



# Longford Park School

Believe • Belong • Become

## **Additional Attachment Awareness Guidance Academic Year 2022-2023**

**APPENDIX A: The Secure Base Model (Page 9)**

**APPENDIX B: Emotion Coaching (Page 13)**

**APPENDIX C: An explanation of Trauma (Page 15)**

**APPENDIX D: Graduated Approach (Page 16)**

**APPENDIX E: Language suggestions (Page 19)**

**APPENDIX F: Team Teach (Page 21)**

**APPENDIX G: Longford Park School's response to guidance from the DfE "*Behaviour in Schools*" (2022)**

## APPENDIX A: The Secure Base Model

### Attachment

The pupils at Longford Park School are best described as having 'multiple vulnerabilities'. Attachment awareness underpins all work at the school. We feel positive relationships are the key to our success and have seen the difference just one key attachment figure can make to the pupil's education and well-being. This will have an impact on the child's future and the person they can become.

#### Attachment Principles

Attachment Theory is increasingly being recognised as one of the key theories within child development that explains why some children and young people do better in school and life than others.

Attachment is central to our well-being and affects us all.

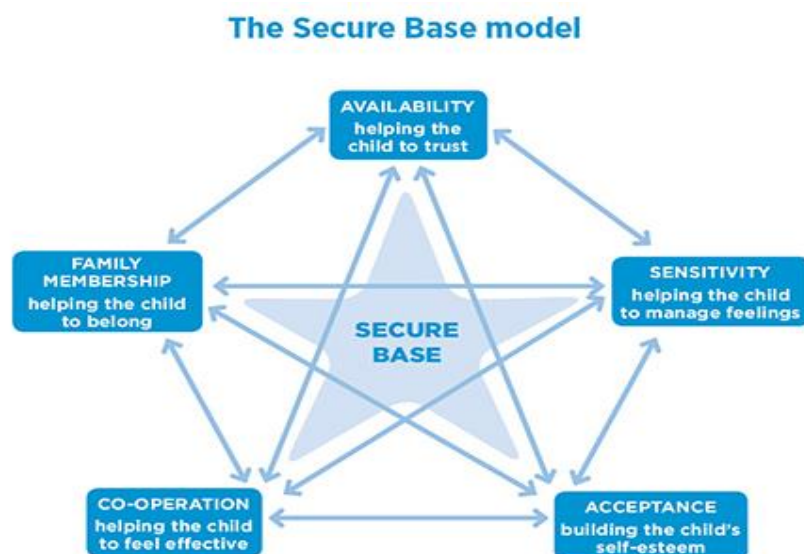
This guidance endorses the principle that **attachment is everybody's priority**. We are all shaped by our early relationships and our behaviour is influenced by our attachment experiences.

#### Secure Base

Bowlby described how a secure base is provided through a relationship with one or more sensitive and responsive attachment figures who meet the child's needs and to whom the child can turn as a safe haven, when upset or anxious (Bowlby, 1988). We all need a secure base in life. School is an important secure base for all children and young people, but for some, it may be the only secure base that they have experienced and therefore, is hugely important.

#### The Secure Base Model

The Secure Base Model (Schofield and Beek, 2014) is a resilience-based model that provides a positive framework for therapeutic caregiving that focuses on the interactions between caregivers and CYP on a daily basis.



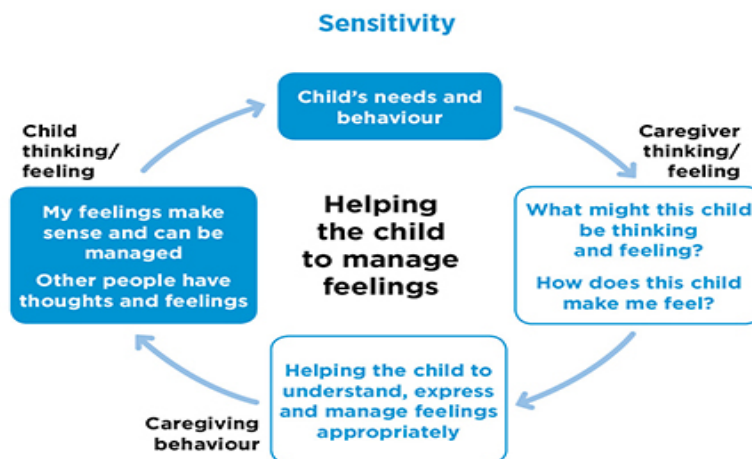
## How can we become a secure base for our pupils?

