



**arc**

The Attachment Research Community

## **Members Welcome Pack**

Supporting attachment aware schools



Building Connections & Improving Outcomes



# arc

The Attachment Research Community

## Contents

Welcome - Sir John Timpson CBE	3
Call to Action	4
Core Offer	8
Supporting Attachment Aware Schools	10
ARC 2023 Annual Conference	13
2023 Alex Timpson ARC Attachment Awards	15
ARC Regional updates 2023/24	16
Introduction to Attachment Webinar Programme	22
ARC Membership Benefits and Resources	23
ARC Pathway	25
Matrix with Ofsted Criteria	31



**May I warmly welcome you to the Attachment Research Community.**

ARC is pursuing a cause close to my heart and I am delighted to be their Patron.

My late wife Alex, with a modest bit of help from me, fostered 90 children over a period of 31 years. We learnt a lot, but it was 15 years before we discovered why so many of those kids gave us such a tough time. We were beginning to think we were not that good at parenting, then Alex attended a training course where Dan Hughes, the clinical psychologist talked about attachment and explained why looked after children can find discipline and relationships so difficult. That knowledge made a massive difference, it restored our self-confidence and immediately improved our relationship with the children in our care.

When Alex died, in January 2015, we had already decided that more should be done to get schools to understand how to look after looked after children and the more I discover, the more I realise that being attachment aware not only helps the young people, it also has wider benefits for the whole school. That is why the Alex Timpson Trust is funding a £750k research project with the Rees Centre at Oxford University to give much needed evidence into attachment awareness in schools.

Some time ago, I discovered that ARC has the same objective - to make every school attachment aware. With their help you can be better equipped to help some of our most vulnerable children and improve the culture of your school at the same time.

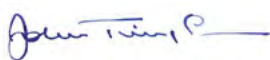
Attachment aware schools can achieve more than they ever expected by:

- 1) Doing the best for looked after children
- 2) Improving discipline
- 3) Better exam results
- 4) Being an important part of staff development

And - even better

- 5) A big boost to the school culture
- 6) The chance for teachers to do what they went into the profession to do - teach the way they know best.

Thank you for your support.



Sir John Timpson CBE

[Sir John Timpson's Story - click here](#)



The Attachment Research Community



**Call to Action:**  
**Attachment and Trauma Awareness**  
- teaching, learning and emotional wellbeing  
in school



[www.the-arc.org.uk/calltoaction](http://www.the-arc.org.uk/calltoaction)

“ Securely attached infants are much more likely to go on to become adults who cope well with life’s ups and downs, build strong relationships at work and at home, and are better equipped to raise their own children. ”

*Leadsom Review 2015*

**The concerns for the well-being of all children in our schools and particularly the most vulnerable have grown during the Covid pandemic and the return to school has been difficult for many of them.**

More than ever, all children, young people and adults in schools, and especially the most vulnerable, will need support to recover their sense of well-being and rebuild trusting relationships in order that they thrive.

The proposals recognise that these issues are best addressed at school level by school leaders who empower their staff to develop their own solutions, supported by a national policy framework which promotes these approaches and understandings. This is particularly the case in developing a recovery strategy for schools, in the light of the Covid pandemic.

Our Call To Action is for a system wide redevelopment of policies and processes , academic support and training programmes, that will benefit our young people in both educational institutions and all social care environments; improving performance, mental health and wellbeing and to narrow attainment gaps.



## However...

In every school there are children with a variety of vulnerabilities, including children in care, those with social work involvement, those who have suffered significant trauma, or who have unmet emotional and attachment needs. Those children are more likely to suffer from poor mental health, less likely to reach their full potential, more likely to be excluded, and to be at risk of exploitation.

**Attachment** – relates to a theory of human development which stipulates that early care provides an evolving foundation for all future relationships and the extent to which these involve a sense of security, trust and mutuality that enables the child to enjoy learning.

**Trauma** – the impact of unresolved occurrences that gave rise to fear, helplessness or horror may have a profound effect on the child's feelings of physical and emotional safety.

A 2018 report from Adoption UK (Adoption UK, 2018) found that among 1,972 adopted children of compulsory school age across the UK:

**65%** of respondents disagreed with the statement 'My teachers understand and support my needs as an adopted young person' – this rose to 74% disagreement among children at secondary school.

**73%** agreed with the statement 'Other children seem to enjoy school more than me' – this rose to 81% among children at secondary school.

**79%** in all schools agreed with the statement 'I feel confused and worried at school'.

## Research suggests...

- Recent research by the UK Trauma Council (2021) and others (e.g. *Teicher et al, 2016*) suggests that unmet attachment needs and trauma impact directly on adaptive brain development, particularly on the child's ability to regulate his/her emotions and handle stressful situations.
- The 2019 Timpson Review of school exclusions (*Timpson, 2019*) concluded that initial teacher training 'should include expert training on the underlying causes of poor behaviour (*including attachment, trauma and speech, language and communication needs*), and strategies and tools to deal effectively with poor behaviour when this arises' (p.13).
- Some children with unresolved trauma and/or unmet attachment needs may show behaviours in school that include disengagement, self-harm, depression risk-taking and oppositional behaviour. They may also struggle with focussing on and taking pleasure in learning.

[www.the-arc.org.uk/calltoaction](http://www.the-arc.org.uk/calltoaction)

## Our Ask...

- Inclusive and relational behaviour policies, which take into account the emotional, developmental and relationship needs of all children and adults.
- Issues of child development, attachment and trauma are part of the framework for National Professional Qualifications for school leaders.
- There is ongoing continuous professional development and support, including regular updates on child development, attachment and trauma, for all school staff, especially through the Early Career framework for Newly Qualified Teachers.

## Your Support...

- Write a letter to the minister explaining your support for the call and the importance of these issues for our young people's futures.
- Share your support through your parliamentary networks, to help raise awareness of attachment and trauma needs within the UK's education system.
- Support the campaign through your external social contacts, social media to further raise awareness nationally.



# #includeme

“

*This call to Action has massive implications. I have seen the benefits of a whole school approach based on attachment awareness. My dream is to see this become a reality in every school in the country.*

*Sir John Timpson CBE, Alex Timpson Trust*

”

# Core Offer



## ARC – A summary

### Who we are

ARC is a charity established by Virtual School Heads, Education Professionals, Psychologists, Training Organisations and Academics.

ARC works to support all schools and education settings to be attachment and trauma aware in their ethos, mindset and practice across the whole of their learning community.

Bringing together best practice in the education sector to share knowledge and bring about accelerated sector innovation and improvement.

We are calling upon ALL within the education sector to bring about a deeper understanding of the impact of deprivation and poor early life experiences on educational and life outcomes



### **We believe**

- Relational approaches to learning and understanding behaviour genuinely benefit everyone in education settings -children, young people and staff.
- Mental health policy and practice is best supported through up to date knowledge of child development, including neuroscientific understanding of the brain and the impact of adverse childhood experiences.
- A practical understanding of attachment theory and trauma informed practice helps adults to work more effectively with young people, especially those adversely affected by loss, neglect and abuse, enabling them to recover and thrive.
- Schools, settings and the educational workforce should be trained, resourced and supported to provide an educational experience that meets the needs for all children and young people.
- That the current data driven imperatives placed upon schools need to be reviewed in line with up to date research on how children best learn and how adults best teach.
- That all children and young people are entitled to learn in safe and nurturing environments where adults truly understand the impact of their role as educator or pedagogue?

### **Why join us**

Join our community to be part of a national network and benefit from sharing knowledge and gaining support from others on the same mission to transform the educational experience for vulnerable learners – in fact all learners - through attachment aware and trauma informed practice.

We offer:

- Recognition for your setting's commitment to everyone's well being
- A clear structured pathway through our Bronze, Silver, Gold and Learning Hub programme to support your development
- A detailed developmental matrix to support individuals, settings and wider learning communities.
- The Alex Timpson ARC awards for excellent practice
- Local regional and national events and our annual conference
- Our audit, development and action research tools
- A charity committed to supporting change at a national level through our growing professional network.
- Support for your aspirations to provide the best possible learning, development, mental health and well-being for all members of your community.



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The Attachment Research Community

# Supporting Attachment Aware Schools



building



connections



attachment



research



community



## Demonstrate your commitment to mental health, celebrate best practice, share learning...

ARC works with Schools, Settings, Trainers, Psychologists, Universities and Virtual Head Teachers to develop best 'Attachment Aware and Trauma Informed' practice.

“Schools and other education providers should ensure that all staff who may come into contact with children and young people with attachment difficulties receive appropriate training...” NICE 2015

ARC believes that the best place to start addressing mental health and wellbeing is through understanding attachment and the impact of unmet attachment needs and trauma.

Attachment relationships help a child develop an understanding of itself and the world around them. These lie at the heart of human behaviour, development and well-being. In turn, unmet attachment needs and trauma are the root cause of much mental ill health.

Attachment Aware schools are finding that a core understanding of attachment unlocks the growth potential in adults and children and improves learning, behaviour, well-being and resilience.

“Attachment influences students' school success...”

