

## The Alex Timpson Attachment and Trauma Programme in Schools

### Newsletter November 2019

The Alex Timpson Trust is funding the Rees Centre to develop a national evidence base on the effects of attachment and trauma training in schools. This termly newsletter provides updates and support to schools and local authorities nationally, both those participating in the Programme and those who are interested in it. Please contact us with news from your school and suggestions for content. [More about the programme.](#)



### Programme update



We are delighted that the Programme is now active in **20 local authorities** across England, with discussions ongoing with a further eleven. A total of **238 schools** are currently engaged in the Programme (see map). The vast majority have completed whole school training in attachment and trauma awareness and the remainder are due to have their training in the near future. We are confident about meeting our target of 300 by the end of the 2020/21 school year, but we are currently looking to talk to local authorities who might help us to get over the line by joining the Programme.

We have also just finished our first full year of data collection, which has been a vast effort for our team and for the schools themselves. Over **4,500 teachers** and **11,500 pupils** have completed online questionnaires about their experiences of school and, in the case of staff, their knowledge and confidence around attachment and trauma. We have also completed **21 research visits** to schools to interview staff and facilitate focus groups with pupils, with another nine due in the coming months. We are extremely grateful to everyone who has helped with this process! We will be repeating this process again during 2019/20, as well as adding in new schools from local authorities that have just joined – and a second cohort of schools from local authorities who started last year.

We will be commencing work on our **first interim report** in the new year and we expect it to be publicly available in September 2020. This will focus on the changes in the schools who were part of the first wave of the Programme, including how the training has impacted on practices and policies within the school, as well as on any measurable impact on wellbeing and outcomes for pupils.

### Webinar series

Our webinar series is designed to showcase interesting developments around attachment and trauma awareness work in schools. The webinars are open to all with an interest in the topic and there is no need to pre-register. You do not need any specialist equipment or software to join a webinar – there will be a chance to ask questions by online chat or you can just listen in. You can find recordings of our previous webinars at [www.youtube.com/reescentre](http://www.youtube.com/reescentre).

Our next webinar is entitled: [Building resilience for young people in your school](#) - **3<sup>rd</sup> December 2019 at 4pm**. Guest speakers Tony Clifford and Richard Parker, founder trustees of Attachment Research Community (ARC), will discuss the organisation's vision, how it works to support schools, and its links with other national organisations. ARC was set up in 2017 with a mission to support all schools to be attachment and trauma aware by 2025. One key area of its work is the national Alex Timpson ARC Awards given to schools, colleges and other settings who are developing their own

programmes of attachment and trauma awareness. Tony and Richard will showcase some case studies of practice from the 2019 awards, due to be announced at the ARC Annual Conference on 21<sup>st</sup> November.

## ARC Annual Conference

The ARC Annual Conference will be held on 21<sup>st</sup> November 2019 in Birmingham and places are still available. Keynote speakers include Margot Sutherland, Janet Rose and Luke Rodgers: [more information here](#).

## School factsheets published

We've published the first of our factsheets for schools – this will be an ongoing series focusing on what we're learning within the Programme and other useful information on attachment and trauma issues. The first factsheet summarises the results from the predecessor projects in Bath and North East Somerset, Leicestershire and Stoke-on-Trent that provided the original impetus for the Programme. The second factsheet explores the factors that help (and hinder) schools in adopting an attachment and trauma aware approach, based on our first round of interviews with school staff. Find both factsheets on the [Programme website](#).

## New DfE reports published

Two key DfE reports relevant to attachment and trauma awareness were published this summer:

- The review of school exclusions reported that children in care are around nine times more likely to undergo temporary exclusion than other children: [full report](#). Some headline findings:
  - 85% of mainstream schools had no permanent exclusions – 47 secondary schools had more than 10
  - 43% of schools had no fixed-term exclusions – 38 had more than 500
  - Calls for workforce training to include attachment/trauma and better incentives, with schools to be responsible for outcomes of excluded pupils and greater control of alternative provision funding
- The children in need review, published in June 2019, found that children in this grouping were much less likely to achieve highly, even after their status as a 'child in need' had ended: [full report](#). Some headline findings:
  - Young people wanted adults to be sensitive, but ambitious
  - Schools to notify social workers and virtual head of decisions to exclude and social works to notify school of all children in need
  - Exploring extension of virtual school model and social workers embedded in schools
  - Read [Professor Judy Sebba's response](#) to the children in need review

## Article published in The Conversation

Programme director, Dr Neil Harrison, wrote an [article for The Conversation website](#) following the publication of the DfE's report on school exclusions, arguing that attachment and trauma awareness training is part of the solution to reducing the growing number of vulnerable children who are excluded. It has been accessed over 22,000 times with over 3,000 shares on Facebook.

## New multi-disciplinary research project into school exclusions

A new four-year project led by colleagues at the University of Oxford, in partnership with researchers in Cardiff, Belfast, Edinburgh and London has been awarded a £2.5 million grant from the Economic and Social Research Council. The project, which will complete in 2023, will lead to a greater understanding of the cost of exclusions at individual, institutional and system levels, as well as pupils' rights, entitlements, protection and wellbeing, and the landscapes of exclusion across the UK's four jurisdictions: [more info](#).

## Contact us

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