

Isle of Wight Virtual School

Rosie Lister & Matthew Bell

Session aims

- Outline our responsibilities and aims as a Virtual School
- To present Attachment Aware Schools Programme
- To share approaches for managing students who are on Full Care Orders but placed at home with parents (as requested previously)

Introduction and Welcome

The Virtual School explained:

The role of the Virtual School is focused on raising attainment and ensuring progression of all looked-after children. We work strategically across the authority and alongside schools to monitor and support the educational achievement of looked-after children.

Responsibilities and aims

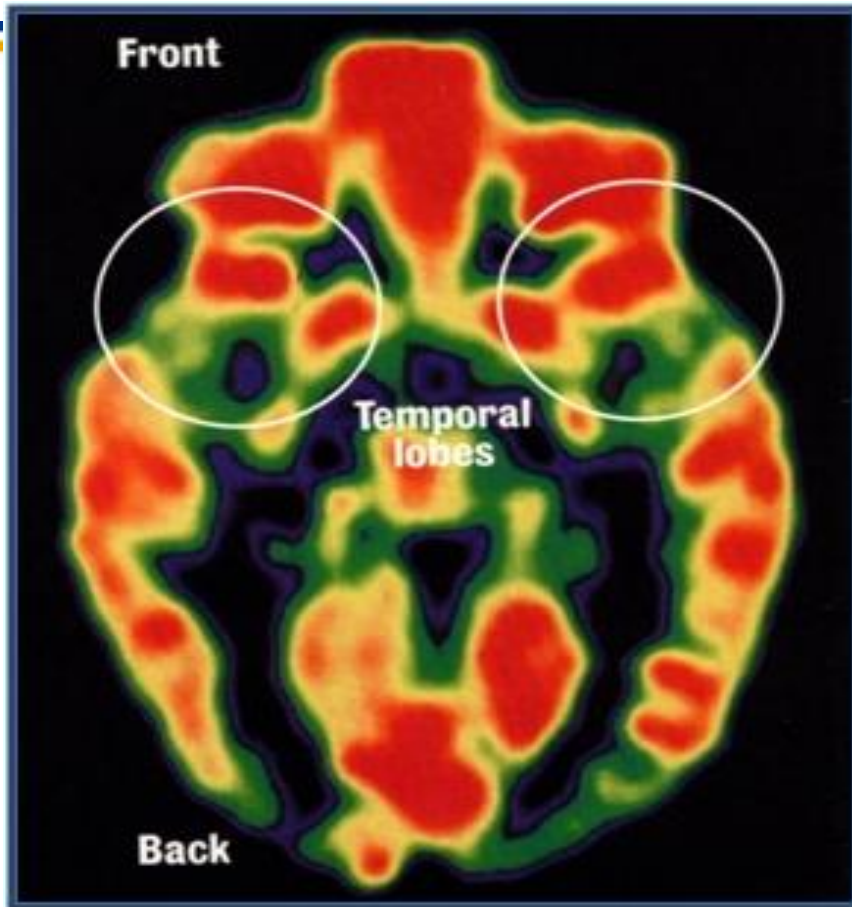
- Rosie Lister – Looked After Children
- Matthew Bell – Post-Looked After Children

