

Welcome to

2020-2021 Year of Stability

Suzanne Parrott
AfC Virtual School Headteacher



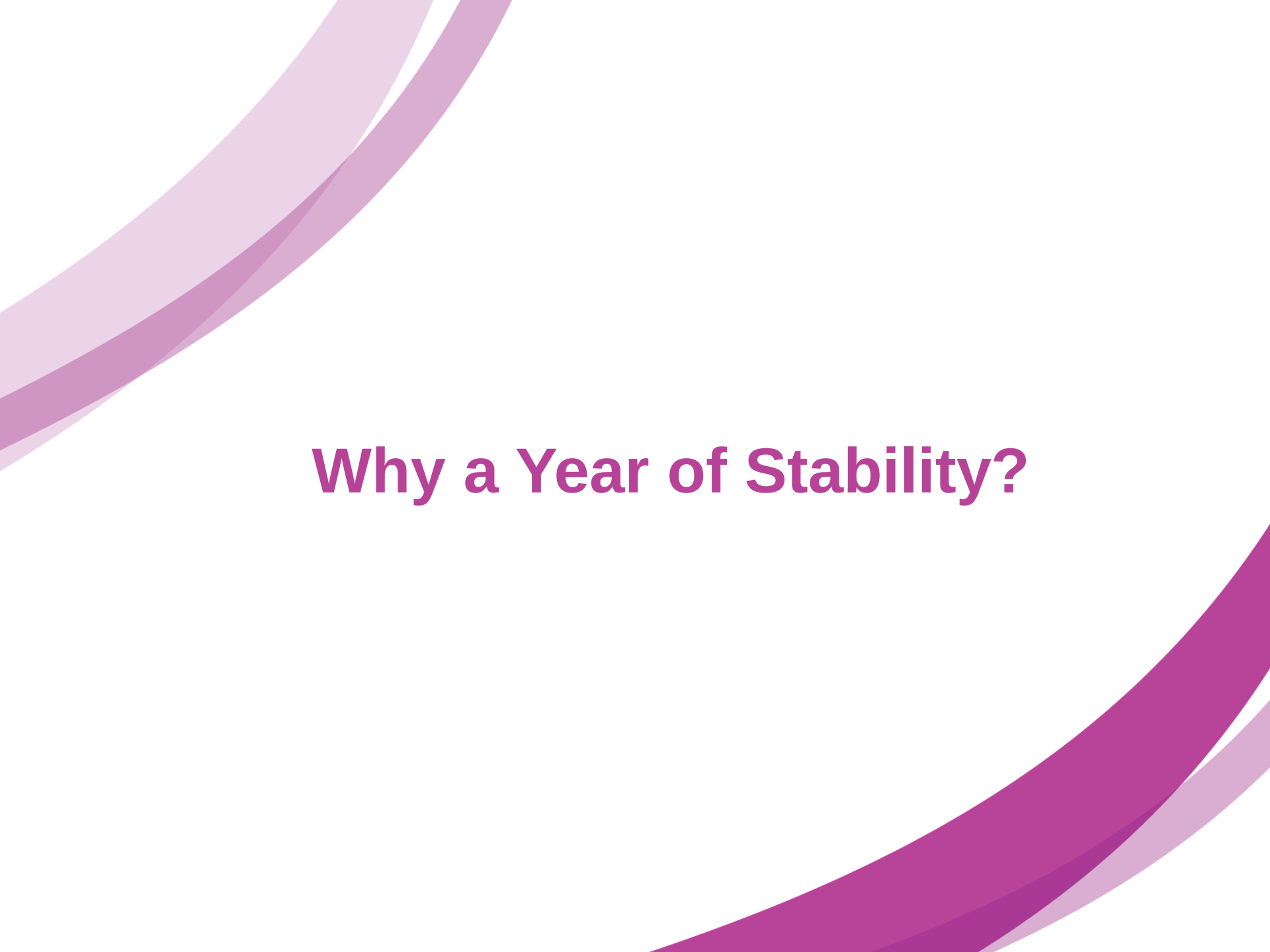
AfC Virtual School





achieving for children

Champions for children and families



Why a Year of Stability?

The Statutory Guidance: DfE Promoting the Education of Looked After Children

‘When a child becomes looked-after, his or her local authority will arrange a suitable care placement. In doing so, **the child’s allocated social worker should do everything possible to minimise disruption to the child’s education, whatever the child’s age, and this should involve the VSH.**

Stability and continuity in education is important at all stages, but particularly so at key stage 4.