Using the secure base model, we can learn strategies using the five key principles to build into our daily ethos here at Longford Park School. Alongside emotion coaching techniques, we ask all staff to begin to practise these principles daily. The Secure Base model provides a positive framework for therapeutic caregiving which helps people to move towards a greater security and builds resilience.

**Be available:** This focuses on the adult’s ability to convey a strong sense of being physically and emotionally available to meet the child's needs, both when they are together and when they are apart. When the adult can do this, the child begins to trust that their needs will be met warmly, consistently and reliably. Anxiety is reduced and the child gains the confidence to explore the world, safe in the knowledge that care and protection is there if needed.



**Be sensitive:** Sensitivity, in this context, refers to the adult’s ability to ‘stand in the shoes’ of the child, to think flexibly about what the child may be thinking and feeling and to reflect this back to the child. The sensitive adult also thinks about their own feelings and shares them appropriately with the child. The child thus learns to think about and value his or her own ideas and feelings and the thoughts and feelings of others and is helped to reflect on, organise and manage their own feelings and behaviour. do not criticise the child for having the feeling they are; instead validate their feelings (even if they are wrong – we can address this later). Support the child to express themselves safely and away from other pupils where possible.



**Show acceptance:** This describes the ways in which the caregiver is able to convey that the child is unconditionally accepted and valued for who they are, for their difficulties as well as their strengths. This forms the foundation of positive self-esteem, so that the child can experience themselves as worthy of receiving love, help and support and also as robust and able to deal with set-backs and adversity. This builds on the dimensions of availability and sensitivity. Children need to learn to trust and to manage their feelings and behaviour in order to believe the praise of caregivers and to take up opportunities that are on offer. Reassure the child that their feelings and behaviour are just one part of them and we are here to help them. Tell them not to worry – adults are here to help.



**Show co-operation:** The adult must think about the child as an individual whose wishes, feelings and goals are valid and meaningful and who needs to feel effective. The adult must look for ways of promoting independence, but also working together and achieving co-operation with the child wherever possible. This helps the child to feel more effective and competent, to feel confident in turning to others for help, if necessary, and to be able to compromise and co-operate.



**Family membership:** Family membership is a vital strand of healthy emotional and psychosocial development. A child who has no close family relationships will carry feelings of emotional and social dislocation. In contrast, the certainty of unconditional family membership can provide anchorage and the reassurance of practical and emotional support

throughout life, acting as a psychosocial secure base for exploration, identity and personal development.

When children are separated from their birth families, the family membership dimension refers to the capacity of the adult to include the child, socially and personally as a full family member. At the same time, the adult must help the child to establish an appropriate sense of connectedness and belonging to their birth family. In this way, the child can develop a comfortable sense of belonging to more than one family and a more coherent identity.

At Longford Park School, many of our pupils have experienced unpredictable, inconsistent or neglectful caregiving.

Useful websites:

<https://sites.uea.ac.uk/providingasecurebase/the-secure-base-model>

## APPENDIX B: Emotion Coaching

"Helping children and young people to understand the different emotions they experience, why they occur and how to handle them."

(Gottman 1996)

### What is Emotion Coaching?

Emotion Coaching is based on the principle that nurturing and emotionally supportive relationships provide optimal contexts for the promotion of children's outcomes and resilience.

### Emotion Coached children and young people:

- Achieve more academically in school.
- Are more popular.
- Have fewer behavioural problems.
- Have fewer infectious illnesses.
- Are more emotionally stable.
- Are more resilient.

