



**Attachment Aware
Schools Award**



Attachment Aware Schools Award 2020-21

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 2020-21**

AfC Virtual School Attachment Aware Schools Award 2020-2021 - The inaugural cohort

In the academic year 2020-2021, AfC Virtual School welcomed schools from across Kingston, Richmond, and Windsor and Maidenhead to join us on a journey of developing school wide attachment aware and trauma informed practice. AfC Virtual School and educational psychology services were joined by enthusiastic and dedicated designated teachers from schools and education provisions that spanned all key stages, from early years providers to colleges and included both mainstream, alternative and specialist provisions.

The education providers that completed AfC Virtual Schools Attachment Aware Schools Award in 2020-2021 are outlined below and AfC Virtual School is incredibly thankful for their dedication, creativity and flexibility in making such a positive impact on their students, schools and communities.

Royal Borough of Kingston upon Thames

Anstee Bridge * Bedelsford School * Burlington Infants & Nursery School * Burlington Junior School * Castle Hill Primary School * Christ Church CofE Primary School * Coombe Hill Infants School * Ellingham Primary School * Grand Avenue Primary and Nursery School * Kingston Academy * Knollmead Primary School * Malden Oaks School and Tuition Service * Maple Infants School * Our Lady Immaculate Catholic Primary School * St Andrew's and St Mark's CofE Junior School * St Matthew's CofE Primary School * Surbiton Children's Centre Nursery

London Borough of Richmond upon Thames

Christ's School * Hampton Juniors, Infant and Nursery School * Meadlands Primary School * Orleans Primary School * Richmond upon Thames College * Sacred Heart Catholic Primary School * St Mary's CofE Primary School Twickenham * St John the Baptist CofE Junior School * St Richard's CofE Primary School * St Stephen's CofE Primary School * The Russell School * The Vineyard School

Royal Borough of Windsor and Maidenhead

Alexander First School * Boyne Hill CofE Infants and Nursery School * Cookham, Maidenhead and The Lawns Nursery School Federation * Courthouse Junior School * Eton Wick CofE First School * Furze Platt Senior School * Hilltop First School * Larchfield Primary and Nursery School * Manor Green School * St Luke's CofE School * The Green Room School * Windsor Girls School

We hope this booklet, which provides an overview of the fantastic whole school change projects embarked upon during the AfC Virtual School Attachment Aware Schools Award 2020-2021, will serve to highlight and celebrate the achievements of the schools involved, as well as provide inspiration to those joining the programme in future cohorts.

Background

Why Attachment Aware schools?

There is a growing evidence base in international research of the effectiveness of whole-school attachment-based strategies being effective for care experienced children, and in fact all children, in decreasing sanctions, exclusions and overall difficulties whilst improving pupil and adult outcomes (Parker et al., 2016; Rose et al., 2019). AfC Virtual School believes that all schools should be attachment aware and trauma informed, to ensure they are well placed to support 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 runs across an academic year and is designed to support schools to identify an area of attachment aware and trauma informed practice they would like to develop across their whole school throughout their time on the project.

The aim of the AfC Virtual School Attachment Aware Schools Award is for schools to go on an **individual journey**, supported by their coach from AfC educational psychology services and the Virtual School, towards developing their practice as an attachment aware school, where **change to whole school practice** is both observable and measurable.

In brief, this involves:

- an internal audit of current whole school 'attachment aware' practice
- using information from the audit to identify, alongside the senior leadership team and their coach, where there is 'room for development' or a current need in their school
- identifying a whole school 'attachment aware' change project and a clear goal for what they hope to achieve
- developing an action plan, alongside their coach, to support them to reach this goal
- delivering two whole school training sessions, alongside their coach; firstly an introduction to attachment and trauma and secondly an introduction to emotion coaching
- carrying out this action plan and embedding change across the school across the academic year
- sharing of outcomes and celebration of achievement awards
- evaluation of 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

There was an overwhelmingly positive response from participants on the 2020-2021 cohort, with all designated teachers that completed the award identifying that it had a positive impact in their schools. Comparison of the data gathered pre and post the award identified that the following.

- There was an increase across the cohort as a whole 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 and those with a social worker (including understanding attachment, trauma and applying evidence based strategies to support).
- Comparison of pre and post project evaluation indicated a significant positive increase in schools perception of their whole schools practice in a range of areas including that: they were an attachment aware and trauma informed school, children felt safe at school and there is a common language to talk about attachment and trauma in school.
- Designated teachers were asked whether the project had had a positive impact on a variety of stakeholders. 88% of designated teachers who responded to the evaluation indicated that the Attachment Aware Schools Award and their whole school change project had 'a great deal' of positive impact on teaching staff and senior leaders, with 93% agreeing that the AASA had 'a great deal' of positive impact on support staff.
- 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 of school life (school ethos and culture, physical environment, student wellbeing, student attainment, student behaviour), with the greatest impact being identified for 'student wellbeing'.
- 100% of coaches who completed the evaluation indicated that they either agreed (42%) or strongly agreed (58%) that the Attachment Aware Schools Award had had a positive impact on the school involved.
- 100% 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.

For a more in depth overview of the evaluation and impact of AfC Virtual Schools Attachment Aware Schools Award in the academic year 2020-2021, please contact AfC Virtual School to be sent a copy of the full evaluation or click this [link](#).

Scope and breadth of whole school change projects

Research nationally indicates that Attachment Aware School projects often fall across five main areas and this cohort was no exception.

- Policy and school systems
- Transforming the environment
- Staff and pedagogical development
- Pupils
- Parents and carers

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. Summaries of each whole school change 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 2021, 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

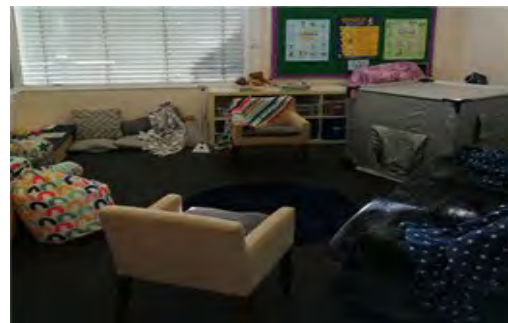
A number of schools transformed elements of their school environment as part of their project. Further training and research was provided by AfC Virtual School in developing therapeutic spaces for care experienced children. Click [here](#) to access the report.

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 there were 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

Designated Teacher

project lead:

Naomi Corcoran

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Alexander First School



Attachment and Trauma Aware Award

In collaboration with

Dr Holly Harris

Educational Psychologist

Overview:

The main aims of our project were to create an Attachment and Trauma Aware culture that permeated through the whole school community, the staff, governing board, parents and children. Our school cohort is 90% service children so we knew that being Attachment and Trauma Aware would be a huge benefit to our school and families. We wanted to embed the Attachment and Trauma Aware systems and practices into the fabric of our school.

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

- The whole school place a strong emphasis upon the emotional health and well-being of all members of the school community
- All staff are trained in attachment, trauma, brain development, emotional regulation and emotion coaching
- We use emotion coaching that uses the three Rs of relational responses
- We will embed and celebrate our practice through our policy and webpage dedicated to being 'Attachment and Trauma Aware'
- We are trialling a SEMH hub and have used the Attachment and Trauma toolkit we have acquired through the project
- We have made our children feel safe and supported by giving them a safe place and trusted adult to turn to.

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

Staff are attuned to the emotional stresses of our children especially those affected by attachment and trauma. We have worked with two children who have been affected by attachment and trauma; we were able to help them make progress with their emotional regulation. We were able to identify attachment and trauma behaviours through having an attachment and trauma toolkit. We feel confident in facilitating emotional regulation with the use of emotion coaching. As a whole school project, we have involved office staff, lunchtime staff, sports coaches and governors which has driven a positive change in our school. We feel proud that we can support the children and staff through emotional moments. Our use of language reflects that we are now attachment and trauma aware, it is part of our culture and it is being used by both staff and children.

"The children are more aware of their emotions and we have strategies in place so we can deal with situations as they arise." Miss Hayward teacher

"It's hoped children tell people how they feel rather than hiding it away in the dark. Then the adult can help the person who is angry or sad." Year 4 pupil

The children are safe and know who to go to if they feel worried. I feel the children know where their safe space is and that the adults will be patient with them." Mrs Leighton Office staff





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**Attachment Aware
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*Katherine Greening,
Anstee Bridge
Coordinator*

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Anstee Bridge

Anstee Attachment Training to staff and volunteers

Educational Psychologist
support from:

- Emma Dyer
- Sara Freitag

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

The Aims of the project was to produce a training session on attachment for Anstee staff and volunteers

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

We are proud we have designed a training programme

We are proud we have raised the awareness of Attachment within Anstee Bridge and with school colleagues

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

Staff and volunteers feeling more confident with the theory around attachment

An increased knowledge of attachment

*Anstee Bridge becoming an Attachment aware
school is wonderful recognition of all the
excellent work they do for our young people.
Volunteer*



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Bedelsford School

Equip each member of Support Staff in every classroom to take on a key adult role, when supporting the children with aspects of emotional literacy, trauma and attachment.

