

ARC Annual Conference 2022

Tuesday 22nd November

Attachment and Trauma Awareness -
teaching, learning and emotional wellbeing in schools

Welcome back - to our first hybrid conference



Kriss Akabusi



Dr Stephen Porges



Dr Tom Brunzell



Steven Baker



Mick Simpson



Sponsored by:

The 2022 Annual Conference is a full CPD accredited event, showcasing best practice, examples of leadership skills and whole school approaches that will motivate, inspire and support teaching teams on their Attachment and Trauma Journeys.

“The on-demand resources provided by ARC were extremely valuable as a Senior Leader within a MAT to support schools in their attachment and trauma-informed journeys. The Keynote and other materials were shared and explored and acted as fulcrum for strategic development at Leadership Group level over several weeks. This proved incredibly impactful in our work in this important area of school improvement.”

Nicholas Mort - *The Futures Trust*

Your Virtual Conference ticket will include a 30 Day on Demand access, with over 18 hours of content and resources, that can be utilised within senior leadership and staff training sessions in your school or setting.

“The on-demand resources from ARC following the Annual Conference were shared at Leadership Group in our school.

We examined the Keynote from Paul Dix, author of ‘When the adults change’.

This was thought provoking and challenged the all leadership levels in our school to think differently about not only the most vulnerable students in our context, but also about how we treated all children in our care. The materials provided by ARC were a significant factor in shaping our thoughts about relationships policies and restorative practice.”

Headteacher - *President Kennedy School, The Futures Trust*



Welcome

We are delighted to be hosting our first hybrid model annual conference, and welcome our live and virtual delegates to this year's event.

The high-quality line-up of speakers we have committed to this year's annual conference, once again emphasises our commitment to develop a wider knowledge and understanding across the education and social care system.

Our Annual Conference on demand resources presents a great potential for delegates to help Senior Leadership teams to plan a wider staff development programme to enhance the work across their setting over the coming months. With these uncertain times, we need to work collectively to listen and support not only our young people but fellow colleagues. It is important for us to focus on current developments and learn from past challenges, particularly in building new working relationships and continuing to create professional pathways that support our young people and colleagues.

At ARC, we understand the vital roles that our members, as an educational community, play in the futures of our young people. Our newly extended membership offer endeavours to support and enable personal and professional development, as well as align each school with Ofsted requirements and to support the extended role of the Virtual School Head Teacher.

On behalf of the ARC trustees I hope you have an enjoyable and thought-provoking day.

A.R. Wright

Andy Wright - *ARC Chair*





Knowledge Change Action Ltd
David Robinson
david.robinson@kca.training
www.kca.training

KCA (previously known as Kate Cairns Associates) was established in 2011 to bring together the work of Kate Cairns and a group of experienced practitioners and trainers across the UK. We are now registered as Knowledge Change Action Ltd, and as of October 2021 we have become an Employee Owned Trust. As an employee-owned organisation KCA aspires to be a beacon to those who want to lead sustainable organisations, rooted in their local communities, where employees are active decision makers shaping their future together.

Our small, experienced team, managed from our Head Office in Gloucestershire, has an excellent track record in running effective training programmes, rooted in the science-based theory of attachment, trauma and resilience, that are responsive to the changing needs and priorities of our Commissioners.

At KCA, relationships are key to everything we do – whether that is the relationships between our colleagues that ensure that we feel supported, enthused and committed to our work, the relationships with our commissioners that allow us to understand and respond effectively to their needs, or supporting practitioners, through our training and consultancy, to develop effective connected relationships with the children, families and teams with whom they work.

Since 2011 we have delivered training to over 140,000 practitioners across the UK, to promote resilience in the individuals and networks supporting the most vulnerable people in our society.

Our quality assurance processes are robust, and we take feedback and evaluation seriously, promoting our own learning and working with our associates to develop their skills. We work with commissioners to build-in effective evaluation systems that enable us to demonstrate impact on learning, confidence and practice and we seek structured feedback from our consultancy customers as each contract is completed.



