The Alex Timpson ARC Attachment Award recognises and celebrates best practice in attachment and trauma aware schools and settings

All Virtual School Head Teachers are invited to nominate a school or setting from their region for each category. Short listed nominees will have their work featured on the ARC website and will be put forward for the final stage where they could be in with a chance of receiving £1000 for their school or setting.

This award will be made to the school or setting in each category who, in the opinion of the ARC Judging Panel, has made a profound and lasting contribution to attachment and trauma aware practices.

A winner will be chosen from each category and will receive £1000 to spend on sharing good practice. Winners will be expected to host and present their work at a regional event, in the following calendar year, where other schools can be inspired and learn from their work. They will also present this at the 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

Submissions

To nominate a school or setting please fill out the nomination form below. A Virtual Head may use the form to help with their own shortlisting.

Once regional nominations have been received, five schools or settings from across the country will be shortlisted in each category and be asked to produce a short film or PowerPoint presentation. Guidance will be provided to those shortlisted.

The twenty-five 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.

Nomination Form

All fields are mandatory, and should there be any blanks, the application will not be considered by the judges

Supporting materials – If you wish to provide any supporting materials please clearly label all documents within an email along with this form. The judging panel would be happy to receive any anecdotal as well as analytics evidence.

Please send all nominations to [admin@the-arc.org.uk](mailto:admin@the-arc.org.uk). Closing date for nominations is 10 July 2020. Shortlisted nominees will be contacted by 11 September 2020.

Virtual Head Nominator Details – Your details

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| --- | --- |
| Name |  |
| Email Address |  |
| Contact Phone Number |  |
| Virtual School Local Authority |  |

Nominee Details – The recipients’ details:

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| --- | --- |
| Name of School or Setting |  |
| Name of Contact |  |
| Job Title |  |
| Contact Email Address |  |
| Contact Phone Number |  |
| Category |  |

Submission Summary

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| Please provide us with a summary of what the school or setting have done to improve their attachment and trauma awareness. Please describe what was done within the school or setting and any work to share or collaborate with others (MAX 250 WORDS) |
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| Please provide us with a summary of what impact this had on the school or setting. Impact may be described quantitatively - changes in key data over time - or qualitatively using quotations, case studies etc both approaches are valuable (MAX 250 WORDS) |
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| Please provide us with how the school or setting has or intends to support other partners/agencies/settings to be Attachment Aware (MAX 250 WORDS) |
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A Review of 2019 Alex Timpson ARC Attachment Award Winners

Early Years Category Award Winner:

Ripley Infant School - Derbyshire

Submission:

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| **Please provide us with a summary of what the school or setting have done to improve their attachment and trauma awareness** |
| The AAS work and Action Research Project described below are part of the yearlong Derbyshire AAS programme that this school undertook.  Action Research Questions:  Unlocking the Sanctuary Door  How can we enable our staff team to better recognise the attachment needs of our vulnerable pupils in school, in order to ensure access to the most appropriate support?  Our Attachment Aware schools project has focussed on support and training for our staff team so that they truly understand all children with unmet attachment needs throughout our school. Our mission is to be able to offer ‘safe space’ in whatever form it may take for all pupils, but in particular for our vulnerable pupils. We have been developing the skills and knowledge in all our staff, so that we understand the role we play in co-regulation with pupils and in turn for them to develop their abilities to self-regulate and flourish in their learning.  We have been re-evaluating all of the interventions that we offer in school e.g. nurture, positive play, behaviour support etc., to ensure that no one slips through ‘the net’ of appropriate support being offered. We are improving the emotional wellbeing of our whole school by ensuring that children get the most appropriate interventions when they need help with their learning or behaviour. |

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| **Please provide us with a summary of what impact this had on the school or setting** |
| Whole school wellbeing and engagement has been monitored through the Leuven scale and we can chart progress and improvement in lots of children’s scores. We attribute this to improved staff knowledge through the training we have undertaken and the application of this when working with our children across school.  Five out of six children from our action research focus group have improved from their baseline scores on their individual targets through access to a variety of interventions.  We have learned more about the lack of staff knowledge and understanding around Attachment theory and trauma informed practice from initial teacher training and now realise this needs further development and additional CPD for the full range of roles within school.   * Empowering staff to recognise and understand attachment needs enables more successful signposting and access to interventions for vulnerable pupils. * Interventions needs to be responsive and adapted so that they address children’s progress or any developing needs. Staff who are familiar with specific interventions need to be flexible in their approach and delivery in order to best meet the needs of vulnerable pupils.   The emotional state of staff can and does have an impact on their capability when managing situations. It is important that this is recognised by both the staff themselves and the leadership team of the school. This has now been better recognised in the Ofsted framework so the action research we have undertaken has been very timely. |

A Review of 2019 Alex Timpson ARC Attachment Award Winners

Primary Category Award Winner:

St Luke’s CofE Primary School - Derbyshire

Submission:

