

Attachment Research Consortium  
Annual Conference 2019

# Attachment Aware and Trauma Informed Schools: What works and what can we learn from the rest of the world

Dr Janet Rose



**@NorlandHead**



# Attachment Aware Schools

## Phase 2 Research Findings

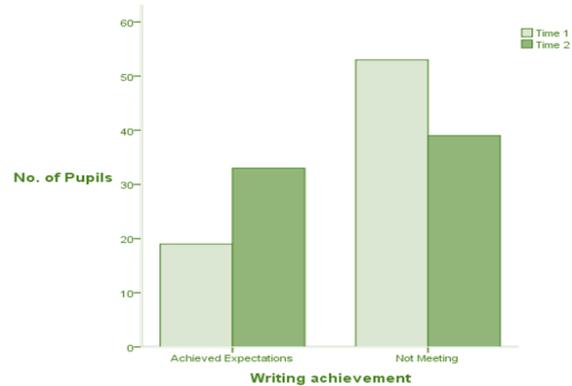
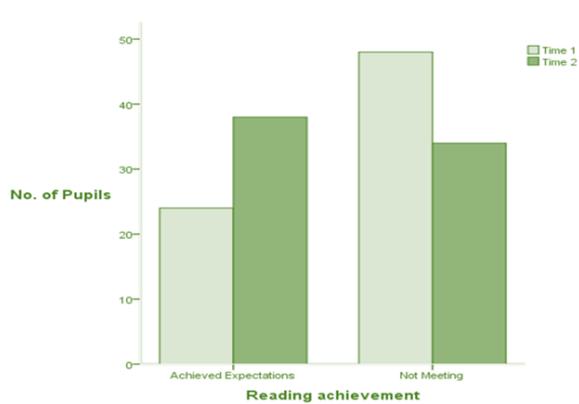


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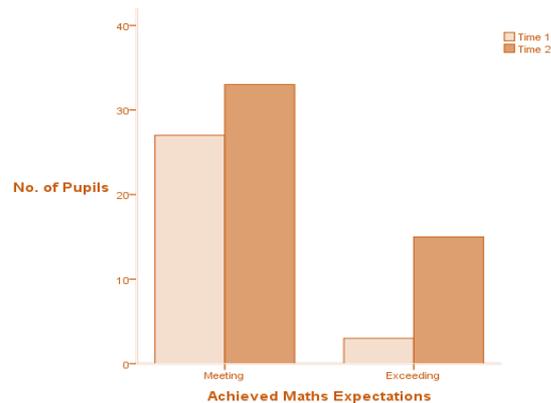
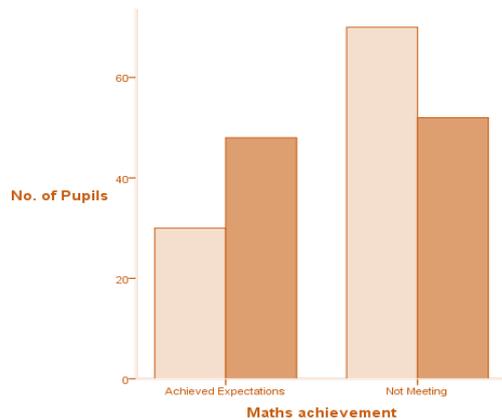
**Bath & North East  
Somerset Council**

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# Phase 2 Results: Academic



n = 72

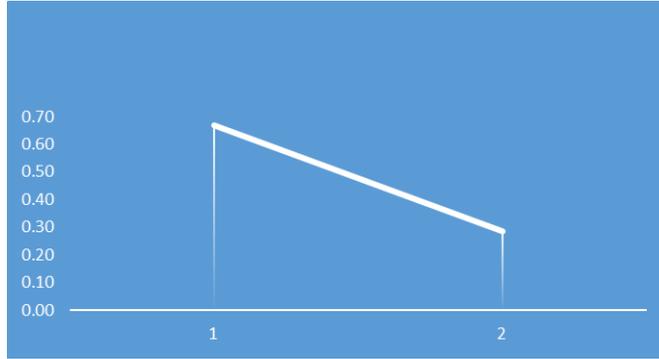


(Rose et al, 2019)