AC Education
Karen Beach
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AC Education has provided training to educators, foster carers and social workers for over 15 years. With relationships at the heart of all we do, our training highlights the importance of trauma informed and relational practices.

We work with Virtual Schools across the UK providing a range of bespoke webinars and face-to-face training as well as CPD Certified online courses. We also provide Whole School Attachment and Trauma Training, Reducing Exclusions Training and bespoke diplomas for those working with looked after and vulnerable children and young people. We work together with schools to increase teachers' awareness of attachment, trauma and relational approaches to develop strategies to better address young people's needs.

Research shows this will result in better behaviour and reduced exclusions as well as improved academic attainment and increased attendance.

AC Education also offer monthly webinars for all school staff with subjects including 'Relational Practice and the Importance of Language' and 'Excluded to Included – strategies to support pupils at risk of exclusion'. Details of these can be found on our twitter page @ACEducationUK.

For news and updates please visit
<https://www.ac-education.co.uk/news/>



ARC Annual Conference 2022 Programme

8.00am	Arrival & Refreshments
09.00am	Conference Welcome
09.05am	Julie Bunn, NAVSH Chair
09.15am	Sir John Timpson CBE
09.20am	Alex Timpson ARC Attachment Awards Early Years, Primary & Secondary
09.40am	Kriss Akabusi Keynote & Q&A
10.45am	BREAK
11.00am	Steven Baker & Mick Simpson Keynote & Q&A
12 noon	Alex Timpson ARC Attachment Awards Post 16, Special & PRU & Collaborative
12.15pm	LUNCH
1.00pm	Workshop Session 1
2.00pm	Workshop Session 2 & Dr Tom Brunzell Keynote & Q&A
2.55pm	BREAK
3.10pm	Dr Stephen Porges Keynote & Q&A
4.10pm	BREAK
4.25pm	Panel Discussion
5.30pm	Conference Close

Keynote Speakers



Photo credit:
Paul Anthony Wilson Photography

Kriss Akabusi

Kriss Akabusi MBE is an Olympian, media personality, motivational speaker and businessman.

Kriss rose to fame on the athletics track, having begun his international athletics career in 1983 as a member of the 4 x 400 metre relay squad. He will always be remembered for helping Great Britain clinch gold from the mighty Americans at the 1991 World Championships in Tokyo. Having amassed three Olympic medals, as well as World, European and Commonwealth titles, Kriss was bestowed with an even greater honour in 1992: an MBE awarded by her Majesty the Queen in recognition of his services to the country through athletics.

Kriss is also a qualified life coach, having earned his Masters in existential coaching.



Dr Stephen Porges

Dr Stephen Porges is a distinguished scientist at the Kinsey Institute at Indiana University Bloomington and research professor in the Department of Psychiatry at the University of North Carolina at Chapel Hill.

He is a pioneer in developmental psychophysiology and his ground-breaking book, *The Polyvagal Theory: Neurophysiological foundations of emotions, attachment, communication, and self-regulation* has been instrumental in transforming our understanding of trauma.

This keynote will discuss how features of intergenerational trauma can be explained through the lens of the Polyvagal Theory. The theory helps explain the transgenerational features in our environment, often shaped by family and cultural institutions, that personalise and redefine the cues that trigger states of safety and threat across generations.



Dr Tom Brunzell

Dr Tom Brunzell (MST, EdM, PhD) has experience as a teacher, school leader, researcher and education advisor.

Currently he is the Director of Education at Berry Street and Honorary Fellow at the University of Melbourne Graduate School of Education. Tom presents internationally on topics of transforming school culture, student engagement, trauma-informed practice, wellbeing and positive psychology, and effective school leadership. His research at the University of Melbourne investigates trauma-informed strengths-based classroom strategies; and both the negative impacts of secondary traumatic stress and the positive impacts of wellbeing on teachers and leaders working towards educational equity in their communities. His book: *Creating Trauma-informed Strengths Based Classrooms*, co-authored with Dr Jacolyn Norrish, is available through Jessica Kingsley Publishers, UK, and booksellers world-wide.



