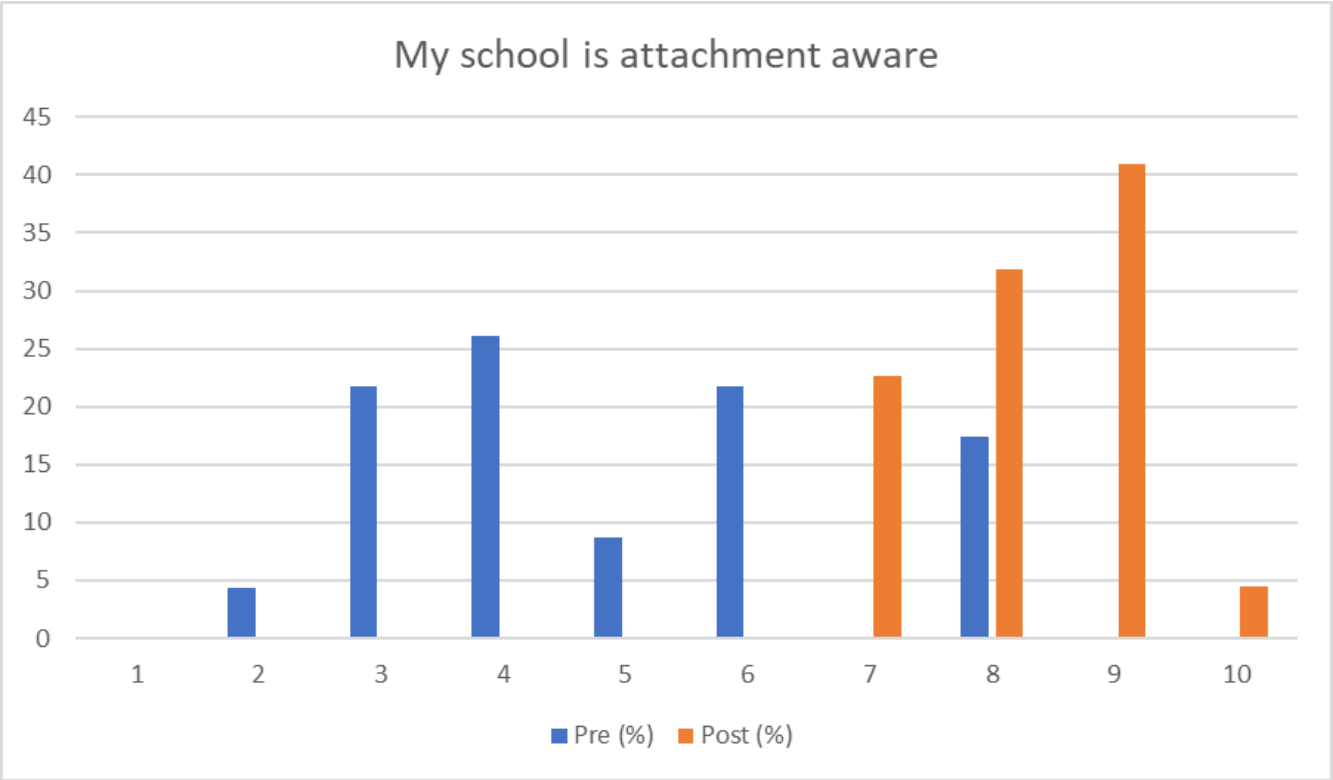


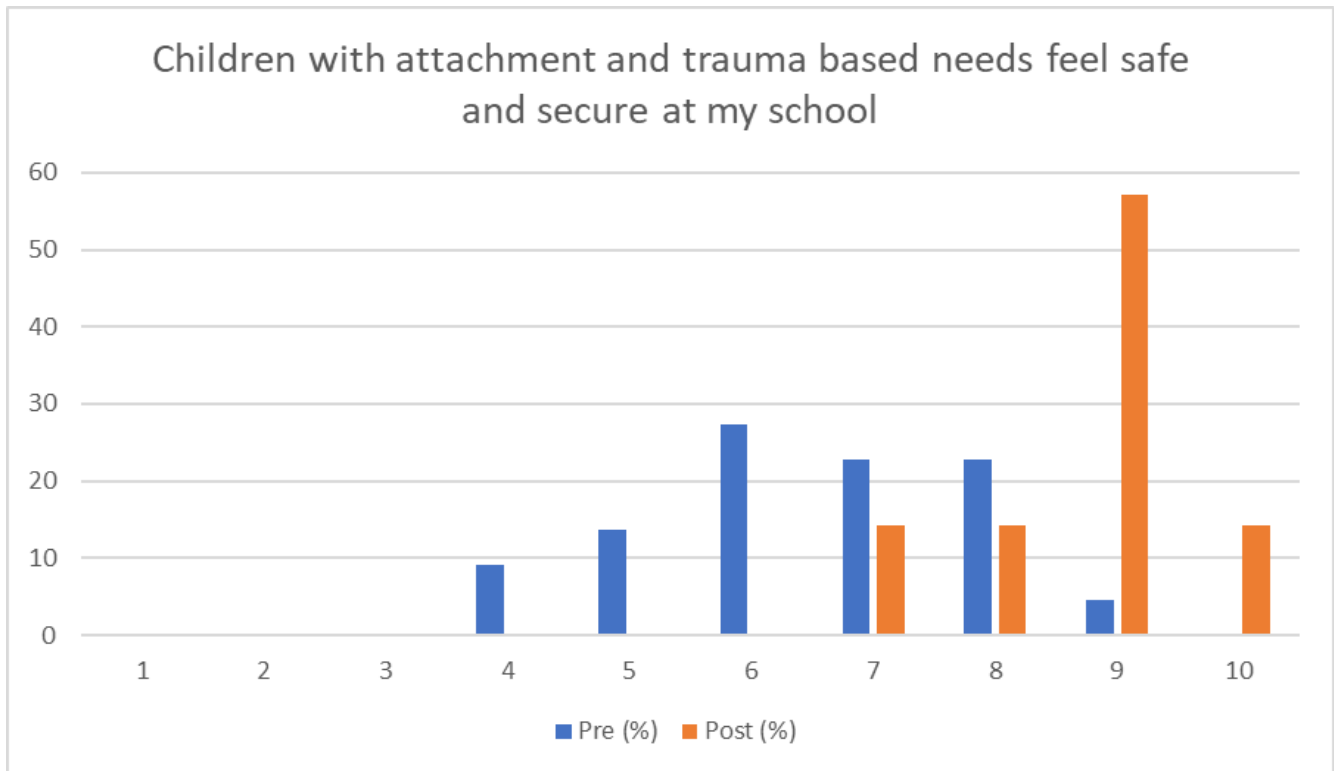