Special thanks to Dr Kim O'Connor for her guidance, dedication and support throughout this project at Bedelsford School

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

to provide training to support staff across all departments in school; to enable them to deliver emotional literacy support type sessions to pupils, so to meet individual needs. The staff would receive training in the areas of emotional literacy, trauma and attachment, so that they can be equipped to take on key roles in the classrooms in which they work.

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

Staff wanted to be involved in the project. They understood the importance of being a 'key adult' to the children in school, and how the work that the support staff team with the children had a positive impact on the

Impact

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. This 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.

I am very grateful to all involved to have allowed me the opportunity to be part of this project. I have thoroughly enjoyed reading more on the subject. My updated understanding has equipped me with the skills and strategies to support the children who are dealing with issues that relate to trauma and attachment, regardless of their age or cognitive ability.



Our project was guided by a book entitled, 'Inside I'm Hurting' by Louise Bomber. The book enabled our support staff to know more about how to be a 'key adult' to individual children, and how to support their emotional needs at school.



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Boyne Hill CE Infant & Nursery School

Attachment Aware School Award

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

- For children to feel nurtured, safe and to be enabled to establish meaningful, safe relationships as they grow
- For all staff to have a secure understanding of attachment and feel confident enough to explain this approach to others
- For staff to have a toolkit of approaches to attachment and trauma that is embedded in staff practice
- To develop an attachment-focussed ethos for the whole school that is beneficial for all children

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

- Despite the interruption caused, all staff, including office staff, including office staff, site manager, lunch time supervisors, teaching assistances, teachers and school governors have received training on understanding developmental trauma and attachment and emotion coaching.
- By the end of July 2021 we will have embedded our first school policy on supporting and understanding Looked After Children & Previously Looked after children

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

- By using the Emotion Coaching technique, children that can become easily dysregulated, are able to recover much more quickly. Helping them to name their feelings helps provide them with the vocabulary to communicate their feelings more effectively but also helps show them that we understand and care.

Staff Quotes:

"Thank you for the training yesterday. I found it very useful and eye opening. I have immediately started using the techniques that you demonstrated and it is already having a positive effect both in school and at home with my own children."

Staff Quotes:

"I tried your hand-tracing method on a little one in first aid yesterday who was freaking out after a nasty playground injury. It literally worked like magic!"

Michelle Docwra

mdocwr1@burlingtoni.org.uk

Burlington Infant and Nursery School

'Every Interaction Counts'

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

To ensure an understanding of attachment across all staff teams and governors.

To ensure that all staff and governors understand the impact of trauma and neglect on the brain and how emotions coaching and empathy are key in supporting children, enabling them to communicate and helping them to trust and build positive relationships in moving forwards.

To ensure that there is complete consistency in the way that all adults in school communicate with children, with this being in a calm, reflective, empathetic and nurturing way.

To ensure that all adults understand the importance of really seeing the children and taking the time to notice them and praise them for being and for doing.

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

Communication relating to children that are presenting as a concern is improved and ensure that information is shared and intervention is put in place swiftly.

Every class has an allocated SMSA to ensure continuity for children through the lunch periods.

The school's ELSA and Drama Therapy capacity has increased and all children flagged as needing support access this. There is no waiting list!

Weekly nurture assemblies celebrate the good choices of children through class, break and lunch periods with these being shared through the newsletter.

All adults in school are aware of the need to ensure that the children feel valued and are making efforts to make this happen.

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.

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

All children are flagged and accessing support as appropriate.

Relationships between SMSAs and the children are more positive and nurturing and lunch periods are calmer.

Adults have a more understanding approach to children that present as a challenge/with behaviour issues.

Children are increasingly self-aware and recognise and take pride for their achievements.

Adults are taking time to stop and listen and think about the way they speak with the children.

Behaviour is improved and the atmosphere is a positive one in which children know that they are recognised and valued.

'Our school has always held attachment and secure relationships at the centre of interactions with children. The recent training demonstrates our continued focus and commitment in such an important area.'

Governor

*'Our school is kind and safe.'
'Our school is lovely because people are kind and friendly.'*

"Our school is a really lovely school because it's safe, people help us and we work really hard."

Pupil Voice



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**Attachment Aware
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Caroline Case

Caroline.case@bjs.rbksch.org



Belonging at Burlington Juniors



Pupils of Burlington art project



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

To change the way, we as adults view negative behaviour in school to help all children belong at Burlington Juniors.
For staff to be more curious around behaviour and to feel empowered to support children.

Achievements: we are proud of...

We have created calm corners/regulation stations in every class, a nurture room, sensory calm tent, pupil reflection forms that use the zones of regulation, changed the language staff use when supporting children with their emotions by using emotion coaching skills, pupil involvement in year group art /poetry projects and assemblies. Sharing emotion coaching with parents.

Impact: we have noticed...

Staff have become more tolerant, curious and skilled at supporting pupil emotions.

Pupils have become more reflective in thinking about situations that have caused upset. Calm corners and zones of regulation are in every classroom to provide safe spaces.

Adults take time to let a child calm.

We have started a dialogue of what it means to Belong at Burlington Juniors that will carry us on into the future to explore and improve life for all pupils.

Empathizing with the child's feelings calms the child and makes them feel listened to. The calm corner is regularly used as safe space for a child to sort out their thoughts and feelings.

It has helped me to be more aware of how influences from home can affect a child's engagement.

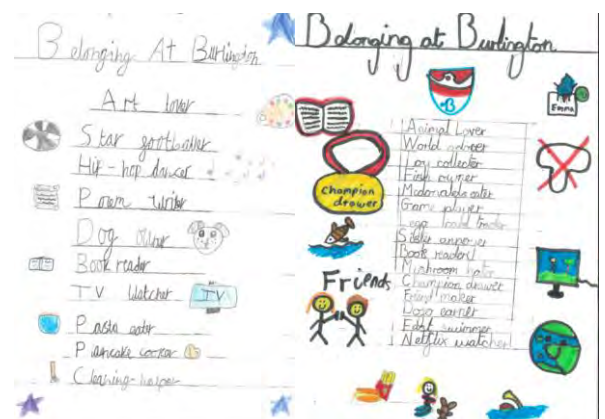
I feel more confident in how to respond in particular situations.

It made me more aware of de-escalation techniques and has given me ways to calm situations by using scripts and emotion coaching.

Seeing a positive nurture room in action and seeing the benefit of the provision and support has helped me understand that not every child is the same.

Reviewing the behaviour policy so that all staff use the zones of regulation and enabling staff to develop their own nurture skills.

Teacher feedback





*Designated Teacher: Linzi
Gibbons*

*Email:
Lbrophy3@castehill.rbksch.org*

Castle Hill Primary School

*To create readily accessible and
dedicated spaces that allow children and
young people to self-regulate safely with
a safe and trusted adult.*

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

- *Ensure consistency in approaches to support children with emotional needs such as attachment*
- *All staff are trained in attachment awareness and emotional coaching and our method is embedded throughout the whole school*
- *We create an accessible environment that children can self-regulate safely within*

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

- *Feedback from staff has been amazing – whole team have been supportive. Staff have attended training and have been enthused. We now are implementing a more consistent approach when it comes to supporting our children emotionally.*
- *Plans for the self-regulation space is underway!*

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

The training we received was powerful. All staff were engaged, focussed and wanted to ensure they were embedding the skills taught. TA's stopped me in the corridor to thank me for the training!

We are now adapting our behaviour policy in school to ensure there is coherency, understanding and consistency for all children.

Staff are keen to get on board with our self-regulation room. We can't wait to see the effectiveness of this when we open it in September.

TA: Thank you so much for the training! It really opened my eyes to what some of these children have been through.

Deputy Head: LOVE the C.A.L.M technique – let's make lanyards for all the staff!!

Teacher: I am so on board to help with the organisation of the room.

Building Awareness
Together project lead
and Designated
Teacher: Ruth James

Email:
rjames16@ccp.rbksch.org



Christ Church
Church of England Primary School

Being Thankful, Celebration, Fairness, Forgiveness, Honesty, Love for All

Building Awareness Together

Our Building Awareness Together project's success is thanks to the working party, Maeve Page (SENCO), Lucy Piper (Wellbeing Lead) and the whole school staff.