Steven Baker

Steven Baker FCCT is the Executive Headteacher of two outstanding schools in Merseyside that cater for children aged five to 16 with social, emotional and mental health (SEMH) difficulties.

The schools are both currently rated as outstanding in all areas and have won a range of national awards for their compassionate, collaborative approach; in 2018 the Department for Education cited the primary school as an example of best practice in mental health due to its focus on supporting pupil and staff wellbeing. Steven has held a range of leadership roles, is a former Ofsted inspector and regularly delivers national keynotes.

Alongside Mick Simpson, he co-wrote an online behaviour management course which had almost 10,000 subscribers from 165 countries.



Mick Simpson

Mick Simpson has been a teacher for over 30 years and has spent his entire career serving schools in challenging circumstances.

A Pearson Award-winning teacher of science, he has undertaken most middle and senior leadership roles that can be imagined. He has recently taken post in his third headship and is implementing his sanction-free approach in his new setting.

Mick has trained thousands of professionals, from teachers to members of the emergency services, in non-confrontational behaviour management theory and techniques and is a regular speaker at events and conferences.



Workshop Session 1

Fairfield Infant & Nursery



Location: Diamond Room

Workshop: 2021 Alex Timpson ARC Attachment Award - Early Years

Presenter: Sarah Humpleby & Sarah Hewitt
sarah.humpleby@fairfield-inf.derbyshire.sch.uk

A workshop presenting the schools successful implementation of attachment and trauma aware practices and the positive impacts it had upon the students and staff.

Whitefield Primary



Location: Opal Room

Workshop: 2021 Alex Timpson ARC Attachment Award - Primary

Presenter: Jill Wright
jwright@whitefieldprimarieschool.co.uk

A workshop presenting the schools successful implementation of attachment and trauma aware practices and the positive impacts it had upon the students and staff.

The Rees Centre



Location: Emerald Room

Workshop: 2021 Alex Timpson ARC Attachment Award - Primary

Presenter: Helen Trivedi
helen.trivedi@education.ox.ac.uk

A workshop explaining the latest research findings and updates from the Rees Centre and partner organisations.

Adoption UK



Location: Sapphire Room

Presenter: Rebecca Brooks

Adoption UK's education policy adviser Rebecca Brooks, author of "The Trauma and Attachment-Aware Classroom", designed to help teachers improve the life-chances of those children who have had the worst possible start in life. The Trauma and Attachment-Aware Classroom provides the reader with a grounding in trauma, and its effects, before going on to provide practical, easy-to-follow strategies and tips for teachers to implement in the classroom for the benefit of the whole class.

Rebecca, a former secondary school teacher who now home-educates her adopted children, describes her book as the one "I wish I had had when I was teaching in school".

Challenging Education



Location: Main Stage

Erasing the 'poor dab' label

Presenter: Louise Blackburn
Louise@challengingeducation.co.uk

During the workshop, Louise will encourage you to explore what can happen when staff in school have heard a little of the difficult back story about one of the learners in their class. We will consider the possible consequences of the 'poor dab' label and then discuss ways in which this can be challenged in a positive way so that a learner can reach their full potential in school.

Louise is a passionate advocate for disadvantaged youngsters and works alongside schools across England and Wales to challenge the status quo, challenge the systems that put ceilings on learners reaching their full potential and challenge schools to consider all their actions through the eyes of the most disadvantaged youngster. She aspires for every member of staff in every school to be the pointy-elbowed parent for those learners who need it most. Louise's philosophy is underpinned by equity.