If it is not possible to maintain the child’s existing education placement, the child’s new education placement should be arranged **in consultation with the VSH at the same time as the care placement.**

The Guidance: National Association of Virtual School Headteachers' Practice Handbook

The VSH has primary responsibility for ensuring that there is suitable education in place for all children looked after by the local authority.

Therefore, their views must be given appropriate weight in care placement decision making where those decisions could impact on the access to, or quality of, education provision.

VSHs, social workers, and independent reviewing officers (IROs) should work in partnership to ensure that education arrangements for a child are made at the same time as a care placement and that an out-of-authority care placement should not be agreed unless there is appropriate educational provision in place that the child can access as soon as they move.

The VSH should be represented on any panel making placement decisions, particularly where a change of care placement could result in a change in education placement. In that case they should be empowered to resist change that, in their professional opinion, would impact adversely on educational outcomes. Children should never suffer changes to their education placement unless absolutely necessary, and not at all once they begin Key Stage 4, or once they have made curriculum choices in Year 9

How does moving school impact on outcomes at KS4 in AfC Virtual School?

- Looking at the **24 students** who were entered for GCSEs **83%** did not move school for the two years of KS4.
- Looking at the **14 students** who were not able to be entered for GCSEs **11%** did not move school during the two years of KS4. **89%** moved schools.
- **Conclusion: Stability at KS4 and student's ability to succeed at GCSE are linked.**
- **39.4% of AfC Virtual School OC2 students moved school in KS4.**
- Our aim for 2020-21 – **Zero School moves at KS4.** The Headteacher of AfC Virtual School is to be informed prior to any decision to move a young person during this vital time in their school career.

Why is our focus on Educational Stability?

- **Placement changes.** Each additional change of care placement after age 11 is associated with one-third of a grade less at GCSE.
- **School changes.** Young people in care who changed school in Years 10 or 11 scored over five grades less than those who did not.
- **School absence.** For every 5% of possible school sessions missed due to unauthorised school absences, young people in care scored over two grades less at GCSE.
- **School exclusions.** For every additional day of school missed due to fixed-term exclusions, young people in care scored one-sixth of a grade less at GCSE.
- **School type.** Young people who were in **special schools/PRUs at age 16** scored over 14 grades lower in their GCSEs compared to those with the same characteristics who were in **mainstream schools**.
- **Educational support.** Young people report that teachers provide the most significant educational support for them but **teachers suggest that they need more training** to do this effectively.

- **At 16, if looked after children are not in education, employment or training then, on average, 17% will be dead by 30.**
- By providing a stable transition into education, support and training to schools, carers and children we hope to reverse the negative data around our children.
- ***'We are not here to make the inevitable happen'***
(Headteacher, Pupil Premium Conference June 2019).

What does the Year of Stability entail?

- Launch of the Attachment Aware Schools Award
- Opening of AfC Virtual College
- Working with our partner agencies to improve stability



Year of Stability Overview –

**working together to improve stability for
children in care**

LEAVING CARE

Virtual College - Executive Board - Attachment Aware Community - learning pathways - Careers advice - enrichment programme - mentoring - training of colleges and businesses

PRE CARE

Parenting Classes in schools
-Raised awareness of Mental Health and ACES with GPS - Attachment taught as part of Pre Natal care.- All Schools take part in the Attachment Aware Schools Award with Parents / Teacher involvement

IN CARE

Raised profile of CLA education/VS
School stability / New into Care
'Belongings Regs' SEND
Zero moves at KS4
Joint, advance planning
Long term decision making
Mental Health early intervention
Attachment Aware Schools Award
High expectations enforced with schools around inclusion/admission of CLA. Foster Carer recruitment, training and support

EDGE OF CARE

CIN / CP - Virtual School has education lead for this area to challenge exclusions, provide training and champion educational stability
Strengthening families
Entry into care- how soon?



Attachment Aware Schools Award

The impact of attachment aware schools

A video by the Attachment Research Community (ARC), about attachment aware schools from the perspectives of staff, students and parents.