The aims of the Attachment Aware School Award project (Building Awareness Together) for Christ Church were:

- To learn the child's relationship language so that we can translate what is going on
- To hope to find ways to make a connection with who the child was intended to become before the trauma and loss.
- To enable the child to have healthy relationships with others and access learning
- To remember that any behaviour is communication

Achievements and Impact: What we are proud of and what we have noticed

The 5 key elements of the Building Awareness Together toolkit are being used consistently across the school:

- ❖ **Zones of regulation** ZOR displays are used as reference and the classroom language supports this every day across the school. Children refer to which zone they are in easily and recognise where they need to get to and be ready for learning.
- ❖ **Emotion Coaching** More emphasis has been given to labelling emotions and using the language suggested from the staff training session to calm situations and prevent escalation. Staff are becoming more confident in using emotion coaching and we see this every day.
- ❖ **Spaces and time to change** Better use of our outside spaces – the chicken coop for some calm down and reflection time and the nature area in particular. The Sky Room inside is a calm and sensory aware space away from other distractions. These spaces are used as part of this project every day.
- ❖ **Transitional objects and thresholds** described by one teacher as anti-stress resources for calming purposes. Year groups have devised appropriate scripts for a constant message to overcome separation anxiety, which when needed, works well.
- ❖ **Colleague support** Colleagues who have interaction with children that have more challenging behaviour benefit from the support of their peers through dialogue. Colleagues have regular 'check ins' to check if they need support and to promote good mental health

"The project has made things more explicit, and increased people's consciousness of our behaviours as practitioners"

"It is good to download to an understanding colleague and talk through issues"

"A name in red zone chart has led to a pupil going to see the chickens to help calm down and refocus. It usually helps the pupil to calm down quickly".

"Transitional object - a paper heart in a pocket".



Our logo represents the 5 elements of our handy toolkit with the chicken image representing our live chickens in their calming outside space. It is part of our legacy to remind everyone of the tools we can use.

Matthew Morris



Christ's School

Raising Awareness and Attachment and Emotional Coaching Strategies

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

1. Increasing knowledge of attachment across all staff groups, including governors.
2. Increasing the working together of all staff to support students with insecure attachment.
3. Improving the environment and systems for ensuring there are identified safe spaces for students to self-regulate.

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

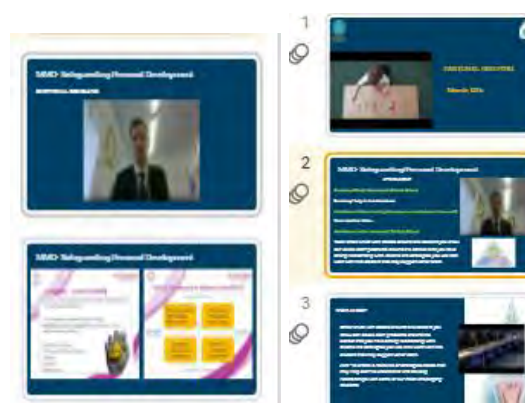
1. Ensuring staff are aware of students who are receiving support and at what level; i.e. LAC, PLAC, social care involvement - including understanding of what various systems of support involve i.e. what is a PEP
2. Increased efficiency in counselling support - group work as well as individual (three types of 6-week programmes)
3. Completing spotlights on all our vulnerable students. Weekly health and wellbeing panels for our pastoral teams to share good practice and highlight concerns
4. Develop a bank of strategies to draw from for all staff to use
5. Dedicated staff training (all staff completed level 2 course on Adverse Childhood experiences) through pastoral briefings and twilight sessions

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

1. 'Spotlights' for all vulnerable students with updates throughout the year in designated pastoral briefings
2. Develop a bank of strategies to draw for support students with insecure attachment couple with effective emotional coaching.
3. In general, we have developed a school ethos in which all staff have an underlying understanding that - Interactions with students need to be based on developing relationships with them and different students will respond to different approaches depending on their needs - i.e. being attuned, flexible, and empathetic.

Maths teacher: *The presentation on emotional coaching was excellent but more importantly I have been able to apply these principles in my classroom and with students in my tutor group. It has had a positive impact on my relationships with them.*

Head of Year: *I now feel more equipped to both guide and support students affected with attachment and feel that as a staff we are working more consistently around this topic*





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**Attachment Aware
Schools Award**



Helen McHale
Designated Teacher / project
lead.
helenmchale@eyfed.org.uk

**Cookham, Maidenhead and The Lawns Nursery School
Federation**



**Relationships, Relationships,
Relationships**
Children, Staff, Families

Thanks to Anna Walsh –
Educational Psychologist for her
support throughout this project.



The main aims of my project were:

- ☺ To extend the knowledge and understanding of all staff to the ways in which brain development is affected by attachment, trauma and stress.
- ☺ For staff to recognise that behaviour is a form of communication and to pause and be in the other person's shoes for a moment before responding.
- ☺ To use acquired knowledge and understanding to further improve relationships between staff and children, peer to peer relationships (staff member to staff member and child to child), and with families.

We are most proud of:

- ☺ Commitment of staff to attend training despite most of it having to be done by Zoom and for some staff in their own time.
- ☺ The reflections of staff upon the training, many are parents and wish they had known how much relationships impact on brain development earlier on in their own children's lives.
- ☺ Whole staff contribution to develop our positive behaviour principles poster.
- ☺ Development of a parents and carers guide to brain development and behaviour.
- ☺ New style learning walks that focus on and highlight attuned relationships.

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

- ☺ 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.
- ☺ Staff have increased insight into putting on our own oxygen masks first; recognising that when they are in difficult situations a bit tricky they can ask for help and understanding their own behaviour in response to colleagues.
- ☺ Increased use of physical, sensory and repetitive activities to help children regulate before moving into reasoning.
- ☺ Increased professional dialogue regarding children who are going through difficult times e.g. bereavement, family separation.
- ☺ Greater awareness of small dips in children's well-being and involvement and looking under the tip of the iceberg to find the cause.
- ☺ Increased application of PACE approach – particularly focusing more on acceptance, curiosity and empathy. We have always been playful!

Quotes from less experienced staff:

"I have learnt not to label or judge children due to their behaviour. We need to take time to understand why they are acting that way and what is under the surface."

"The behaviour may have been bubbling under the surface for some time and what has happened is the trigger – think 3R's."



SENCO/ DT / Project lead-
Jacqueline Heard
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Educational Psychologist
Jennie Sines

Coombe Hill Infants' school

*Improving staff language and knowledge
Making the whole school more attachment aware and
trauma informed.*

Other contributors to the project

Janet Berry - Head teacher

Sue Jacob – Deputy Head teacher

Di Kill - Early Years year group lead

Nicola Robertson - Year 1 lead

Jack Morris - Year 2 lead

All staff across the whole school

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

- Improving staff knowledge and competence around attachment and trauma
- Ensuring that the language used in PLP's and around children is attachment aware and trauma informed- Long term project PLP target library
- Ensuring that the behaviour management policy is relationship focussed

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

- Successful attachment training – which all staff benefitted from – audit taken before and after training
- The language in PLP's is much more attachment aware and trauma informed
- All staff are more aware of the children with attachment needs and are therefore more able to understand their behaviour - We will ensure this work occurs every year, as each cohort joins a new team.
- A focus on staff wellbeing during PPD sessions
- Ensuring children with attachment needs were given their preferred attachment figure during lockdown online learning. We also ensured the wellbeing of parents took priority over academic progress.
- Connecting parents with similar experiences

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

- All staff are more informed about the children with attachment needs – Staff are able to adopt a more relational approach on a whole school level, with all children - behaviour management policies have been adapted accordingly - behaviour management policy is now adapted according to children's needs - equity vs equality
- The language used in paperwork e.g. PLP's and reports has changed and has become more attachment aware and trauma informed.
- Staff wellbeing has been made a priority with a new PPD system - all SLT staff members have been trained in Leadership and coaching qualities

"We now have great staff knowledge on how to respond to children with attachment and developmental trauma- a lot of positive praise, focus on building strong relationships. We use visual timetables, child-centred learning, we focus on how young children learn best and think about what they might have been through. We build strong relationships with the children as well as the whole family" - Teacher

"I feel safe in school because the teachers care. I love my special time with Mrs Heard. The teachers make me happy and look after me" Year 2 child - PLAC

"It must have been such a challenging year for her and so many other new parents at school especially through Covid. I'm so happy to be part of a school that cares about mums like this"

Parent's response when asked to buddy up with another parent

"The school already had a strong nurturing ethos and approach, the training has just brought it to the forefront of everyone's thinking again" Teacher



Fiona Hayes
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Courthouse Junior School, Maidenhead, Berkshire

Pre-emptive Support: Managing the stress of children who are affected by attachment issues and trauma

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

- To move from managing extreme behavioural incidents which have led to FTE to a more pre-emptive approach (identifying children with attachment and trauma issues who are not necessarily displaying distress/trauma)

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
- At least 2 key adults identified for all vulnerable children

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

- Reduction in both external and internal exclusions
- All staff (including the Safeguarding Governor) attended the first training session and class based staff and ELSAs attended the second session, there is now consistency in approach from all staff, all staff are on board
- Staff are actively using 'Emotion Coaching' with all children
- Building up a library of resources
- Key Adults for all our more vulnerable children have been allocated
- 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
- Our ELSAs 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 differently, still in line with our schools 'behavioural blueprint' but all staff are actively thinking about what the children are trying to communicate through their behaviour
- Children know who they can talk to, they have more than 1 key adult so there is always someone they can turn to
- Children's behavioural incidents seem to have decreased and children seem more empowered

"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."