Workshop available online only

Church of England Schools - Becoming a Trauma Informed Network



Emily Norman - Head of Curriculum and Inclusion, Church of England Foundation for Educational Leadership -

emily.norman@churchofengland.org

John Spencer - Head Teacher & Designated Safeguarding Lead, Tadpole Farm CE Primary Academy -

john.spencer@tadpolefarmcepa.co.uk

Workshop Session 2

Spen Valley High



Location: Diamond Room

Workshop: 2021 Alex Timpson ARC Attachment Award - Secondary

Presenter: Hayley Clacy
hclacy@spenvalleyhighschool.co.uk

A workshop presenting the schools successful implementation of attachment and trauma aware practices and the positive impacts it had upon the students and staff.

Woodfield School



Location: Opal Room

Workshop: 2021 Alex Timpson ARC Attachment Award - Special & PRU

Presenter: Emma Digby
edigby@woodfield.surrey.sch.uk

A workshop presenting the schools successful implementation of attachment and trauma aware practices and the positive impacts it had upon the students and staff.

Dudley Primary Project



Location: Emerald Room

Workshop: 2021 Alex Timpson ARC Attachment Award - Collaborative

Presenter: Nina Male, Lindsay Mason and Hannah Scott
nina.male@dudley.gov.uk

A workshop presenting the schools successful implementation of attachment and trauma aware practices and the positive impacts it had upon the students and staff.

Kay-Flowers Consultancy



Location: Sapphire Room

Workshop: Supporting Young People Experiencing Parental Separation and Divorce

Presenter: Sue Kay-Flowers
enquiries@kayflowersconsultancy.co.uk

The Kay-Flowers Consultancy has been set up to promote the use of a school/youth setting pack written by Gez Kay-Flowers, who has recently retired from teaching after a 35 year career as a classroom teacher, pastoral and safeguarding lead, Deputy Headteacher and Head of School.

He has developed a pack of resources based upon the book written by his wife, Dr Susan Kay-Flowers, entitled 'Childhood Experiences of Parental Separation', published by Policy Press, 2019. The book is an innovative piece of research, which captures the unfiltered voices of young people as they look back at their experiences of parental separation. The power of their voice underpins both the book and the pack. In its current form, the pack could be used by secondary aged children and young adults, or older children in primary schools.

Dr Tom Brunzell - Keynote Speaker

Location: Main Stage

A New Approach to Trauma-informed Strengths-based Schools: Increasing Student Engagement, Achievement and Wellbeing

Presenter: Dr Tom Brunzell
tbrunzell@berrystreet.org.au

In this keynote, Dr Tom Brunzell will share his research underpinning a new approach to trauma-informed pedagogical practice and the ways educators can apply trauma-informed strengths-based strategies specifically aimed at increasing engagement with learning. Research has shown that when teachers implement these strategies, students' academic and wellbeing outcomes increase. While the strategies established through this research have prioritised students on the margins of their school communities contending with complex, unmet needs, Dr Brunzell will also share findings that suggest all students benefit when all staff members collaboratively work towards a consistent implementation across their schools.

2022 Alex Timpson ARC Attachment Awards



This year's awards will celebrate the achievements of schools from across the country over 6 categories, Early Years, Primary, Secondary, Post 16, Special & PRU and Collaborative work.

Thank you to everyone who made a nomination, well done to everyone that was nominated and congratulations to our 2022 shortlisted nominations:

- Low Hill Nursery School
- Colmore Infant & Nursery
- Clapham Terrace Primary
- St Michaels CE (A) Primary
- Tadcaster Grammar
- Burton and South Derbyshire College
- Harrow College
- Sherbrook Primary
- Nurture Learning
- Linden Centre
- Highfields College
- Walsall Virtual School Project

ARC Conference Presenters & Panellists

Presenters:

Andrew Wright
ARC Chair & Virtual School Head Teacher, Dudley

Michelle Salter
ARC Trustee & Virtual School Head Teacher, Telford & Wrekin

Nicholas Mort
ARC Trustee & Director Futures Teaching Alliance

Lizzie Watt
ARC Trustee & Deputy Virtual School Head Teacher, Derbyshire

Dr Richard Parker
ARC Trustee & Research lead

Dr Anne Marie McBlain
ARC Trustee & Educational Psychologist

Dr Adele Thacker
ARC Trustee & Educational Psychologist

Amy Howe
ARC Trustee & Deputy Virtual School Head Teacher, North Yorkshire

Gareth Brenton
ARC Trustee & Head Teacher, Wales

Janice Cahill OBE
ARC Trustee & Independent educational and mental health consultant