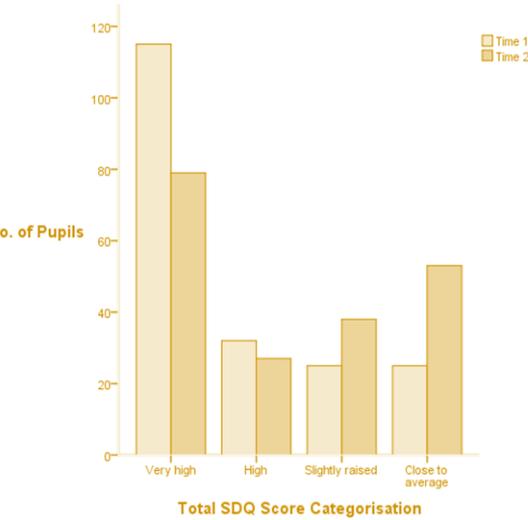
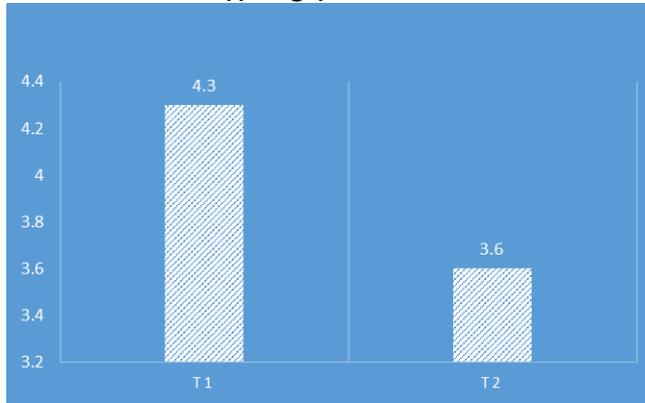
N = 100

# Phase 2 Results: Behaviour

(Rose et al, 2019)