"Since attending the AASA training I have made many changes to my day-to-day teaching. One child in particular has benefited from me re-setting boundaries and expectations at the beginning of every day, then checking in with them at break times and then at the end of the day. If he has had a behaviour incident we discuss what emotions he is feeling and why he may be feeling that way. We then look at how he was feeling during the situation and if there was another way he could have acted. From discussing this he was able to realise how his emotions can positively or negatively affect his day or a situation that he may find himself in. Understanding his emotions has had a huge impact on his day-to-day school life, he strives to do well in lessons and mostly takes himself away from negative situations during break times."

"We have been using CALM to help the children regulate themselves in difficult times. I have found this works effectively, as it helps the children recognise how and why they feel that way. We have also found movement breaks and breathing breaks on an individual and whole-class basis to be extremely helpful."



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**Attachment Aware
Schools Award**

Designated teacher -
Claire Cook

Ccook6@elp.rbksch.org



Ellingham Primary School

Aim

To make Ellingham Primary School attachment aware
and trauma informed at all levels



Our vision

- Any child who has attachment difficulties or has experienced childhood trauma will be understood at Ellingham Primary School.
- Any member of staff they meet during their day will have an understanding of their needs and will make the effort to build a relationship with them which ensures they feel safe, whilst keeping rules and boundaries in place.
- These individuals will have a trusted adult in school that they can access freely. The adult can use emotion coaching to help them in times of difficulty and support them to develop empathy for themselves and others.
- When children leave Ellingham Primary School they will have memories of adults who cared about them, took the time to listen and understood that their previous experiences were unique, different to their peers but didn't define them. These experiences explained why they behaved differently or had wider needs.

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

- Staff at every level engaged in the whole school training.
- Staff are becoming more confident to ask for help from their team.
- Staff will challenge others if they feel they are not supporting an individual correctly, showing empathy or displaying an awareness of their complex needs.
- Staff are keen to engage in further learning and reflection when it is shared with them.
- I deliver a 'Wellbeing Wednesday' assembly weekly to develop a whole school awareness of our emotions and what we can do to improve our own wellbeing.

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

- We have a whole school language to use when supporting pupils who have experienced early trauma or have attachment needs.
- Regulate, Relationships, Repair – The three R's are used by everybody!

"Now we understand why he is behaving this way we can help him regulate, build trusting relationships and hopefully he'll be ready to learn."

"We don't know what each child has been through before they walk through our doors in the morning but they know we care about them and they are safe."



Designated Teacher:
Karen Waller

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Phone:
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Eton Wick C of E First School
**Project title: Researching and developing a
Therapeutic Space**

Main input for the project:

Emma Dyer

Overview:

The main aim of this project was to re-think the spaces which we have in school. We are lucky to have many spaces around our school to use; ELSA sessions were taking place in a quiet classroom outside of the main building, but we had to ask ourselves, 'was this the right place and space?' We have some children who have attachment disorder and wanted to designate a particular space where they could go when in need. We considered the following questions: What is a therapeutic space?; How can it be used in our school?; What would it look like in our school?; where would it be best placed?; what would the children want it to be like? It was really important to consider 'our school', our children's needs, and not just a space which was copied from another school.

Achievements:

We are proud, that during a pandemic, the focus of the children did not waver. Although we don't yet have a finalised the space, the thought we have given to it has not been compromised. Staff have benefitted from two, quality coaching sessions, which were received positively. A renewed focus on spaces within our school; we have explored many spaces and ideas within the school, which we are continuing to develop for our children. We have applied for, and received a grant for £1000 towards furnishing the space. Teachers have further understanding of the needs of our children, and how restorative practice can benefit all children, not just our key children.

Impact:

We developed a new behaviour policy in February 2020. Due to Covid-19, the policy didn't get fully embedded. Having the renewed sense of focus for the staff, with AASA, this ensured that, when school returned fully, the policy could be enforced and embedded, leading to positive behaviour, and few incidences being reported. Staff have further developed their awareness of emotion coaching, making links with early childhood experiences and children within their daily care – more awareness of how to talk positively with children in potential crisis situations. A renewed focus on the development of our spaces for the needs of our children. No physical impact yet, but the plans are in motion. Our leavers will have had input into how the space should work, and what it would look like – we are hoping that one of our key pupils, who is leaving this year will officially open the space when it is finished next year.

"The Attachment Aware and Emotion Coaching sessions were invaluable, and made me make links with key children in my class. It also helped with developing the Wellbeing Warriors as part of my Inclusion Lead role"

Useful reads:

<https://architectureandeducation.org/2020/03/09/designing-therapeutic-spaces-in-schools-1-an-introduction>
<https://www.afcvirtualschoolpreviouslylookedafterchildren.org.uk/attachments/download.asp?file=183&type=pdf/>



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**Attachment Aware
Schools Award**

Laura Lewis

Assistant Headteacher (Pastoral)

Designated Teacher

Furze Platt Senior School

Furze Platt Senior School

**Increasing staff awareness of how to support young people
within the classroom who have experienced trauma**

With thanks for the support from:

Rebecca Askew (EP)

Danielle Boseley (Head of House)

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

- To embed the schools Relationships Policy which replaced our previous Behaviour Policy
 - To provide ongoing training for staff in relation to attachment and trauma
 - To engage the views of parents/carers to guide our direction of travel

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

- Positive engagement we have had from staff
- The range and quantity of training we have provided both through this project and with work with Cornerstone this year.
- The change in language being used around site by staff which demonstrates a much more attachment aware approach.

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

- More restorative and inquisitive conversations happening with students
 - Greater involvement of parents/carers in supporting young people
- A gradual embedding of our Relationships Policy which was launched in September 2021
- Huge support from Governors which is brilliant as this was quite a change of direction from what had previously been happening.



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**Attachment Aware
Schools Award**

Shona Pitcher

Deputy Head/DT, Grand
Avenue Primary and Nursery
School

Shona.pitcher@grandavenue.kingston.sch.uk

With thanks to the ELSAs and
the rest of the team at GA

Grand Avenue Primary and Nursery School

Safe Spaces



Overview: The main aims of my project were.....To provide children with strategies to self-regulate and build resilience and develop safe spaces in the school that children can access whilst also making school a safe space during the school closures and after the school fully re-opened. I also wanted to raise staff awareness of Attachment and emotion coaching.

Achievements: What I/we are proud of..... All teachers and TAs plus some SMSAs attended the Attachment and the Emotion Coaching training. The Bluebell room is now being used as a therapeutic space. Lessons have taken place across the school for 12 weeks to develop children's self-awareness and resilience skills. Plus strategies shared for at home during the last lock-down.

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

The language children use about themselves and strategies they use when they need help/are stuck has improved – better self-awareness. TA team feel more valued having a dedicated space to work. EP and counsellor also use this space. Improved staff awareness around attachment and emotion coaching.



'The Bluebell room is a safe place for my Drawing & Talking groups. It has great resources on the walls to help children think about their emotions. It's a space where children can freely express themselves.' Nasira, Teaching Assistant

'It is lovely to have the same room to use every session for continuity. It also helps with the children's progress as they feel safe and secure in the knowledge they will be returning every week.' Leigh-Anne, Teaching Assistant

'The weekly GRAND learner lessons have helped the children to focus on the key learning skills needed now that they have settled back into class after lockdown. They are actively trying to show these skills and it has helped them to focus back on their learning rather than the other things going on in the world.' Rebecca, Head of Year 5

Melissa Talbot

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Hampton Primary Partnership

Developing a consistent approach to supporting children's emotional regulation.

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

To develop a consistent, partnership approach to supporting children emotional wellbeing and coregulation.

To ensure that this approach was consistent across staff from the admin team to the playtime assistants.

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

- High attendance at all training sessions
- SLT have supported project and keen for longevity of impact
- Dialogue with staff after sessions has been overwhelmingly positive
- Reminders to use the approach have been well-received
- Staff requested further training (14.06 and 21.06)

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

- Staff understanding of pupils' emotions has increased, staff have started to discuss the meaning/communication behind behaviour
- Staff have been thinking of innovative ways (e.g. lanyard) to support the legacy of the project
- The process works most of the time but for some pupils you need to amend your approach accordingly to need and use this with other intervention (e.g. zones of regulation)

"It's been helpful to use the emotion coaching approach at home with my own family (husband and sons) it's really help me to really understand how you can feel empathic to others and build relationships"





Project lead: Lynn Bima

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Hilltop First School

**Growing a Culture of Attachment Informed Communication
and Language across the School**



Overview:

There already existed a culture of tolerance across most staff that some children need something *different* but there was little knowledge or understanding about why this was so and little confidence in what to *do* with these children. This gap in understanding was reflected in the language used to describe these children – we needed to increase empathy.

Achievements:

Staff have shown real committed to viewing pupils' behaviour through new eyes. There have been numerous positive conversations around this during key stage team meetings. Team Leaders report evidence of increased empathy during pupil progress conversations.