*This is true of students' attachment to their parents, as well as to their teachers. Secure attachment is associated with higher grades and standardised test scores compared to insecure attachment.*”

Bergin & Bergin 2009

Attachment is the foundation of resilience...

“The single most common factor for children who develop resilience is at least one stable and committed relationship with a supportive parent, caregiver or other adult.

*These relationships provide the personalised responsiveness, scaffolding and protection that buffer children from developmental disruption...*”

[developingchild.harvard.edu](http://developingchild.harvard.edu)

Be part of our community...

The ARC community shares and celebrates best practice, supporting you to embed an understanding of attachment and trauma at the heart of your work - enabling adults and children to learn and thrive.

Visit [www.the-arc.org.uk](http://www.the-arc.org.uk) to find out about attachment or how to join the ARC community.



## ARC's Mission: All Schools Attachment & Trauma Aware by 2025

### Our Objectives:

- Supporting Schools to Become Attachment & Trauma Aware
- Enhancing Existing & Potential Collaborative Communities of Support
- Collating & Providing a National Platform for Research & Practice
- Helping to Provide & Extend a National Voice for Attachment & Trauma
- Recognising, Celebrating & Sharing Best Practice

Join ARC throughout the year and help us achieve our mission

- **ARC Annual Conference**  
A full day of learning that can be used as part of your CDP
- **Regional Workshops**  
Bringing together peers to share challenges and celebrate best practice
- **Annual Awards**  
For innovation and excellence in attachment aware practice

ARC is a membership community, here to support schools and settings through their attachment aware journey and celebrate best practice.

ARC members make a commitment to everyone's attachment needs by:

- Promoting inclusion and preventing exclusion
- Developing effective strategies to support children and adults
- Promoting high quality training
- Sharing our learning with the ARC network
- Working safely and with supervision.

What is included with ARC membership?

- A network of schools committed to developing best practice – peer support, case studies, projects, action research
- School audit, planning and research tools – to focus staff training and school improvement [links to mental health and well-being - useful for Ofsted]
- A network of support - Virtual Head Teachers, Trainers, Psychologists and Universities
- Certificates for your school and letterhead



For more information visit [www.the-arc.org.uk](http://www.the-arc.org.uk)

# ARC 2023 Annual Conference

“Supporting the journey to an emotionally informed education”

Tuesday 21 November 2023 9am - 4pm (8.15am Registration)

The Birmingham Conference and Events Centre,  
Hill Street, Birmingham B5 4EW

**Live tickets only with 12 week on demand**

(with a full year on demand for ARC members, 3 months for non-members)

**ARC Members £199 + VAT • Non-Members £249 + VAT**

The Attachment Research Community 2023 Annual Conference: “Supporting the journey to an emotionally informed education” will take place live on Tuesday 21st November 2023 at The Birmingham Conference and Events Centre, with on demand content available following the event.

The day will discuss the realities faced by education and social care professionals in a modern day education system and how supportive approaches can both motivate and educate a workforce on their attachment and trauma journey; benefitting the emotional wellbeing and needs of the whole school.

The conference will host keynote speeches from motivational speakers, psychologists and practitioners to discuss the journey towards an ‘emotionally informed education’. Workshops will be provided by the 2022 Alex Timpson ARC Attachment Award Winners, as well as colleagues who specialise in attachment and trauma informed practices.

We are delighted to announce the first confirmed keynote speakers for this year’s annual conference. BBC broadcast journalist and presenter Ashley John-Baptiste who will be joining us live in Birmingham and providing his personal perspective on growing up within the care system. Joining virtually from the USA will be Dr Edward Tronick, a developmental and clinical psychologist who focuses on the neurobehavioral and social emotional development of infants and young children. Also joining virtually from the USA will be Dr Adam Saenz, a psychologist who returned to education and based his research on stress management, the dynamics of effective relationship building, personality assessment, and emotional intelligence. Representatives from NAVSH and The Timpson Trust will also be in attendance at the conference to provide a variety of viewpoints on the pressures faced by young people in a mixed economy and working towards the goal of providing an ‘emotionally informed education’ for our young people.

# ARC 2023 Annual Conference Welcomes

## Ashley John-Baptiste, Dr Edward Tronick, Dr Adam Sáenz and Smash Life



### Ashley John-Baptiste

Ashley John-Baptiste is a young BBC broadcast journalist and presenter who has a remarkable story of how he overcame his troubled childhood to study at one of the world's best universities.

Ashley tells the compelling, inspiring and sometimes humorous story of his childhood and how to achieve your goals, follow your dreams and never give up. Ashley has enormous enthusiasm and passion to use his story as a tool to motivate and propel others to face their challenges with a sense of optimism and triumph.



### Dr Edward Tronick

Edward Z. Tronick is a world class researcher and teacher recognized internationally for his work on the neurobehavioral and social emotional development of infants and young children, parenting in the U.S. and other cultures, and infant-parent mental health. Over the course of his career, Dr. Tronick has co-authored and authored more than 150 scientific papers and chapters.

Dr. Tronick developed the Still-face paradigm, which has become a standard experimental paradigm for studying social emotional development in the fields of paediatrics, psychiatry, clinical and child psychology, and nursing. In his studies using the still-face he revolutionised our understanding of the emotional capacities and coping of infants and the effects of factors such as maternal anxiety and depression on infant social emotional development.



### Dr Adam Sáenz

Dr. Adam Sáenz earned his Ph.D. in School Psychology from Texas A&M University as a United States Department of Education doctoral fellow. He completed his predoctoral clinical training under a fellowship appointment to Harvard Medical School, and he has a post-doctorate in clinical psychology from the Alpert Medical School of Brown University. Dr. Sáenz also earned a Doctorate of Ministry in Pastoral Counselling from Graduate Theological Foundation with residency at Christ Church college of Oxford University.



### Smash Life

Andy and Matt Smith are brothers and Directors of Smash Life, at a young age both brothers were abused after being placed by social services into the care system. This took place over an eight-year period from 1990-1998. In 2018 the brothers united to found the company Smash Life. Drawing on the hard lessons that they had learnt from their own abuse and experience of the care system; as well as their combined 38 years professional experience working with young people and families, they set about building an organisation to help those in similar situations.

# 2023 Alex Timpson ARC Attachment Awards

**The Alex Timpson ARC Attachment Awards recognise and celebrate best attachment and trauma aware practice in schools and settings**

Virtual School Head Teachers are invited to nominate a school or setting from their region for the categories below. Short listed nominees will have their work featured on the ARC website and will be put forward for the final award stage. Category winners will receive their award and £1000 to further develop their work at the annual ARC conference.

Awards will be made to the school or setting in each category which, in the opinion of the ARC Judging Panel, has made the most significant development in its attachment and trauma aware practice. Judges will look at three main areas: ambition, scope and impact and the form below enables work in these areas to be highlighted. Judges recognise that the development of attachment and trauma practice is a journey, so work in progress is welcome.

A winner will be chosen from each category and will receive £1000 to spend on sharing good practice. In the next calendar year, winners will host and present their work at a face to face, online or hybrid event for other schools and present at the ARC Annual Conference in the Autumn Term.

The Alex Timpson ARC Attachment Award is open to ARC members and non-members. All nominees must be supported and nominated by their Virtual Head. There are five categories:

- **Early Years**
- **Primary**
- **Secondary**
- **Special/PRU/Alternative Provision**
- **Post 16**
- **Collaborative – may be a mix of schools and settings**

## Submissions

The Virtual School Head Teacher nominates a school or setting by filling out the form below. As they complete the form they will need to discuss it with the nominated school or setting.

Once nominations have been received, schools or settings from across the country will be shortlisted in each category and the shortlists will be asked to provide ARC with the following:

- 5 images of their school
- A4 written description of the progress, work and projects of their school
- 1 minute film piece which could be an interview with staff or students - specification to be sent following the shortlist announcement

This content will be used to create a 3 minute video presentation to be showcased at the ARC conference. The shortlisted schools or settings will be invited to the ARC Annual Conference, where the winner from each category will be announced and presented by Sir John Timpson CBE.

# ARC Regional Updates 2023/24

## North East, North Yorkshire & Humberside Regional Lead:

Amy Howe & Lynn Miles

[amy.Howe@northyorks.gov.uk](mailto:amy.Howe@northyorks.gov.uk)

[L.Miles@tees.ac.uk](mailto:L.Miles@tees.ac.uk)

North East, North Yorkshire & Humberside includes: Durham, Northumberland, and Tyne and Wear, North Yorkshire, Redcar & Cleveland, Middlesbrough and Humberside.

