

Attachment and trauma aware education settings in Hampshire

It is a national recommendation that all education professionals become attachment and trauma aware. We have based our ATAS programme on the **national model for attachment-friendly schools**. As this model develops nationally, so does the evidence of impact and change on school systems, young people and staff. A significant element in the **statutory guidance for designated teachers and governing bodies** relates to the leadership of an attachment approach across the school. This programme is designed to enable your school to meet these recommendations.

We have developed the model for training over the past seven years based on feedback and ongoing impact evaluation. We now use the 'lead team' approach. This means each school identifies a lead team of a minimum of three and a maximum of five people who attend the core training days led by [KCA](#). The lead team will then take the role back in school to carry out the action research and case study and take the lead in disseminating the training across their settings with staff. The lead team is key to ensuring schools can quickly implement the training in individual cases and school policies. The team should consist of three to five staff members, including the designated teacher and a senior leader. Examples of other team members could include a member of support staff, a governor, a parental/pastoral support officer or a classroom teacher.

Throughout the programme, schools have access to online connected learning via KCA. This will allow all participants to leave feedback and download documents and practice tools. Schools can complete a further 30 online learning modules so staff can access support depending on their own identified areas for development. For example, all schools will receive training on attachment and trauma, but schools could also access modules not covered in the central training, such as self-harming behaviours or secondary trauma.

The ATAS directory captures the schools in Hampshire that have completed the **attachment and trauma-aware schools programme** with the Virtual School. These schools continue to develop their practice and work with the Virtual School to establish a county-wide approach. The Virtual School continues to offer CPD opportunities to the schools that are continuing their development with ATAS and that have provided an entry for the directory.

Below is a summary of the 3-day core training programme:

<p>Core day 1</p>	<p>Attachment, trauma and resilience in practice: Developing plans for effective evidence-based work with vulnerable children and young people</p> <p>This one-day training event requires participants to be able to work together in small groups, each of which takes responsibility during the day for applying the knowledge base around attachment, trauma, and resilience to developing a plan for work with a specific vulnerable child or young person. The designated teacher/attachment lead team can then use these plans to track the progress of this cohort of children across an agreed period.</p>	<p>Understand how relationships with adults affect children's brain development.</p> <ul style="list-style-type: none"> • The neuroscience of learning and development <ul style="list-style-type: none"> ○ connections in the brain develop in response to connections between people ○ humans are born needing to connect in order to survive ○ attachment relationships promote survival and build brains • Trauma: the impact of toxic stress on the brain and body <ul style="list-style-type: none"> ○ three phases of recovery from trauma ○ stabilisation: feeling safe/feeling emotionally supported/feeling understood ○ integration: self-regulating/processing feelings/producing accurate narrative ○ adaptation: social responsiveness/joy in living/self-esteem • Resilience: the network of adults around the child or young person <ul style="list-style-type: none"> ○ the ecology of human development: the importance of the adults in building and sustaining resilience ○ resilience coping and vulnerability: how adults make a difference to children and young people at every transition point <p>Develop skills in promoting healthy brain development.</p> <ul style="list-style-type: none"> • Developing plans for work with specific vulnerable children and young people <ul style="list-style-type: none"> ○ key indicators and timescales ○ attachment: meeting and greeting ○ trauma: settling to learn ○ resilience: good goodbyes.
<p>Core day 2</p>	<p>Emotion coaching: Using emotional co-regulation and guidance to enable children and young people to develop prosocial behaviour.</p>	<p>This day will enable delegates to understand how adult responses to the behaviour of children and young people have an impact on the brain development of the child, to recognise different styles of response, and to use the practical approach of 'emotion coaching' to address behaviour in the moment in a way that promotes positive brain development and pro-social behaviour.</p> <ul style="list-style-type: none"> • Understand key principles underlying emotion coaching <ul style="list-style-type: none"> ○ explain how the concept of emotion coaching emerged from research on parenting ○ describe how emotion coaching contributes to healthy brain development ○ outline the key steps in emotion coaching • understand emotion coaching in practice