Marianne Doonan
ARC Trustee & Senior Practitioner Educational Psychologist SEMH, North Yorkshire

Jon Hickman
ARC Trustee & Assistant Headteacher – Behaviour and Attitudes and Personal Development, Fortis Academy

Dr Kate Brooks
ARC Trustee & Associate Lecturer, Education Studies, Bath Spa University

Panellists:

Leon Feinstein
Professor of Education and Children's Social Care and Director of the Rees Centre

Julie Bunn
Virtual School Head Teacher, North Yorkshire

Rebecca Brooks
Education Policy Advisor - Adoption UK

Pepe Di'Lasio
President ASCL

Conference Exhibitor Profiles:



CATCH - Children And Trauma Community Hub by Parents And Children Together
Ray Vernon
ray.vernon@pactcharity.org
www.catchconnect.org/information-for-schools

CATCH (formerly, The Adopter Hub) was developed by Parents And Children Together to support those caring for children who may have suffered trauma, neglect, abuse and/or loss. CATCH is a vital tool for schools and education professionals enabling a trauma-informed approach in their work supporting children who have been adopted, are looked after or have a social worker. Thousands of webinars and resources have been developed by experts covering a vast array of topics, which will help educators in their role of supporting, assessing and advising on looked after & previously looked after children and their parent(s).

CATCH includes information schools can share with parents and guardians of adopted and fostered children including eLearning course on Attachment, Heritability of mental health issues, Bullying - How to support your child, toileting, sleeping and FASD to name a few.



Jessica Kingsley Publishers
Charlotte Chisholm
charlotte.chisholm@jkgp.com
www.uk.jkgp.com

Jessica Kingsley Publishers
You might already know us at Jessica Kingsley Publishers for our books on autism, social work and arts therapies, as we've been publishing in these areas since we started, in 1987. More recently, we have broken new ground in the fields of attachment and trauma - resources that serve school staff and professionals, for use within education settings, and options for children and teenagers that break down trauma & complex feelings in an age-appropriate way.

We believe in the importance of promoting diversity, which is why we publish authors who have lived experiences of the topics we cover. Our authors are the experts, and it's our job to make sure their voices are heard. Covering both theory and practice, our books teach educators what they need to confidently develop trauma-informed practices in their schools while supporting looked after and other young people with sensitive issues such as bereavement, anger, and depression.

Delegates of ARC can benefit from 20% off JKP resources today here: <https://uk.jkgp.com/collections/arc-2022> by using the code **ARC2022** at the checkout.

Liz Bates

For in-school support, training, books, resources
lizslamer@gmail.com

Liz Bates

lizslamer@gmail.com

After working in schools for over 25 years, as a teacher and senior leader, Liz moved to work as an advisor for Birmingham Local Authority and then to an educational charity where she stayed for 10 years. As well as leading on Mental Health, Emotional Health and Wellbeing, Liz advised schools and other organisations in all aspects of Safeguarding. Liz now works as an independent advisor working with schools and other organisations, and has delivered keynotes, training, presentations, workshops, and research findings at national conferences. Liz is the author of 8 books, teaching sets and resources that are used across the country and internationally by schools and by other professionals working with children and has written for a number of professional journals such as the Times. Educational Supplement and 'The Psychologist'. Liz has worked for the Anna Freud Centre and also works as a Wellbeing

Award advisor and verifier for Optimus Education and is a Protective Behaviours practitioner, trainer and assessor. Liz has recently become a Justice in the Family Court which she finds very rewarding.