## Local Authorities:

Durham County Council

Northumberland County Council

City of Newcastle Council

City of Sunderland Council

Gateshead Council

South Tyneside Council

North Tyneside Council

Darlington Council

Hartlepool Council

Stockton-on-Tees Council

Middlesbrough Council

Redcar and Cleveland Council

North Yorkshire County Council

City of York Council

Craven District Council

Hambleton District Council

Harrogate Borough Council

Richmondshire District Council

Ryedale District Council

Scarborough Borough Council

Selby District Council

East Riding of Yorkshire Council

Hull City Council

North East Lincolnshire Council

North Lincolnshire Council

## Regional Updates:

### Attachment Research Community North Region Meeting Friday 2 December 2022

This was the third meeting of the group organised by Lynn Miles (Senior Lecturer Teesside University), Marianne Doonan (Senior Practitioner EP Virtual School North Yorkshire) and Tanicha Boneham ARC. The digital event was joined by over 40 colleagues from within the North of England, coming together to discuss topics of best practice, trauma informed classrooms and the benefits to the school as a whole to adopt such measures. The programme was hosted by Marianne Doonan, North Yorkshire, and included presentations from ARC Trustee, Dr Richard Parker, Headteacher of Spen Valley High school, Hayley Clacy and research updates presented by Georgia Hyde-Dryden of The Rees Centre, Oxford University.

The group enjoyed a range of presentations and group discussion, a format requested by the group. There was brief feedback from the last meeting and evaluations on how the group would prefer to run.

We were lucky to have Dr Georgia Hyde Dryden (Research Officer from the Rees Centre) who provided up to date research evidence from analysis of staff interviews and pupil focus groups in 26 case study schools. Keeping up to date on research is important to the group and there was some meaty discussion around relational policies and practice including sharing of useful resources.

The group enjoyed a range of presentations and group discussion, a format requested by the group. There was brief feedback from the last meeting and evaluations on how the group would prefer to run.

**If anyone from the region wishes to register interest for future meetings, please contact Annabelle Ayliffe**

**[Please click here](#)**



## North West Regional Lead:

Janice Cahill

[janicecahill58@googlemail.com](mailto:janicecahill58@googlemail.com)

North West Region includes: Cheshire, Cumbria, Greater Manchester, Lancashire and Merseyside.

## Local Authorities:

Blackburn with Darwen
Blackpool
Bolton
Bury
Cheshire East
Cheshire West & Chester
Cumbria
Halton
Knowlesley
Lancashire
Liverpool
Manchester
Oldham
Rochdale
Salford
Sefton
St Helens
Stockport
Tameside
Trafford
Warrington
Wigan
Wirral

## Regional Updates:

**Liverpool Virtual School and Hope School are working to develop an attachment and trauma responsive schools' project with ARC membership as a key component.**

Ten schools have joined ARC and are committing to a programme comprising: support to build their whole school strategies; CPD for all staff; the University of Chester's post graduate certificate in attachment, trauma and mental health and supervision for two project leads from each school and a peer support network carrying out action research. The

aim of the project is to build capacity to address the critical issues of attachment and trauma for the benefit of learning communities in Liverpool and particularly the most vulnerable children in school.

Liverpool schools were given the opportunity to apply for the project in November 2021 and the response was encouraging, with sufficient applicants for a future second cohort.

Hope school, a previous winner of the Alex Timpson ARC award for outstanding practice, have made a very considerable contribution to the project, drawing on what they have learnt in their development as a school judged as outstanding by Ofsted for their work with young people with SEMH. The lead inspectors acknowledged their work in the final report:

*"You realised that difficulties forming emotional attachments lay at the heart of the challenges your pupils faced. This led you to take the decision to completely change the management of pupils' behaviour in your school. Based on academic research you have developed a school that is sensitive to supporting pupils with attachment and complex trauma histories. This new approach removed reliance on external sanctions and rewards to control behaviour. The emphasis changed to understanding the internal reasons for behaviour. This approach empowers pupils to control their own behaviour without external controls. Extensive training and support from external specialists helped staff develop new skills. Behaviour in school is exemplary and pupils make outstanding progress in their learning. Hope school is also developing a wider learning offer for other schools and will be sharing this in the near future."*

It is exciting to see good practice being shared and developed across this network and beyond and it is to be hoped that the Liverpool Hope project will be able to share its progress with ARC members as it develops over the next two years.

## East Midlands Regional Lead:

Anne-Marie McBlain

*AnneMarie.McBlain@derbyshire.gov.uk*

East Midlands includes: Lincolnshire, Northamptonshire, Derbyshire, Nottinghamshire, Leicestershire, Rutland

Rushcliffe Borough Council

Rutland County Council

South Derbyshire District Council

South Holland District Council

South Kesteven District Council

West Lindsey District Council

West Northamptonshire Council

## Local Authorities:

Amber Valley Borough Council

Ashfield District Council

Bassetlaw District Council

Blaby District Council

Bolsover District Council

Boston Borough Council

Broxtowe Borough Council

Charnwood Borough Council

Chesterfield Borough Council

Derby City Council

Derbyshire County Council

Derbyshire Dales District Council

East Lindsey District Council

Erewash Borough Council

Erewash Borough Council

Gedling Borough Council

Harborough District Council

High Peak Borough Council

Hinckley and Bosworth Borough Council

Leicester City Council

Leicestershire County Council

Lincoln City Council

Lincolnshire County Council

Mansfield District Council

Melton Borough Council

Newark and Sherwood District Council

North East Derbyshire District Council

North Kesteven District Council

North Northamptonshire Council

North West Leicestershire District Council

Nottingham City Council

Nottinghamshire County Council

Oadby and Wigston Borough Council

Peak District National Park Authority

## Regional Updates:

**The Attachment Aware Schools programme has transformed schools in their understanding and practice around attachment and trauma.**

The programme was conceived and devised by Lizzie Watt, Assistant Headteacher and Dr Paul Kelly, Specialist Senior Educational Psychologist within the Virtual School in Derbyshire. It is now entering its fifth year and has involved 77 schools in the action research project.

The attachment aware schools programme was designed to:

- Improve the teaching and learning conditions for children in care and all vulnerable learners in schools and settings.
- Help to reduce the need for exclusions in school.
- Develop a supportive network of Derbyshire schools that have innovative and excellent practice around vulnerable learners.
- Produce a portfolio of good practice examples and other resources to share across the whole of Derbyshire's school community and beyond.
- Raise awareness of the issues and needs around attachment and trauma.
- Consolidate good working relations between the newly formed Virtual School and all Derbyshire schools.
- Bring about a new community of schools working with action research as their driver for school development.
- Encourage pedagogical development – trialling new ways of working with vulnerable learners led by the Virtual School.

Find out more about the Attachment Aware Schools Programme here <https://www.derbyshire.gov.uk/site-elements/documents/pdf/social-health/children-and-families/children-we-look-after/the-virtual-school/attachment-aware-schools-programme.pdf>

## South West Regional Lead:

Richard Parker & Kate Brooks

*richard.parker18@bathspa.ac.uk*

*k.brooks@bathspa.ac.uk*

South West includes: Bristol, Cornwall (including the Isles of Scilly), Dorset, Devon, Gloucestershire, Somerset and Wiltshire.

## Local Authorities:

Bath and North East Somerset
Bournemouth
Bristol
Christchurch and Poole
Cornwall
Devon
Dorset
Gloucestershire
Isles of Scilly
North Somerset
Plymouth
Somerset
South Gloucestershire
Swindon
Torbay
Wiltshire

## Regional Updates:

We formally launched the ARC South West network through a webinar on Thursday 26 May, chaired by ARC Trustee Kate Brooks. Claire Hill of Raysfield Primary, South Gloucestershire, Stuart Heron of Maysfield Special School and Sam Toohey from St Cuthbert Mayne secondary school (both in Torbay) shared their experience of the challenge and opportunities of developing attachment and trauma aware practice in their schools, and Jez Piper, CEO of the Diocese of Bristol Academies Trust (DBAT) outlined the way in which his MAT is working with schools, children and families to extend these approaches across a range of schools, both urban and rural. Stuart, Sam and Tracey Palmer also described Torbay's whole authority attachment initiative, which we hope will be presented as a workshop at the ARC annual conference.

[View the South West Regional launch here](#)

Meanwhile we look forward to working with colleagues across the South West, especially in virtual schools, in spreading the message. We have had a good range of submissions for the Alex Timpson award, and will be extending our support package across the region. The next (virtual) meetings of the ARC SW network are at 2pm on Tuesday 5 July, and on Tuesday 13 September – please contact Richard.Parker18@bathspa.ac.uk if you are interested in participating.

As a result of Jez and his DBAT colleagues' efforts and introductions we will also be working with the Church of England Education Office initiative on trauma-informed schools, both nationally and on a regional/diocesan basis, so watch this space for further developments!



## West Midlands Regional Lead:

Andrew Wright & Michelle Salter

[andrew.wright@dudley.gov.uk](mailto:andrew.wright@dudley.gov.uk)

[michelle.salter@telford.gov.uk](mailto:michelle.salter@telford.gov.uk)

West Midlands includes: Birmingham, Coventry, Dudley, Sandwell, Solihull, Walsall, and Wolverhampton.

## Local Authorities:

Birmingham
Coventry
Dudley
Herefordshire
Sandwell
Shropshire
Solihull
Staffordshire
Stoke on Trent
Telford & Wrekin
Walsall
Warwickshire
Wolverhampton
Worcestershire

## Regional Updates:

### May 2023

Dudley Virtual School are holding a free half day Post-16 Conference on Wednesday 19 July, 9am-12pm OR 1pm-4pm at Halesowen College. Open to all professionals from Education, Health, Social Care and the Criminal Justice System supporting and working with Post 16 young people. The conference will be focussing on attachment and trauma approaches. Click here to register your place.