"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." Member of staff

Impact:

There are noticeable changes in the language being used to describe children's behaviour during conversations between staff in all three key stages. Members of the team challenge each other and rephrase their thoughts in ways that show greater empathy and insight. There is more of a shared language being used to communicate with the children following the Emotion Coaching training.

Positive changes have been seen in individual children who are beginning to voice more articulately what is going on *inside* following the coaching conversations with adults.

"The training gave great insight into the mental stresses which children may be under and how these manifest in their behaviour towards others and in class. In response to this I now feel more confident in supporting children to address these stresses and adapt their behaviour to be more productive and aware of their own and others' needs."

Member of staff

"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 its 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



Knollmead Primary School

Developing a deep whole school understanding of attachment and trauma, and a culture that is sensitive to and reflective of this.

Designated Teacher: David Tan

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

Ensure all staff have a good understanding of attachment and trauma.

Ensure all staff have a good understanding of strategies they can use to support children identify emotions and regulate.

Ensure staff are mindful of the above in every interaction with children.

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

Developing an environment in which children's behaviours are seen as conveying meaning, and where every interaction is recognised to be an intervention.

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

Use of emotion coaching script in everyday use between staff and pupils.

Children's SEMH needs well met across the school.

Staff quotes. We will...

"Connect before correct. Before assuming the plan, ask the child what they would like as a solution"

"Use visuals to label emotions and use Zones of Regulation"

"Reduce language when children need consoling or when their 'lid has flipped', using visuals to support"



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**Attachment Aware
Schools Award**

Laura Scawn

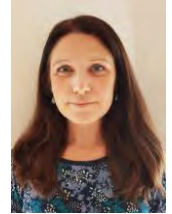


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Larchfield Primary and Nursery School

The Introduction of class visual timetables throughout the school

Jenny Head (Educational Psychologist supporting the school).



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

1. Introduce visual timetables into each class within the school to increase teacher investment in making 'time' to build relationships with their class, improve behaviour, lower anxiety, increase feelings of safety
2. Involve children in the design of the visual timetable (which would be consistent across the school)
3. Gain feedback from the children on the impact of their class visual timetable
4. Ensure long term use and embedding of visual timetables within the school

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

1. All the classes have a visual timetable – in use since after East Holidays
2. The pictures on class visual timetables were all drawn by children in that class
3. All teachers/support staff were on board with the project and met deadlines
4. Children have given really positive feedback about the use of their class visual timetable
5. We have a long term plan for their use with the timetable moving up with them in September

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

2. Teachers are taking time to talk to children about their day through referring to the class visual timetable
3. Children are reporting that they are feeling more prepared for lessons having seen from the start of the day what the day will look like
4. An SEN child asking for a smaller version of the visual timetable for their table for personal use

Quotes from children surveyed about how the visual timetable in their class has helped them:

'I can see what we're doing'

'Tells us when it's lunch time'

'It's helped me to know when it's break and lunch and it's 3 lessons in the morning'

'By telling us when maths is as I love maths'

'When I forget something I can just look at it and know what subject's next'

'It helps me get prepared for the next lesson.'

'Helps me get in the right mindset for the next lesson'





Ayşe Meliz

Malden Oaks School and Tuition Service

Digging Deep

Exploring how Attachment, Aces and Trauma impact behaviour



Malden Oaks
School & Tuition service

Making the **MUST** of every day

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

To understand what's behind the behaviour of students who have experienced trauma and to learn how to respond

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

Staff being active, engaged and interested in the training

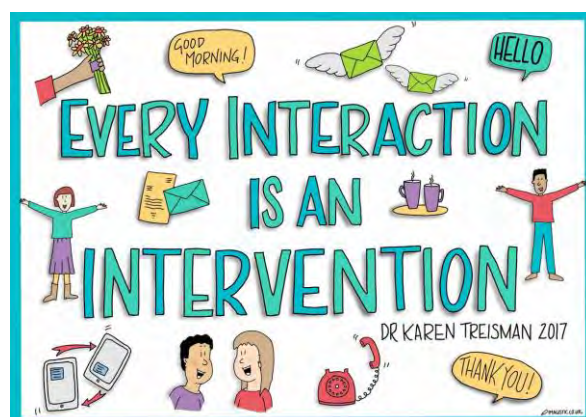
Impact: What changes I/we have noticed.....

Emotion coaching has become an embedded part of our dialogue with the students with staff more regularly and consciously using it. It is early days but it feels like students are slowly starting to normalise talk around emotions and appreciate that all emotions are 'okay' and valid!

My wife said I've lumbered her with another technique; I've started using emotion coaching with my kids!

I enjoyed the training and found the information about the brain and how it works particularly interesting.

I feel like we do 'attachment' pretty well so it's good to know there's still areas we can improved and develop in!





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Viktoria Kincses

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01628513800

Manor Green School

Attached to Achieve

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

Training to improve staff's (especially new staff) knowledge on trauma, attachment and brain development.
Staff to competently acknowledge their limitations, reflect on their own responses and provide strategies on how to support students with reflecting on emotions.

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

Staff attitude towards learning and behaviour
Embedded practical knowledge
Nurturing students and using emotion coaching where possible
Understanding and supporting SEMH need of students

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

Overall a better understanding of attachment and trauma
Training to be annually refreshed (Attachment, Nurture and introduce Mind Up)
Reduced number of Behaviour watch reports as a result of various training
Practical use of Emotion coaching

"The 'its ok to feel frustrated but its not ok to raise your voice' line seems to work really well so far! Its great!"-from a staff member

"Amazing and informative session!"-from a governor

"its ok to feel tired because its nearly the end of term. Its not ok to moan about it at every opportunity" it works with staff as well 😊



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**Attachment Aware
Schools Award**

Mrs Sophie McGeoch, Head
Teacher, DSL, LAC & PLAC Lead,
AASA Lead.

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Meadlands Primary School

Relationships & Communication Policy

*Self portrait of PLAC brothers
who have inspired Meadlands to
take part in this award.*



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

In a busy school-life, one purpose was to dedicate time to this piece of work. To read, learn, reflect and ensure our school approach was truly informed by theory, leading to a deeper understanding of our purpose and aims.

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

Our collaborative approach! Everyone is welcome and everyone involved from the children, to the parents, to a working party of foster/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.

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

The work takes time, right now it is too early to say for sure. But early signs are:

- 1/ Staff seeing beyond the behaviour and taking time to understand the child and utilise *emotion coaching*– this makes everyone calmer and happier.
- 2/ Ensuring new admissions to school have the time to share life stories with the HT in advance to starting – early feedback shows that parents felt welcomed and confident in the school,
- 3/ Attachment has become a common conversation along the corridors – it is a shared goal.

I've found the attachment training really interesting and thought provoking so far, and have already noticed staff - myself included - beginning to adjust their way of communicating with children to better support emotional and sensory regulation and understanding. **Jess Bunker, SENDCO**

I think the attachment training has been very insightful. Looking at behaviour as communication, what is the child trying to tell you? Also understanding how vital, the brain's development over the first three years of a child's life. It has really changed my approach and home and school. **Steph Birthwright, TA & Parent**

I have found all the training very interesting and useful. It has triggered some personal experiences and emotions but in a good way I think. I bought the book that you put onto your action plan 'I'm Hurting Inside' I have found it very informative. I have referred to it a lot in school. Reading through your yellow brick road has been really interesting and exciting to see where we will be going from this in school. **Emma Skinns, TA**





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**Attachment Aware
Schools Award**

Rebecca Johnson



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Orleans Primary School

To support staff to respond to the emotional needs of children with attachment needs, in the moment; in the classroom, the playground and in collaboration with parents.



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

- Up skill / refresh staff training in attachment as the children's needs and development are forever changing
- Assign a member of staff as a 'go to' for adopted children
- Adjust the behaviour policy to support children's self-regulation
- Training all staff in the zones of regulation
- Review interventions to support the children's forever changing needs
- To make parents aware of the project and any changes that occur along the way

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

- How committed and motivated the staff are at making a difference
- Fostered a culture that conveys "we're all in this together".
- Parents on board and appreciative of the support and journey we have been on to create an attachment aware school

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

- A second AASA audit has shown a improvement in the running of supporting 'adopted' children in school
- Staff feel more confident with the theory of attachment and are more aware of spotting the signs and responding accordingly
- Staff have requested further training within attachment not linked to communication and relationship building with new to the school parents.
- Children in school are settled and ready to learn as recognised by the parents and teachers

Staff responses

I found Zita's training very useful and it was interesting to have a 'top up' of any existing knowledge I did have. In using it in class, I continue to make sure that I am that smiley face for my children to see and remember that any unusual displays of behaviour may be due to a trigger that I am unaware of. Using calming voices and giving children time to cool down their emotions. I would say I feel more confident in my attachment awareness since Zita's training sessions. - Lucy

Be more mindful of a child in my class, when they are avoiding tasks and understanding that it's because they don't feel safe yet, so I need to make them feel safe in taking that risk.
Ashley

It was lovely to see how open the school is to explore a range of topics and that Rebecca has already started drip-feeding information around attachment at staff meetings. I'm looking forward to exploring the training agenda with Rebecca in the following coaching session. - School EP

The Attachment aware course has enabled staff to gain further understanding of wider issues that surround many young people and their lives. I feel staff are better equipped to deal with situations and scenarios that arise and are confident to discuss and seek support when required
- Inclusion Lead Orleans Primary

Richmond upon Thames College

Transition Days

Cait Orton - DMS

Cait.orton@rutc.ac.uk



For further details, email: 1Theokvokob@rutc.ac.uk

We have planned a series of Transition sessions for vulnerable applicants including CLA over the summer period to encourage new starters to feel ready and confident in joining our college. We are inviting in applicants who have declared CLA or Care Leaver status on their application. These young people will be 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 our Mental Health Trailblazer in Schools workers so they have the skills to manage the transition.

