

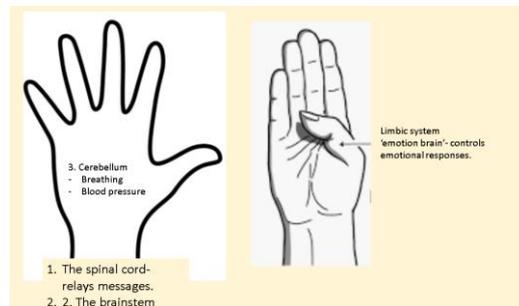
Case Study

Setting Name	Bishop Challoner Catholic School	
Lead name and email address	Pippa Wingham, pippa.wingham@bcs.hants.sch.uk	
Audit Focus Area	All staff (teaching, non-teaching, office etc.) recognise a collective and individual responsibility in promoting the inclusion, attainment and wellbeing of all CYP, and this is evident in the language that is used within conversations and interactions	
Title of Research Project	Developing a group of staff trained in attachment and emotion coaching.	
Action Research Question	How can an understanding of Attachment and Emotion Coaching be shared amongst the wider staff and what impacts might it have on staff well-being and student outcomes.	
Brief description of your action research project	A three-session training package was designed. The first sessions were used to train 11 staff members (teachers/ LSA's/ Support Staff) on Attachment theory. The second session trained staff on Emotion Coaching using Gilbert, Gus and Rose. The final session was a case study feedback session where staff shared what they had learned when applying the Emotion coaching principles.	
Share one aspect of the project in more detail		
Person/situation background	11 Staff were chosen for the first wave of training. The training programme was called STAR training- Staff Trained in Attachment Research. They attended three training sessions over the period of a term.	
What happened?	Initially the staff rated their confidence level on both attachment and emotion coaching. The initial results are shown below.	
	Understanding of Attachment 0-10	Understanding of Emotion Coaching 0-10
Staff 1	6	5
Staff 2	3	3
Staff 3	4	2
Staff 4	3	2
Staff 5	3	2

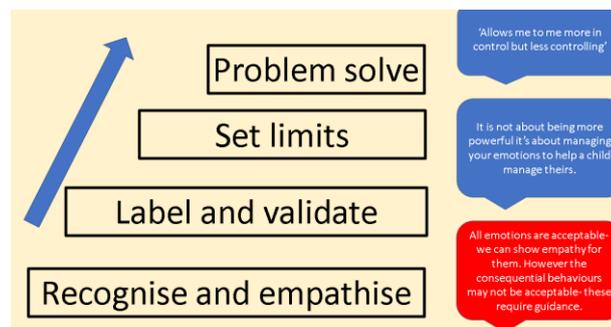


Staff 6	6	3
Staff 7	4	5
Staff 8	5	5
Staff 9	3	4
Staff 10	5	2
Staff 11	4	3

Staff then attended the training sessions. The first session related to the teenage brain and attachment and finished with us thinking about ACE's.



The second session focused on Emotion coaching and steps.



At the end of the second session staff were asked to complete a case study sheet to evidence impact when they implemented emotion coaching with a student. Then staff were asked to rate their confidence level again – results below.

	Understanding of Attachment 0-10	After training	Understanding of Emotion Coaching 0-10	After Training
Staff 1	6	8	5	8
Staff 2	3	8	3	7
Staff 3	4	6	2	6



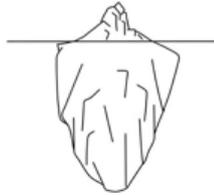
	Staff 4	3	8	2	8
	Staff 5	3	6	2	7
	Staff 6	6	8	3	8
	Staff 7	4	7	5	7
	Staff 8	5	8	5	8
	Staff 9	3	7	4	6
	Staff 10	5	8	2	7
	Staff 11	4	7	3	7
What has changed/developed?	<p>There have been a number of positive developments. The first thing to share was the importance of setting the scene for this training. Resources were printed, each delegate had a folder pack, they also received a small bronze star pin badge for their lanyard to show that they were part of the STAR training programme- this is also a good reminder and talking point if external visitors come into school and talk to staff about provisions. Tea and biscuits were provided to help make sure that staff started the sessions relaxed and regulated themselves. Each session started with a check in using strategies used at supervision.</p> <p>Staff really valued the training. They enjoyed learning the content and exploring new thinking. They were engaged and inspired by the link between the brain, trauma and behaviour. Several asked to borrow the books which I had used including Emotion Coaching with Young People in Schools Gilbert, Gus and Rose and The Kindness Principle Dave Whittaker.</p> <p>Staff left the sessions feeling more confident as shown in their outcome scores. In addition, there were a number of positive qualitative comments made suggesting that what they had learned had helped them think about young people with challenging behaviour differently.</p>				



Name:

Context:

Escalation:



What did you observe? What did you think might be going on for the young person?

How might you have responded in their situation?
Can you think of a time when you have felt similar?



How did you label and validate their emotions?



How did you approach setting limits- did you avoid the 'but' and temptation to control.

Problem solving: What did this look like?



Reflections? How did you feel about this process?



The case study feedback evidenced how skilled our staff had become. Many staff were already willing and open to the principles and therefore were able to adapt and adjust accordingly. However, staff identified that taking the time to work alongside a child to problem solve potentially took less time in the long run as behaviour improved. Staff fed back that they felt upskilled and calmer when managing potential conflict situations. The case study feedback helped reflect changes in the young person and how they went from highly agitated to calmer and able to respond. A significant outcome was for staff to think about leaving time between an incident and a resolution to get the best result.