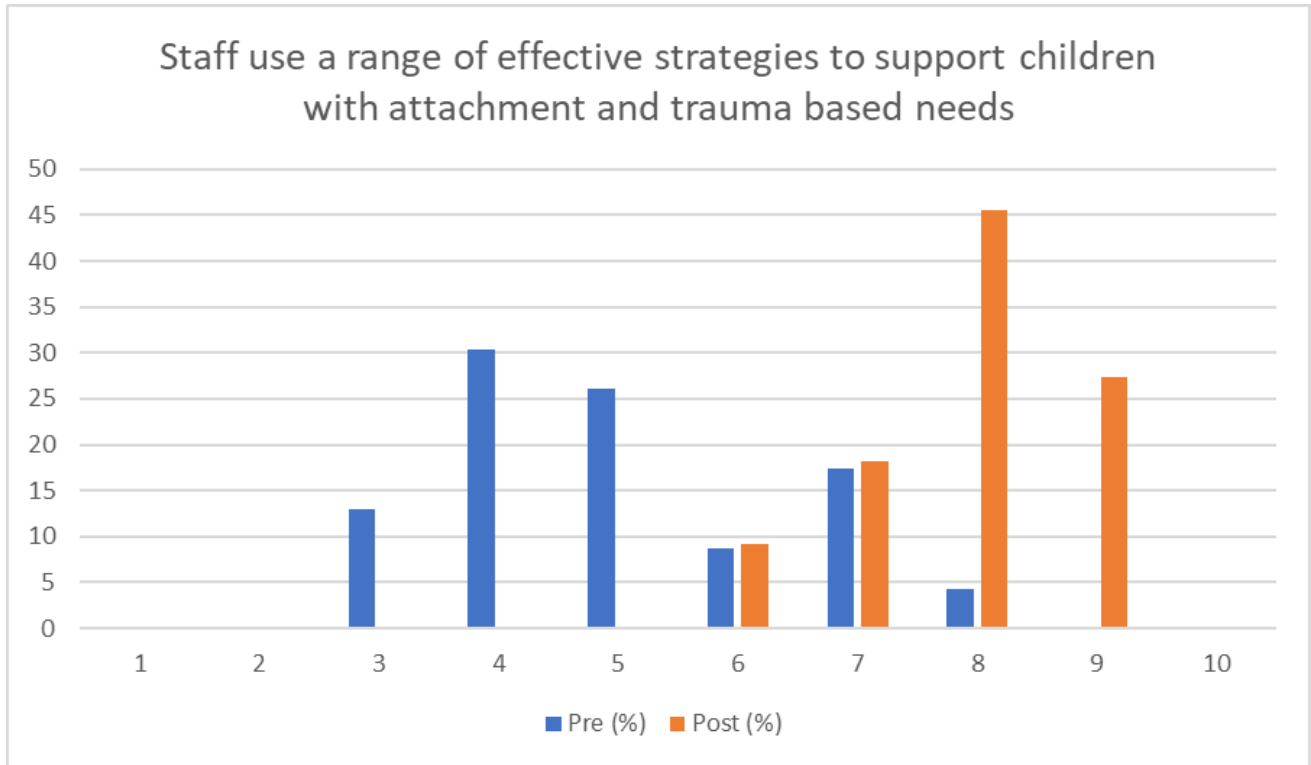


