

Phase 1: Preparing to Implement an Attachment-Informed, Trauma Sensitive Approach

Pledge Award – Act to make a difference

Accreditation Audit: Act to make a difference			
Quality Indicators	Actions	Achieved	Summary of Evidence
Leaders have articulated a commitment to adopting an Attachment-Informed, Trauma Sensitive approach.	Leaders have developed and communicated a plan to staff about how the establishment will move forward with implementation.	Y	<ul style="list-style-type: none"> • School Improvement Plan (SIP) 3 Year Plan (Appendix 1) • Staff meeting agenda (Appendix 1b) • Attainment meeting discussions and minutes - children with ASN/ASPs and who are off track (Fact Story Action) (Appendix 2) • Google Form 'Readiness for Change' questionnaire and data from the collated information (Appendix 3) • Staff comments during initial discussion on attachment strategy. (Appendix 4) • Attachment CLPL completed during August Inset Day (Appendix 4b) • Attachment lead and ambassadors pupil committee (Appendix 5) • Relationship Policy incorporating anti-bullying and anti-racism supports a trauma sensitive approach with pupils and families. (Appendix 6) • Nurture policy - detailing the 6 Nurture principles and what is expected from staff, pupils and parents. (Appendix 6 cont.) • Parent meetings/discussions related to children who have school anxiety, difficulties with transitions in the morning, difficulties building relationships with staff and peers. (Appendix 6b) • Continued parental updates through workshops related to children's health and wellbeing e.g. Sleep Training, Emotion Coaching, SAMH, Nurture/attachment interventions and strategies. Our latest one is in March 2025. (Appendix 7)
	Attachment-Informed, Trauma Sensitive approaches have been introduced as part of staff meetings and staff have been given opportunities to discuss and share views about what this might look like.	Y	
	Leaders have ensured that staff can engage fully in the change process (e.g. having adequate time and resources).	Y	
	Leaders have nominated attachment leads and ambassadors.	Y	
	Leaders model Attachment-Informed, Trauma Sensitive approaches with pupils, families, and staff.	Y	

Resources have been allocated and used to support the implementation of an Attachment-Informed, Trauma Sensitive approach.	Consideration has been given to how Attachment-Informed, Trauma Sensitive approaches align with other initiatives already in place within the establishment.	Y	<ul style="list-style-type: none"> ● Do Be Mindful Training - staff have engaged and continue to develop their understanding of mindfulness - some classes have engaged in. (Appendix 8) ● Emotion Works - all staff completed training and have access to the online resources. Bronze accreditation achieved. (Appendix 9) ● Celebrate Children's Rights with assembly updated on UNCRC. Every class has a charter and we received our Bronze accreditation. (Appendix 10) ● Children's Mental Health Week - a variety of staff led and outside agency led workshops/activities linked to the Children's mental health. (Appendix 11) ● Nurture Groups - Small groups led by staff member (Targets identified through Boxall Profiles) (Appendix 12) ● Boxall Profile -Training completed by staff and completed for children targeted for Nurture interventions. Appendix 12 cont.) ● Emotion Coaching - Completed by all staff during Feb inset day (Appendix 13) ● Playground PALS/ Peer Mediation/P1&7 Buddy Initiative (Appendix 14) ● Nursery- P1 Transition events (Appendix 15a) ● Enhanced transition - P7 to S1/Year to Year for vulnerable children - identified through discussion and professional dialogue with staff. Small sessions with staff to build relationships before moving into their next class (Appendix 15b) ● Children's strengths and achievements celebrated daily/weekly - assemblies and achievement board, verbally in class for natural daily achievements. (Appendix 16)
	Time for ongoing professional development activities related to Attachment-Informed, Trauma Sensitive Practice has been included in improvement plans.	Y	
	Materials to support the implementation of Attachment-Informed, Trauma Sensitive approaches are available to staff (e.g., Attachment Strategy pledge cards and A to Z resources, newsletters, PPRUDB, Nurturing Interventions Toolkit).	Y	
All staff members have a baseline understanding of attachment theory and developmental	Staff members have completed the Attachment Strategy Training or Learn On Line modules.	Y	<ul style="list-style-type: none"> ● Liaising with SST and other agencies to provide CLPL opportunities for staff and provide support and advice e.g. Dyslexia, non-attendance. Interventions provided by SST if needed e.g. GUAB, Early Bird, Dyslexia Champions Club. (Appendix 17)
	New members of staff are asked to complete the Attachment Strategy Learn On Line modules.	Y	

trauma and the potential impact on pupils and staff.	There is a process in place to ensure that non-teaching staff are aware of and understand Attachment-Informed, Trauma Sensitive Practice.	Y	<ul style="list-style-type: none"> • All staff have completed the Attachment Strategy training offered by SLC and LOL Attachment courses (Appendix 17a) • Attachment leads and ambassadors attend networking events (Appendix 17b) • Information is shared by SLT to class teachers and support staff where necessary in relation to vulnerable children (Appendix 17c) • Use of pastoral notes to ensure a timeline of support is captured and built upon (Appendix 17d) • Staff have attended CLPL which is used with children to build confidence, self-esteem and reduce negative feelings related to school, friendships and relationships e.g. Talking & Drawing (Appendix 17e)
	Staff have opportunities to participate in follow up training and continuing professional development around Attachment-Informed, Trauma Sensitive approaches.	Y	
	Attachment Leads and Ambassadors are encouraged to attend locality networking events to access additional information and share learning and practice.	Y	
The establishment has a working group to assess current capacity and support the implementation of Attachment-Informed, Trauma Sensitive Practice.	The working group has reviewed current practices and has an improvement plan in place which has been shared with all staff.	Y	<ul style="list-style-type: none"> • Pupil Attachment Ambassador Committee have presented at assembly and have created a challenge for each month related to the A-Z Attachment. (Appendix 18) • Staff worked to gather, discuss and create KP Healthy Habits Homework Tasks (Appendix 18a) • Chit Chat Groups - session on AITSP (Appendix 19) • Minutes from Attachment working party meeting including next steps (Appendix 19a) • Email to ALL staff inviting them to the meeting and requesting they complete a questionnaire. (Appendix 20) • Attachment focused CAT session – Agenda, PowerPoint and minutes. (Appendix 21) • Staffroom noticeboard and resources (Appendix 22) • Parent/Carer information has been sent out (Appendix 23)
	Personnel in different staff roles can join the establishment's Attachment-Informed, Trauma Sensitive working group.	Y	
	Pupils and their families have opportunities to contribute to the Attachment-Informed, Trauma Sensitive working group.	Y	
	The working group has agreed on core focus areas for development.	Y	