Case Study A:

A Head of Department had to step in and support a dysregulated student. The student did not feel that they were getting the information they wanted from their regular class teacher and so had stormed out of the lesson. The HoD talked positively with the student and allowed them the space to respectfully express what concerns they had. The situation improved and the student returned to lesson. The student felt listened to and able to return to class. The HoD felt that by not passing judgement on behaviour they were able to work together to resolve the situation and come up with a joint plan.

Case Study B:

A dysregulated child, potential ADHD. The child had experienced a number of cover lessons and was dysregulated and agitated. The teacher gave the student space and time to regulate, and they went on a walk around the playground. The teacher listened as the student talked and reflected with 'I am hearing..' The teacher chose not to say what the student had done wrong or accuse them. Limits were set through mutual respect. The teacher felt that this helped the student in the moment, but it did not have a long-term impact. We discussed this as a group and concluded that this is a relational approach and for some students may take time to build on. Results through relationships take longer but are more sustainable and more helpful to the child when they reach adulthood so we have to accept that it may take longer. The challenge is train and remind staff to implement emotion coaching so it becomes the everyday approach to behaviour. We also discussed that emotion coaching does not mean that there won't be sanctions. It just means that the discussion will happen when both parties are calm and will involve problem solving to decide on how to move forward. Sanctions can be agreed and do not have to always involve a detention, they can involve a positive report for three lessons, an apology etc. The end result we are looking for is good behaviour, regulated children and adults and the ability to learn.



Case Study C: A student was removed from a group in the library for making an unkind comment this led to him becoming very sad. The LSA did not talk to the student about the comment but chose to give the child time to say what had happened. He felt he had been misunderstood and felt agitated and embarrassed, he also felt worried about the next lesson where he would see the teacher again. The LSA acted as a go between and fed back what the student had said and how he was feeling. The LSA reflected that it was useful to validate his feelings, this helped him to move to the next lesson feeling heard and regulated rather than heightened. The LSA also felt that he built trust in her and would feel he had an advocate in the future.

Case Study D

A student who often demonstrated challenging behaviour arrived heightened. The LSA noticed he was not following any instructions, and this led to him shutting down and not working and he started to cry. The LSA reflected that she had initially raised her voice at him and in hindsight wished she hadn't raised her voice. However, she went on to try to understand why he was restless. She did some wondering with him to help her to understand. The LSA used a gentle tone when speaking to the child and apologised for her quick reaction. The LSA reflected that she needs to check in and validate with the children before 'wading in'. As a group we reflected that teaching and being in front of students daily is stressful and we do not always use the right strategy. It is impressive to hear LSA's use language like 'Wondering' etc as this is often language, we hear at DT level but previously it hasn't always been filtered down as a technique.

Overall reading the case studies where staff felt good that children had been heard, validated and as though trust has been built was really rewarding. As a Senior teacher you want staff to feel that they are making a difference and not fire fighting or in battle. A happier staff leads to staff retention which in turn is good for children. As a community it is important that children feel heard and seen as well as supported. The sessions and case study



	<p>reflection session really helped teachers come together and share experiences and even when they reflected that they responded 'badly' we were able to think about why and how teachers/ LSA's can respond differently and the importance of making sure that we too are regulated. For a healthy staff body, it is important that staff know they are supported. The students although not directly questioned clearly felt more listened too and able to return to class.</p> <p>With the release of the White Paper and importance of sense of belonging. A relational approach will help children feel seen and heard and deepen the sense of belonging they already have in the school community. Attendance is already very good for all the children on the case study – it would be good to choose students next time to work on to see if it impacts attendance.</p>
<p>What impact has this had on the individual/the setting?</p>	<p>The LLP visit showed that those staff who attended thought the course had benefitted from them. A teacher from a different setting enjoyed the course and when we do the second wave we will once again offer it to local Basingstoke Schools. The second wave will be a repeat of the bronze award and this will mean that by the end of the year we will have over 25 staff members trained on the Bronze STAR. I am not sure yet about 2026/2027 but am hoping that I can find a colleague to deliver the bronze award whilst I look to create a silver programme which I plan to be more of a research project where staff who have completed bronze decide on their own project and have time to implement it. I was going to use the ARC website so that staff can see the range of opportunities- for example I read a project where a staff member used a games club and think this would work well for the LSA's who often run clubs at lunch and so they could do the club and research project at the same time. I would also like to explore the behaviour policy to look to include the relational approaches we take in school as I feel that what happens in school is not always conveyed through policies and know that in school excellent approaches to behaviour are often implemented and should be celebrated in the policy. It would be nice to work with some of those from the bronze wave to review this policy.</p>



<p>What has been learned for the whole setting community?</p>	<p>Training on Attachment has become part of the induction process for new teaching and support staff.</p> <p>Staff enjoy the opportunity to learn about attachment and trauma</p> <p>Senior team have learned that it is important to filter down the knowledge and training that we receive in our roles.</p> <p>Children have learned that staff take a caring approach to improving the learning environment.</p> <p>Being trauma informed benefits the whole school community.</p>
<p>What is essential for other settings to know from this case study?</p>	<p>Frame the training professionally. Create a nice space for the training, the opportunity for staff to have something to drink and eat after a busy day and the opportunity to check in before the training. Understand that many staff do not have an understanding of trauma and how a brain can be affected.</p>