



arc

The Attachment Research Community

Our Mission



‘All Schools Attachment and Trauma Aware by 2025’



ARC's origins – key drivers

- Children and young people in care and others with ACEs need schools and settings that understand attachment and trauma and know how to respond
- Leaders need support to implement attachment and trauma aware strategy
- HEI can provide support for evidence informed and evidence based practice



ARC's origins – key drivers

- **Bath Spa University 'In Care, In School'** - the perspective of young people in care: *'they don't understand us and they treat us as different'*
- **'Now I get it, what do I do?'** Emotion Coaching – high empathy, high guidance based on an attachment and trauma aware understanding of the needs of young people
- Edward Timpson's consultation on the **statutory role of the Virtual Head 2014** - top priority for Virtual Heads **'All schools attachment and trauma aware.'**
- Continues to be high priority for **NAVSH**



The challenge: in Every Classroom:

- At least **one third** of children have an insecure attachment with at least one caregiver (Bergin and Bergin 2009)
- As many as **80% of children diagnosed with ADHD** have attachment issues (Clarke et al 2002; Moss and St-Laurent 2001)
- 98% of children surveyed had one or more traumatic event – for **one in four** this resulted in behavioural and/or emotional disturbance (O'Connor and Russell 2004)
- **7/29 pupils in a top set year 8 class** in a social housing area, many of whom were identified as gifted and talented, were in care or on some form of support plan (Stewart-Parker 2014)
- Schools have an important role to play in supporting the mental health and wellbeing of children by developing whole school approaches tailored to their particular needs, as well as considering the needs of individual pupils. (DfE Mental Health and Behaviour Guidance 2018)



Resilience – Harvard ..

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

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

They also build key capacities—such as the ability to plan, monitor, and regulate behaviour—that enable children to respond adaptively to adversity and thrive.

This combination of [supportive relationships](#), adaptive skill-building, and positive experiences is the foundation of resilience'.

<https://developingchild.harvard.edu/science/key-concepts/resilience/>



And when we get it right?

- **Bath and North East Somerset – impact of understanding** ‘behaviour problems’ in Reception classrooms in terms of attachment following training and consultancy

‘It took a series of children with needs that we just found hard to identify until we started to apply attachment theory thinking. And it just unlocked these children and made us able to understand what was going on with far greater clarity. As a result we got to make much more progress with them.’



Hope School – getting it right..



*The leadership team has maintained the **outstanding quality of education** in the school.*

*You realised that **difficulties forming emotional attachments** lay at the heart of the challenges your pupils faced. ... the decision to completely change the management of pupils' behaviour in your school. Based on academic research you developed a school that is sensitive to supporting pupils with attachment and complex trauma histories. This 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.



Issues what problems do we need to solve?

Strategic and practical approach

- *'OK we get it. So what do we do about it?'*

Universal v targeted approach

- *'What about the other 29?'*

Sustainability

- Costs effectiveness: external consultants; one off CPD?
- Measuring what matters
- Sustaining the workforce



Children who have
experienced severe trauma
& neglect require

Specialist Support
e.g. CAMHS

Children with unmet attachment
needs require

Targeted Support
e.g. nurture provision or additional
tutor support

All children and adults need support for
their emotional well-being

A whole school approach



What next?

- Informal collaboration between Virtual Headteachers, academics and other interested parties from 2013 (from 2013 National Virtual Headteachers' Conference)

Addressed issues such as:

- Quality Mark?
- NICE Guidelines
- Initial Teacher Training
- National Policy
- Evidence/research base



Conclusions

- A national coordinated forum to promote practical and strategic response to attachment and trauma awareness in all schools
- Work with and support Virtual Heads
- Universal approach – everyone's mental health and well-being needs
- Owned by the schools themselves
- Promoting sustainable and school based development and research (the new CPD)
- Contributing to national policy and research databases



Establishing the Community

- First Conference December 2016
- Sir John Timpson agrees to become patron
- Alex Timpson Trust underwrote funding for first two years
- Charity established 2017
- Now has more than 500 school members