WMVS Children in Care Foundation are holding a regional Designated Teacher conference on Monday 17 July featuring keynote speeches from Louise Blackburn and SmashLife as well as hearing from Andrew Wright, ARC chair, and Stuart Guest, former ARC Timpson Award winner. Tickets are limited and are being allocated by the West Midlands Virtual Schools.

WMVS Children in Care Foundation are holding an Annual Conference on Wednesday 15 June in Birmingham, featuring keynote speaker Mark Finnis as well as trauma informed practice workshops. This conference is free to attend and aimed at Virtual School staff within the West Midlands region, click here to register your place.

The Dudley Education Conference, "Learning Needs – Needs Learning - Safeguarding the engagement and outcomes of all our learners" is taking place on Wednesday 12 July at Dudley College of Technology featuring keynote speakers Steven Baker, Mick Simpson, Steven Russell and Lee Clulow as well as workshops to provide delegates with a wealth of information. Click here to register you place.

T&W VS DT Conference features relationship, role model & connection- featuring lived experience trauma informed programme.

Herefordshire VS DT Conference ARC – Workshop & ARC Timpson winner school sharing good practice.

### March 2023

The West Midlands region hosted an official launch of their work on Friday 14 October at the Library of Birmingham. The event showcased the work of the 14 Local Authorities within the West Midlands, launching their TIAAS accreditation pathway, which follows the model offered by The Attachment Research Community. This includes the ARC Audit, ARC Pathway and ARC Matrix. The launch was attended by over 40 strategic and senior leaders from education, health and criminal justice settings and allowed colleagues to connect, learn and discuss everyday issues surrounding Attachment Aware and Trauma Informed Schools.

The TIAAS Regional Group agreed the details of a Regional Certification process for Education System Leaders across the West Midlands to use. The group included Virtual Schools, Educational Psychology Services, Local Authorities and others. The aim is to galvanise a joined-up, regional commitment to the promotion of trauma-informed and attachment aware approaches (or similar nurturing and relational based initiatives) within Education. Education System Leaders in each local authority can use this guidance to establish or maintain a pathway for education settings to follow in their own locality.

A TIAAS approach has been pioneered in some of the Local Authorities of the region, including Walsall and Birmingham. In these authorities the pathways have been built upon the research and evaluation work of numerous people.

## London Regional Lead:

Andrew Wright

*andrew@the-arc.org.uk*

## South East Regional Lead:

Andrew Wright

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### Local Authorities:

Barking and Dagenham
Barnet
Bexley
Brent
Bromley
Camden
City of London
City of Westminster
Croydon
Ealing
Enfield
Greenwich
Hackney
Hammersmith and Fulham
Haringey
Harrow
Havering
Hillingdon
Hounslow
Islington
Kensington and Chelsea
Kingston
Lambeth
Lewisham
Merton
Newham
Redbridge
Richmond
Southwark
Sutton
Tower Hamlets
Waltham Forest
Wandsworth

### Local Authorities:

Brighton and Hove
Bracknell Forest
Buckinghamshire
East Sussex
Hampshire
Isle of Wight
Kent
Medway
Milton Keynes
Oxfordshire
Portsmouth
Reading
Slough
Southampton
Surrey
West Berkshire
West Sussex
Windsor and Maidenhead
Wokingham

### Local Authorities:

Bedford Borough
Cambridgeshire
Central Bedfordshire
Essex
Hertfordshire
Luton
Norfolk
Peterborough
Southend-on-Sea
Suffolk
Thurrock



# Introduction to Attachment Webinar Programme



## Session 1 - An introduction to ARC

**Tuesday 16 May 2023**

**4pm-5pm**

*Find out more information about the ARC Journey, ARC Pathway, ARC Membership and ARC Resources*

**Recording available  
in Members Area**

## Session 2 - The ARC Audit

**Monday 22 May 2023**

**4pm-5pm**

*Find out more information about starting your journey and how your Virtual School / Educational Psychology Service can support you*

**Recording available  
in Members Area**

## Session 3 - The ARC Matrix

**Monday 05 June 2023**

**4pm-5pm**

*Find out more information about the ARC self assessment tools & aligning to Ofsted grading criteria*

**Book now**

## Session 4 - The West Midlands Approach

**Monday 12 June 2023**

**4pm-5pm**

*Find out more information about the work in the West Midlands and hear from former Alex Timpson ARC Attachment Award Winning Schools*

**Book now**

## Session 5 - The South West Approach

**Monday 19 June 2023**

**4pm-5pm**

*Find out more information about the work in the South West and hear from former Alex Timpson ARC Attachment Award Winning Schools*

**Book now**

# ARC Membership Benefits and Resources

**Becoming a member of ARC will open up professional and educational pathways within a membership platform with readily available resources, regional workshops, panel discussions and virtual events that allow our members to network and support each other.**

The ARC Audit tool was compiled by: Dr Adele Thacker, Marianne Doonan, Dr Sarah Cooper, Lizzie Watt, Dr Heather Webb Jones, Melynda Walton and Dr Anne-Marie McBlain. Permission to use this document has been given exclusively to The Attachment Research Community (ARC).

The purpose of this self-assessment audit tool is to support educational settings to reflect on core areas of knowledge, understanding, applied practice and organisational systems, which support development of TIAA (Trauma Informed Attachment Aware practice). The ARC Audit is a partner self-evaluation tool to sit alongside the ARC MATRIX; which can support conversations in school around self-evaluation. The goal is to work towards developing trauma responsive organisational change, while remembering that this is a journey not a destination.

All settings need systems, which are inclusive, holistic and equitable.

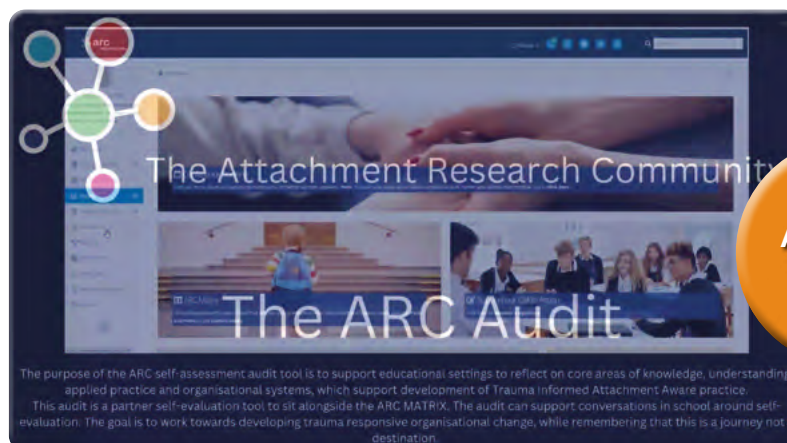
Settings are encouraged to recognise strengths and next areas to develop which lead to an action plan in relation to these next steps. These can be incorporated into the SIP and SEF. Please see the glossary for an explanation of terms used within the audit. The MATRIX, which is cross-referenced to OFSTED criteria, can then be used to gather evidence and support the embedding of practice. The audit tool can be used as a means to orientate a setting, an overview of their AATI journey.

The recommended ARC journey, no matter the extent of the school or settings TIAA journey, would be to begin with the completion of the audit. By completing the audit, schools and settings will be able

to orientate where to start, establish what they have already done and plan next steps, knowing explicitly what is involved; across the whole school system.

The audit tool is a comparable document that can be completed every 12 months to assess progression and refocus school leadership teams during their TIAA journey, and will help to build 12 monthly development plans, showing areas in need of improvement; allowing a clear progressive pathway for training and professional development.

Following each bespoke development plan, settings will start to gather evidence, resources, evaluations and examples of best practice and populate their ARC MATRIX, following the guidelines and criteria provided within the self assessment tool. The ARC MATRIX tool allows education professionals within a school/setting to collaboratively work on sections, assign topics to individuals and assess the progression of the settings journey; whilst aligning with Ofsted grading criteria. Each setting has the option to work on The ARC MATRIX on an individual school approach, alongside the support and guidance of their Virtual School and EP service, as well as having the opportunity to share their findings with colleagues in external settings at a local, regional and national level.



**View the  
ARC Audit  
tool film  
HERE**

**ARC membership benefits...**

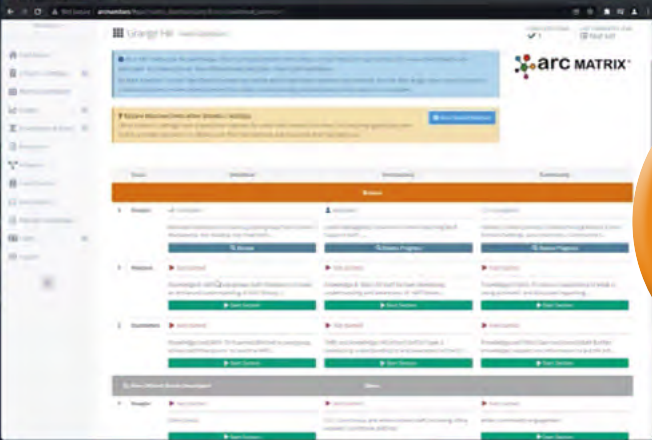
Included within the ARC memberships is the ARC members area, where you can utilise resources, network with fellow schools and access the self assessment tools.