<https://www.youtube.com/watch?v=uMbB2l4ut0> (8mins)

Evaluation of Stoke-on-Trent Attachment Aware Schools Programme October 2016-July 2017

Key Findings:

- Participants noted that they had a better understanding of the reason for pupils' behaviour.
- **School staff and pupils described the school environment as having become calmer and more nurturing.**
- Staff and pupils suggested that the **provision of 'safe' spaces** where children can calm down and self-regulate had had a positive impact on pupils' well-being.
- **Having a significant adult** in school that pupils trusted was also highly praised.
- Participants described changes in their own and their colleagues' practice.
- Overall **attendance improved in eight of the twelve schools. Five of the seven primary schools improved their attainment** in the year since the Programme ended, all but one showing much greater increase than the 8% national increase.
- **Senior leader commitment, support and resource allocation was crucial** to effective engagement in the Programme and to it having an impact on the school.

<http://www.education.ox.ac.uk/wp-content/uploads/2019/05/Stoke-on-Trent-Attachment-Aware-Schools-Programme-Evaluation-Report.pdf>

The impact of AAS projects...

Evaluation of Leicestershire Virtual School's Attachment Aware Schools Programme 2016-17

Key Findings:

- There was rich evidence from schools to show that the **Leicestershire Virtual School Attachment Aware Schools Programme had an impact on whole staff understanding of attachment theory and emotion coaching.**
- Participants commented positively on the impact of the Programme on their confidence.
- The quality of the training was reported to be a major factor in its success.
- Participants noted their better understanding of both attachment theory and emotion coaching.
- **Participants described changes in their own and their colleagues' practice.**
- Impact on pupils' outcomes was hard to quantify, but qualitative findings suggest that improved well-being was evidenced by staff in both the survey and by staff and pupils in the interviews.
- **Senior leader commitment, support and resource allocation were crucial to effective engagement in the Programme and to it having an impact on the school.**

<http://www.education.ox.ac.uk/wp-content/uploads/2019/05/Leicestershire-Attachment-Aware-Schools-Programme-Evaluation-Report.pdf>

The impact of AAS projects...

Derbyshire

'The AAS programme has had a fundamental impact upon the ethos of all of the schools involved. Schools report the programme has become an integral part of what they do on a daily basis. It has provided them with the knowledge and understanding of the importance of an **attachment aware approach which has shaped their whole school ethos, pedagogy and practice.** The work has impacted upon both the content of conversations and the language used.

*Schools report that developmental trauma and attachment needs are now routinely discussed alongside academic needs, which **has changed the language used in school by all staff describing behaviour** and has led to **improvements in the ways the schools support young people with challenging behaviour**'.*

Extract from OfSTED inspection of Hope School, Liverpool, April 2019

“Based on academic research you have developed a school that is sensitive to supporting pupils with attachment and complex trauma histories. This new approach removed reliance on external sanctions and rewards to control behaviour. The emphasis changed to understanding the internal reasons for behaviour. [...] The impact of this new approach has been the creation of a school focused on understanding why pupils struggle to control their behaviour. [...] Behaviour in school is exemplary and pupils make outstanding progress in their learning.”

Characteristics of an attachment aware school

- **A whole school, strategic approach** that is embedded and not a 'one off'.
- Strong focus on **relationships**
- **Excellent teaching and personalised learning**
- **Consistent expectations and routines**
- **Investment in training** to develop knowledge base of all staff, governors, parents, support staff
- **Support for staff** while learning new approaches
- **Key Person assigned to all vulnerable children**
- **Safe space** to be identified in the school; **regulation stations** in the classroom.
- **Emotion Coaching / Emotional Intelligence / Emotionally Literate approach**
- **Sensory breaks** to build resilience

Characteristics of an attachment aware school

- **Good home/school and team around the child** links to support a consistent approach
- **Staff prepared to be counter-intuitive** and try a new way of relating
- **Transitions prepared for** e.g. Between exercises in lessons, lunch, new school
- **Curriculum revisited** to ensure there are **no trigger points** e.g. Mother's Day / Family Tree etc
- Embracing, **welcoming approach to in-year school admissions**
- **Alternatives to exclusion and inclusion** e.g. Restorative Justice, Circle Time
- **Children feel safe.**
- **Staff feel supported.**

Making it work – Learning from Timpson and the Rees Centre Evaluations

Enablers:

- **Whole school approach** – non-teaching staff
- **Regular reinforcement through staff meetings** and follow-up sessions
- Consistent adoption of attachment/trauma aware vocabulary and concepts
- **Integrated with physical, procedural and policy changes** within school
- Process of **trust-building with adults** in the school
- **Cascading knowledge to pupils** – e.g. PSHE

Inhibitors:

- **Lack of visible senior leader support**
- **Single one-off training** session
- **Stubbornness or scepticism** from some staff
- Difficulties for teachers engaging after their **own traumatic experiences**
- **External pressures** on school and overlap with other initiatives
- No training of **new staff**

AfC Virtual School

Attachment Aware Schools Programme

The Structure and Evidence

The Designated Teachers Pack

Information and Resources for the programme.