ARC Provides

- Community of support – a ‘go to’ place for schools and settings
- A whole school pathway – audit, development planning, commissioning training, project set up
- Platform for research and sharing practice
- National Conferences,
- Regional workshops
- Annual Awards (sponsored by the Alex Timpson Trust)



ARC 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





2019 Conference: Facilitating the Attachment Aware School

Speakers:

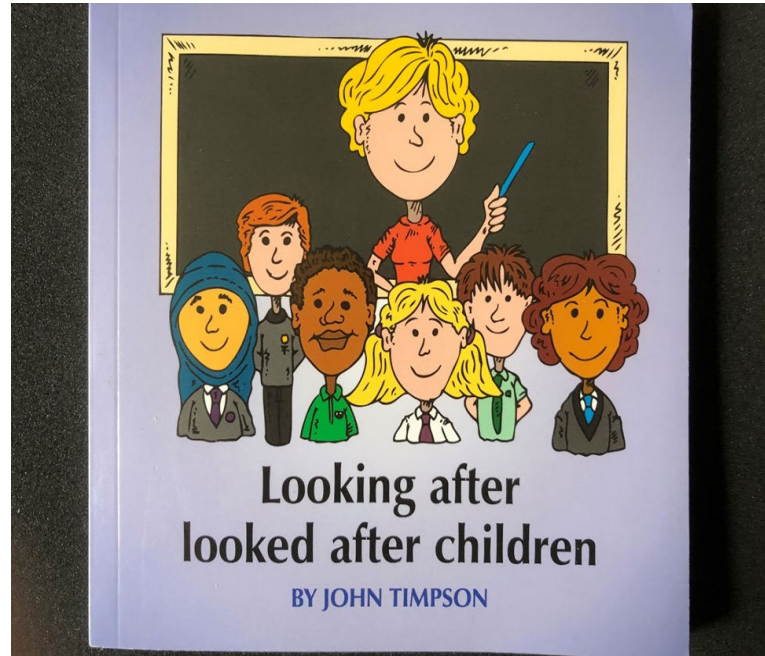
- Dr Margot Sunderland: Director of Education and Training at the Centre for Child Mental Health
- Sir John Timpson
- Luke Rodgers BEM: Director of The Care Leaders
- Dr Janet Rose: Principal, Norland College

Workshops

- Practical interventions
- Enabling participation through film
- Gangs and the exploitation of children
- Colebourne Primary: Becoming an attachment and trauma informed school
- Cherry Orchard Primary: Supporting our most vulnerable learners
- Hope School: Attachment and Trauma Sensitive School Culture
- Supporting children in 'accommodating' parental separation and divorce
- The Alex Timpson attachment and trauma programme in schools – findings so far



A word from our patron





Quotes from Sir John's speech to award winners, 21 November 2019

- *'We need a whole school approach, led by an inspirational head'*
- *'Run schools the way you think they should be run, not for Ofsted or League tables'*
- *'Let teachers do what they think works best'*
- *'Let every individual child have the opportunity to work to the best of their abilities'*
- *'Show it works'*
- *'Do it well and make a difference'*



2019 Timpson Award Finalists

- Bennereley Special School
- Bolsover Infant & Nursery
- Bosworth Academy
- Chapel en Le Frith
- Duchess Community School
- Forest Town
- Henley Bank High School
- Helix Education
- Joseph Cash Primary
- Little Heath Primary
- Lower Farm Primary
- Marsh Green
- Mowbray School
- New Mills
- North Birmingham Academy
- Ripley Infant
- Stanmore College
- St Luke's
- St Mary's Secondary
- St Werburgh's and Catholic Primary
- William Rhodes
- Willow Grove
- Wilsthorpe
- Woodlands School
- St Columba's



2019 Alex Timpson ARC Attachment Award winners

Early Years - RIPLEY INFANT SCHOOL

Primary - ST LUKES PRIMARY

Secondary - NORTH BIRMINGHAM ACADEMY

Post 16 – STANMORE COLLEGE

Special Education - MOWBRAY SCHOOL



RIPLEY INFANT SCHOOL

This school was commended for its whole school Safe Space approach and the reviewing of all its intervention strategies. They demonstrated a deep understanding of cooperation and self-regulation. In particular staff have developed an understanding of how to judge the mood of children as they enter the room and have developed new ways of exploring these emotions.