**The ARC Matrix**

The ARC matrix is a self-assessment tool, designed to allow schools to embed their AATI theory and practise, align with the SEN Graduated Response and ensure schools can evidence their progression, build capacity, expertise and consistency across all services and ensure staff at all levels are incentivised, supported and accountable through a top down and bottom up approach.

Once logged into the ARC members areas, you will be able to access the ARC Matrix via your membership dashboard, following the main menu on the left. Once presented with the matrix dashboard, you will be able to see an overview of your matrix progress.

The matrix is broken down into each individual level, bronze silver, and gold, as well as each focus, people, process and outcomes and then broken into strands: individual, institutional and community. The matrix provides an overview of your progress in each section you can view which sections are complete, have been assigned to a colleague or are currently in progress. Sections that have had no contributions will be marked as not started.



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**View the ARC MATRIX film HERE**

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**2023 ARC Annual Conference**

Supporting the journey to an emotionally intelligent education

The Attachment Research Community

Tuesday 21 November 2023, The Birmingham conference and events centre

**Members Area**

Support our Call to Action

Find out more

**View the ARC Members Area HERE**

## ARC Members receive £50 discount to attend the ARC Annual Conference

### ARC membership resources include:

- On demand content from previous conferences - including keynote speakers from The Neurosequential Network, Dr Stephen Porges, Mick Simpson & Steven Baker and many more.
- Workshops provided by professionals, schools and training providers
- ARC welcome to Attachment Webinar programme
- Regional networking events and updates





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# ARC Pathway



# ARC Pathway

## An Attachment and Trauma Aware Developmental Pathway for schools and Education settings who are ARC members

### Introduction for Virtual Headteachers, Headteachers and other Education Leaders

All schools and education settings should understand and develop attachment and trauma aware practice (quote new DfE guidance and NICE guidelines).

With this understanding, children and young people's mental health needs and behaviour will be fully understood, and practice will ensure they learn at their optimum, stay in school with the support they need and enjoy their learning.

Understanding behaviour through the 'lens' of attachment theory and how a variety of behaviours can present after or during traumatic experience, is vital for education staff and better equips them to meet the needs of all children.

ARC was founded by a groups of Virtual School Headteachers, Psychologists and Academics who saw the need for better national support and challenge around these issues [i.e the ones mentioned above]

The Pathway and supporting learning development framework we call the Matrix are intended as a helpful guide and have been created from the experience and expertise of ARC members and trustees.

The Pathway is a stepped approach for our members to 'self-recognise' their own attachment and trauma awareness across their whole school/setting, their ethos, practice and school development systems and policies.

We have closely linked the **Pathway and Matrix** development framework to the Ofsted Education Inspection Framework (EIF) to help schools and settings to demonstrate how their practice fulfils key Ofsted criteria, and can be integrated into their Self Evaluation Forms (SEF)

We strongly advise schools and settings to discuss their plans for ARC membership and practice development with their local Virtual School Headteacher because so many of the children this work will benefit will be with the VSHT's remit.

# ARC Pathway

## Introduction to the Pathway

Being an ARC member means you are committed to developing attachment and trauma aware practice for the benefit of your school or learning community. Each school or setting will develop in its own way. We have developed the Pathway and Matrix to help you on this development journey. They are not mandatory but aim to ‘quantify’ a sense of progress and attainment as you develop new practice and thinking in your school/setting.

## The ARC Pathway and a phased approach

ARC membership offers access to the Pathway and Matrix. Neither are mandatory. If you choose to follow the Pathway, it can give you recognition, at a national level, of the key stages of your attachment and trauma aware development journey; which is described as having 4 main phases: Bronze, Silver, Gold and Learning Hub Centre of Excellence.

These phases are not quality marks or accreditation - but a guide to help you reflect on your own progress and a recognition of this progress within the ARC community.

## If you choose to work with The Pathway – here is what it offers:

1. ARC Audit, Development Plan and Project – these tools provide ARC members with online self-evaluation, development planning and project management ideas.
2. The Matrix – is a detailed assessment framework and planning structure for understanding and developing your setting’s work on attachment and trauma.

The Matrix is designed as a ‘top-down’ & ‘bottom-up’ approach, giving senior leaders a comprehensive overview of their development and individuals detailed understanding of their journey.

It has 3 strands: individual, institutional and community & 3 areas of focus: people, process and outcomes.

The Matrix can be used on its own or as a means of deepening understanding of progress along the ARC Pathway.

## The ARC Pathway – How it works

### 1] JOIN ARC – Commit to developing attachment and trauma informed practice

- ARC Members commit to:
- Promoting inclusion and preventing exclusion
- Developing effective strategies to support children and adults
- Promoting high quality training
- Sharing your learning with the ARC network
- Working safely and with supervision



## 2] BRONZE AWARD

### Complete the ARC Audit or similar process

The ARC audit evaluates your current attachment, trauma, mental health and well-being practice, guides your development plan and gives a baseline to measure the impact of your work.

This audit needs to be undertaken with the senior leadership in your setting but can also be part of a collaborative process with the whole staff team.

If you use the ARC Development Plan the audit will help you analyse results and to focus thinking about your development priorities. The ARC Development Plan has built in tracking and review of agreed actions.

### Train the whole staff team

ARC membership includes advice on commissioning training and links to members and trainers for further support. Getting the right training and support for staff is vital and it is important you are clear about what works for your context and builds on existing knowledge.

ARC BRONZE AWARD – On completion of steps of the Bronze phase ask your VSHT to verify that staff have been trained. Where your VSHT is not able to provide this verification, please contact the ARC directly and we can find alternative means of supporting you with this verification.



## 3] SILVER AWARD

### Produce a Case Study

#### Set up your action research /development project

Measure your progress against your development plan priorities, whether this is improving behaviour and well-being, working with parents and carers, better transitions etc.

You may be working on your own or as part of a school's cluster or network.

The ARC offers project tools on the website that can enable the setup of an open or closed project group for one setting, multiple settings or the whole ARC Community and through your group you can share data, documents, challenges and solutions.

#### Share what you have learnt

You may do your own evaluation or work with a partner.

ARC has links with Psychologists, Virtual Schools and Universities who we signpost as sources of support for members with the evaluation of their work and enhance their learning.

Share with ARC a Case Study about what you have learnt and its impact in your setting. When we've reviewed it, your Case Study will be uploaded to the ARC website. You become a Silver member and may wish to apply for the annual Alex Timpson ARC awards or progress on to become a Gold member.



#### 4] GOLD AWARD

##### Share your learning

**Provide a learning event for ARC members** – host a local, regional or national event, make a proposal to ARC and we can provide online event organisation, publicity and support on the day

**Alex Timpson ARC award** – You can ask to be nominated for the annual Alex Timpson ARC awards through your local Virtual School Head. Judges review submissions and five category winners are chosen each year. They receive £1,000 to develop their work. You will also be invited to lead a workshop at our annual conference and share your learning at a regional event.



#### 5] LEARNING HUB AWARD –

achieved when you have shared learning through an ARC supported network event and are demonstrating excellent whole school ethos & practice in attachment and trauma aware practice.

##### Provide a programme of events -local , regional and national

Schools and settings with excellent practice often get multiple requests for visits and advice. ARC can support in the organisation of this.



## How you could use the Pathway

Steps 1-5 described above are steps that many others have taken on the journey to becoming attachment and trauma aware. There is no one way to undertake this development journey with your learning community – at ARC we are aiming to support all members and hope the Pathway and Matrix can help you structure what you do. Of course, you will need to develop your own context specific approaches, insights and reflections and for this you will hopefully find the Matrix helpful.

We would recommend a school meets with the Virtual School and/or Educational Psychology service to discuss your ideas and to begin to plan.

We suggest you benefit from joining or forming a local ARC network for peer support. Many Virtual Schools will help with this.

Identify a trainer who will work with you to design the appropriate training package for your setting. This could be achieved in your planning discussions with VSHT/EP's or contact ARC.