Antser
Olivia Tanner
Olivia.tanner@antser.com
www.antser.com

Antser is an integrated organisation delivering transformation in health, education and social care. We deliver end-to-end services to the children's and adult's social care sector, in partnership with local authority and independent providers. We also support the wider team working with children in, or on the edge of care in the areas of health, education, community teams, police and judiciary. Our solutions range from core compliance to transformation, training and technology, all with one aim in mind – to deliver better outcomes.



WMVS Children in Care Foundation
Sarah Rivers, Chair
admin@wmvscicfoundation.org.uk
www.wmvscicfoundation.org.uk

WMVS Children in Care Foundations aims to improve educational outcomes for care experienced children by working with our partners and commissioning training to ensure that the educational needs of looked after and previously looked after children are better understood across the region. Our Purpose is to extend the offer of art, sport and cultural opportunities available across the West Midlands region for care experienced Children and Young People. We want to open new opportunities to our children and raise their awareness of exciting, and sometimes challenging activities they have not experienced before.

Our mission is to enable children in care and care leavers to pursue their wider curricular interests and ambitions. The foundation is committed to establishing a programme that actively promotes and supports the education of children that are, or who have been, in care to one of the fourteen local authorities, ensuring that our programmes, events and activities are accessible to all our children and young people regardless of where they reside. The WMVS CiC Foundation supports in excess of 11,000 care experienced children and young people, their Carers, Parents and families and links closely with a significant number of groups, agencies and professionals.



The Kay-Flowers Consultancy
Sue Kay-Flowers

enquiries@kayflowersconsultancy.co.uk
www.kayflowersconsultancy.co.uk

The Kay-Flowers Consultancy comprises Sue and Gez Kay-Flowers, who have extensive experience in various Education and Social Work settings. Dr Sue Kay-Flowers is a Senior Lecturer at Liverpool John Moores University, trained Social Worker and author.

Her interest in children's relationships, family circumstances and giving 'voice' to young people has characterised her work. Her career has incorporated being a Family Court Advisor with CAFCASS, a Trustee for Rainbows GB and working as an academic for 20 years. Her research was published in 'Childhood experiences of separation and divorce; reflections from young adults' (Policy Press, 2019).

Gez Kay-Flowers is a retired Head of School with 34 years' experience of pastoral and school leadership in secondary schools. From the findings in Sue's book, he has produced a comprehensive resource pack for use by practitioners to support young people experiencing parental separation and divorce.

ARC's Core Offer

ARC – A summary

Who we are

ARC is a charity established by Virtual School Heads, Education Professionals, Psychologists, Training Organisations and Academics.

ARC works to support all schools and education settings to be attachment and trauma aware in their ethos, mindset and practice across the whole of their learning community.

Bringing together best practice in the education sector to share knowledge and bring about accelerated sector innovation and improvement.

We are calling upon ALL within the education sector to bring about a deeper understanding of the impact of deprivation and poor early life experiences on educational and life outcomes

We believe:

- Relational approaches to learning and understanding behaviour genuinely benefit everyone in education settings - children, young people and staff.
- Mental health policy and practice is best supported through up to date knowledge of child development, including neuroscientific understanding of the brain and the impact of adverse childhood experiences.
- A practical understanding of attachment theory and trauma informed practice helps adults to work more effectively with young people, especially those adversely affected by loss, neglect and abuse, enabling them to recover and thrive.
- Schools, settings and the educational workforce should be trained, resourced and supported to provide an educational experience that meets the needs for all children and young people.
- That the current data driven imperatives placed upon schools need to be reviewed in line with up to date research on how children best learn and how adults best teach.

- That all children and young people are entitled to learn in safe and nurturing environments where adults truly understand the impact of their role as educator or pedagogue?

Why join us

Join our community to be part of a national network and benefit from sharing knowledge and gaining support from others on the same mission to transform the educational experience for vulnerable learners – in fact all learners - through attachment aware and trauma informed practice.