		<ul style="list-style-type: none"> ○ explain how empathy and guidance can help children and young people manage their behaviour ○ outline how emotion coaching can be promoted
Core day 3	<p>Transitions and Vulnerability: Developing resilience throughout the network</p>	<p>This is a one-day workshop to explore the importance of relationships across the network in supporting children and young people to manage transitions and build resilience.</p> <ul style="list-style-type: none"> ● Understand how childhood trauma affects the ability to make successful transitions <ul style="list-style-type: none"> ○ Identify significant milestones that mark transitions in the lives of children and young people ○ Describe factors that lead to children and young people being vulnerable ○ Explain how the impact of traumatic experiences on children and young people can affect their responses to transition ● Understand promoting positive transition with vulnerable children and young people <ul style="list-style-type: none"> ○ Summarise how to support vulnerable and traumatised children and young people through significant life changes and challenges ○ Explain how working as part of a team promotes positive transitions for vulnerable and traumatised children and young people ○ Describe how young people can be helped to gain the skills, self-confidence and knowledge they need to prepare them for the transition to adult life
Support from Hampshire Virtual School will be available throughout this project along with continued access to the KCA Connected Learning online.		

Useful Links

<https://www.bathspa.ac.uk/projects/attachment-aware-schools/>

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

<http://navsh.org.uk/>

Directory of Hampshire ATAS Schools

Please note this input is provided by schools and not quality assured by the Hampshire Virtual School.

Name of school and start date	Named contact and email	Summary of work so far	Further support you may be able to offer schools currently on the ATAS programme
<p>Alderwood School</p> <p>2016/17</p>	<p>Seniors - Richard Scarborough r.scarborough@alderwood.hants.sch.uk</p> <p>Primary - Kath Sherrington k.sherrington@alderwood.hants.sch.uk</p>	<p>The school has several mental health first aiders and a lead on each site who are Attachment and Trauma trained. ELSA's have received training on supporting children with adverse childhood experience (ACE) and whole staff has had training on recognising impact at ACE's</p> <p>We have staff who are Emotional Literacy Support Assistants, Therapeutic Active listening assistants, Therapeutic Story Writing assistants as well as being a base for the Aldershot Mental Health Support Team.</p>	<p>We are very happy to discuss our journey with other schools.</p>
<p>Ashley Infant School</p> <p>2019</p>	<p>Sarah Dibben - s.dibben@ashley-inf.hants.sch.uk</p>	<p>We have implemented whole staff and governor training using ATAS learning alongside the THRIVE approach we are already using. Staff use their understanding of attachment and trauma to support their interactions with children and provision offered to support individual needs. Our Beehive nurture room is used to offer emotion coaching and 'thrive approach' activities that build relationships and meet the emotional needs of children. A variety of assessments are used to identify individual needs and a</p>	<ul style="list-style-type: none"> • Visits to the school to discuss ATAS/see THRIVE approach being implemented • Visits to a Forest School session • Information on our journey so far

		<p>programme of support. Individual transition meetings and TPA's are planned for vulnerable children. Forest school is used to support the wellbeing of groups of children.</p> <p>Our behaviour and relationships policies are underpinned by trauma informed practices. We have a whole school wellbeing working group who implement training to look after pupil and staff mental health and wellbeing.</p> <p>We are working on: - Working with parents to support their children using the Dan Hughes PACE approach & incorporating thrive/ATAS learning into our staff induction.</p>	
<p>Barncroft Primary School 2018/19</p>	<p>Claire Gissing - c.gissing@barncroftprimary.hants.sch.uk</p>	<p>The school have rolled out staged training across the setting including, twilight training for all support staff, staff meeting training for teaching staff, training of ELSA and the school counsellor on the impact of attachment on their work.</p> <p>The school have developed practice in relation to sharing school expertise with outside agencies – (Children’s Services, EP) - when talking about individual children.</p> <p>The narrative used across the school has developed to use terms ‘attachment’ and ‘trauma’ when discussing children’s presenting behaviours. We would describe this as embedded amongst adults</p>	<p>The school can offer the following:</p> <ul style="list-style-type: none"> • School visits • Sharing of resources and policies particularly Behaviour Policy and Positive Response Plans • Model and rationale of Learning to Learn Unit / Nurture group <p>Please contact the school to arrange.</p>