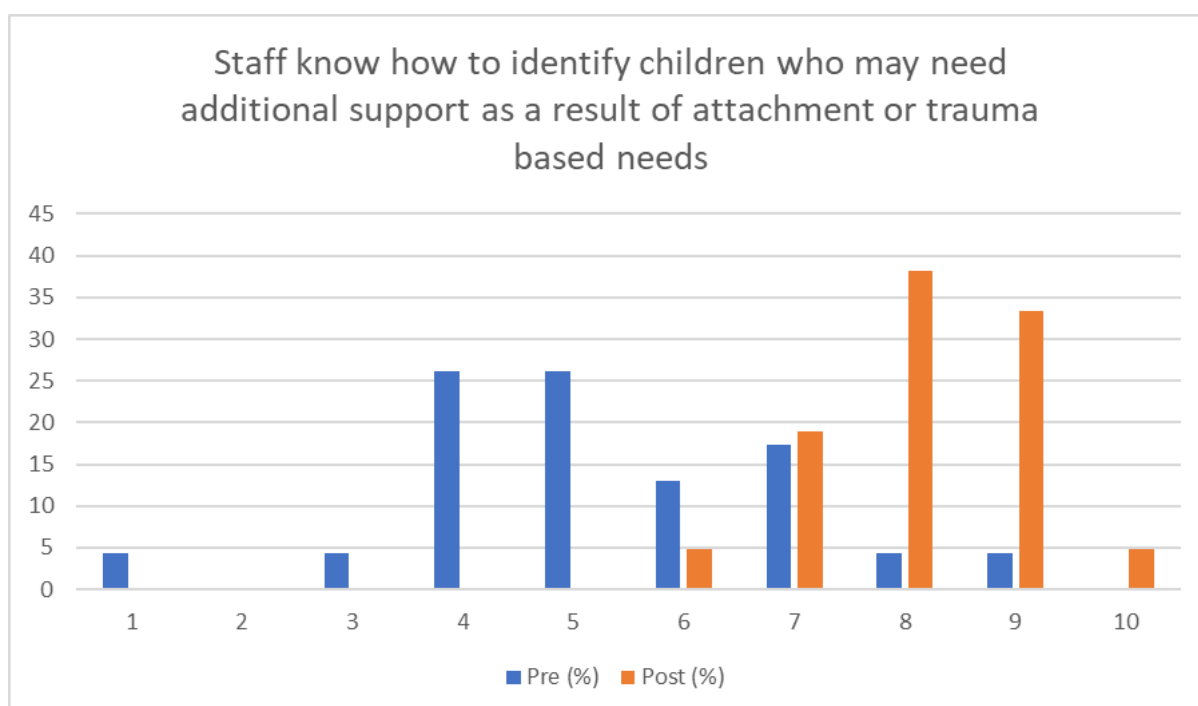
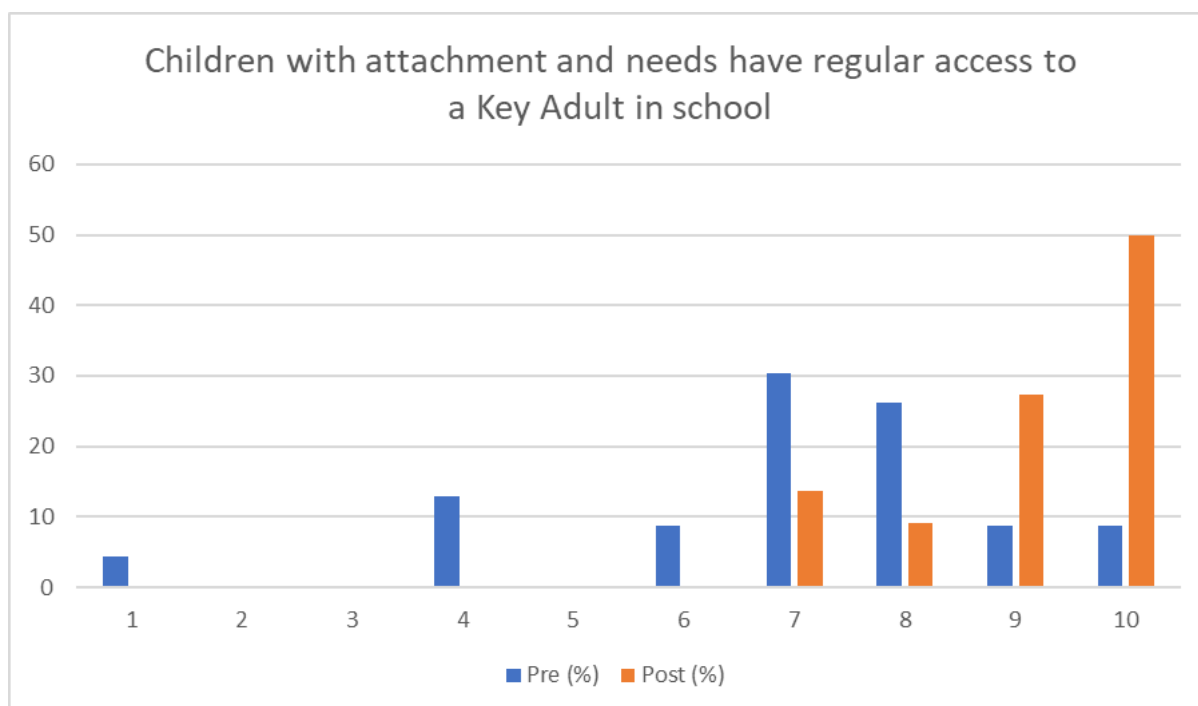
Whole school change