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# Matrix with Ofsted Criteria






# Matrix with Ofsted Criteria

Level	Focus	Individual	Institutional	Community	Ofsted Grade Descriptors
 BRONZE	People	<ul style="list-style-type: none"> <li>To understand and apply AATI theory and to reflect on how this relates to self and others</li> </ul> <p>Relevant individuals to make up core group from:</p> <ul style="list-style-type: none"> <li>Senior Manager(s)</li> <li>Key Adult(s)</li> <li>Key Teacher(s)</li> <li>Trainee teachers</li> <li>NQTs</li> <li>Children/Young People</li> <li>Parents</li> <li>Foster parents</li> <li>Youth Offending Workers</li> <li>Youth Workers</li> <li>Social Workers</li> </ul>	<ul style="list-style-type: none"> <li>To select staff to make up core AATI group which MUST contain a member of SLT</li> <li>To make a statement of commitment to become AATI in all areas and practices</li> <li>To understand AATI theory and to reflect on how this relates to school policies and practices with regard to pupils, staff, parents and the wider community</li> <li>To apply AATI theory into practice</li> <li>To spread awareness of AATI theory amongst whole school staff</li> <li>Key Adult(s)</li> <li>Key Teacher(s)</li> <li>Senior Manager(s)</li> <li>Governors</li> <li>Whole staff</li> <li>Parents</li> <li>Foster parents</li> <li>Children/Young People</li> <li>Youth Offending Workers</li> <li>Youth Workers</li> <li>Social Workers</li> </ul>	<ul style="list-style-type: none"> <li>To have an awareness of what is being achieved and discussed regarding AATI theory and practice in the wider community</li> <li>Key Adult(s)</li> <li>Key Teacher(s)</li> <li>Senior Manager(s)</li> <li>Governors/Trustees</li> <li>Whole staff</li> <li>Parents</li> <li>Foster parents</li> <li>Children/Young People</li> <li>Youth Workers</li> <li>Social Workers</li> <li>Other Schools/Settings</li> <li>Local Authority</li> <li>Community figures/groups</li> <li>Other agencies / professionals</li> <li>Health professionals (CAMHS)</li> <li>Social Care</li> <li>Third Sector</li> <li>Initial Teacher Training institutions</li> <li>Universities/Colleges</li> <li>Government Departments</li> <li>National/International Organisations</li> </ul>	
	Process	<ul style="list-style-type: none"> <li>To complete AATI training</li> <li>Key staff to engage with EP/mentor for supervision and support</li> <li>Key staff to begin a reflective journal relating own upbringing/education/career trajectory and experiences to AATI theory</li> <li>Key staff to observe a child/young person (CYP) who has been identified by the school as having attachment difficulties and/or experiences of trauma</li> </ul>	<ul style="list-style-type: none"> <li>To contact school EP/mentor</li> <li>To complete an audit of school policies, practices and staff competencies and skills</li> <li>To provide AATI training for all school community</li> <li>To ensure a clear AATI practice is built into all staff induction process</li> <li>School to engage in follow-up reflection sessions to identify changes/strategies etc. based on training</li> </ul>	<ul style="list-style-type: none"> <li>To establish links with schools and settings who have already started their AATI journey [eg. attend network meetings]</li> <li>To link with key professionals and services who can support the schools' own journey</li> <li>To engage in further training around AATI theory</li> <li>To make links within the school community who can help, benefit from or inform the school's AATI strategy</li> </ul>	




Level	Focus	Individual	Institutional	Community	Ofsted Grade Descriptors
 <b>BRONZE</b>		<ul style="list-style-type: none"> <li>• Key staff to complete a profile of the same CYP with attachment difficulties and/or experiences of trauma, relating observed behaviours to AATI theory</li> <li>• Key staff to consider purposes of the CYP's behaviour</li> <li>• Key staff to consider skills the CYP might need to develop more functional behaviour</li> <li>• Key staff to consider strategies to support CYP in developing these skills</li> <li>• Key staff to engage in further training</li> <li>• Key staff to complete an action plan for an intervention to support CYP developing skills</li> <li>• Key staff to complete a strategy/intervention based on AATI theory to support the CYP who they have observed with outcomes and suggestions for modifications where appropriate and necessary</li> <li>• To provide evidence of pupil voice, parents and carers views</li> </ul>	<ul style="list-style-type: none"> <li>• To identify CYP and/or areas for development as focus of intervention/strategy</li> <li>• To reflect on and consider how school policies and procedures might be modified in the light of AATI theory</li> <li>• To identify key staff to lead &amp; develop school strategy</li> <li>• For lead staff to gain feedback from staff to inform the school AATI process going forward</li> <li>• To enable key staff to engage in further training</li> <li>• To facilitate supervision from the EP/mentor/coach for key staff</li> <li>• To provide adequate time and resources to key staff to complete AATI work</li> <li>• Managers to access supervision from EP/mentor/coach</li> </ul>	<ul style="list-style-type: none"> <li>• To attend conferences and regional events to learn about the work of others in the field</li> </ul>	
	<b>Outcomes</b>	<ul style="list-style-type: none"> <li>• To have established a core group of key staff to lead the AATI strategy</li> <li>• Core group to have greater self-knowledge and understanding of own strengths and weaknesses with regard to AATI theory</li> <li>• Core group to have developing understanding an awareness of the CYPs difficulties and needs with regard to AATI theory</li> <li>• Core group to have further skills and knowledge to improve practice with regard to AATI theory</li> <li>• Core group to have started to become familiar with formulation as a process to understand CYP's behaviour and to identify the skills they require to change their behaviour and have their needs met</li> <li>• Core group to have completed an intervention to support the CYP who is the focus of their</li> </ul>	<ul style="list-style-type: none"> <li>• All school staff to have a basic understanding of AATI theory</li> <li>• Identification of school's strengths, weaknesses and areas for development</li> <li>• Key staff have clear understanding of their role and are supported in delivering this</li> <li>• Key staff have additional understanding, skills and expertise in supporting CYP with attachment difficulties and/or experiences of trauma</li> <li>• Some school policies (eg. behaviour &amp; exclusion) and/or practices are reviewed &amp; examples from established AATI settings have been considered by key staff</li> <li>• CYP are understood and are better able to access and succeed in their education</li> </ul>	<ul style="list-style-type: none"> <li>• Gain and consolidate further knowledge, support and information to aid the school's AATI journey</li> <li>• Gain further support and expertise from key professionals and services to improve the services delivered to CYP who have attachment difficulties and/or experiences of trauma</li> <li>• Gain greater understanding, knowledge and skills with regard to AATI theory and practice</li> <li>• More individuals within the school community are able to benefit from the school's AATI strategy</li> <li>• Others working within the field of AATI practice receive support and encouragement</li> </ul>	


Level	Focus	Individual	Institutional	Community	Ofsted Grade Descriptors
 <b>BRONZE</b>		observations and formulation successfully <ul style="list-style-type: none"> <li>The target CYP to feel safer in school and at home and to have better access and success in their education</li> <li>To have clear evidence of consultation with pupil voice, parents and carers</li> </ul>			
 <b>SILVER</b>	<b>People</b>  <b>Process</b>	As above  Core Group plus whole staff: <ul style="list-style-type: none"> <li>For whole school staff to demonstrate and evidence AATI practice (eg. language used and incident logs, learning/behaviour plans, parent meetings)</li> <li>To extend understanding and application of AATI theory and to reflect further on how this relates to self and others</li> <li>To demonstrate reflective practice in use of strategies and interventions to support CYP who have attachment difficulties and/or have experienced trauma (eg. To engage in supervision/coaching with the EP/Mentor/SLT and/or to keep a reflective log/journal)</li> <li>To provide evidence of partnership working with parents/carers and to provide training for parents/carers</li> <li>To demonstrate self-care strategies to promote resilience and confidence in self in order to be able to contain and co-regulate others (eg. Louise Bomber exercises combined with reflective journal)</li> <li>To share personal experiences and examples of good practice with colleagues within and between school(s)</li> <li>To identify further CPD needs and complete further training in AATI theory</li> <li>To consolidate learning</li> </ul>	As above  SLT, Core Group and whole school staff <ul style="list-style-type: none"> <li>For whole school to adopt AATI practices and policies (eg. reflect these practices in policies and such as behaviour policy)</li> <li>To revise school policies and procedures following reflection with the whole staff as to the application of AATI theory</li> <li>To demonstrate strategies to facilitate the inclusion and success of CYP who have attachment difficulties and/or have experienced trauma</li> <li>To demonstrate strategies and policies to facilitate staff wellbeing, development and support</li> <li>To continue to work with the EP/Mentor/coach for strategic planning and supervision</li> <li>For school to use staff meetings to share self-care strategies and reflective journals</li> <li>Whole school staff to understand that it is their responsibility to exercise self-care</li> <li>To regularly re-visit and proactively review progress made and identify further issues regarding school policies, practices and staff competencies and skills</li> <li>To provide and engage in further and more specialised AATI training for key staff</li> <li>To ensure that AATI strategies and approaches are built into the induction process</li> </ul>	As above  SLT, Core Group and whole school staff <ul style="list-style-type: none"> <li>To contribute to activities and discussions regarding AATI practice and knowledge within in the wider community</li> <li>To learn from others</li> <li>To support others</li> <li>To collaborate with others</li> <li>To collaborate with Gold schools and/or support Bronze settings and schools who have just started their AATI journey</li> <li>To work creatively with key professionals and services to deliver more flexible, appropriate and successful interventions to support CYP with attachment difficulties and/or experiences of trauma</li> <li>To engage in further training around AATI theory</li> <li>To continue to make links within the school community who can help, benefit from or inform the school's AATI strategy</li> <li>To offer support and cooperation with others within the wider community regarding AATI practice and knowledge</li> <li>To contribute to local conferences/ events / publications and groups to learn about the work of others in the field and to share good practice and knowledge.</li> </ul>	<b>Ofsted "Good":</b>  <b>Quality of Education:</b> <ul style="list-style-type: none"> <li>Leaders adopt or construct a curriculum that is ambitious and designed to give all pupils, particularly disadvantaged pupils and including pupils with SEND, the knowledge and cultural capital they need to succeed in life.</li> <li>Teachers create an environment that focuses on pupils.</li> </ul> <b>Behaviour &amp; Attitudes:</b> <ul style="list-style-type: none"> <li>Pupils' attitudes to their education are positive. They are committed to their learning, know how to study effectively and do so, are resilient to setbacks and take pride in their achievements.</li> <li>There is demonstrable improvement in the behaviour and attendance of pupils who have particular needs.</li> <li>Fixed-term and internal exclusions are used appropriately. The school reintegrates excluded pupils on their return and manages their behaviour effectively. Permanent exclusions are used appropriately as a last resort.</li> <li>Relationships among pupils and staff reflect a positive and respectful culture; pupils are safe and they feel safe.</li> </ul> <b>Personal Development:</b> <ul style="list-style-type: none"> <li>The curriculum and the school's effective wider work support pupils to be confident, resilient and</li> </ul>

