

Attachment Newsletter

“When we nurture a child's whole being, we open doors to endless possibilities.
- Susan Wright”

Kirklandpark Primary

January 2026

Issue #01



It is our vision for every child in Kirklandpark Primary and Nursery to achieve their full potential by developing their knowledge and skills through challenging learning experiences in a nurturing, positive and motivating environment where high expectations are set and success is celebrated.

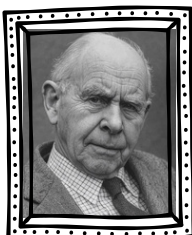


What is the Attachment Theory?

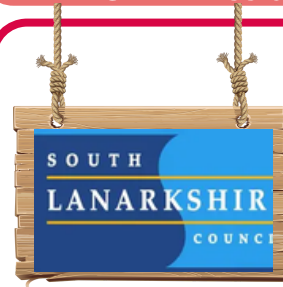
Attachment is a psychological theory that explains how people form emotional bonds with others, shaping the way we connect, trust, and relate to people throughout life.

John Bowlby, a British psychologist and psychiatrist, proposed that humans are biologically programmed to form attachments, and early relationships with caregivers create an internal working model that affects future relationships.

Mary Ainsworth supported and expanded his ideas through, identifying different attachment styles. Both emphasised the importance of nurture, showing that sensitive and consistent caregiving leads to secure attachment.



SLC Attachment Strategy



The Attachment Strategy aims to promote the key understandings from theory and how the it can inform the ways in which we support our children and young people.

Establishments across SLC should aim to:

- embed a culture of positive relationships throughout the establishment, including pupils, staff, parents and the local community.
- re-interpret the behaviours which can cause children to be alienated from adults and peers. In an attachment-informed approach, behaviours are understood as unmet developmental needs, which have led to inappropriate and unhealthy responses.
- be aware of any background factors in children's lives which may indicate a risk of insecure attachment.
- reflect on our own attachment history, as often we unconsciously care for others the way we were cared for. This perhaps, is not the type of response a particular child needs.

“When we feel love and kindness toward others, it not only makes others feel loved and cared for, but it helps us also to develop inner happiness and peace.”- Dalai Lama



SLC Attachment Accreditation

As part of the SLC Attachment Strategy, establishments can gain accreditation through evidencing the work they do to embed an attachment and trauma sensitive approach.



The framework for accreditation is broken down into 6 Attachment Strategy Pledges.

In 2025, Kirklandpark Primary achieved 4 out of 6 pledges and are working towards gaining the final ones this year.

- Act to make a difference ✓
- See the 'whole person' ✓
- Hear their voice ✓
- Recognise behaviour as communication ✓
- Respond with compassion
- Believe in change



Relationships and Nurture Policy

Our school has been reviewing and strengthening our Relationships and Nurture Policy to ensure a consistent, whole-school approach to supporting children's wellbeing and learning. The policy is grounded in attachment- and trauma-sensitive practice to meet the needs of all pupils.

Kirklandpark works hard to provide a safe and nurturing learning environment, where all behaviour is recognised as a form of communication. Our staff use restorative language, strategies to de-escalate dysregulated behaviour and promotes positive relationships across the school.

The core guiding principles that are highlighted throughout the policy are:

- the vital role of nurture in children's wellbeing.
- acknowledges the importance of transitions at key points in children's lives.
- a focus on inclusion by recognising and respecting individual differences, including additional support needs, cultural backgrounds, and lived experiences.
- understanding that equity does not mean treating every child the same, but ensuring each child receives the support they need to thrive.
- having a strong commitment to children's rights. Children have the right to feel safe, to be listened to, and to be treated with dignity and respect.



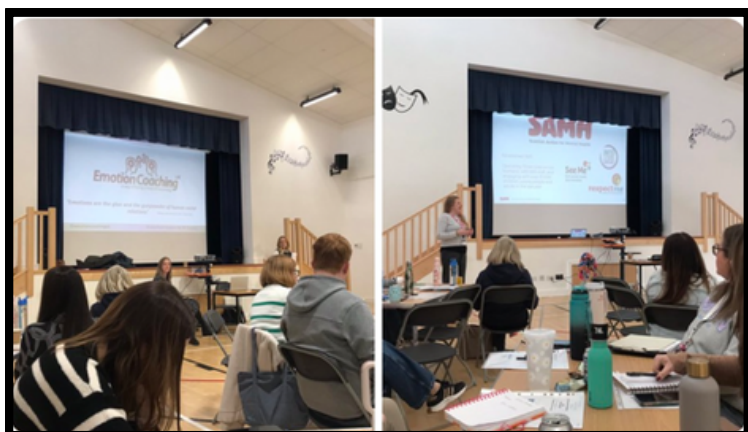
Find out more about our Relationship and Nurture Policy on our school website!



Nano Nurture Nooks

We have many breakout spaces around the school to help children regulate their emotions. Accessing a calm and quiet area when needed, help our pupils feel supported throughout the school day. These spaces provide a safe place for self reflection and a quiet zone to hold restorative conversations. This helps our children return to learning feeling settled and ready.