Comparison of pre and post project evaluation indicated a significant positive response in relation to the following statements, where 1 represents strongly disagree and 10 represents strongly agree, showing a significant shift in

designated teacher perceptions regarding attachment and trauma informed practice in their schools.







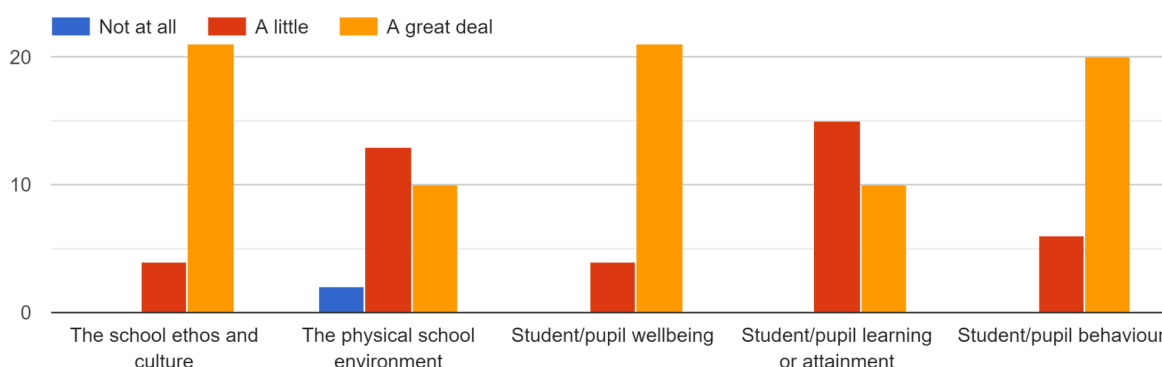
Designated Teacher Post Programme Qualitative Impact Data