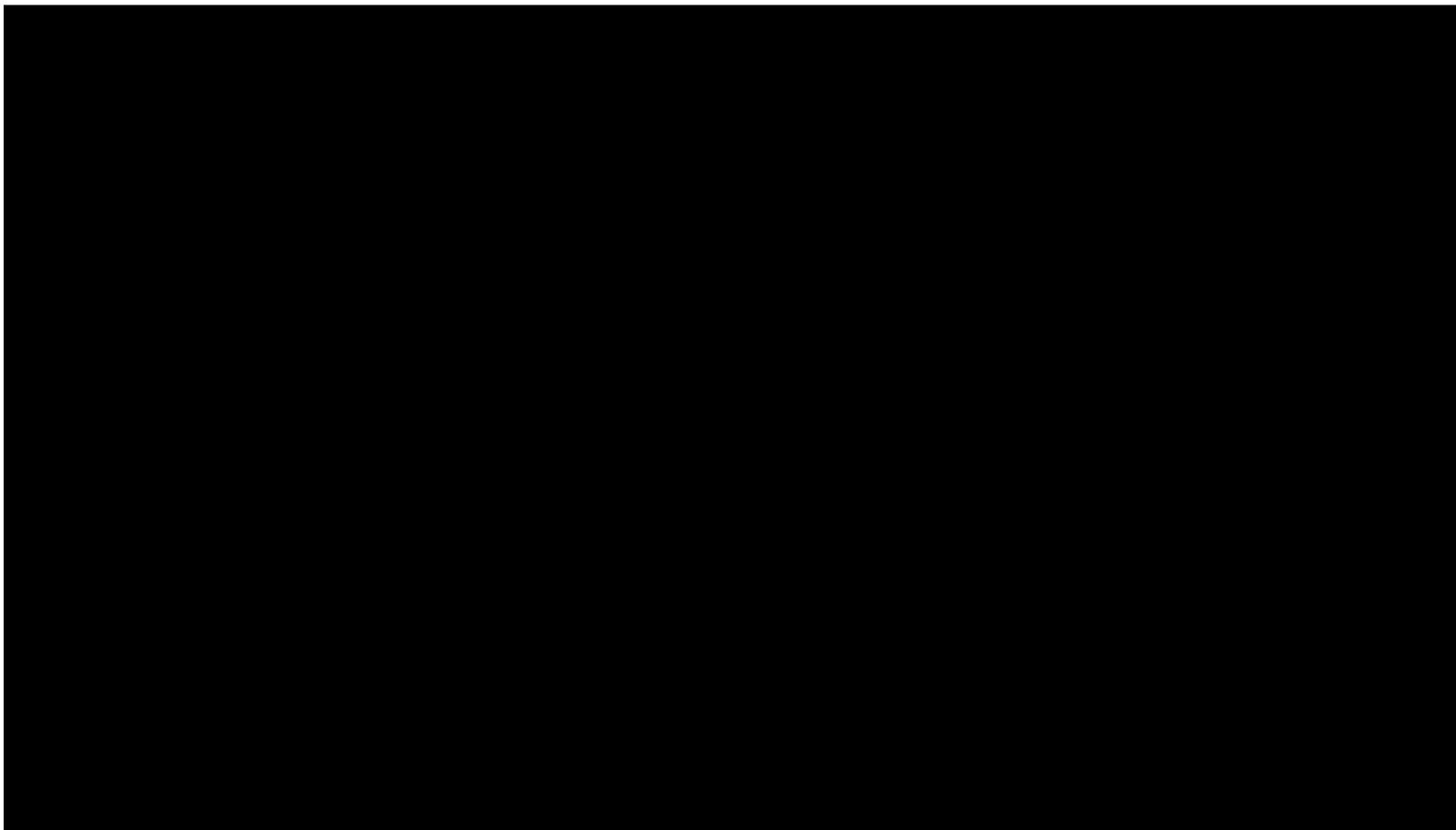
Mean change in Sanctions  
n = 84



SDQ changes  
n = 197

Mean change in conduct problems  
n = 120

A key message – helping C&YP understand their behaviour vs zero tolerance



*“School is a calmer place and adults are trusted more”*

*“Being an Attachment Aware School provides a healthy and supportive platform for pupils”*

*“Staff are much more reflective about behaviour and look for reasons for behaviour both in themselves and in the children”*

*“Enables all staff to more effectively support the emotional wellbeing of the school community”*

*“It reduces confrontation and the escalation of behaviour”*

# Oxford University

## Independent Evaluation Report on Attachment Aware Schools and use of Emotion Coaching



- “Participants described changes in their practice, in particular recognising emotions before managing behaviours, changing communication styles and language used with pupils and other staff.”
- “Participants noted their better understanding of why pupils might behave in particular ways and referred to the theory and evidence that they had discovered through the Programme. Emotion coaching in particular was positively commented upon.”
- “Using emotion coaching strategies was considered to have gone beyond the ‘pastoral’ aspects of their work in managing behaviour, into their approach to teaching and learning.” (Dingwall and Sebba, 2018)

*“A huge impact especially on one young man who was violent towards staff and pupils when in crisis. He is now able to verbalise that he is angry or upset and he no longer lashes out when in crisis - he also rarely has crises in school now”* (Teacher)

*“Because they [teachers] like talk with them, like they talk about their feelings and what might happen and things that you might get upset about.”* (Pupil)

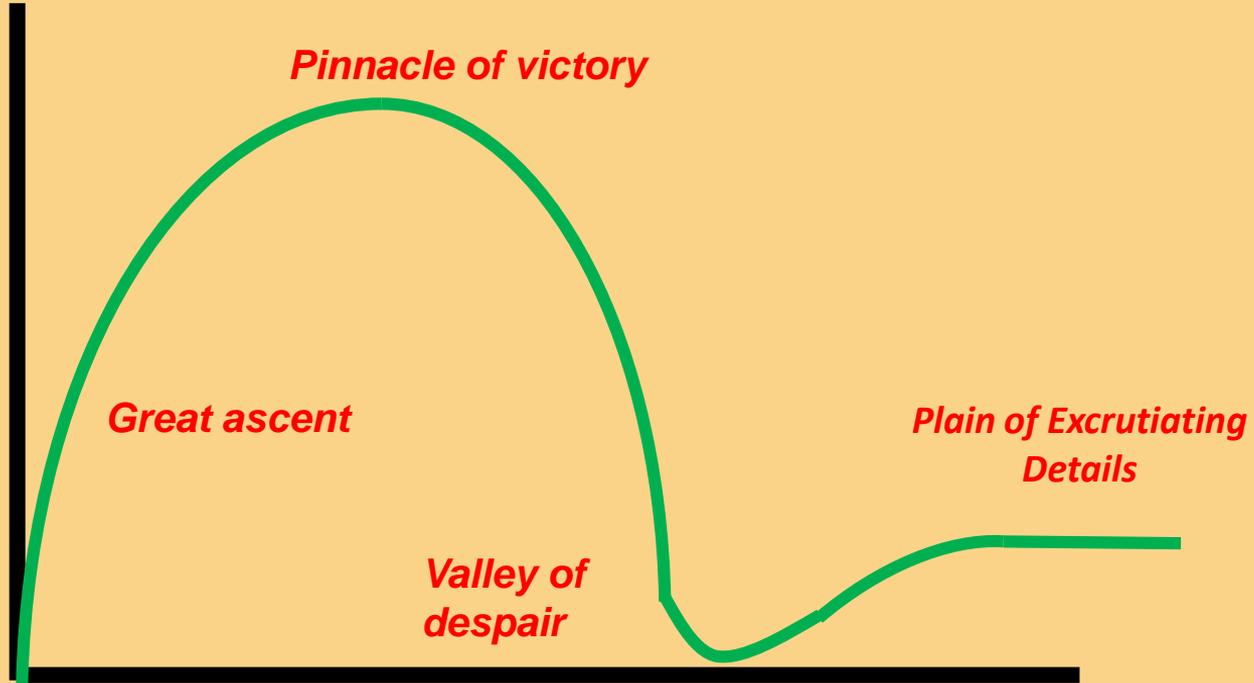
*“Is basically like all of us are like planets, right, and she’s like the sun because like without her we could not be in this school”* (Pupil)