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

Managing the project despite the pandemic and various issues/ barriers this has caused

Our flexible approach and adaptive style, problem solving and responding to changing pressures and demands

Our collaborative working, planning and delivering events that will have a tangible impact on our most vulnerable

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

Staff are able to use emotion coaching techniques to deliver effective interventions with students

Staff are more aware of attachment and trauma

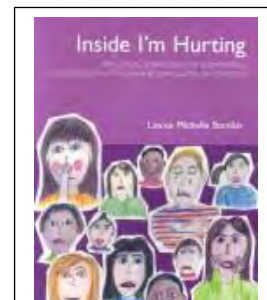
Staff are working more collaboratively and looking for ways to improve communication and information sharing

Clare Taylor

ctaylor@sacredheart.richmond.sch.uk



SACRED HEART CATHOLIC PRIMARY SCHOOL Linking it all together



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

To secure knowledge and understanding around the brain development for all staff.

To make links between the different interventions to develop a common language and approach to secure attachments in school.

To consider ways of using the environment effectively to support children to remain connected when they are momentarily dysregulated.

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

Recognising the links between Thrive®, the Zones of Regulation, Theraplay, the Restorative Approach and attachment and knowing that the knowledge and skills are evident, embedded and effective in our whole school approach.

Raising the profile of attachment in the school by giving time for CPD and weekly staff meeting focus.

Knowing what safe spaces we can use in the school and having resources available to support children.

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

The implementation of whole school Zones of Regulation has developed a common language of our ability to recognise and name our emotions combined with the language of Thrive; I wonder, I imagine, I notice, to support children when they are dysregulated.

Whole staff training regarding the Triune Brain from Thrive and the sharing of good practice around the scenarios from Inside I'm Hurting has secured staff knowledge and confidence in knowing that the behaviour observed is a tool to communicate and the response is adjusted accordingly.

Whole staff training exploring the effective use of our environment has led to a better understanding of the variety of break out spaces in the school. From the training, the staff have themselves identified who can access the spaces and the protocol for their use. Staff have also identified resources that can effectively support pupils to reconnect and regulate.

'Taking part in this training has enabled us to identify children when they need additional support and provided guidance on how to adapt our provision to ensure every child feels safe, supported and valued in an environment where they can confidently take risks, learn and achieve'. Staff

'Staff understanding of attachment theory has meant that they've worked hard to make school a secure base for C and C 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 C's needs shown by members of staff at Sacred Heart has been quite exceptional.' Foster Parent

The triune brain

Three interlocking systems



© Fronting the Challenge Projects Ltd 2017

Let's help every child
thrive



Sarah Crowther

St Andrew's and St Mark's Junior School

Relationship based behaviour policy and strategies



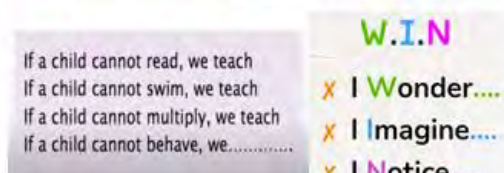
Overview: The main aims of our project were to introduce a relationship based behaviour policy and accompanying strategies. This is now deployed across the school for those children for whom a behaviourist approach is detrimental or ineffective, possibly due to a trauma or care experienced background.

Achievements: SASM is proud of the commitment and open mindedness with which the staff have embraced this new, equitable approach. The team is growing in confidence deploying emotion coaching, this is especially noticeable in year 3 where we have a high number of dysregulated pupils. Through this term, we are rolling out ZOR, re-branded time out as time in, established WIN/CALM in our language, embedded visual timetables, created space spaces and trusted adults and worked hard to build relationships with parents/carers. We have also supported each other, recognising the strains that day-to-day dysregulation places on the adult as well as the child and have worked hard to listen and communicate at all times.

Impact: We have noticed that our pupils are responding positively to connection before correction and our incidents of excessively heightened physical dysregulation have significantly decreased. Many ACE's children have verbalised feeling safe and are building positive relationships within our school community. Some adults initially perceived that discipline would be detrimentally impacted but training and practise has assuaged these concerns: the team now recognise that clear, consistent boundaries are still applied but with a mind-set that discipline represents an opportunity to both teach and nurture. There is also an awareness that the impact is not instant, neither for the child nor the embedding of the approach in school. Hence we are realistic that although the project has 'soft launched' this term, we will need to continue to build and cement our relationship based behaviour policy and strategies throughout 2021 and onwards.

"The language of WIN is now in my toolkit. The approach has had a positive impact. We are listening to children more – and this also in line with our position as a Rights Respecting School"

HLTA/ELSA





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**Attachment Aware
Schools Award**

Kath Hodge

Khodge3.318@stjohnshamptonwick.school

St John the Baptist Junior School
**Identifying the impact of staff
champions**

Supported by
Elise Kitson
EP for AfC

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

To use the results from Robin Banerjee's sociogram tool to identify 'rejected' children that were at risk of peer exclusion and use the research about the importance of relationships to improve their social standing by creating 'staff champions' for these children.

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

The engagement of all staff, including admin staff and the caretaker, in wanting to be a staff champion. Staff asking if they could be a staff champion to more than one child. After the attachment aware training, staff asking if they could add children to the list of needing a staff champion, after recognising attachment and trauma behaviours of individuals in their classes.

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

The 'rejected' children becoming more confident, open, happy and engaged in their learning. More uptake in clubs, more parental involvement and more talkative to their staff champion. The sociogram will be once again completed in the next two weeks, with the hope that the previously 'rejected' children are no longer identified as that or they receive fewer numbers of least likes from their peers.

Many staff members shared with me that they enjoyed learning about the development of the brain and the impact that trauma and attachment issues can have on it. They shared that they were able to call to mind not only children in their classes now, but children they had previously taught.

The sociogram tool:

<http://users.sussex.ac.uk/~robinb/socio.html>



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**Attachment Aware
Schools Award**

St Mary's CE Primary, Twickenham

St Mary's has reviewed our whole school curriculum and behaviour policy to ensure they are attachment friendly so that all our children can thrive.

Ruth Knight

**Lead SENCo & Assistant
Headteacher**

rknight@st-marys.richmond.sch.uk



Overview:

The main aims of my project were: All staff to consider the impact of topics and lessons on pupils with attachment difficulties. Consider ways to prepare students and lessons and alert parents so young people are prepared for the lesson. That teachers take consideration of everything they say and teach and acknowledge that there are triggers and consider these when planning. The Behaviour Policy was reviewed with the PHSE lead to take in to account different strategies and approaches.

"I would like to acknowledge the support from Angela Abrahams, Headteacher and Dan Cadman, Deputy Headteacher who champion the needs of our most vulnerable pupils and for all the staff at St Mary's. I would also like to acknowledge the support from Karen Stables, PHSE lead who worked closely with me in reviewing the Behaviour Policy. Finally, thank you to Dr Amanda Gaukroger, Educational Psychologist, for her coaching sessions and support". **Ruth Knight**

Achievements:

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. The Behaviour Policy has been updated to reflect an attachment friendly focus and has been shared and approved by the Governing Body and staff.

Impact:

Since the staff INSET on Attachment Training on Attachment and Trauma in the Classroom and Emotion Coaching, there has been a change in staff perception towards pupils and their dysregulated behaviour. Staff have developed a sound understanding of the impact of significant relational traumas and losses upon pupils. Staff have been given the opportunity to review their curriculum plans and have demonstrated that the curriculum is sensitively taught through considering attachment needs.

The Behaviour Policy has been reviewed and updated to firmly embed attachment principles and has been shared with all staff and the Governing Body. Staff have continued to foster positive relationships with parents and carers and worked closely to support a shared understanding of the child's needs.

"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. X loves school thanks to your care and understanding. Thank you for all you do to keep us as parents involved and up-to-date and the strong relationship you have fostered between home and school. Also, for your unceasing fight to get the right support in place so that X feels safe enough to be in an education setting and to learn and relate. We as a family benefit daily from your support, encouragement and reflection."
Parent at St Mary's (June 2021)

"Whilst I already had some awareness of attachment, I found the emotion coaching extremely useful when working with a looked after child in my class who was going through a challenging time".
Mrs Harrison, class teacher (June 2021)

Emotion Coaching



Connect

Tune in to the child's feelings and your own

Acknowledge

Validate the feeling and label them. Name it, to tame it!