Designated Teachers were asked whether the project had had a positive impact on a variety of stakeholders. The majority of the DTs who responded to the AASA evaluation indicated that the AASA had 'a great deal' of positive impact on teaching staff (93%), support staff (75%) and senior leaders (74%), with the remaining DTs reporting at least 'a little' positive impact on each of these groups. School governors and parent/carers were identified as benefitting the least, with 17% of DTs identifying 'a great deal' of positive impact on each of these groups. This could be attributed to

whether DTs specifically targeted these groups as part of their whole school change project and/or included them within the whole school training sessions.

Designated Teachers were asked whether the project had had a positive impact on a variety of aspects of school life and student outcomes. The significant majority noted 'a great deal' or 'a little' positive impact across all areas as can be seen in the graph below.

Further information: My AASA project has had a positive impact on



In July 2023, Designated Teachers were asked 'What changes have you noticed in your school community as a result of taking part in this project?' They were encouraged to gather the views of other stakeholders in their responses, such as teaching staff, parents, governors and pupils.

Below are a selection of quotes from those who responded.

'Pupil/teacher/support staff relationships have greatly improved. Particularly at lunch time, when previously children would be punished through time out and now a softer and more understanding approach is adopted. Staff understanding that children can need time to regulate and understanding why has had a good impact on the behaviour across the school. We had 2 children suspended early in the spring term and these would have escalated further unless we had adopted the strategies from our training. We see this year as our starting point to change our practice and understanding of attachment, and are looking to embed and improve this next year.'

'Parents are more involved and wanting to learn more about emotional coaching and how this can be transferred to home, constant negative behaviour has decreased and more positive behaviour is being celebrated.'

'General learning in all subjects has improved (school tracking data). The pupil questionnaire has highlighted that 100% of students feel they have a preferred adult they can speak to but feel all adults are approachable, follow the same coaching approach and are good listeners. It was felt that when speaking to a member of staff

this was in a non judgemental environment. Communication between staff and students is more positive and there is a higher empathy due to understanding the behaviours and their causes.'

'Staff are more aware and understanding of the needs of these key students. Students feel more heard and behaviour has improved.'

'A child with significant attachment disorder now comes into school happily, will take part in some lessons, feels safe and is beginning to talk about her feelings. She is able to describe what is happening in her body (heart rate, temperature etc) and link it to an emotion and a scale. This has had a huge impact on her ability to regulate her emotions and talk about her feelings. A real success!'

'Agreement and implementation of school values. Behaviour policy based on trauma and attachment theories. Everyone being consistent in their approach to behaviour. A huge increase in staff using emotion coaching as a strategy.'

'Children are better able to identify their feelings more often - Children now talk about their feelings in relation to zones of regulation or as a response to emotion coaching - Staff use similar vocabulary across the school to explore behaviours and feelings - Governors have engaged with staff regarding the project and understand the purpose - Systems for supporting parents have been more clearly defined and shared - Systems for sharing information with parents have begun to make an impact.'

87.5% of designated teachers who completed the evaluation planned to further embed or develop their project or attachment aware practice in their schools in future years as a result of being part of the Attachment Aware Schools Award with the remaining 12.5% responding 'maybe'.

100% of designated teachers who completed the evaluation enjoyed being part of the award and felt supported by AfC Virtual School throughout the award. The significant majority (88%) responded that they would recommend AfC Virtual Schools' Attachment Aware Schools Award to other schools, with the remaining responding that they 'maybe' would.

Below are some further comments from Designated Teachers regarding their involvement in the Attachment Aware Schools Award:

"It is well worth doing the course to get the whole school community to think about how to make interaction with pupils more positive and beneficial to their mental health and feeling of belonging and being understood and listened too."

"The whole project was 'empowering' and 'inspiring'."