		<p>working in the school and as part of Positive Response Plans for children who sit outside of the school behaviour policy.</p> <p>The school are continuing to sustain the work through the following:</p> <ul style="list-style-type: none"> • run parental training next academic year (2019/20) as part of an ongoing parent support group • Awareness raising to Governors during yearly LAC report • Articles that may be of interest to staff around Attachment and Trauma are posted on the school internal bulletin board <p>Summary of work so far:</p> <ul style="list-style-type: none"> • CPD with PBS • CPD Delivered from The Key 	
<p>Bay House School</p> <p>2016/17</p>	<p>Deanne Coombs - dcoombs@gfmat.org</p> <p>Kim Pearson - kpearson@bayhouse.gfmt.org</p>	<p>Our work with those who have experienced trauma has evolved since we first did the training with the Virtual School. We now have a few people who have completed the Level 5 Trauma Practitioners course and are now qualified Trauma Informed Practitioners. One of our Trauma Informed Practitioners works exclusively with our Children in Care and the wider teams working around these pupils. We continue to share with the Virtual School our developments.</p>	<p>We can offer virtual communication with schools to share what we are doing and what we have learnt.</p>

<p>Bidbury Infant School</p> <p>2022</p>	<p>Caroline O'Halloran - c.ohalloran@bidbury-inf.hants.sch.uk</p>	<p>Audit to see where we are as a staff, staff questionnaire given out and results discussed, and feedback given. From this audit it was clear that staff understanding and confidence in this area was not strong, so this is where we went next.</p> <p>Training from the ATAS school team on the role of the adult, inclusive practice, emotion coaching, hand model of the brain.</p> <p>Training from PBS on attachment, trauma, positive handling, the power of language to promote positive behaviour approaches Training from Virtual schools on Children who are looked after or on the edge of care and best practice when engaging with these children.</p> <p>From this training we then looked at our behaviour policy and put trauma and attachment approach at the centre of this. Our behaviour policy was developed with the head teacher, ATAS team and shared with all staff. The Zones of regulation have also been put at the centre of our behaviour policy and Zones of regulation training has been shared by all staff when the Behaviour policy was launched.</p> <p>The next stage in our journey is to share our emotion coaching training with our families as we think that this could be a really powerful tool to support our children at home as well as school.</p>	<ul style="list-style-type: none"> • Happy to speak about our journey especially in regard to our Emotion Coaching approach and how it influenced our behaviour policy • We have also developed very good classroom supports for specific children's needs but also whole class approaches to behaviour which supports self-regulation and positive behaviours for learning
<p>Bishop Challoner Catholic School</p>	<p>Pippa Wingham - pippa.wingham@bcs.hants.sch.uk</p>	<p>Attended ATAS course. Developed staff training on ACES and Childhood Trauma. Work with SENDCO to deliver in school training on PACE.</p>	<p>We are happy to offer support on staff training on ACES or Childhood Trauma.</p>

2022			
Brading C E Primary School – IOW 2021	<p>Bev Gilbert - headteacher@bradingcepri.iow.sch.uk</p> <p>Clare Matson - clare.matson@bradingcepri.iow.sch.uk</p> <p>Allison Lerner - allison.lerner@bradingcepri.iow.sch.uk</p>	<p>Developed support across the whole school with support for trauma and attachment. Also developed a Healing school approach.</p>	<p>Please contact school for future information.</p>
Bushy Leaze Early Years Centre 2021	<p>Sarah Ameer-Beg - s.ameer-beg@bushyleaze.hants.sch.uk</p>	<p>Becoming a ATAS is a Key School Priorities on our centre development plan. We have disseminated the principles of attachment and trauma awareness through INSET from our EP. We have delivered a series of staff meetings following on from our theory training. We have trained an additional ELSA to support our existing. We are now revising how behaviour is responded to across the centre. We are attending additional training on Attachment and Trauma for our Designated Teacher. Our Family support team are using these principles with the parents that they work with. Our Designated Teacher and room leaders have joined meetings with</p>	<p>As a Maintained Nursery school with a family support service, we work with families and children 0-5 years. Our expertise are in Early Years, working with families and SEND children. As a SEN hub school we would be interested in working with other special schools on working with children with speech, language and communication difficulties</p>