Emotion Coaching and SAMH

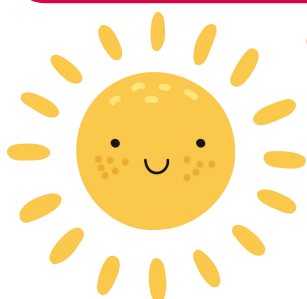
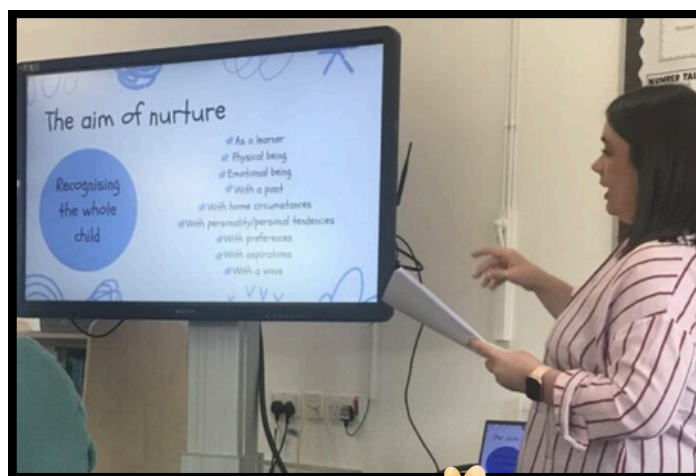


Our staff have been trained in Emotion Coaching, supporting restorative dialogue and approaches that help de-escalate behaviours and strengthen relationships. This shared understanding ensures a consistent, calm, and supportive response across the school.

In addition to this, staff took part in a mental wellbeing session with SAMH, recognising that looking after our own wellbeing is essential in order to effectively support and care for our pupils.

With nurture being a priority across all ages and stages within our school, staff took part in nurture training with our SLC Development Officer.

This training helped to support staff to create warm, inclusive classroom environments, respond to children's needs developmentally, and build positive, trusting relationships. By embedding these approaches consistently across the school, we aim to enhance children's emotional wellbeing, engagement in learning, and improve our school ethos.



"Children are our greatest treasure. They are our future."
—Nelson Mandela





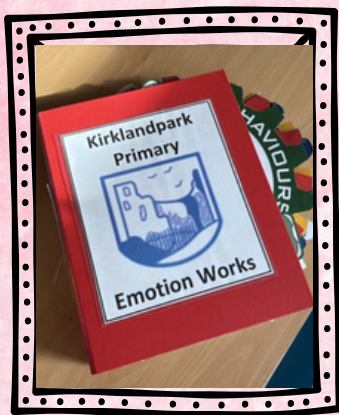
Attachment Leads and Ambassadors

As a school, we have designated members of staff who act as Attachment Leads. Their role is to support the development of attachment and trauma-sensitive practice across the school. They provide guidance to colleagues and help staff reflect on their practice to ensure children's emotional needs are being met alongside learning needs.

A vital role in our attachment journey is our Attachment Working Group, made up of staff from across the school. This group works collaboratively to drive forward change, review practice, share ideas, and support the implementation of our Relationships and Nurture Policy. They help ensure that attachment principles remain central to our school improvement priorities.

In addition, we have Attachment Ambassadors from P2 to P7. These pupils play an important role in sharing children's voices and helping the school community understand how attachment approaches are embedded in everyday school life. The ambassadors help raise awareness through assemblies, showcase events, and school activities.

Emotion Works Programme



Our Emotion Works programme within Health and Wellbeing, develops pupil's emotional literacy. It explores different emotional language, potential triggers, body sensations, behaviours and ways to self regulate their emotions. Within our HWB lessons, pupils discuss life events that have made them feel a certain way and emphasis is placed upon every feeling being valid.

We are proud to share that we have achieved our Bronze Award in recognition of our commitment to the wellbeing of our pupils. Building on this achievement, we are now working towards Silver accreditation, continuing to strengthen and embed the programme across our school.

Classroom Charters

Each class in our school has a Classroom Charter that sets out shared expectations for how we treat one another.

Developed together by pupils and staff, the charter promotes children's rights, responsibilities, and positive relationships. It helps children feel safe, respected, and included by clearly outlining behaviours, values, and ways of communicating.

The Classroom Charter supports our attachment and nurturing approach by encouraging positive language, restorative dialogue, and mutual respect. By involving children in creating their charter, we empower them to take ownership of their learning environment and explore their rights within their classroom community. Knowing their rights helps our pupils to respect the rights of others to ensure our pupils feel safe, secure and ready to learn.



SHANAKRI Wellbeing Indicators

Each term we focus on one of the eight wellbeing indicators during assembly.

Each class will then go back to their classrooms to discuss the indicator in more depth in order to fill out the appropriate section of the wheel.

Children will write or draw how this indicator relates to their lives, providing opportunities for pupils to discuss this with their peers and their teacher.

Staff use this to gain a better insight into their learners, families and background- using this to support our pupils.



Safe Healthy Achieving Nurtured

Active Respected Responsible Included

Thanks
for your
support

Keep your eyes peeled! Our next edition of the Kirklandpark Attachment Newsletter will be coming soon. with more updates on how we're embedding nurture and attachment across our school.