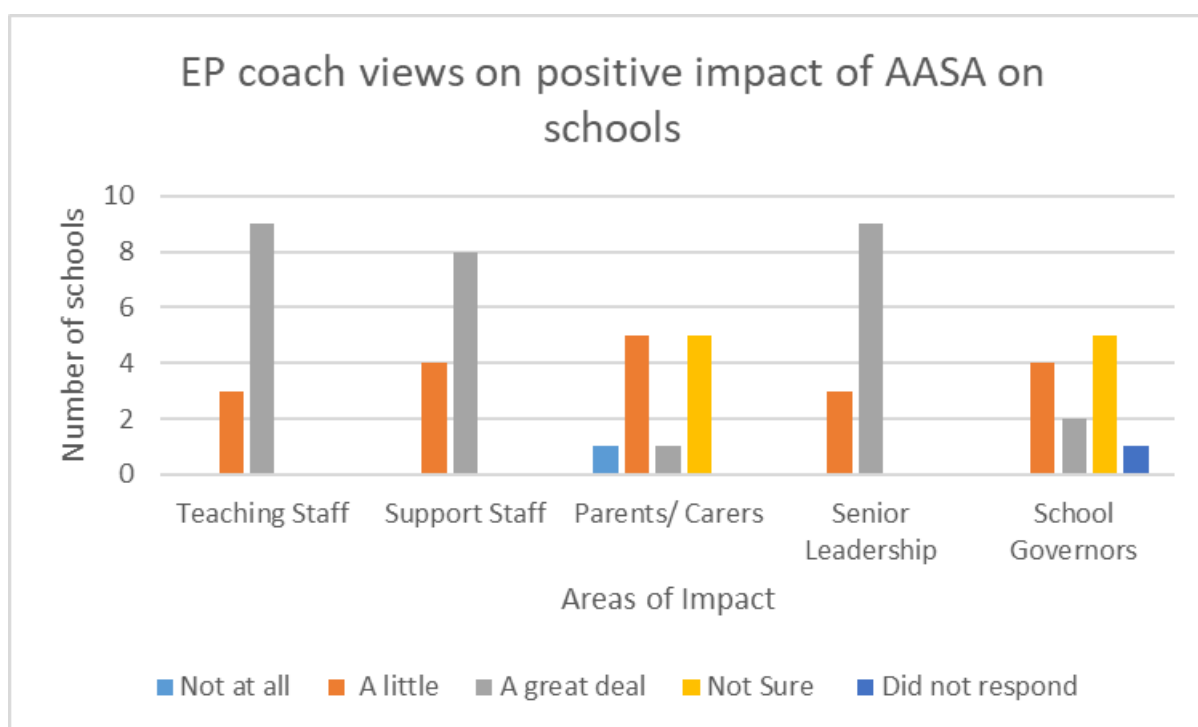
"I think we are definitely starting our Attachment Awareness journey off on a strong foundation because of this course, and the confidence in staff around the areas of attachment and trauma has grown."

“This opportunity and experience has been very worthwhile for all in our school community who have been involved.”

Views of Educational Psychologist coaches

AfC Virtual School Attachment Aware Schools Award was a collaboration between the Virtual School and AfC Educational Psychology Services (EPS). 9 Educational Psychologist (EP) coaches responded to the evaluation, who coached a total of 14 schools on the project. Therefore, coaches to approximately 50% of provisions are represented in the below data.

- 100% of coaches who completed the question about the AASA impact on the schools involved¹ indicated that they either “agreed” (50%) or “strongly agreed” (50%) that the AASA had had a positive impact on the schools involved.
- The coaches who completed the question about the AASA impact on the schools² indicated that the programme had a greater impact on teaching staff, support staff, and senior leadership on the vast majority of schools (75% of the sample), as the table below indicates:



EP coaches reported that some of the changes that took place in schools as result of the AASA included:

- An increase in staff’s understanding of behaviour related to trauma.

¹ Please note that this question was only answered by 8 coaches, which represent 89% of the total sample. These 8 coaches supported 12 schools.