1. Schedule - An overview of the programme contents
2. Evidence of engagement - A checklist for DTs to keep track of evidence obtained
3. Learning Logs - A space for DTs to fill out a reflective account based on learning throughout the programme
4. AASA Audit Tool
5. Coaching Agreement
6. Coaching meeting preparation form
7. Coaching meeting record
8. Whole school change project action plan
9. NAVASH Children in care specific audit tool
10. End of programme review
11. Weekly learning and reflection activities
12. Attachment Aware Schools Top Tips poster.

In Brief: AfC Virtual School AAS Programme

- ☐ Implement whole school action plan (doc 8)
- ☐ Coaching session 3 (docs 6 & 7)
- ☐ Attend 2 x DT Forums
- ☐ Project impact review (doc 10)
- ☐ End of project e-survey
- ☐ End of project celebration event

Summer
Term

Autumn
1st ½
Term

- ✓ Baseline Survey
- ✓ Attend DT Training day
- ☐ Book in coaching and training dates & complete coaching agreement with coach (doc 5)
- ☐ Complete whole school audit on self and with SLT (doc 4)
- ☐ Attend DT forum

Spring
Term

Autumn
2nd ½
Term

- ☐ Implement whole school project action plan (doc 8)
- ☐ Coaching Session 2 (doc 6 & 7)
- ☐ Whole school INSET delivered
- ☐ Attend 2 x DT Forums

- ☐ Complete whole school project plan page 1 (doc 8)
- ☐ Coaching session 1 (doc 7)
- ☐ Create whole school project action plan with coach page 2 – 4 (doc 8)
- ☐ Attend DT forum

Richmond	Kingston	Windsor & Maidenhead
The Vineyard School	Coombe Girls' School	Holyport College
St Richard's C of E Primary School	Burlington Juniors	Larchfield Primary
St John the Baptist Junior School	St Matthew's C of E Primary School	Dedworth Middle School
Orleans Primary School	St Philip's School	Windsor Girls School
The Russell School	The Kingston Academy	Furze Platt Senior School
Meadlands School	Maple Infants' School	Boyne Hill CE Infants and Nursery,
Sacred Heart Catholic Primary School	Bedelsford School	Courthouse Junior School
St. Stephen's CofE School	Surbiton Children's Centre Nursery	The Green Room School
Hampton Juniors, Infant School and Nursery	Malden Oaks	St. Luke's Church of England School
St Mary's CE Primary School	Castle Hill Primary School	Manor Green School
Christ's Secondary School	Knollmead Primary School	Alexander First School
Richmond upon Thames College	Ellingham Primary School	Hilltop First School
	Coombe Hill Infants'	Eton Wick C of E First School

Designated Teacher Forums

Academic Year 2020-21

Term	Date	Focus
AUTUMN	22.10.20	Supporting care experienced CYP to belong in school
	19.11.20	Creating Attachment Aware therapeutic spaces in schools
	26.11.20	Understanding diversity and equal opportunities in the care experienced population.
SPRING	2.2.21	Attachment Aware and Trauma Informed Key Adults in school
	23.2.21	Attachment Aware and Trauma Informed behaviour policies
	2.3.21	Supporting staff resilience and wellbeing when working with care experienced children and young people
SUMMER	29.4.21	Supporting care experienced CYP to cope with tests and exams
	20.5.21	Working effectively with parents and carers
	8.6.21	Attachment Aware transitions, goodbyes and endings

DTs attend 6 Forum over the year. Following each DT forum, DT's complete an entry in their reflective log

Attachment aware schools and settings audit

An audit of the capacity of the school or setting to support children with attachment and developmental trauma difficulties

Name of school or setting					Date of audit?	
Who completed the audit?					Evidence and comments	
	1] New area	2] Emerging	3] Competent and aware	4] Consciously Competent	5] Cutting Edge	
Individuals: Knowledge						
1. Do staff have up to date knowledge about how children's brains develop?	4			1		New area for most. SLT good knowledge
2. Do staff understand the effect of stress on the brain including their own?	4			1		New area for most. SLT good knowledge
3. Do staff know that their emotional state is the key determinate of the emotional climate in their classroom?			2	2	1	Have had whole staff sessions on impact of staff wellbeing and many staff actively implementing learning from this in to classroom.
4. Do staff know what attachment difficulty is and can they identify those affected by it?		4			1	Most staff attended basic level briefing around a year ago although we haven't revisited training since
5. Do staff know what trauma is and can they identify those affected by it?	4				1	New area for most. Ms X has done an MA in trauma and can train others

Planning for your Whole School Change Project

- The audit tool is a starting point.
- The next steps are to use what has been learnt from completing the audit tool, to identify and design the whole school change project.