Level	Focus	Individual	Institutional	Community	Ofsted Grade Descriptors
 SILVER		<p>and experiences by continuance of reflective journaling relating to their own upbringing/education/ career trajectory and experiences to AATI theory and continuing to track development of this over time.</p> <ul style="list-style-type: none"> <li>To select and devise strategies and interventions to support CYP who have attachment difficulties and/or experiences of trauma and to continue to demonstrate clear correlations between outcomes and experiences when using specific strategies to inform subsequent interventions</li> <li>To continue to observe and reflect on children/ young people (CYP) who have been identified as having attachment difficulties and/or experiences of trauma. To be able to input in planning around changes in their behaviour/skills/emotional state due to the use of specific interventions or a deeper understanding of their behaviour on the part of the key staff involved</li> <li>To routinely provide input to critique, review and revise strategies and interventions in order to demonstrate their deeper understanding of the issues and challenges faced by the CYP and modify how these are being addressed in a more attuned manner by staff</li> <li>Core staff to present the findings of interventions/ strategies/research projects to SLT</li> <li>To proactively take steps to improve own well-being and self-care to build resilience and self-efficacy</li> <li>To engage in appropriate CPD</li> </ul>	<ul style="list-style-type: none"> <li>To facilitate presentations from key staff regarding interventions and strategies used with identified CYP</li> <li>To share good practice within school and within local networks</li> <li>To identify more CYP and/or areas for development within the school to be a focus for an intervention/strategy</li> <li>To identify more key staff to lead and/or participate in the school's AATI strategy</li> <li>To continue to demonstrate proactive support and facilitation of the key staff who work with the most challenging pupils</li> <li>To continue to celebrate the successes of the CYP and the key staff who work with them</li> <li>To enable and encourage key staff to engage in further training and development</li> <li>To continue to facilitate supervision/coaching for key staff from the EP/ Mentors/SLT/coach and to extend this supervision/ coaching to more staff as they become involved in the school's AATI strategy</li> <li>To provide adequate time and resources to key staff to complete AATI work</li> <li>Managers to continue to access supervision from EP/Mentors/Coaches</li> <li>The processes include regular review and revision of each CYPs needs and the use of evidence-based strategies to support them appropriately</li> </ul>		<p>independent, and to develop strength of character.</p> <ul style="list-style-type: none"> <li>The school provides high-quality pastoral support.</li> </ul> <p><b><u>Leadership &amp; Management:</u></b></p> <ul style="list-style-type: none"> <li>Leaders aim to ensure that all pupils successfully complete their programmes of study. They provide the support for staff to make this possible.</li> <li>They create an inclusive culture.</li> <li>Leaders engage effectively with pupils.</li> <li>The school has a culture of safeguarding that supports effective arrangements to: identify pupils who may need early help or who are at risk of neglect, abuse, grooming or exploitation; help pupils reduce their risk of harm by securing the support they need, or referring them in a timely way to those who have the expertise to help.</li> </ul>
	Outcomes	<ul style="list-style-type: none"> <li>Core group plus whole staff to have good understanding and awareness of the CYPs difficulties and needs with regard to AATI theory</li> </ul>	<ul style="list-style-type: none"> <li>All school staff to have a basic understanding of AATI theory</li> <li>Some key school staff have received further</li> </ul>	<ul style="list-style-type: none"> <li>Further knowledge, support and information to aid the school's AATI journey</li> <li>Further support and</li> </ul>	

Level	Focus	Individual	Institutional	Community	Ofsted Grade Descriptors
 SILVER		<ul style="list-style-type: none"> <li>• Core Group plus whole staff demonstrate further skills and application of knowledge to improve practice with regard to AATI theory</li> <li>• Core Group plus whole staff have a familiarity with formulation as a process to understand CYP's behaviour and to identify the skills they require to change their behaviour and have their needs met</li> <li>• Core Group plus whole staff appropriately and efficiently plan, complete, and revise interventions to support CYP who are the focus of observations and formulations that bring about positive changes</li> <li>• Core Group plus whole staff use appropriate and consistent language and terminology with reference to AATI theory and practice</li> <li>• There is evidence of a developing bank of skills, strategies, outcomes, resources and good practice shared throughout the whole school community</li> <li>• More target CYP feel safer in school and at home and have better access and success in their education</li> <li>• CYP demonstrate more effective well-being and self-care measures that build resilience and self-efficacy</li> <li>• Staff members' own well-being and self-care measures build resilience and self-efficacy</li> </ul>	<p>training and are engaged on personal development pathway</p> <ul style="list-style-type: none"> <li>• Clear identification of school's strengths, weaknesses and areas for development</li> <li>• Key staff with clear understanding of their role and are supported in delivering this</li> <li>• Key staff have additional understanding, skills and expertise in supporting CYP with attachment difficulties and/or experiences of trauma</li> <li>• School policies and/or practices modified in line with AATI theory and outcomes of strategies and interventions used in school</li> <li>• An increasing number of CYP are understood and are better able to access and succeed in their education</li> </ul>	<p>expertise from key professionals and services to improve the services delivered to CYP who have attachment difficulties and/or experiences of trauma</p> <ul style="list-style-type: none"> <li>• Good understanding, knowledge and skills with regard to AATI theory and practice</li> <li>• More individuals within the school community and beyond are able to benefit from the school's AATI strategy</li> <li>• Others working within the field of AATI practice receive support and encouragement</li> </ul>	
 Gold	People	<ul style="list-style-type: none"> <li>• Demonstrate expertise in the application of AATI theory and capacity to reflect on how this relates to self and others through showcasing practise with other practioners/settings</li> <li>• To continue further AATI training and study as appropriate</li> <li>• To support and challenge colleagues to use and gain further expertise and skills regarding AATI theory and</li> </ul>	<ul style="list-style-type: none"> <li>• To demonstrate that understanding and application of AATI theory has been consolidated and embedded in school policies and practices with regard to pupils, staff, parents and the wider community</li> <li>• To regularly review and reflect on the staff induction process to ensure that it is clear, current, consistent and</li> </ul>	<ul style="list-style-type: none"> <li>• To contribute to activities and discussions regarding AATI practice and knowledge within in the wider community online and at local and national events and conferences</li> <li>• To continue to learn from others</li> <li>• To continue to support others through outreach and training</li> <li>• To continue to collaborate with others</li> </ul>	<p><b>Ofsted "Outstanding":</b></p> <p><u>Quality of Education:</u></p> <ul style="list-style-type: none"> <li>• Pupils consistently achieve highly, particularly the most disadvantaged.</li> <li>• Pupils with SEND achieve exceptionally well.</li> </ul> <p><u>Behaviour &amp; Attitudes:</u></p> <ul style="list-style-type: none"> <li>• Pupils behave with consistently high levels of respect for others.</li> </ul>