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| **Please provide us with a summary of what the school or setting have done to improve their attachment and trauma awareness** |
| The AAS work and Action Research Project described below are part of the yearlong Derbyshire AAS programme that this school undertook.  Action Research Questions:  ‘Stepping Back to Move Forwards’  What can we learn from observing children play?  Our focus has been to deeply observe play and its place in the curriculum, from a belief that children need more unstructured play opportunities. We found, through giving ourselves this permission to step back and truly observe play, that some children were actually prioritising the adult contact involved in activities above the play opportunities themselves. This allowed us to better understand that our children need key adults in school to help manage their attachment needs and have made innovative changes to support this.  • All staff have had training in attachment theory and practice  • We emphasise that staff need a knowledge of behaviours “Why children do what they do  • Headteacher undertakes observation of classroom practice with a new focus on teaching and learning  • Staff awareness through INSET and continual pastoral discussions e.g. pupil progress discussions  • Discussions about attachment needs in staff meetings  • Formed a small staff nurture group  • Extending the existing SEAL work in school  • Lots of positive affirmation of individual pupils  • We have established more play resourced learning – with teachers continuing to observe and support further opportunity for individually determined learning |

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| **Please provide us with a summary of what impact this had on the school or setting (MAX 250 WORDS)** |
| * Teachers have become better facilitators * Sustained ‘quiet spaces’ around the school * Children are more empathetic to each other * School is a calmer place for all children * Staff talk much more about ‘need’ instead of ‘behaviour’ * Our language has changed – we ‘wonder’ a lot more and are inquisitive about children in a new light rather than always trying to get them to conform to ‘rigid’ school rules * School more aware and reflective of practice – emphasising emotional literacy as a bedrock of attachment. * Every visiting parent who visits remarks on how calm and happy all the children are – they want to come to School and this leads to better outcomes, socially, emotionally and academic * We developed a whole School ethos of care and consideration -teachers model this constantly |

A Review of 2019 Alex Timpson ARC Attachment Award Winners

Secondary Category Award Winner:

North Birmingham Academy

Submission:

The North Birmingham Academy (NBA)are nominated for the Secondary category for the Timpson Award. NBA serves a very challenging and disadvantaged community. The predecessor schools have a long history of low achievements and high exclusions. At the start of the programme attendance was below 90%, fixed term exclusions were in triple figures and permanent exclusions in double figures.

The academy embarked on their journey to create a trauma informed and attachment aware workforce in December 2016. The pilot used year 10 as their starting point as they were the most challenging year group. The SENCO lead and the Head of year 10 completed the lead training using the Thrive model. The following year another member of the team completed Thrive training and Thrive was set up as a day a week for 25 mins as part of the pastoral program for all year groups. The SENCO, Jon Hickman, delivered training with all year groups tutors and Heads of year. The Head Teacher, Phil Lloyd, was fully supportive from the start and this was crucial to the success as it has to be lead from the top down by the Head teacher and SLT to create a fully inclusive and attachment aware setting. As an academy, NBA moved from Requires Improvement in all areas to Good in all areas in March 2018 with OFSTED commenting on student wellbeing and SEMH provision being a strength.

The reflection room in the schools inclusion department creates a very supportive programme. It is led by an excellent practitioner, Mrs Banbury, who guides students to reflect on their behaviour and talk it through so as to reduce the likeliness of repeat offences. This has proved to be very effective and had helped to significantly reduce fixed term exclusions.

In the third year another two members of staff completed Thrive training to become licensed practitioners. In this time Thrive was being used to excellent effect in the EAL base to provide a safe place for students from war torn countries such as Afghanistan and Syria to explore unresolved emotions and trauma. NBA extended the training across all staff in January 2019. This was underpinned by the use of the ARC online audit tool was to help create the whole-school strategic action plan, evidencing next steps. The Thrive tutor time programme further developed with tutors profiling and reassessing tutor groups sternly, this data was then put on the internal data system (SIMS) for the SENCO/SLT/Pastoral leads to view at risk students and put the appropriate interventions in place to support them. Thrive Senior Leadership Team training was under taken by the senior Assistant Head Teacher for culture and ethos in June 2019 to enable successful adaptations to behaviour policy to enable a fully inclusive school to develop further.

In the first year fixed exclusions and permanent exclusions decreased and in the second year they decreased significantly, with no permanent exclusions and single figure fixed term. The academy now help to lead and shape the sharing panel across a network of schools to keep students in school and education to give a second chance and fresh start.

NBA have hosted the first ARC Regional Workshop for local schools, resulting in a number of schools embarking o their Attachment Aware Training. They are also working towards Thrive ambassador school status, so the school can share strategies, implementation and best practice across the region. In November 2018 NBA had the opportunity to talk about its journey at the ARC national conference to enable sharing of successful implementation on a national basis to share in Sir John Timpson's vision of making all schools attachment aware by 2025. In April 2019 NBA hosted the first ever regional conference for ARC with several non-member schools attending, leaving afterwards with a real flare and passion to join up and be a part of the growing movement of attachment aware and trauma informed schools.

