

Touchbase Intensive
Attachment Lead Training :
How do we respond to CLA
students in our high schools?
What can we make possible?

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Why complete attachment lead training?

What have we done in our schools and what have we changed in our schools?

What we are planning next?

Q and A session

‘A critical factor in whether children recover from this earliest of traumas is the quality of the later relationships they encounter throughout their childhood and adolescence’

(Golding, K.S. *et al.* (2016) pp 14)

Trauma, abuse, neglect, separation and bereavement have adverse effects on a child's internal working model. As a result of this the child's sense of safety and relationships need to be rebuilt in order them to develop as individuals and learn.

(the-arc.org.uk)

Why attend attachment lead training and what did we change in our schools?

Why do we do this?

Why train?

- Strengthen and deepen knowledge
- Theory
- Strategies
- Resources
- Attachment aware and trauma informed

What did we get from it?

- Support
- Attachment lead network
- Platform to work across whole school
- Reflect on existing policies and practice

What have we changed?

- Behaviour to relationships policy
- More work with virtual schools and social care
- Strengthened PEPS and CLA reviews

Why do we do this?

- Why wouldn't you?
- Improve outcomes for students
- Whole school ethos benefits everyone
- Reason for getting into education reinvigorated
- Current times difficult for everyone – need more awareness and understanding across schools

How do we respond to CLA students in our school?

What have we made possible?

- Students from multiple local authorities
- Relationships are key – child, carer & professionals
- Bespoke Transition
- Detailed Planning Meetings
- TAC – committed and consistent staff
- Support and Supervision
- CLA Cluster Champion onsite
- GST
- Communicate and listen
- QFT
- Reasonable adjustments
- Creative curriculum
- Celebrate achievements
- Keep the child close (avoid exclusion)

Every Child, Every Chance of Success, No Matter What it Takes

Next steps

What can we
make
possible?
(what do we
dream about
changing?)

- Become an Attachment Aware and Trauma Informed school. School ethos-awareness and understanding of attachment difficulties embedded across school. Training and policy.
 - Rewards and sanctions policy review – now relationships policies.
 - Shared understanding and vision across all agencies, underpinned by the graduated response
 - ‘Proactive not reactive’
 - Cultural Capital
 - Needs led curriculum
 - Shared understanding and vision across all agencies, underpinned by the graduated response
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- Know who-information shared clearly-attachment style on pupil passport, bank of strategies readily accessible.
 - Key adult as the contact for wider staff to avoid relational conflict, team pupil to facilitate shift in relationships.
 - Safe spaces, sensory breaks within lessons, time in, time out, calm spaces within the classroom included in a bespoke policy to support working in an Attachment Aware and Trauma Informed method.
 - Develop the emotional literacy curriculum-ELSA, Thrive, Zones of Regulation.
 - Emphasise stress regulation vs. behaviour management. We are not taking all barriers away.
 - All staff using the fundamentals of PACE. Quality Theraplay resources.

Q and A

What are the next steps for you and your school?

- What do you already do?
- Do you think anything is impossible?
- What would you like to do?
- Are there any pupils you are particularly concerned about? Are there any young people you can think of who would benefit from this way of working?
- What could you do differently?

And finally.....

“Education is not a one size fits all, being trauma informed is a mindset with which educators should approach all children where we attempt to fix our broken systems rather than fixing our children. Approaching education with an understanding of the physiological, emotional, social and academic impacts of trauma is driving change in our schools.”

(Fagus Educational Resource, 2019).