Another key message – the difference you can make





# The Land of the Attachment Aware and Trauma Informed School



# Attributes of the trauma sensitive school

- 1. A shared understanding among all staff**
- 2. The school supports all children to feel safe physically, socially, emotionally, and academically**
- 3. The school addresses students needs in holistic ways, taking into account their relationships, self-regulation, academic competence, and physical and emotional well-being**
- 4. The school explicitly connects students to the school community fostering a culture of acceptance and tolerance and provides multiple opportunities to practice newly developing skills**
- 5. The school embraces teamwork and staff share responsibility for all students**
- 6. Leadership and staff anticipate and adapt to the ever-changing needs of students**

# Safe and Unsafe Teaching Behaviors

Safe	Unsafe
Focusing on the student when he or she speaks to you.	Not making eye contact, looking away, or looking at something else when the student is speaking.
Speaking in a moderate tone and volume.	Yelling, muttering under your breath, or whispering to someone else.
Exhibiting consistent behavior so your students know what to expect.	Displaying erratic, unpredictable behavior.
Establishing clear rules that apply to everyone, with consequences appropriate to the violation.	Creating no rules, rules that are randomly and unevenly applied, or punitive measures that do not match the violation.
Having the ability to control your emotions and stay calm.	Having big emotional swings or outbursts, or being easily startled or rattled.
Communicating boundaries and respecting others' boundaries.	Setting no boundaries and not following others' boundaries.
Providing attention and care to all students.	Favoring some students and giving preferential treatment.
Allowing students to leave the classroom to go to a safe place if they feel triggered and unsafe.	Using threats to make students think they are unable to leave the classroom for any reason.
Practicing unconditional, positive regard for all students.	Judging some students for their behavior or taking student behavior personally.
Providing honesty and transparency.	Lying, obfuscating, or refusing to explain reasons for actions.
Holding all students to high standards and expecting them to work to their ability.	Ignoring or not expecting much from students because of their "problems."

# DOs AND DON'Ts OF A TRAUMA-INFORMED COMPASSIONATE CLASSROOM



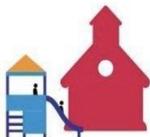
**1 CREATE A SAFE SPACE**  
Consider not only physical safety but the children's emotional safety as well.

1

2

## ESTABLISH PREDICTABILITY

Write out a schedule and prepare children for transitions. It helps create a sense of security and safety.



## 3 BUILD A SENSE OF TRUST

Follow through with your promises and in situations where changes are unavoidable be transparent with your explanations.

3

4

## 4 OFFER CHOICES

Empower students and offer "power with" rather than "power over" strategies.



## 5 STAY REGULATED

Help your students (and yourself!) stay in the "Resiliency Zone" to promote optimum learning. Have regulation tools ready to help students bumped out of the zone into either hyperarousal (angry, nervous, panicky) or hypoarousal (numb, depressed, fatigued).

5



There's really only one **DON'T**  
Let's not punish kids for behaviors that are trauma symptoms.



WEAVING & INFUSING **TRAUMA-INFUSED & TRAUMA-RESPONSIVE** VALUES & PRINCIPLES  
THROUGHOUT THE WHOLE SYSTEM: A CULTURAL & PRACTICE TRANSFORMATION

GOAL: PARENTS  
TRANSFORMING



Shed  
by  
outward

THE PHYSICAL  
**ENVIRONMENT**



**SUPERVISION**



TEAM Meetings,  
Working Group, Feedback  
& Communication Forums



Weekly COMMUNICATIONS  
& Issue Notes in All Areas  
& Use of all systems  
to help improve care



**RECRUITMENT**



**LEADERSHIP & MANAGEMENT**



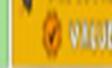
**EVERY INTERACTION**  
is  
**AN OPPORTUNITY**



Time & Space of  
**DISCUSSION**



The Organization's  
**VISION**  
**MISSION**  
**VALUES**



**POLICIES**



**EVALUATION & MONITORING**



**SMY WELLNESS,  
WELL-BEING & SELF-CARE**



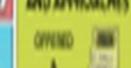
**TRAINING & CONTINUING PROFESSIONAL DEVELOPMENT**