Attachment aware schools, whole school research and development project action plan

Name of designated teacher:	
Name of school:	
Name of attachment aware schools change project:	

Initial planning form (to be completed prior to and reviewed during first coaching session)

Areas for consideration that have arisen from whole school attachment audit tool:
Priority area identified for whole school change project:
Why is this a priority area for the school?

Weekly reflection activities

(Item 11 in your DT packs)



Attachment Aware Schools Award 2020/21

Supporting resources

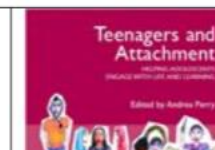
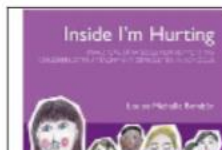
AfC Virtual School has put together a wide range of resources to support you on your journey to becoming an Attachment Aware School.

Shared Google Drive

A range of resources have been uploaded to a shared access Google Drive folder for you. Please also feel free to add any resources you come across to this folder, which you feel other schools may also find useful. Should you have any trouble accessing this drive, please contact tav.jutta@achievingforchildren.org.uk.

Key texts

The following key texts are recommended.



Whole school training

In the **Spring Term**, your coach will work with you to deliver whole school training. This can be delivered in a half day session, or two 1.5 hour sessions. **It is recommended that you book a date in with your coach and school soon, to ensure a date is safeguarded for this.** There will be some template slides provided for you to populate to share information about your individual school context and your whole school change project.

Part 1: Attachment and Trauma

Aims: To develop an understanding of attachment, trauma and how children's learning and emotional wellbeing can be impacted by their relational experiences.

Part 2: Emotion Coaching and effective relational strategies

Aims: To develop a whole school understanding and shared approach of evidence based strategies for supporting children with attachment and trauma based needs.

Your second coaching session will focus on the aims of this training, and how to support learning from the training to be embedded and applied in whole school practice.

Evidence of Engagement in the Attachment Aware Schools Programme

Check list for DTs to keep track of evidence required during the Attachment Aware Schools Programme. This evidence qualifies your school for the Attachment Aware Schools Award.

Evidence of Engagement number	Type of Evidence	Attached Yes/No
	AUTUMN	
1.	Completion of Pre Programme Attachment Survey	
2.	AfC Virtual School Attachment Aware Schools Launch event – Attendance Certificate	
3.	Attachment Audit completed with school SLT	
4.	Autumn Term 1 Designated Teacher’s Forum Attendance Certificate	
5.	Coaching Session 1 forms completed. Focus Audit findings; identification of School Based Research and Development project.	
6.	Autumn Term 2 Designated Teacher’s Forum Attendance Certificate	
7.	Attachment Research and Development School Based Project Action Plan. (Further documentation or evidence can be included if desired).	
	SPRING	
8.	DT School based Attachment and Trauma Informed Training evidence e.g. Slides, Feedback, Resources	
9.	Spring 1 Designated Teacher’s Forum Attendance Certificate	
10.	Coaching (2) forms completed. Focus update and support on Whole School Training and progress of School Based Attachment Research and Development Project.	
11.	Spring 2 Designated Teacher’s Forum Attendance Certificate	
	SUMMER	
12.	Summer 1 Designated Teacher’s Forum Attendance Certificate	
13.	Completion of Post Programme Attachment Survey	
14.	Coaching (3) Forms completed. Focus: Repeat of Attachment Survey discussed to identify impact. What has been learned? Leaving a legacy.	
15.	Summer 2 Designated Teacher’s Forum Attendance Certificate	
16.	Attachment Aware Schools Learning Log with a minimum of 6 entries	
17.	NAVSH Quality Standards Framework	
18.	Attachment Aware Evaluation Form	