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		<p>practice</p> <ul style="list-style-type: none"> <li>To disseminate knowledge and skills to colleagues within and beyond own setting</li> <li>To support other colleagues to reflect on their practice following incidents involving CYP</li> <li>To support and facilitate colleagues to help more targeted CYP to feel safer in school and at home and to have better access and success in their education</li> </ul>	<p>robust</p> <ul style="list-style-type: none"> <li>To demonstrate effective strategies and policies that facilitate the inclusion and success of CYP who have attachment difficulties and/or have experienced trauma</li> <li>To demonstrate regular review and revision of policies and practices in line with AATI theory and current developments</li> <li>To extend and further develop strategies to facilitate staff wellbeing, development and support</li> <li>To actively encourage and facilitate staff to publish and present their research /projects/interventions etc.</li> <li>School to demonstrate positive impact of these approaches on staff, pupils, parents and wider community</li> <li>To continue to review and develop whole school strategy</li> <li>The processes consistently demonstrate regular review and revision of each CYPs needs and the use of evidence-based strategies and AATI theory to support them appropriately</li> </ul>		<ul style="list-style-type: none"> <li>Pupils actively support the wellbeing of other pupils.</li> <li>Pupils behave consistently well, demonstrating high levels of self-control and consistently positive attitudes to their education. If pupils struggle with this, the school takes intelligent, fair and highly effective action to support them to succeed in their education.</li> </ul> <p><b>Personal Development:</b></p> <ul style="list-style-type: none"> <li>The school consistently promotes the extensive personal development of pupils.</li> <li>The school goes beyond the expected, so that pupils have access to a wide, rich set of experiences.</li> <li>Opportunities for pupils to develop their talents and interests are of exceptional quality.</li> <li>There is strong take-up by pupils of the opportunities provided by the school.</li> <li>The most disadvantaged pupils consistently benefit from this excellent work.</li> </ul> <p><b>Leadership &amp; Management:</b></p> <ul style="list-style-type: none"> <li>The school meets all the criteria for good in leadership and management securely and consistently.</li> <li>Leadership and management are exceptional.</li> <li>Leaders ensure that teachers receive focused and highly effective professional development.</li> <li>Staff consistently report high levels of support for well-being issues.</li> </ul>
 Gold	Process	<ul style="list-style-type: none"> <li>To engage in further training in AATI theory and practice and provide training and outreach services for other settings</li> <li>To support colleagues within own setting and beyond to write a reflective journal relating own upbringing/education/ career trajectory and</li> </ul>	<ul style="list-style-type: none"> <li>To prioritise to work with the EP</li> <li>To prioritise the re-visiting and proactive review of progress made and identify more issues than those recognised from the original audit of school policies, practices and staff competencies and skills.</li> </ul>	<ul style="list-style-type: none"> <li>To continue to collaborate and/or support other settings and schools who have already started their AATI journey or are about to commence their journey</li> <li>To continue to work creatively with key professionals and services to deliver more flexible, appropriate and successful</li> </ul>	

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 Gold		<p>experiences to AATI theory</p> <ul style="list-style-type: none"> <li>To support colleagues in observing a child/young person (CYP) who has been identified by the school as having attachment difficulties and/or experiences of trauma</li> <li>To support colleagues to complete a profile of the same CYP with attachment difficulties and/or experiences of trauma, relating observed behaviours to AATI theory</li> <li>To support colleagues in considering the purposes of the CYP's behaviour</li> <li>To support colleagues in considering the skills the CYP might need to develop more functional behaviour</li> <li>To support colleagues in considering the strategies to support the CYP in developing these skills</li> <li>To support colleagues through the delivery of further training in AATI theory and practice to c</li> <li>To support colleagues in considering the completion of an action plan for an intervention to support CYP developing skills</li> <li>To support colleagues to select and devise strategies and interventions to support CYP who have attachment difficulties and/or experiences of trauma and to demonstrate clear correlations between outcomes and experiences when using specific strategies to inform subsequent interventions</li> <li>To support colleagues in the completion of a strategy/intervention based on AATI theory to support the CYP who they have observed with outcomes and suggestions for modifications where appropriate and necessary</li> <li>To provide support and expertise to other staff in the school who are working with CYP who</li> </ul>	<ul style="list-style-type: none"> <li>To prioritise further and more specialised AATI training for key staff</li> <li>To continue to facilitate and learn from presentations from key staff regarding interventions and strategies used with identified CYP</li> <li>To post research projects/ interventions on ARC website</li> <li>To prioritise reflection and revision of school policies and procedures in the light of AATI theory and the outcomes of strategies and interventions completed by key staff in the school</li> <li>To prioritise the identification of more CYP and/or areas for development within the school to be a focus for an intervention/strategy</li> <li>To identify more key staff to lead and/or participate in the school's AATI strategy</li> <li>To prioritise proactive support and facilitation of the key staff who work with the most challenging pupils</li> <li>To prioritise celebration of successes of the CYP and the key staff who work with them</li> <li>To prioritise further training and development for key staff</li> <li>To continue to facilitate supervision for key staff from the EP and to extend this supervision to more staff as they become involved in the school's AATI strategy</li> <li>To prioritise time and resources for key staff to complete AATI work</li> <li>Managers prioritise supervision from EP</li> <li>School to promote partnership work with parents and carers?</li> </ul>	<p>interventions to support CYP with attachment difficulties and/or experiences of trauma</p> <ul style="list-style-type: none"> <li>To continue to engage in further training around AATI theory</li> <li>To continue to make links within the school community who can help, benefit from or inform the school's AATI strategy</li> <li>To continue to offer support and cooperation with others within the wider community regarding AATI practice and knowledge</li> <li>To contribute to conferences/ events / publications and groups to learn about the work of others in the field and to share good practice and knowledge.</li> <li>To host events such as regional meetings/ workshops/conferences etc.</li> <li>To lead networking events to facilitate other schools and individuals working collaboratively together</li> <li>To work with universities and other research bodies to complete research and write papers etc.</li> </ul>	

Level	Focus	Individual	Institutional	Community	Ofsted Grade Descriptors
 Gold		<p>have attachment difficulties and/or have experienced trauma</p> <ul style="list-style-type: none"> <li>• To support colleagues to share and celebrate personal experiences and examples of good practice</li> <li>• To continue to keep a reflective journal relating own upbringing/education/career trajectory and experiences to AATI theory and to track development of this over time.</li> <li>• To continue to demonstrate clear correlations between the outcomes of interventions and strategies to inform subsequent interventions</li> <li>• To complete further observations of a child/young person/people (CYP) who has/have been identified by the school as having attachment difficulties and/or experiences of trauma should highlight changes in their behaviour/skills/emotional state due to the use of specific interventions or a deeper understanding of their behaviour on the part of the key staff involved</li> <li>• To continue to demonstrate reflective practice in use of strategies and interventions to support CYP who have attachment difficulties and/or have experienced trauma</li> <li>• To provide evidence of co-production of resources with parents/carers around psychoeducation/strategies etc.</li> <li>• To routinely critique, review and revise strategies and practices to maintain and develop a deeper understanding of the issues and challenges faced by the CYP and how these are being addressed in a more attuned manner by the key staff</li> <li>• To continue to write-up and present own work as case studies, action research on the ARC website and/or at conferences and/or in</li> </ul>			

Level	Focus	Individual	Institutional	Community	Ofsted Grade Descriptors
		<p>publications</p> <ul style="list-style-type: none"> <li>To demonstrate and promote self-care strategies for personal wellbeing and resilience and for that of colleagues</li> <li>To gain or commence further qualifications and /or personal development goals based on work completed so far</li> </ul>			
 Gold	Outcomes	<ul style="list-style-type: none"> <li>All staff demonstrate outstanding understanding and awareness of the CYPs difficulties and needs</li> <li>All staff use specialist skills and knowledge consistent with AATI theory and practice with expertise and confidence</li> <li>All staff use formulation routinely and with confidence as a process to understand CYP's behaviour and to identify the skills they require to change their behaviour and have their needs met</li> <li>Interventions used with CYP who have attachment difficulties and/or experience trauma are planned, completed, and revised routinely and appropriately</li> <li>Interventions used to support CYP who are the focus observations and formulations bring about positive changes</li> <li>Strategies used by CYP to maintain their own well-being and self-care are effective in building personal resilience and self-efficacy</li> <li>Strategies used by staff to maintain their own well-being and self-care are effective in building personal resilience and self-efficacy</li> <li>Models established for core staff to support and mentor/supervise staff within and beyond their own settings in applying strategies and practices to maintain their own wellbeing and resilience</li> <li>The target CYP feel safer and included in school and at home and have a greater sense of belonging with better access and success in their education</li> </ul>	<ul style="list-style-type: none"> <li>All school staff to have a good understanding of AATI theory</li> <li>More school staff have received further training and are engaged on personal development pathway</li> <li>Theory and practice is well consolidated and embedded within the culture and ethos of the school</li> <li>There is an ongoing process to identify the school's strengths, weaknesses and areas for further development</li> <li>Key staff have a clear understanding of their role and are well supported in delivering this</li> <li>Key staff are recognised and supported in using their additional understanding, skills and expertise in supporting CYP with attachment difficulties and/or experiences of trauma</li> <li>The school policies and/or practices are in line with AATI theory and are informed by that outcomes of strategies and interventions used in school and current research and theory</li> <li>CYP are well understood, valued and included and are better able to access and succeed in their education</li> </ul>	<ul style="list-style-type: none"> <li>The setting has great knowledge, support and information to inform and develop the school's AATI journey. It becomes an AATI hub.</li> <li>Staff routinely share and present/publish examples of their good practice/ effective interventions within the school and beyond</li> <li>The support and expertise of key professionals and services make valuable contributions to improve the services delivered to CYP who have attachment difficulties and/or experiences of trauma</li> <li>There is great understanding, knowledge and skills with regard to AATI theory and practice</li> <li>The majority of the individuals within the school community and beyond are able to benefit from the school's AATI strategy</li> <li>Others working within the field of AATI practice receive support and encouragement from the school</li> <li>The setting makes a valuable contribution to the ongoing research around AATI theory and practice.</li> </ul>	



Supported by



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