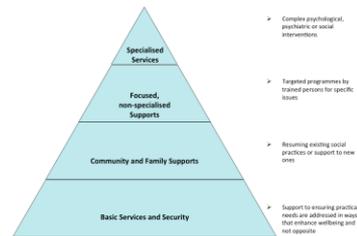
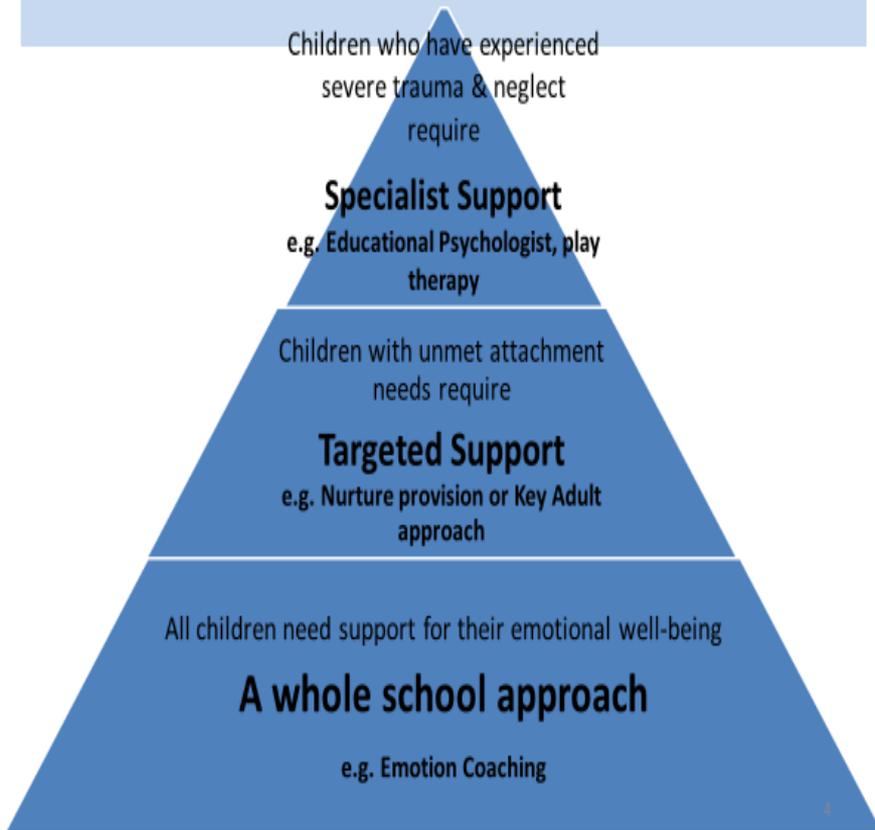
**MATERIALS**