Limits (if necessary)

Remind the child of acceptable/unacceptable behaviours

Make a Plan

Problem solving and finding solutions!

Amanda Douglas



St. Matthew's Church of England Primary School

Staff can view children through an attachment aware lens and respond to build positive relationships.



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

- For staff to be more confident in the terminology of attachment awareness and trauma and are using it to inform their classroom practise.
- To have an Attachment Awareness approach and Emotion Coaching being embedded into whole school life
- To create two Therapeutic Rooms to support our more vulnerable children

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

Involving Governors in our Emotion Coaching Training.

Receiving positive feedback from members of staff on how Emotion Coaching, and being attachment aware, is having on their day to day interactions with the children and adults around school.

Children using the Therapeutic Rooms to support their wellbeing.

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

Staff are more confident in using an attachment awareness approach.

Children feel supported and listened to by staff in our school.

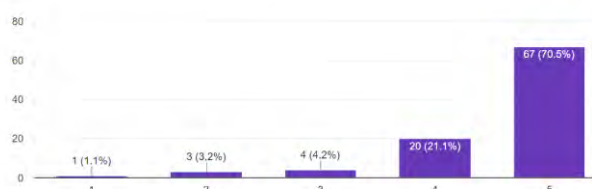
Children who are able to use the therapeutic spaces are finding these have a positive impact on their emotional well-being.

Child experiencing drama therapy in our KS2 Therapeutic Room: *It helps because there is more room and it's much nicer to sit on the soft carpet rather than the old, hard carpet. It makes me feel relax and I can get my feelings out.*

Drama Therapist in our KS2 Therapeutic Room:

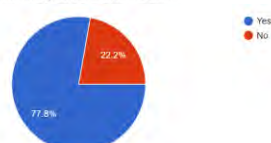
It was so nice to have the extra space to move about, the soft carpet - we sit on mats on the floor - and a calm space that felt different from the classroom.

I feel that the adults at school care about me
95 responses



Staff Questionnaire Post Emotion Coaching Training:

1. Since attending the Emotion Coaching Workshop, have you changed your way of dealing with negative behaviour?





St Richard's C of E Primary School

Developing a Therapeutic space

Sharon Webber

swebber@srsa.richmond.sch.uk



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

To develop a room in school that can be used for therapies, sensory / emotional regulation or just a place for those who need a quiet, safe, comfortable space to be.

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

We manage to create the space for £25. The rug was the only thing we had to buy, everything else was donated.

Children and adults have commented positively on the space and how it has made them feel.

Speech and language therapy, play therapy and social thinking groups all happen there.

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

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 began 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.

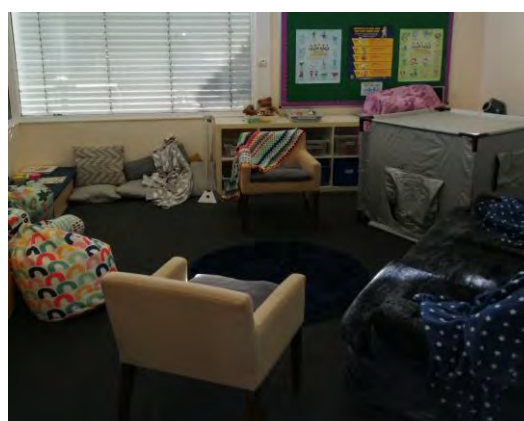
Feedback

"I love this place" "It's so warm and cosy, I could go to sleep here"

"It's amazing!" "I love all the comfy seating" "I'm loving doing my therapy sessions in the space"



BEFORE



AFTER



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**Attachment Aware
Schools Award**

Naomi Mulholland
[naomi.mulholland@st-
stephens.richmond.sch.uk](mailto:naomi.mulholland@st-stephens.richmond.sch.uk)

Philippa Collyer – EP
All school Staff
Governors
& our wonderful children
and parents

St Stephen's CofE Primary School

Together - Attached to Achieve

Building Each Other Up in Love and Learning



Overview: Fulfilment of the School Mission Statement

A **safe place** where childhood is celebrated and **children flourish** and discover their talent and unique characteristics.

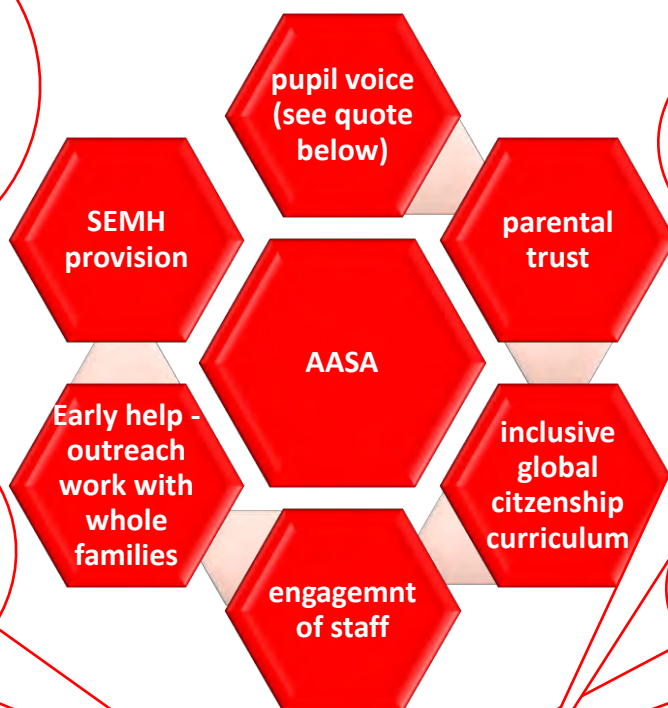
· An **inclusive heart** of excellence where **everyone is nurtured** as life-long learners, both **physically and mentally**.

· A Christian community in which **all** faiths are **welcomed and celebrated**. **All our relationships** are based on **mutual respect**.

· A **stimulating curriculum and environment** where **all needs are met**.

· A **foundation** for our **futures, rooted in love and learning**.

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



I have truly enjoyed working with you. I take with me good memories of the passion that you have shown for the children at your school.
Social Worker

I have been especially impressed by school staff's extensive understanding of the emotional needs. **EP**

They have really brought her out of her shell, and I can only commend them with what they do.
Reception parent

I love being at school there is always someone to help me. **Y1 child**

You can be who you are without feeling anxious about it." **Yr 5 child**

**Impact:
Voice of St Stephen's Community**

In this school it's ok to be different and be accepted for it. **Yr 4 child**



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**Attachment Aware
Schools Award**

Amanda Butler, Headteacher

Amanda.butler@st-lukesprimary.com

Emmaleen Dean, Pastoral Lead

St. Luke's CE School, Maidenhead

Emmaleen Dean, Pastoral Lead

Emmaleen.dean@st-lukesprimary.com

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

Develop consistent practices across the school to identify and support pupils with attachment and anxiety needs.

Use of Boxall profile to track progress of cognitive development and behaviour traits of children and YP

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

Enjoyable process

Boxall assessments – over 110 completed

Webinars have been really informative, staff and LGB have found signposting and additional training sessions informative. Staff have requested annual refreshers which we will do

Coaching sessions helped to have a key specialist to share ideas and process with

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

Pupil and staff wellbeing have been affected by ongoing Covid stresses and uncertainty, subsequently the focus of this award has helped to unpick and support aspects of this increasing anxiety and uncertainty. Many children and staff have felt affected by attachment and being at home, some feelings were mixed regarding returning to school.

Our focus has helped us to support in additional ways than we first thought.

The training has informed our practice and improved stakeholder awareness and expertise.

The use of Boxall assessments has helped staff to signpost emotional support to a wider range of children; nurture sessions and play therapy in some sessions. General PHSCE sessions have been adapted and linked to areas identified on the Boxall assessments.

Staff continue to be trained to use the profile and this is continuing to aid and deepen understanding.

Conversations take place more readily and confidence has grown. Quiet spaces are always available in phase bubbles.

"Helps us to make positive bonds with the children"

"Has helped to deepen my understanding of ways to support children who are anxious but not always able to say"

"This adds to our nurture and personalised support, I like the way the Boxall identifies areas for class work as well as individuals. Some children are very quiet and this has helped me to learn more about my class."



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**Attachment Aware
Schools Award**



*Esther White Head Teacher at
Surbiton Children's Centre
Nursery*
ewhite21@scn.rbksch.org

Surbiton Children's Centre Nursery School

"Every Interaction Counts"



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

To ensure that all staff at the school are attachment aware in their practice and that our approach to all children will come from a place of nurture and support.

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

We are most proud of the positive impact the training and approaches have had on how staff respond to children's needs. It has worked particularly well for children who have experienced trauma. Our new Nurture space "the pod" is another great achievement and this is well used daily.