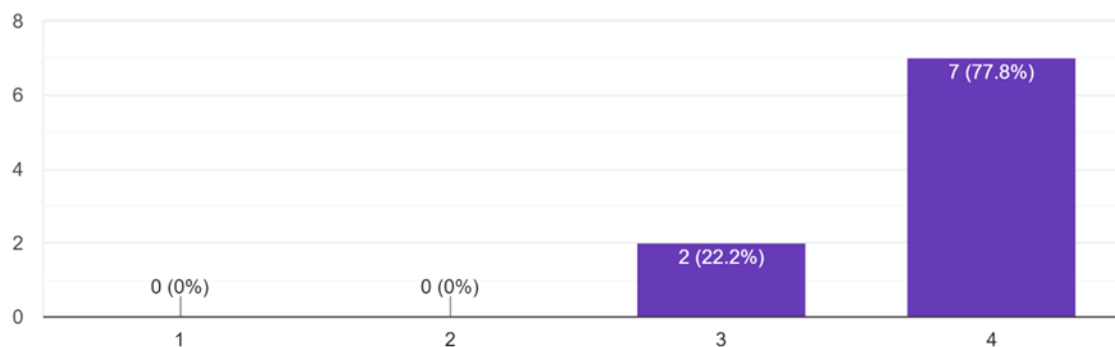
² Please note that this question was only answered by 8 coaches, which represent 89% of the total sample. These 8 coaches supported 12 schools.

- An increase in schools' awareness of the importance of the relationships between students and adults.
- An increase in the use of positive language when talking to children, and the importance of listening.

Additionally, 100% of coaches who completed the question about the AASA impact on the schools indicated that their role as coach on the AASA had improved their understanding of the school context a "great deal" (in 10 schools) or "a little" (in 2 schools).

- 100% of coaches who responded to the evaluation considered that EPs are well placed to be AASA coaches. The coaches reported that their distinctive contribution of psychology within the AASA context included their consultation and coaching skills, the understanding of psychological theories behind the programme, their skills delivering training, and their understanding of school systems.
- 100% of coaches who completed the evaluation considered that they have developed transferable skills through their AASA coach role that they can apply to other aspects of their work (please see table below). EP coaches stated that some of those skills related to practicing within a systemic and multi-agency framework, developing coaching skills, and strengthening their knowledge about attachment and trauma theories.

I have developed transferable skills through this role that I can apply to other aspects of my work
9 responses



By July 2023, 33.3% of EP coaches had, or were in the process of commissioning additional EP work in participating schools as a direct result of their coaching role on the AASA. Examples of work commissioned include:

- Continuation of their coaching role as part of the AASA Silver programme.
- Further training for school staff in areas such as:
 - Emotion coaching.
 - Links between attachment/trauma and learning approaches; for example, supporting executive functions and metacognition.
 - The promotion of behaviour regulation; for example through understanding

natural consequences.

- Supervision and Solution Circles for staff
- Parents/carers workshop in emotion coaching and attachment.
- Additional systemic work related to the development of a trauma-informed behaviour policy.

Further developments

During 2022-23, the structure of the Attachment Aware Schools Award was developed to also include the 'Silver' award, which invited schools who had already completed their first year of the AASA (now termed Bronze award) to continue embedding their whole school change projects, with ongoing support from the Virtual School. In collaboration with a local Primary School, AfC Virtual School developed the 'Gold Award' which will launch in October 2023. This focuses on 'rippling out' the AASA approach to families and the wider community.

AfC Virtual School will use these evaluation findings, alongside case studies and real life examples of participants experiences on the programme, such as those included in this evaluation, to further promote the programme across AfC schools and educational provisions.

Acknowledgements

Thank you to all partners who assisted in delivery of the Attachment Aware Schools Award for AfC Virtual School in collaboration with the Education Psychology Service.

Special thanks to all our partners in schools, including Governors, Parents/Carers and our children. In particular we appreciate the commitment to the programme shown by our Designated Teacher participants and their contribution to this evaluation.

We are grateful to colleagues in the Education Psychology Services across Achieving for Children for providing dedicated coaching support and training to schools.

In addition, thanks to staff in AfC Virtual School who assisted in coaching and training sessions and in particular to the School Business Manager who provided administration to support the programme.

Best wishes,

Suzanne Parrott (Executive Headteacher, AfC Virtual School)

This AASA programme is a bespoke approach co-created by Suzanne Parrott, and Dr Sara Freitag for AfC Virtual School. Training content currently created and delivered by Dr Jennifer Head, Dr Kim O'Connor and Dr Sylvia Rojas.