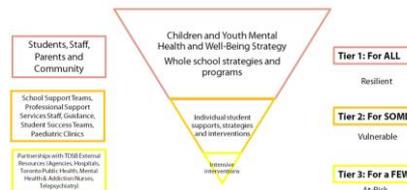
**TOP SERVICES AND APPROACHES**



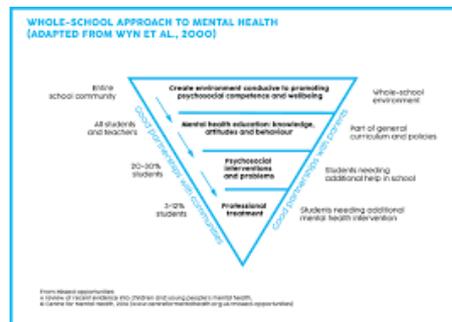
# Meeting a spectrum of needs



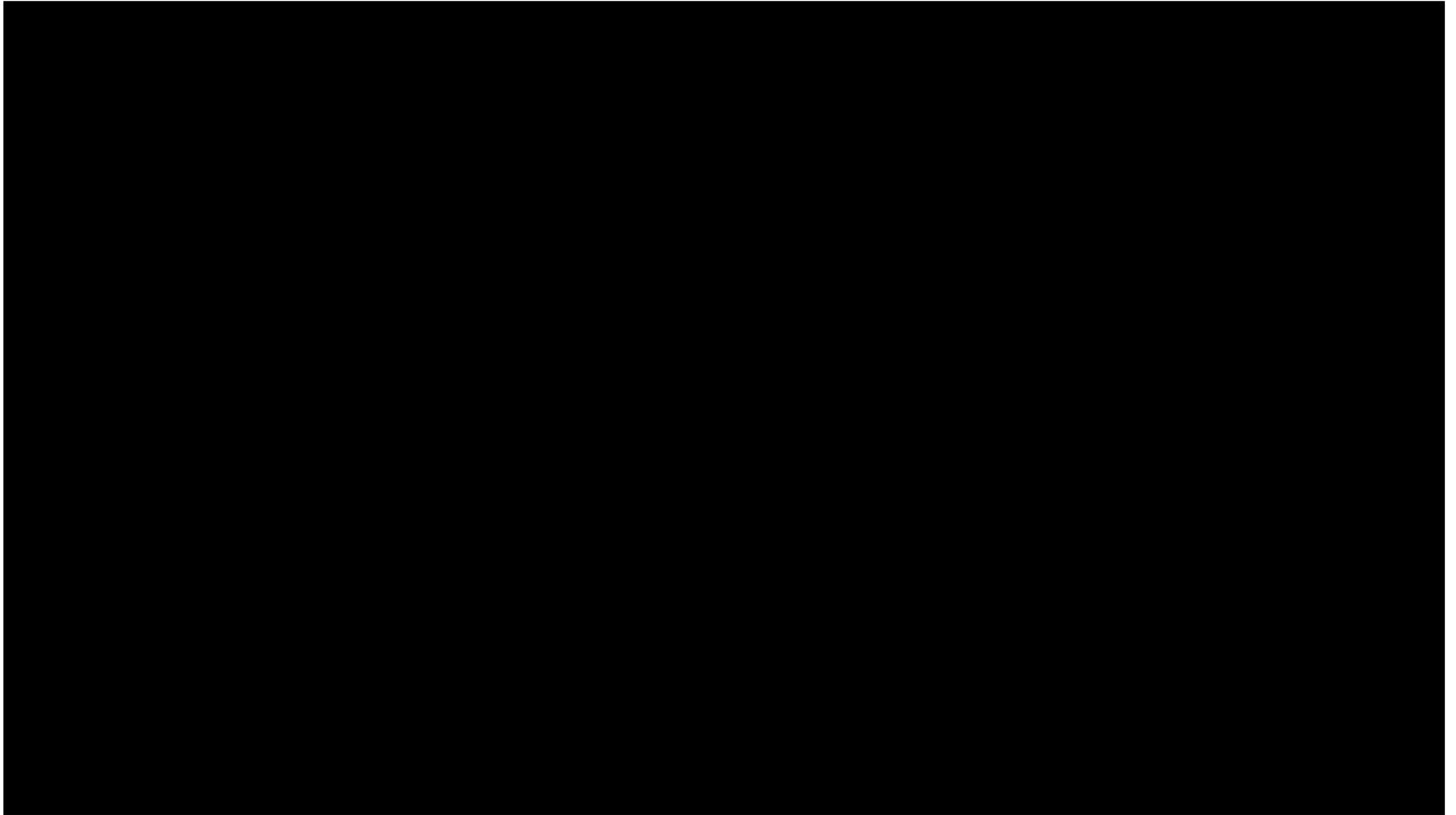
## Children and Youth Mental Health and Well-Being