		the virtual school, having discussions around specific children, recognising their Attachment and Trauma needs and exploring ways to support them.	to be able to express their emotion.
Castle Hill Primary School 2020/2021	Jane Hartley - jh@chjs.net Helen Cocker - hc@chjs.net Trish Lund - tl@chjs.net	The school have ensured all staff have been trained in attachment and trauma during Inset and continues to develop training and practice through regular staff meetings. Emotional check ins and follow ups are now present in each class twice a day. Meetings have been held with the governor who looks after PLAC/LAC to ensure they understand and support the initiatives in place. The school has been using the Thrive Approach alongside ATAS to ensure staff are confident identifying children with attachment and trauma needs, setting up key adults and safe spaces.	Please contact if you have any questions or wish to discuss anything further.
Cherbourg Primary School 2017/18	Tessa Morgan - tessa.morgan@cherbourg.org.uk	The school have delivered whole staff training using the train the trainer approach on the programme to enable staff to develop understanding of attachment and trauma needs. The school continued to work with Virtual School advisers into a second year which gave them support and ideas for staff training and enjoyed the opportunity to share ideas with likeminded colleagues at the network.	We can offer support visits to schools. Please contact the school for further information.
Federation of Liphook	Nicky Parrott -	Attachment and Trauma informed practice -	Happy to discuss how we have embedded emotion

<p>Infant School and Liphook C of E Junior School</p> <p>2017/18</p>	<p>n.parrott@liphook-inf.hants.sch.uk</p> <p>Michelle Freeland - m.freeland@liphook-inf.hants.sch.uk</p>	<p>work on embedding emotion coaching across the federation of 21 classes and ensuring that all staff use a relational approach with each child.</p>	<p>coaching as part of attachment and trauma informed practice in our federation.</p> <p>Please contact the school for further information.</p>
<p>Federation of Nettlestone and Newchurch Primary School Isle of Wight</p> <p>2021</p>	<p>Emma Kelly - emma.kelly@newchurchprimary.school.co.uk</p>	<ul style="list-style-type: none"> • Whole school inset on attachment and trauma with ALL staff • Further dissemination through staff meetings and TA meetings • Reviewed school behaviour policy and procedure • Introduction of bespoke zones of regulation • Regulation stations and cosy corners in classrooms • Therapeutic classroom principles deployed throughout the schools to create a calm working environment • Dedicated ELSA • Dedicated drawing and talking therapy 	<p>Discussions Visits to school Information on our journey</p>
<p>Federation of Trosnant Schools</p> <p>2016/17</p>	<p>Beki Hodgson - b.hodgson@trosnant.hants.sch.uk</p>	<p>The school has worked on the following to establish an attachment and trauma informed approach following the ATAS programme:</p> <ul style="list-style-type: none"> - Whole-school INSETS on attachment - Attachment informed approaches are part of the induction CPD for all new members of staff 	<p>The school can facilitate visits and discussion and are happy to support schools starting this journey. Please contact the school for further information</p>

		<ul style="list-style-type: none"> - Adopting emotion coaching throughout the school – with regular CPD opportunities to refresh and reflect - Adapting our behaviour plan to reflect our trauma informed practice - Reviewing our emotional wellbeing provision to ensure that it caters for the range of needs across the school - We are currently taking part in the ATAS Change course to refresh our practice and understanding 	
<p>Frogmore Community School</p> <p>2017/18</p>	<p>Rebecca Magee - r.magee@frogmorecollege.co.uk</p> <p>Cat Champion - c.champion@frogmorecollege.co.uk</p> <p>DT's Lindsey Pell and Charlotte Ryan - j.king@frogmore-inf.hants.sch.uk adminoffice@frogmore-jun.hants.sch.uk</p>	<p>We have led whole school training on attachment and trauma and continue with regular updates and training for new staff. We are implementing a restorative approach to behaviour for learning policy and have developed a peer mentors programme for identified students.</p>	<p>We could support others in looking at their behaviour policy or looking at implementing a restorative process.</p>
<p>Greenwood School</p> <p>2021</p>	<p>Fiona Leagas - f.leagas@greenwood.hants.sch.uk</p>	<p>I am continuing to do my work for ATAS. We have created a bespoke baseline assessment which focuses on attributes and brings in ATAS areas. This is completed on entry to us and every half term, or after intervention. The student does this throughout their time with us and the school completes it on</p>	<p>Please contact the school for further information.</p>