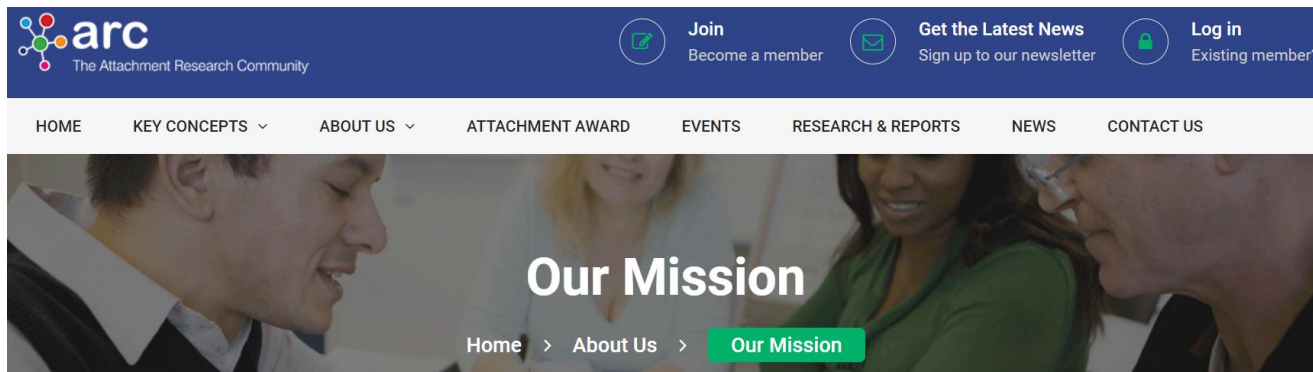
The Attachment Research Community (ARC)

As part of joining the Attachment Aware Schools Award Programme the Virtual School has funded your membership of The Attachment Research Community (ARC) ARC.

ARC supports schools and settings to develop best attachment and trauma aware practice. ARC is a charitable organisation set up in 2017 with a mission to support all schools to be attachment and trauma aware by 2025.

Click the link for research, networking, tools and training opportunities:

<https://the-arc.org.uk/>



End of Project Celebration Event

Please hold Tuesday 6th July 2021 in your calendars



We hope to be able to meet in person at the Lensbury, Teddington, to share our achievements and learn from each other

AfC Virtual College

- New Assistant Headteacher, Michael Guard
- Reduction of students not in education employment or training
- Increase in Apprenticeships
- Establishment of Executive Boards
- Creation of Learning Pathways for Success
- Training Post 16 providers
- Aiming for an Attachment Aware Community

A video by the Attachment Research Community (ARC), about the experiences of children with attachment difficulties in schools
<https://www.bathspa.ac.uk/schools/education/research/attachment-aware-schools/> (8mins)

Louise Bomber talks about the features of an attachment aware school
<https://www.mentallyhealthyschools.org.uk/resources/attachment-aware-schools> (6mins)

Links to useful videos about schools views on AAS programmes

Clare Langhorn, Special Education Assistant Headteacher
Importance of a Whole School Approach

https://www.youtube.com/watch?v=gpHQgPhC1OU&list=PLS_VOF2UN3BFIQ7hv1-qBDH2v0LCAWu7p&index=12

Felicia Wood, Secondary Headteacher

https://www.youtube.com/watch?v=EyR3AJE-6Ds&list=PLS_VOF2UN3BFIQ7hv1-qBDH2v0LCAWu7p&index=11

Keith Ford Primary Headteacher

https://www.youtube.com/watch?v=rBab-OiFxD0&list=PLS_VOF2UN3BFIQ7hv1-qBDH2v0LCAWu7p&index=8

Links to Resources

<https://www.bathspa.ac.uk/media/bathspaacuk/education-research/attachment-aware/Attachment-Aware-Pilot-Findings.pdf>

<https://www.bathspa.ac.uk/media/bathspaacuk/education-research/attachment-aware/Attachment-Aware-COMBINED-report-June-2016.pdf>

<https://www.bathspa.ac.uk/schools/education/research/attachment-aware-schools/resources-and-bibliography/>

<https://www.emotioncoachinguk.com/>

<https://www.nottinghamshire.gov.uk/fanotts/education/attachment-difficulties-and-school>

<https://www.bathspa.ac.uk/media/bathspaacuk/education-research/attachment-aware/Attachment-Aware-Evaluation-Stoke-virtual.pdf>



**Thank you for listening and your
participation**

Any Questions?



AfC Virtual School