## Healthy Schools. Healthy Relationships.



Another key message – self-regulation



# Case Study Meadow Farm School TES School of the Year and Alternative Provision



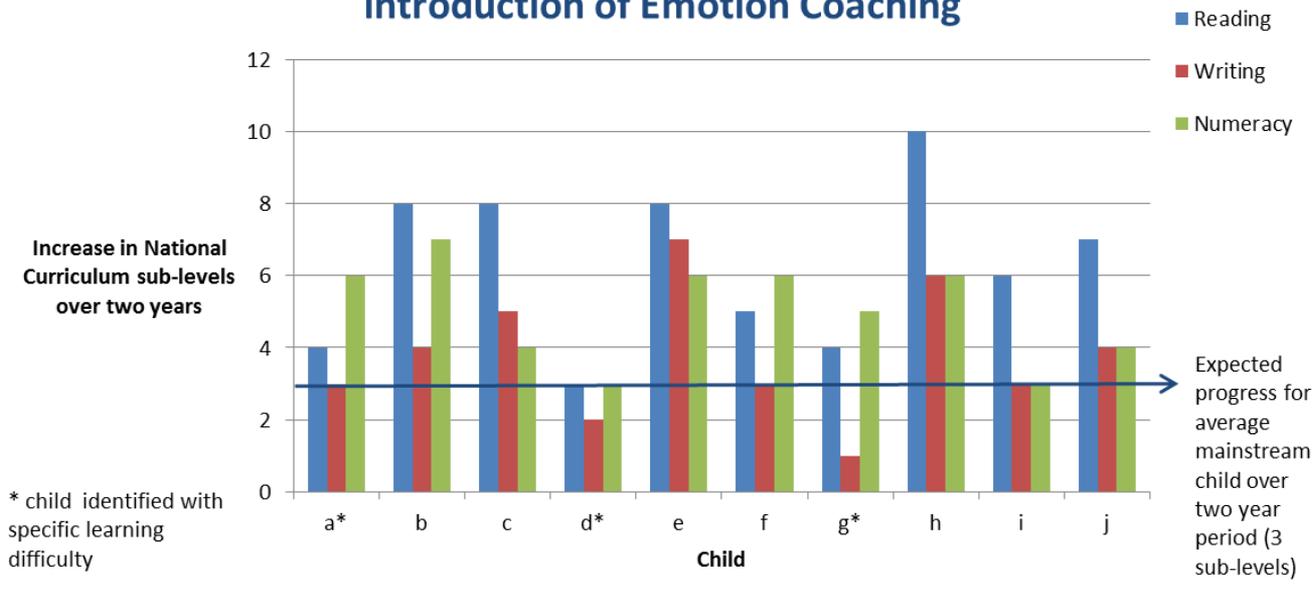
Meadow View Farm School

excellence as standard

- SEMH school
- ½ LAC or post-adoption
- Ofsted – Outstanding school
- Plus Trauma Informed School Award and Excellence in Special Schools at National SEND Awards
- Judged 'aspirational and exciting' by TES
- Physical interventions reduced by 50 %
- Reduced staff absence
- Parents able to return to work