A Review of 2019 Alex Timpson ARC Attachment Award Winners

Special, PRU, Alternative Category Award Winner:

Mowbray School

Submission:

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| **Please provide us with a summary of what the school or setting have done to**  **improve their attachment and trauma awareness (MAX 250 WORDS)** |
| We initially started raising our awareness in this area when in 2016 all staff had training on attachment and the impact of ACEs. Using the change tool Appreciative Inquiry the whole school put together a plan to recognise what we already did well (to continue) and develop our trauma informed practice. This provided well prepared soil when, as part of NYCC Attachment Aware project, we had further training in the latest research into trauma / attachment and Emotion Coaching in 2018. Following this we used Emotion Coaching Action Research as part of our approach to embed practice. Staff produced case studies to evidence impact. We also revised our behaviour policy producing a Relational Behaviour policy. Emotion Coaching is now incorporated into the School Development Plan.  Emotion Coaching is an evidence based high guidance high empathy approach to develop pupil’s self-regulation skills through co-regulation. We used this successfully with many of our most vulnerable pupils as well as our less complex pupils. We also used it as a means of supporting parents, some of whom had their own complex mental health issues and it increased our own awareness of our own self-regulation and as a school the importance of supporting staff emotional well-being. It is becoming a way of communicating in school as we continue our trauma aware journey.  We also worked towards the Optimus Well-Being Award. This was a rigorous programme, developing the Well-Being of parents, pupils and staff, and including Emotional First Aid courses for parents and staff. |

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| **Please provide us with a summary of what impact this had on the school or setting**  **(MAX 250 WORDS)** |
| Much evidence was collated in order to achieve the Optimus Well-Being Award and we were delighted that the evidence submitted at validation was described as being ‘Outstanding.’  We have provided further evaluation data to the NYCC Attachment Aware research project connected with ARC and have been awarded the NYCC Attachment Aware award. Also in 2019 we became an Emotion Coaching organisation obtaining this status from Emotion Coaching UK (ECUK). All of these awards involved rigorous application and evidence gathering. We have many case studies which we can share on request and many staff have now been awarded ECUK mentor status. As emotion coaching and wellbeing criteria are in the School Development Plan, this is an on-going process.  The Emotion Coaching case studies support our data tracking, we also use a ‘Self-Esteem’ measure and Youth in Mind scores to monitor progress through Emotional Coaching practices. Well-Being is embedded in our curriculum, with personalised timetables, sensory rooms, calm rooms and sensory circuit rooms all supported by our own on site 5 acre farm with hens, pigs, sheep, donkeys, ponies etc. and our ‘on site’ wildlife area. All these provisions support the methods incorporated within Emotion Coaching.  From our evidence, Emotion Coaching has impacted on adult self-regulation, young person self-regulation and general practice in school, helping us to develop further a climate of belonging. It has also further enhanced relationships with parents. A young person often finds Emotion Coaching stages easier to discuss in the range of calming environments which Mowbray School provides. |

A Review of 2019 Alex Timpson ARC Attachment Award Winners

Post 16:

Stanmore College

Submission:

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| **Please provide us with a summary of what the school or setting have done to**  **improve their attachment and trauma awareness (MAX 250 WORDS)** |
| The college recognises the importance of supporting the welfare needs of their learners. Within the pastoral team, there is a student welfare officer post to support all vulnerable learners, that is also the designated teacher for the CLA and is a key member of the safeguarding team. This member of staff works alongside the college counsellor and the pastoral tutors to provide specialist support to these learners and ensure that the college communication to outside agencies for example the local authority and the virtual school goes through a single clear point of contact.  CLA and care leavers are supported extremely well and the college has regular communication with social workers, support workers and carers to support attendance and attainment. Post 16 Personal Education Plans(PEPs) have been completed to support all CLA and care leavers, with focus on those with SEN, mental health and social needs including those who have experienced trauma.  In order to support the social, emotional and mental health needs of students, the tutors meet with them regularly and provide timetabled Personal, Social, Health and Education ( PSHE) sessions. |

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| **Please provide us with a summary of what impact this had on the school or setting**  **(MAX 250 WORDS)** |
| As a result of the robust pastoral support, key stakeholders have reported positive outcomes in the following areas: life skills, careers advice, interview tips, money management, independent living, safety and promoting well-being i.e. physical and mental health.  The impact of this work is reported positively by the young people themselves. This is also recognised through external validation.  “Learners, particularly those who have not had the opportunity to participate in social and cultural activities before, value highly the opportunities to develop their confidence in social situations and mix with learners from different courses.” (Ofsted 2017)  “The personal tutors, study coaches and welfare adviser presented a robust and seamless information and advice guidance (IAG) experience that is clearly helping students identify and overcome their learning and life challenges. This triangulated approach to supporting students showcased skilled helper approaches to IAG delivery with staff demonstrating a good understanding of limitations and boundaries of their role. Feedback from students was especially positive about the connectivity of this support and its impact in creating a safe, happy and supportive environment in which to realise their potential. “(Matrix 2019)  The impact of the work of the college community continues to be valued across a range of internal and external sectors, for example, employers, HE, health and social care teams. |