



Attachment Lead in Schools Training

Understanding how to support adopted, fostered & vulnerable pupils to settle and learn

Presented by Helen Wright
Accredited by the University of Brighton

This 7 day modular training course has been developed to enable school staff themselves to become Attachment Leads in their schools and local authorities. The course is for those determined to provide alternative practices to enable all pupils to be fully included in school, making the most of all the educative opportunities on offer. The course is rooted in attachment awareness and trauma informed practices. By attending to the attachment systems of individual pupils, these pupils can settle to learn. This course will be based on the latest findings around interventions to support those affected by developmental trauma, loss and insecurity of attachment. The course will complement the book '*Settling troubled pupils to learn: Why relationships matter in school*' co-authored by Louise Michelle Bomber and Dan Hughes. The course will enable staff to identify and assess the need for alternative, additional support in school and to set up integrative support plans for individual pupils over 2-3 years.

Suitable for

Aimed primarily at both education support staff (TAs/Mentors) and their Senior Managers (INCOs, SENCOs, Assistant Heads) who are determined to include pupils in their schools who are vulnerable, a cause for concern, in need, at risk, in care, on special guardianships or adopted. However Virtual School Head teachers, the Virtual School team and various behaviour outreach services have also attended. Educational Psychologists have also participated as part of their doctorates at Queens University in Belfast.

Those who have recently gained Attachment Lead status are listed on the following website:

www.attachmentleadnetwork.net

Entry Requirements

- Ideally two members of staff chosen from the same school, if possible a senior manager/leader and a member of support staff
- A commitment of seven days release from school duties to attend between 9.30am and 3.30pm
- Completion of an application form for registration with the University.
- A live case from each school to be reflected upon throughout the duration of the course
- A commitment to undertake background reading and to carry out follow up work inbetween sessions that includes assessed course work
- A commitment to deliver a twilight taste to their own staff after completion of the course
- Participation in a support network with other participants, once the training course is completed

University Benefits

- Full access (including online) to all the University's library facilities
- For undergraduates – 20 credits at either Level 4 (level of study of first year of honours degree) or Level 6 (level of study of final year of honours degree)
- For postgraduates – 20 credits at Level 6 may be transferred to a postgraduate certificate of Masters
- A University of Brighton card and eligibility for an NUS card too.

Course Content and Structure

Day 1 - Friday 17 November 2017 - Identification of those needing attachment support programs

The impact of developmental trauma and loss, the developmental trauma tree, insecure attachment, intersubjectivity, the brain and vagal tone, developmental vulnerability, behaviour as communication, the attachment support pyramid for schools, preventative work, adaption & recovery.

Day 2 - Friday 8 December 2017 - Assessments of those needing attachment support programs

Reflective practice, fact files, observations, checklists, different attachment styles, emotional & social age, the development trauma framework for assessment, working together with home and outside agencies, reflecting upon the current systems in place in school, honouring difference and diversity

Day 3 - Friday 19 January 2018 - Formulation of attachment support programs

Creating an individual development plan, facilitating a secure base, setting up protected space and time, sensory breaks, differentiating emotional & social tasks & expectations, the allocation of an appropriate key adult, identifying the team around the child, secondary stress management and support, engaging in preventative work

Day 4 – Friday 23 February 2018 - The power of relationship and the development of permanency and constancy plus work discussion group

Relational interventions using PACE, practicing relative dependency, reflective function, emotional regulation, holding a pupil in mind, intro to Theraplay, complimentary intention, holding onto success, co-modelling, co-regulation, commentaries, wondering aloud, advocacy

Day 5 - Friday 23 March 2018 - Transitions and Home/School Partnership plus work discussion group

Meet and greet, preparation, overwhelm, disappointment rituals, holding on, memory cards, being sensory detectives, tight team work, constancy, creating pauses, memory building

Day 6 – Friday 27 April 2018 - Lowering the effects of toxic shame plus work discussion group

The difference between guilt and shame, the build-up of shame, the presentation of toxic shame, enabling clear thinking, use of parts language, safe spaces, exit plans, the mismatch of motives and intentions, reclaiming and rethinking discipline, connection before correction.

Day 7 - Friday 29 June 2018 – Evaluation and support day

Course participants are encouraged to use this day to refine their knowledge and understanding, consolidating their learning into action within their individual school contexts. Preparation for their taster twilight session. Gathering and creating resources. Whole school policies will be considered. Looking to the future..... Keeping the momentum going!

9.30am – 3.30pm

17 November 2017 – 29 June 2018 (dates as above)

Adoptionplus, Moulsoe Business Centre, Moulsoe, Milton Keynes MK16 0FJ

£1400 + vat per person (£1680 Inc vat)

Includes lunch and refreshments

For further information or to book please contact:

Alice Hollingdale on 01908 218251 or email alice.hollingdale@adoptionplus.co.uk

www.adoptionplus.co.uk

About the Trainer:

Helen Wright is qualified as both a Teacher and a Therapist, registered with BACP (British Association of Counselling and Psychotherapy). She has additional training as a trainer of Whole School Quality Circle Time and in the Development of Nurture Group Theory and Practice.

She has worked with individual pupils, classes, whole school settings, teachers and support staff in early years, primary, secondary, mainstream and specialist settings across Bristol. She has provided consultative work around individual pupils, advice and training for education staff and has taken a lead on developing citywide Attachment Aware Practice and the Development of Nurture Groups across Bristol schools.

She currently works as a Strategic Attachment Lead, Specialist Teacher, Consultant and Therapist with Louise Bomber on the TouchBase™ team. She specialises in supporting children and young people who have experienced significant relational traumas and losses.

Helen's work is informed mainly by Person Centred Theory (an Integrative Approach), Attachment Theory and Intersubjectivity Theory. She is developing the use of PACE, DDP, Theraplay® Informed Practice and Mindfulness within her practice.

Her interest in Inclusion grew when she worked in Fulham, London, as a subject teacher. She became aware of young people who found it very difficult to settle to learn due to earlier and ongoing traumas and stresses within their lives. Many young people sought out time to talk at break times and lunchtimes. She was aware that many young people needed a different way and style of teaching and relationship. Her work in specialist settings further developed her knowledge, experience, awareness and skills in working with children and young people with complex needs.

During her work within the Central Support Services for Bristol, she studied in Therapy and Mental Health in adults, children and young people. She is passionate about this area of work and the positive impact that it can have for children's well-being and learning.