		entry. We often base our intervention goals on outcomes of this.	
Halterworth Primary School 2018/19	Debbie Mayo - D.Mayo@halterworth.uwinat.co.uk P.Thomas@halterworth.uwinat.co.uk	The school disseminated the ATAS training through staff INSETS using the train the trainer approach. As a result of their ATAS work, they have rewritten the school behaviour policy and had it ratified by the governors.	Please contact the school for further information.
Harestock Primary School 2019	Jo Clements - j.clements@harestock.hants.sch.uk	The school have done the following: <ul style="list-style-type: none"> • Whole school INSET on attachment • Adopting emotion coaching throughout school • LSA training on emotional support in school to increase provisions and expertise • Employing a trained a counsellor • Ensuring the new approaches become a core element of the school development plan and continuing the development of staff expertise to meet needs of children and regularly review emotion coaching and behaviour strategies • Whole staff INSET regarding attachment and trauma informed practice, the emotional brain and the power of emotions, the use of emotion coaching and restorative practice • Established co-regulation and de-escalation strategies / stabilisation and recovery opportunities 	The school can facilitate visits and discussions. Please contact the school for further information.

<p>Lakeside School</p> <p>2017/18</p>	<p>Jeremy Ord - j.ord@lakeside-school.co.uk</p>	<p>The school have worked on the following to establish an attachment aware and trauma informed approach following the ATAS programme:</p> <ul style="list-style-type: none"> • Attachment training rolled out to all staff • Attachment training is part of school induction programme for new staff • Staff are taught techniques to de-escalate situations of poor behaviour from pupils <p>The school are continuing their journey equipping staff to work with pupils to help them develop strategies to be able to overcome stressful situations.</p>	<p>Please contact the school for further information.</p>
<p>Lee on the Solent Infant and Nursery School</p> <p>2019</p>	<p>Margaret Johns - Mjohns@los-infants.co.uk</p> <p>Wendy McLeod - wmcleod@los-infants.co.uk</p>	<p>The school have:</p> <ul style="list-style-type: none"> • Trained staff to develop attachment aware and trauma informed practice across the school • Staff are trained in Makaton to level 8 • Embedded P4C in the school curriculum and culture • Focused work with individual children across the school and nursery • Counselling provided from a trained counsellor (outside agency) • MHST workshops for parents facilitated in the school's family hub • The school is part of the Gosport and Fareham Mental Health Forum • SMHL Training completed 	<p>N/A</p>

		<ul style="list-style-type: none"> • Designated Mental Health Lead in school 	
<p>Medina House School</p> <p>2019</p>	<p>Rachel Hayden - rhayden@medinahouse.iow.sch.uk</p>	<p>5 Trainers in school who completed the initial training in 2019; 3 have now left so new staff being trained via the Re-ignite programme.</p> <p>We consider ourselves a working ATAS school. Emotion Coaching and trauma informed responses are central to our approach when supporting behaviour (included in Behaviour Policy and all training for staff).</p> <p>Attachment awareness and Emotion Coaching offered to all staff, with refreshers offered each year. Training also offered to parents.</p> <p>Training also offered to mainstream schools via the Specialist Outreach Service based at our school.</p>	<p>Training, practical support via visits to our school, evidence of incorporating emotion coaching and trauma informed approaches into behaviour support plans.</p> <p>Ways of supporting pupils to meet their emotional needs when they are not able to talk and have limited understanding and communication (we are a school for children with complex needs) e.g. Zones of Regulation, sensory integration.</p>
<p>Marnel Infant School</p> <p>2018/19</p>	<p>Katie Sayer – Inclusion Manager k.sayer@marnel-inf.hants.sch.uk</p> <p>Andy Bezant – Home School Link Manager a.bezant@marnel-inf.hants.sch.uk</p> <p>DT - Nicola Langdon n.langdon@marnel-inf.hants.sch.uk</p>	<p>The school have worked on the following to establish an attachment aware and trauma informed approach following the ATAS programme:</p> <ul style="list-style-type: none"> • Whole staff INSET training • Using emotion coaching throughout the school to support pupils • Ensuring the ATAS programme synthesizes with the whole school Thrive approach and the full time Forest School Provision • This triangulation is also being fed into the whole school improvement plan 	<p>The school are able to offer:</p> <ul style="list-style-type: none"> • Visits to school to see whole school Thrive approach • Information about Forest School and how we use this to support vulnerable pupils