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

The whole provision feels even more nurturing, this has been noticed by visitors as well as staff. The emotion coaching techniques work well across all situations and also work well with meetings with parents. "Seek to understand, not to be understood"

Behaviour and regulation is de-escalated and all staff feel they have the skills to manage children in a state of dysregulation more effectively.

"It's been very useful with some twos, talking about the emotions and reassuring it's ok and come up with solutions" Vanessa 2 year old champion

"Behind a giggle there might be a trauma" Yada Ext day practitioner

"Children are not giving us a hard time, they are having a hard time' They need us to help" Jenny SEN practitioner

"The important not using too much language and the 3 R I found so useful and made me to reflect on daily basis on different situations with each different child" Gabriella Support practitioner

We are all connected to each other, in a circle, in a hoop that never ends.



Tom Tilbury,
The Greenroom school
tom@thegreenroomsc
hool.com

The Greenroom School

Literacy for LAC

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

The aim of the project was to improve the literacy of LAC. The main aim was to narrow the vocabulary gap, improve their ability to express themselves and engage them with narratives.

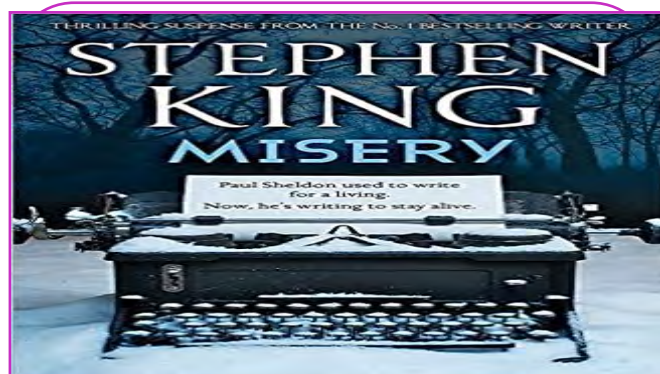
Achievements: What I/we are proud of.....

We are proud of the levels of engagement and the impact that it has had on behaviour, academic achievement. Students have also experienced a better level of communication in therapy.

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

Students have been more eloquent in communicating their feelings and emotional responses to stimuli. There has been a widening of general vocabulary which has helped the young people to access mock examinations with more confidence. Confidence has been the main change as the young people have felt that they have been involved in something academically challenging which has aided their self-esteem while also giving them the feeling that they have been involved in something specially designed for them.

*"Reading takes me into a different world,
somewhere where I can escape from the real
world. Being someone else for 5 minutes isn't so
bad is it? Reading before you go to bed even
hoping that maybe one day what you read could
somehow be yours"*





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**Attachment Aware
Schools Award**

Carly Briggs - Specialist Resource
Provision Lead and Associate
Assistant Head for Behaviour

cbriggs@thekingstonacademy.org

The Kingston Academy

***To reduce the impact of negative behaviours in
the classroom and on learning.***



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

- Train all staff to better understand how attachment and trauma can present in an individual to prevent learning and development.
- Provide staff with knowledge of how to "regulate, relate and reason" with pupils to improve working relationships and their experience of school.
- Broaden and develop our differentiated response/consequences approach to include pupils who exhibit attachment and trauma difficulties

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

- Increasing the profile of PLAC/LAC so that teaching and support strategies can be implemented.
- Staff being less reactive to incidents of unwanted behaviours by developing their understanding that behaviour is a form of communication.
- Behaviour panel support meetings to discuss pupils of concern which clearly maps out existing interventions and those which should be considered moving forward to support all aspects of the pupils development.
- Continued review of whole school behavior policies to include the introduction of a Restorative Justice approach which assists the development of the learner, their peers and staff in understanding the impact and cause of their behaviour and how this can be adjusted to prevent future incidents.

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

- **A more consistent approach in managing unwanted classroom behaviour.**
- **Staff adopting emotional regulation strategies when pupils are in a point of crisis**
- **Continued reflection of the support provided to high profile pupils**
- **Improved working relationships between pupils who had previously presented as challenging and staff who felt unable to support behaviour in and around the school site.**

Staff who have embraced the emotional coaching element of the training provided- regularly report back on how their interactions with challenging pupils have improved.

Heather Clarke, Inclusion
Lead

h.clarke@russell.richmond.sch.uk

The Russell Primary School

Moving Forward Together

Liz Knight, ELSA

e.knight@russell.richmond.sch.uk

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

As a school, we were already on a journey towards becoming an attachment and trauma-informed school so our aim was to make it a higher priority on our School Improvement Plan and place it firmly at the centre of our school ethos, policy and practice.

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

- Observing staff deploy a range of strategies based within the principles of the emotion coaching to support our most vulnerable pupils
- The development of a Relationships Policy which reflects the inclusivity and ethos of our school
- How 100% of the children surveyed feel safe at school and expressed that staff are easy to talk to about their emotions
- Creating a space for children where they can talk and regulate their emotions
- Developing the role of the ELSA in receiving a higher profile within the school.

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

- Emotion coaching strategies being used by staff more regularly across the school
- A constant flow of children being welcomed and supported within our wonderful therapeutic space. The children speak positively about this space.
- Children are talking and using strategies to regulate their own emotions. They are able to describe their own 'toolbox' of strategies.
- Children talking about their feelings with a range of staff. Their emotional literacy skills are developing through a shared language provided by our whole school Colour Monster system.

"When I get into trouble, I get angry and defensive. I use the Reef. It is a calm space. I fiddle with toys and put a 5-minute timer on. I like to talk to teachers in there."

Year 4 child

"I know to say sorry and to look for ways forward. The teacher would talk to me and help me understand what went wrong and what I might do better next time."

Year 6 child.



Charlotte Axbey

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The Vineyard School

Attachment Practice- Educating and Embedding

***Support and
training from
Alicia Crane –
Educational
Psychologist***

Overview:

The main aims of my project were to build on the teaching team's existing understanding of attachment theory and to link this to effective and embedded practice. A further aim was to extend training and understanding of attachment difficulties and approaches to the wider school community.

Achievements

The delivery and revision of training has better equipped staff to respond to pupils returning to school after the second lockdown. Emotion coaching has been widely evident in supporting the greater levels of need that children displayed in March.

Working alongside the Virtual School to support a successful secondary place appeal for a post- adoption family.

Seeing the whole staff support a child with extreme need, as they display attachment led anger at the possibility of care.

Setting up a therapeutic space for our ELSA

Impact

The school community of teaching and wider support staff, together with governors, has a shared understanding of the lasting impact of early life trauma and how these difficulties can be supported at school. Individual children have experienced a consistency of approaches from staff, as needs have been met using acknowledged emotion coaching and attachment strategies. Children have been more widely viewed as challenged rather than challenging.

Attachment needs were made a priority category when re-mixing classes, matching children to adults as well as peers. One staff member is re-instating our mentoring scheme for vulnerable pupils. Staff are using the resources I have shared and a recap of the aims and training this year has been requested as part of the first INSET day in September.

One of our governors said that the attachment training that I delivered to the governing body, was one of the best she had experienced and subsequently she has sourced further learning.

Focusing on post adoption child for lockdown-
Having had reservations initially about taking up a place etc, we are extremely grateful that you and Mrs Whymark encouraged us to do so.

X has flourished with the small class and the stability it offered

*We are buying
books for all year
groups, after
feedback from the
professional
reading that I
signposted during
the project*





Charlotte Castle

Castc010@windsorgirls.net

Windsor Girls' School

"The raising of awareness and understanding of attachment and trauma and the procedures that are undertaken to help support Looked after Children at Windsor Girls' School"



Overview: What were our goals?

- All staff to be consciously competent so that their knowledge of attachment and trauma underpins lesson planning. This will be evident in the strategies used in their day to day teaching of young people with attachment and trauma needs
- As a result, teachers and support staff will know their students well and have an understanding of what might be a cause of their behaviour
 - Young people with attachment and trauma needs will feel safe, understood and supported
- All staff to have knowledge of the procedures and policies for identifying LAC and trauma students and the support that is offered at WGS

Achievements: What have we accomplished?

- Students who have attachment and trauma needs have been identified and have worked with their key support worker to create student profiles, which outline how staff can help them feel safe and supported in the classroom
- Staff have attended INSET and CPD sessions on Attachment and Trauma and we have greater consistency amongst staff in their knowledge and understanding
- Our Key Link Governor has attended training with Achieving for Children and is involved in the implementation of the programme
- As a School, we are currently in the process of re-visiting and adapting our whole school policy on LAC to reflect the knowledge gained as a School during the undertaking of the AASA

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

- Staff knowledge and competence of attachment and trauma has increased and staff
 - Staff are more aware of the students who have attachment needs or suffered significant trauma
- Students feel safe and supported when in school and are more confident to let staff know the different strategies that help them most in the classroom
- The awareness of the importance of ensuring attachment and trauma needs are met for all students has been raised across the school community, including Governors
 - Staff are using the technique of Emotion Coaching in the classrooms

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

Student: "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."