Our Vision

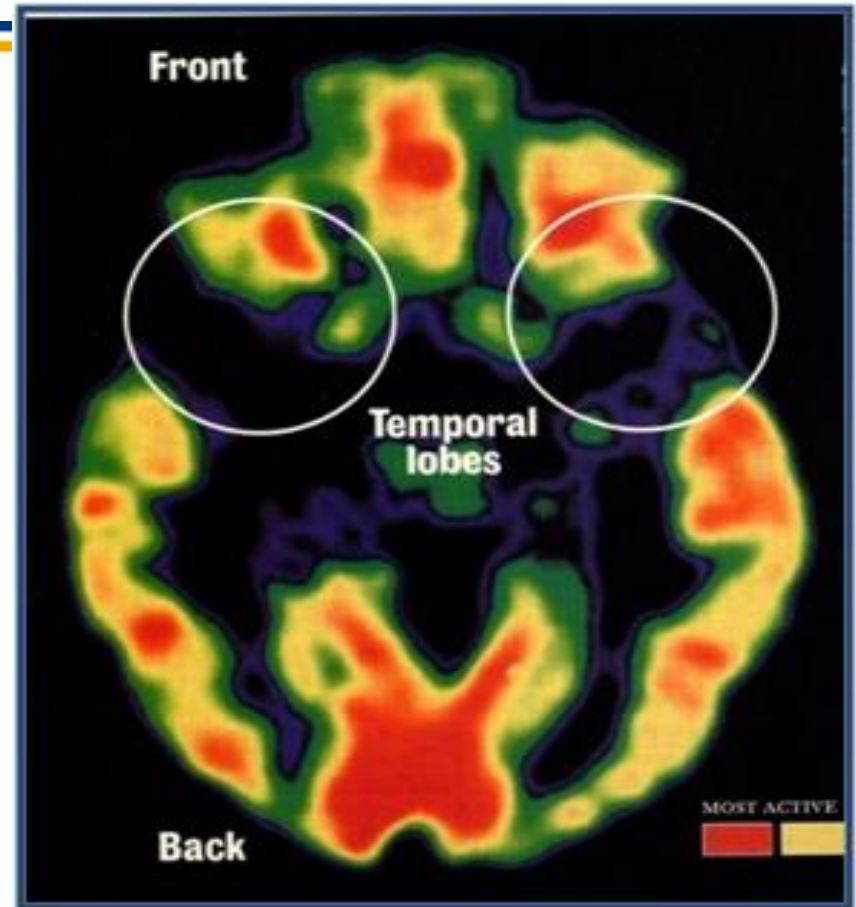
All vulnerable young people will enter adulthood not as vulnerable adults but as confident citizens with the tools, self confidence and resilience to lead worthwhile and fulfilling lives

Attachment & Trauma Aware Educational Settings

Brain scan of the temporal lobes in a 2 year old



Normal nurturing environment and care giving



Deprived of a nurturing environment

Bruce Perry (1997)

NICE (2015)

- Behaviours associated with attachment difficulties such as disruptive behaviour in the classroom and difficulties forming relationships with teachers or positive peers are commonly seen in schools. Some children may display clinginess to teachers, older children may have difficulties with boundaries. For teachers it is really important to be able to 'read' these behaviours and respond appropriately. It is a concern that the majority of teachers will not have covered such issues in their training.

Meeting a spectrum of needs

Children who have experienced severe trauma & neglect require

Specialist Support
e.g. CAMHS

Children with unmet attachment needs require

Targeted Support
e.g. Key Adult approach

All children need support for their emotional well-being

A whole school approach

e.g. Emotion Coaching

ATAES Programme Methodology

- Key Team
- Attend all 3 core days (train the trainer approach)
- KCA online learning
- Pupil cases studies, trial approaches, action research
- Plan to roll out this work in your settings from September
- You will have continued support from VS, HIEPS including termly networks.

Some of the key principles and approaches

- To focus on a positive, universal view of attachment. Not training schools to diagnose or medicalise.
- To re-invigorate pedagogy and where needed challenging classroom practice
- Encouraging educational professionals to be 'curious' about young people – seeing the whole person
- Using action research to transform schools ethos and practice
- Importance of SLT on the programme to liberate whole school transformation
- This is not a stand alone training package or toolkit – a long journey – annually reviewed taking into account

Full Care Orders at Home

- Complex situations – safeguarding, reducing risk, planning for long-term stability
- Relationships – key attachment figure in school / provision
- Strategic approach – what are the biggest barriers
- Realistic expectations
- Strength based approach
- Teacher knowledge – plan in place for individual child (circle of adults)

Focus on what you can change and influence and not what you can't

Some of the key principles and approaches

Be a detective, be curious - understand what is happening

- Tune in: How does the pupil communicate feelings/wants/needs?
- Understand context: What are situations/relationships/dynamics that lead to reactions?
- Explore and make sense of what you see: What is the function of the behaviour? How does it make sense?
- Be vigilant: Notice how changes (however subtle) in behaviour communicates feelings or needs
- Seek positive messages: look for ways to engage in the positive

Support

KEY ADULT	BEYOND SCHOOL	BESPOKE BEHAVIOUR MANAGEMENT PLAN	PARENTAL ENGAGEMENT
STRENGTH BASED CURRICULUM	ATTENDANCE	HEALTH AND WELLBEING	LANGUAGE

Some of the key principles and approaches

Relationships matter the most...

<https://www.youtube.com/watch?v=JYNWGI6JvnI>

Break