		<ul style="list-style-type: none"> • The school feel there is Increased awareness of the impact of trauma throughout whole staff • Collaborative working with local MLD school <p>The school have established a peer group to support vulnerable families with the transition into school.</p> <p>The school will continue to sustain this work through:</p> <ul style="list-style-type: none"> • Continuing to develop the links between Attachment and Trauma Awareness, Thrive and Forest Schools • Delivering more training with a particular focus on the window of tolerance and seeing behaviour as connection seeking rather than attention seeking • This may feed into changing our behaviour policy in the future 	<ul style="list-style-type: none"> • Discussion on their journey so far with ATAS
<p>Mill Rythe Infant School</p> <p>2019</p>	<p>Lucy Ford - l.ford@millrythe-inf.hants.sch.uk</p>	<p>Relationship policy based on restorative conversations, implementation of PACE across all parts of school.</p>	<p>Visits welcome.</p>

Name of school and start date	Named contact and email	Summary of work so far	Further support you may be able to offer schools currently on the ATAS programme
Pennington CofE Junior School 2021	Martin Richards - m.richards@pennington-jun.hants.sch.uk	<ul style="list-style-type: none"> • Trained two members of staff as Thrive Licensed Practitioners and rolling the Thrive Approach out through the school, using Thrive assessments and plans with class cohorts and individuals • Whole school training and ongoing development on ATAS, ACEs, informing our whole approach to wellbeing. 	Happy to talk about our work and development.
Priestlands School 2016/17	DT Kerrie McAdam - kerrie.mcadam@priestlands.hants.sch.uk Deputy Head: Rob Kelly - staff.kelly@priestlands.hants.sch.uk	The school have worked with the whole staff through INSETS to develop attachment aware and trauma informed practice across the school. The focus on emotion coaching was supported with the creation of a credit card sized resource to remind staff of the 3 steps and the hand model of the brain. The school hosted a webinar with Judy Seeba (Rees Centre) on their ATAS journey so far.	The school are happy to facilitate meetings, discussions and share resources. Please contact the school for further information.
Purbrook Junior School 2017/18	Rebecca Corrigan - r.corrigan@purbrook-jun.hants.sch.uk Rob Turner - r.turner@purbrook-jun.hants.sch.uk	The school have worked on the following to establish an attachment aware and trauma informed approach following the ATAS programme; <ul style="list-style-type: none"> • Staff INSET training on attachment and Trauma awareness • Reflecting on and changing the school behaviour policy 	The school can share the information that was delivered to staff on our INSET day. Please contact the school for further information.

		The school are continuing to develop and sustain the work through changing and adapting their curriculum with a greater awareness of mental health and emotions.	
Ringwood CE Infant School 2018/19	Hilary Silk - h.silk@ringwood-inf.hants.sch.uk	The school used the materials from the programme utilising the train the trainer approach to deliver whole staff INSET. We have also reviewed and developed the school behaviour policy taking into consideration attachment and trauma informed approach.	The school can offer discussions around work with children with attachment issues and share the approaches they have used. Please contact the school for further information.
Romsey Abbey Primary School 2021	Hayley Coughlin - h.coughlin@romseyabbey.hants.sch.uk Julie Symonds J.Symonds@romseyabbey.hants.sch.uk Jemma Jones Jemma.jones@romseyabbey.hants.sch.uk	Summary of work so far: <ul style="list-style-type: none"> • Staff survey completed • Whole school focus on the use of emotion coaching to ensure deep empathy and high expectations • Whole school assemblies / Mindful Mondays • Clear restorative conversations with pupils supported to make a positive change • Focus on goals and challenges across the school • Breaking down goals and supporting the children to experience and tolerate challenge • Increasing independence of pupils supporting regulation skills beginning with co regulation moving to self regulation 	Please contact the school for further information.