ST LUKES PRIMARY

The school have introduced a different approach to supporting children. By training all staff in Attachment & Trauma Awareness, they have the skill, understanding and confidence to facilitate the children to develop their learning through play. As a result, the school has become calmer, the children are more empathetic of each other and emotional literacy has become the 'bedrock' of all learning.

The focus of the professionals in the school is now 'need' rather than 'behaviour', with teachers 'modelling' this for the children.



NORTH BIRMINGHAM ACADEMY

The Senior Leadership Team and Head led 3 year ambitious programme. All year groups and staff have been trained in the Thrive approach in PHSCE. The school has witnessed a huge shift in its culture and moved from Requires Improvement in all areas to Good, in March 2018.

OFSTED commented that students' wellbeing and SEMH provision was a strength.

Since then, the school have shared their good practice at a regional ARC conference.



STANMORE COLLEGE

There is clear evidence of the efforts that the college is making to support more vulnerable students, and the existence of formal management and curriculum structures to secure this. This is supported by judgments from the Virtual School Head, Ofsted and comments from the students themselves.



MOWBRAY SCHOOL

This school is using a reflective and collaborative approach (appreciative enquiry) with all staff to audit what they had already achieved. They have completed a range of training including: Attachment Awareness, ACE's, Trauma and Emotion Coaching.

The school have adopted a cohesive and holistic approach and revised their behaviour policy into a Relational Behaviour Policy. They have also extended their support to working with parents and they have noted a marked increase in the self-regulation of both pupils and staff.

They use a range of creative resources and strategies to facilitate well-being, including: personalised timetables, sensory rooms, calm rooms, sensory circuit rooms and an on-site 5 acre farm and wildlife area.



Alex Timpson ARC Attachment Award 2020

Pick up a pack
today!

Virtual Schools
nominate a
school or
setting for each
category

Five schools
or settings from
each category
will be
shortlisted from
across the
country



Alex Timpson ARC Attachment Award 2020

School and settings produce a presentation

All shortlisted and setting will be invited to ARC's annual conference

Winners announced and presented award all winners will receive £1000

Winners share good practice in a regional workshop



The Attachment Research Community
Special Focus Conference

Save the Date 10 March 2020



Gangs, Violence and the Attachment Solution

Keynote speakers

Duncan Bew, trauma surgeon and director of major trauma at King's College Hospital

Simeon Moore - Ex Gang Member - Musician & Advocate for Young People

Dr Lola Abudu - Deputy Director Health & Wellbeing, Public Health England, West Midlands Centre



The Attachment Research Community
2020 ARC Annual Conference

Save the Date 24 Nov 2020

Leading the Attachment & Trauma Aware Setting





How to join ARC

By joining the ARC you will become part of our growing community of schools, settings, Virtual Heads, educational psychologists and many more, who are all committed to developing best practice by sharing their learning about attachment.

Who can join the Attachment Research Community?

ARC membership is open to Schools and other Learning Settings, Virtual Schools, Psychologists and Higher Education Institutions who commit to supporting the development of best practice and understanding of attachment within education.



Benefits of ARC membership:

Access to a network of support through the online discussion boards. Support and help each other embed practices within your school or setting.

Access to resources and case studies through the online platform as well as a framed certificate for your setting to celebrate your commitment to being attachment aware.

Expert advice on commissioning training for your setting. With the help of our network of trainers and educational psychologists we have put together guidance on what good training looks like.

Online tools and resources to help support your school or setting on your attachment aware journey. The online tools are designed to help self assess where your school or setting is currently and to show your improvement as you make your way through your attachment aware journey.

Priority and discounted booking for the ARC annual conference and regional events throughout the year.



Questions?



Contacts and links

Attachment Research Community <https://the-arc.org.uk/>

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Bath Spa Attachment Aware Schools web pages: <http://www.attachmentawareschools.co.uk/>

Bath Spa NCTL Training Materials:

<http://www.bathspa.ac.uk/Media/Education/attachment-and-the-implications-for-learning-and-behaviour.pdf>



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