We offer:

- *Recognition for your setting's commitment to everyone's well being*
- *A clear structured pathway through our Bronze, Silver, Gold and Learning Hub programme to support your development*
- *A detailed developmental matrix to support individuals, settings and wider learning communities*
- *The Alex Timpson ARC awards for excellent practice*
- *Local regional and national events and our annual conference*
- *Our audit, development and action research tools*
- *A charity committed to supporting change at a national level through our growing professional network*
- *Support for your aspirations to provide the best possible learning, development, mental health and wellbeing for all members of your community*

Joining ARC & Member Benefits



Visit: <https://vimeo.com/680905484>

Membership

As a school or setting ARC membership supports you through:

- Recognition of your commitment to best attachment aware and trauma informed practice
- Being part of a network of Schools, Settings, Virtual Schools, Educational Psychologists & Trainers, sharing best practice
- Discounted delegate places at ARC conferences and regional events
- Advice on commissioning training and guidance on what good training looks like
- Online tools to help you further develop your work
 - Self-assessment audit tool
 - Online development plan
 - Case studies from other schools and settings
 - Resources
 - Collaborative area where you can build your own action research case study with partners
 - Discussion forums

For more information visit
www.the-arc.org.uk

ANNUAL MEMBERSHIP PRICE

Tier 1 - Early Years & Primary, Special and PRUs £125 + VAT

Tier 2 - Secondary & Post 16 £250 + VAT





The Attachment Research Community

Call to Action: Attachment and Trauma Awareness - teaching, learning and emotional wellbeing in school



#includeme

“This call to Action has massive implications.
I have seen the benefits of a whole school
approach based on attachment awareness.
My dream is to see this become
a reality in every school in the country.”

Sir John Timpson OBE, Alex Timpson Trust

The concerns for the well-being of all children in our schools and particularly the most vulnerable have grown during the Covid pandemic and the return to school has been difficult for many of them.

More than ever, all children, young people and adults in schools, and especially the most vulnerable, will need support to recover their sense of well-being and rebuild trusting relationships in order that they thrive.

The proposals recognise that these issues are best addressed at school level by school leaders who empower their staff to develop their own solutions, supported by a national policy framework which promotes these approaches and understandings. This is particularly the case in developing a recovery strategy for schools, in the light of the Covid pandemic.

Our Call To Action is for a system wide redevelopment of policies and processes, academic support and training programmes, that will benefit our young people in both educational institutions and all social care environments; improving performance, mental health and wellbeing and to narrow attainment gaps.

Our Ask...

- Inclusive and relational behaviour policies, which take into account the emotional, developmental and relationship needs of all children and adults.
- Issues of child development, attachment and trauma are part of the framework for National Professional Qualifications for school leaders.
- There is ongoing continuous professional development and support, including regular updates on child development, attachment and trauma, for all school staff, especially through the Early Career framework for Newly Qualified Teachers.

“Securely attached infants are much more likely to go on to become adults who cope well with life’s ups and downs, build strong relationships at work and at home, and are better equipped to raise their own children.”

Leadsom Review 2015



Research suggests...

- Recent research by the UK Trauma Council (2021) and others (e.g. Teicher et al, 2016) suggests that unmet attachment needs and trauma impact directly on adaptive brain development, particularly on the child’s ability to regulate his/her emotions and handle stressful situations.
- The 2019 Timpson Review of school exclusions (Timpson, 2019) concluded that initial teacher training ‘should include expert training on the underlying causes of poor behaviour (including attachment, trauma and speech, language and communication needs), and strategies and tools to deal effectively with poor behaviour when this arises’ (p.13).
- Some children with unresolved trauma and/or unmet attachment needs may show behaviours in school that include disengagement, self-harm, depression risk-taking and oppositional behaviour. They may also struggle with focussing on and taking pleasure in learning.

www.the-arc.org.uk/calltoaction



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Your Support...

- Write a letter to the minister explaining your support for the call and the importance of these issues for our young people’s futures.
- Share your support through your parliamentary networks, to help raise awareness of attachment and trauma needs within the UK’s education system.
- Support the campaign through your external social contacts, social media to further raise awareness nationally.



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