<p>Shakespeare Junior School</p> <p>2017/18</p>	<p>Hilary Powell - hpowell@shakespearejun.hants.sch.uk</p> <p>02380 618905</p>	<p>The school focused mainly on staff training and meetings so that adults in school have a better awareness and understanding of the effects of attachment difficulties and trauma.</p> <p>The school have reflected on and developed a new behaviour policy with a focus on meeting needs of pupils. There are plans to embed this and ensure all new staff members have the appropriate induction.</p>	<p>The school can facilitate visits and discussion with staff about the training and the development of the new behaviour policy. Please contact the school for further information.</p>
<p>St Alban's Church of England Primary School</p> <p>2019</p>	<p>E Meades - e.meades@st-albans.hants.sch.uk</p>	<p>The school have an 'Attachment Register' in place. We have delivered an INSET day on Attachment Training and led a twilight session on '5 to Thrive' online training; delivered to all staff.</p> <p>In addition, we have had an INSET day on 'Restorative Justice' delivered through the diocese.</p> <p>We feel there has been a shift to staff embedding restorative conversations and recording these on CPOMS and moving away from more traditional sanctions.</p> <p>The School Improvement Plan includes a focus on attachment training.</p> <p>New staff have received training on attachment as well as additional support in managing pupils with attachment disorder who they work more closely with.</p> <p>Lunchtime supervisors have also undertaken attachment awareness training.</p>	<p>We would recommend Richard Wharton from diocese delivering Restorative Justice training.</p>

<p>St Mark's CE Primary School</p> <p>2019/2020</p>	<p>Nikki Ford - n.ford@st-markscofe.hants.sch.uk</p>	<p>Over the past four years the school has continued to develop a whole-school ethos and an attachment and trauma informed approach. The designated teacher is a trained attachment lead (Trained through Touch Base - Louise Bomber 2020-2021). In 2018 the school adapted their behaviour policy so that it's focus on relationships. The school uses Zones of Regulation as a whole school approach to support children in understanding their responses to external stimuli.</p>	<p>The school can facilitate visits to see and discuss their practice. Please contact the school for further information.</p>
<p>St Martin's CE Primary School</p> <p>2018/19</p>	<p>Katy Bartlett - k.bartlett@st-martins.hants.sch.uk</p>	<p>The school have worked on the following to establish an attachment aware and trauma informed approach following the ATAS programme;</p> <ul style="list-style-type: none"> • Whole staff training on attachment and trauma • Specific focussed work with individual children and parents • Development of whole school ethos focussed on inclusion for all • Development of whole school vision and values focussed on inclusion for all 	<p>The school are happy to host school visits and facilitate discussions. Please contact the school direct to arrange.</p>
<p>Waterside Primary School</p> <p>2017/18</p>	<p>Lesley Ralls-Baird - l.baird@waterside.hants.sch.uk</p>	<p>We started with the neuroscience and referred to this often to make sure of a clear understanding. We then looked at all our vulnerable groups and how attachment/trauma/ACEs may be impacting on their lives. We continue to move forward with this practice through revisiting and researching.</p>	<p>Support in developing the understanding of the neuroscience. How the use of language is important. Support to encourage all members of staff to engage.</p>

Appendix

Name of schools currently on ATAS Programme			
All Saints Junior School	Colden Common Primary School	Prospect School	Wroxall Primary School
Alverstoke Junior School	Crofton Hammond Infant School	Ranvilles Infant School	
Bembridge Primary	Crofton School	Romsey Primary School	
Bordon Infant School	Denmead Infant School	St Marks CE Primary School	
Botley CE Primary School	Fairfield Infant School	St Mary's/St Thomas	
Broadlea Primary/Holy Cross	Fareham Academy	Talavera Infant School	
Brookfield School	Frogmore Infant School	The Austen Academy	
Bursledon Federation	Greatham Primary School	The Island Free School	
Calmore Infant School	Hawley Primary School	Toynbee School	
Calmore Junior School	Hollywater School	Wavell School	
Calthorpe Park School	Moorlands Primary School	Wildern School	
Cams Hill School	Newport CE Primary School	Winklebury Inf and Jun School	
Christ the King College	Otterbourne CE Primary School	Winnall Primary School	