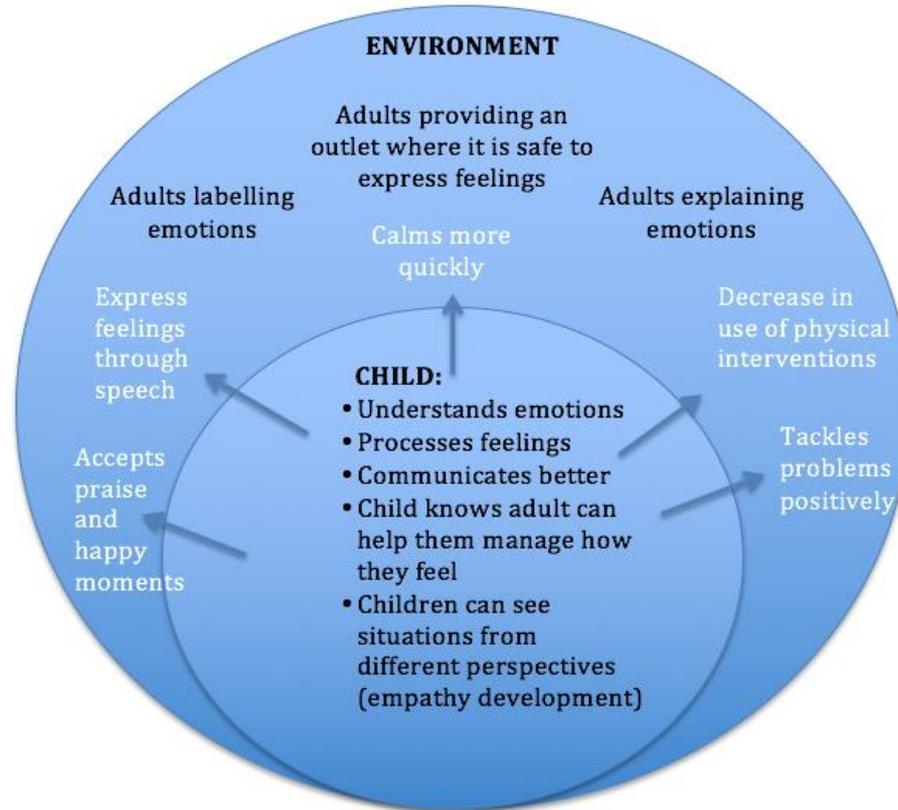


## Specialist SEMH provision Academic Progress at Meadow View Farm School following introduction of Emotion Coaching

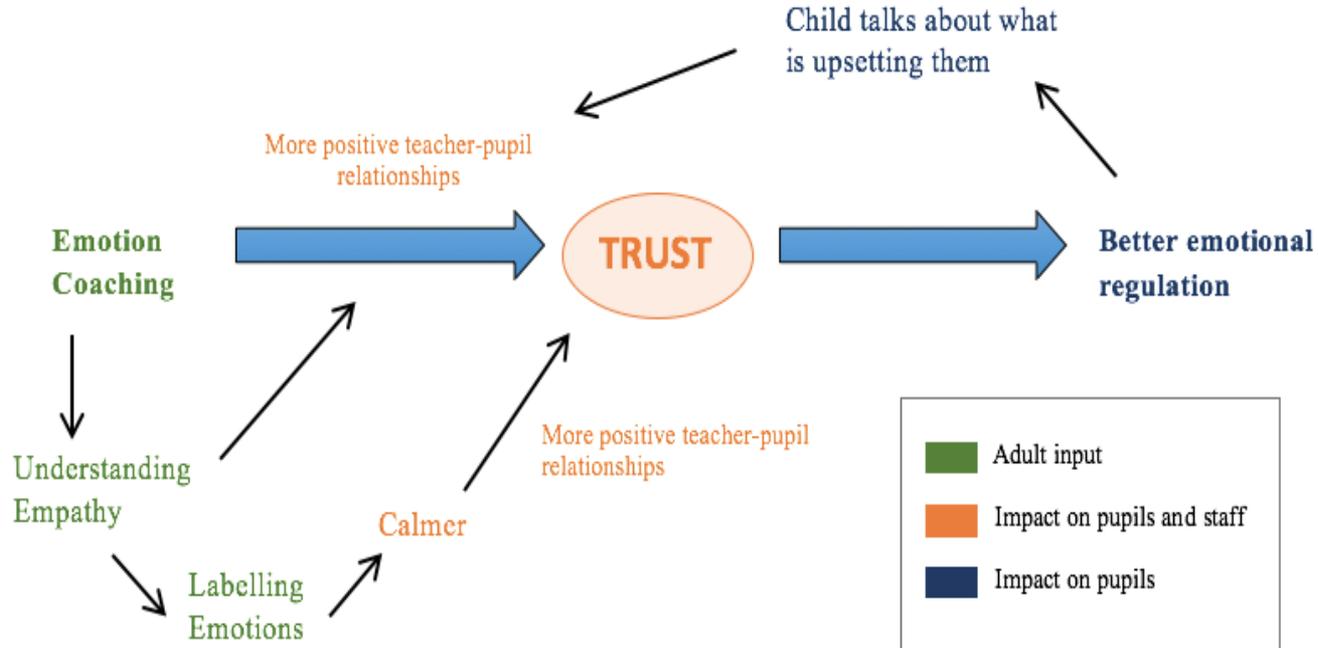


■ Reading average increase- 6.44 levels   ■ Writing average increase – 3.88 levels   ■ Numeracy average increase – 4.88 levels

# Within child and environmental factors that improve a child's ability to regulate their feelings as a result of Emotion Coaching



# Impact of Emotion Coaching on teacher–pupil and teacher-parent/carer relationships



# Top Tips – Ryan Kilby MFS



- The 3 Rs – responsive, reciprocal relationships (Conkbayir, 2017)
- Emotion Coaching/ AA/ staff supervision - ‘Show you care
- Trust facilitates challenge
- Challenge appropriately pitched
- Challenge built on high expectations = future focused on best outcomes
- i.e. preparation and anticipation

**CARING AND DARING**

Another key message – it's not about just fixing or punishing a problem



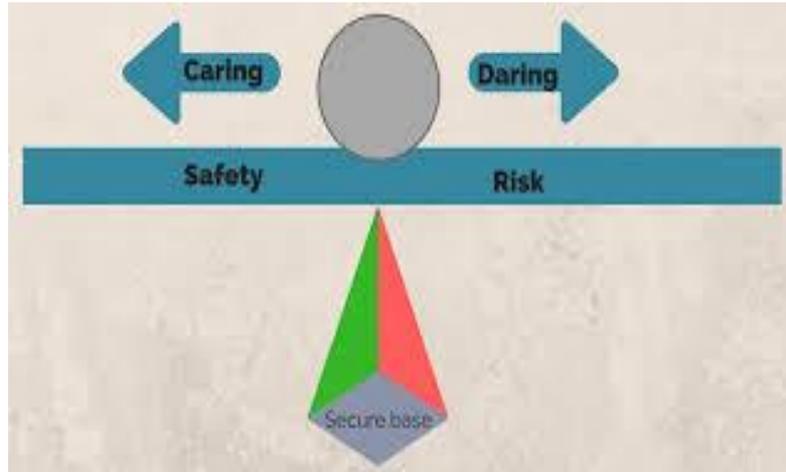
# A final thought

- *“A child whose behaviour is difficult is not trying to cause a problem. They’re trying to solve a problem”* (American Journal of Pediatrics, 1956)

So....

- **CARING** before
- **DARING**

(Kohlrieser et al, 2012)



# References

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