(Gottman 1997)

### The following principles are central to Emotion Coaching:

- All emotions are natural and normal, and not always a matter of choice.
- Behaviour is a communication.
- Emotional 'first aid' (calming, soothing) is needed first: 'Connect before re-direct,' rapport before reason.'
- 'Emotion coaching builds a power base that is an emotional bond – this creates a safe haven, a place of trust, a place of respect, a place of acceptance, a sense of self. This in turn leads to children and young people giving back respect and acceptance of boundaries.'
- Children cannot successfully self-regulate their emotions unless they have experienced and internalised co-regulation (i.e. an adult tuning in/empathising with their emotional state and thus 'containing' - sharing, supporting and carrying – their emotional state). This also involves explicit teaching and modelling.

### **Emotion coaching is a set of processes that includes . . .**

- *talking to the child about the emotions*
- *helping the child to verbally label the emotions being felt*
- *respecting and accepting the child's emotions*
- *discussing the situations that elicited the emotions*
- *having goals and strategies for coping with these situations (Gottman, 1997)*

**The five essential steps of Emotion Coaching:**

- Be aware of the child's emotion.
- Recognize the child's expression of emotion as a perfect moment for intimacy and teaching.
- Listen with empathy and validate the child's feelings.
- Help the child learn to label their emotions with words.
- Set limits when you are helping the child to solve problems or deal with upsetting situations appropriately.

When the child expresses challenging emotions or misbehaves in some manner, try to figure out the underlying cause of their feelings. Put the steps of Emotion Coaching to work in your relationship with the child.

- Show the child respect and understanding in moments when they feel misunderstood, upset, or frustrated. Talk through their feelings with them and try to understand their source.
- Be aware of the child's responses to your method of working through the moment with them.
- In difficult interactions, make sure the child feels your empathy, by patiently validating their feelings and getting to the root of their expression.
- Instead of focusing on your agenda in these situations, show the child that you respect their attempts to solve problems, and guide them with trust and affection. Work through these experiences together.

## **APPENDIX C: An explanation of Trauma**

**The Impact of Trauma on Child Development** It is important to understand the nature of trauma, how it impacts on child development and the kind of approaches in the work with a child that can enable him to begin recovery. Trauma is like an emotional shock – an experience that is too overwhelming for the person to process. Normally, with support and over time the person naturally recovers from trauma and is able to integrate their experience of trauma as part of their personal history. In childhood, trauma can be particularly damaging because the child's brain is not fully developed – therefore the natural development process can be disrupted and become distorted. Trauma alters patterns in the brain, chemicals such as adrenaline and cortisone are produced in excess, initially as a necessary survival response i.e. to prepare a person to take flight from the threat. Trauma that is repeated over time, often in many different forms, such as physical, emotional and sexual abuse, as well as neglect – becomes complex trauma. Providing therapeutic care for children who have suffered complex trauma is an extremely challenging and difficult job.

If trauma is repeated over time, the changes in the brain become permanent rather than a temporary response. When this happens the brain becomes unbalanced – development goes on hold as the brain is constantly in survival mode. For example, if someone is hypervigilant, constantly anxious, ready to fight or take flight, or alternatively 'watchfully frozen' to become invisible – the person is unable to receive nurturing experiences, which foster development.

**The Importance of Safety** The first thing traumatised children need is to be safe and secondly to feel safe. Being safe and feeling safe are not always the same thing. For instance, we might be ensuring that a child is safe from harm but he might not trust us. For the child to feel safe we will need to ensure that he is actually safe over a long period of time. His negative experiences of adults over many years can only change through new consistent positive experiences. We cannot expect something that been learnt over such a long time to change quickly. Until this happens a traumatised child is likely to be highly anxious, hypervigilant and mistrustful. They will keep others at a distance by using various defensive strategies, which have been adopted as a survival mechanism,

- behaving in a hostile, rejecting manner
- becoming withdrawn to keep others at a distance
- becoming manipulative to maintain a sense of control – sometimes this may be by adopting a compliant and pleasing exterior protecting the real and vulnerable self

All of these behaviours, which are really attempts to survive and protect the self, prevent people from feeling connected with the child in a meaningful way. Trauma based behaviour is functional at the time in which it develops as a response to threat. The strategies may be effective in causing adults to give up and stop trying to form an attachment – in this sense the child's strategy is effective in protecting him from what he feels is the likely outcome of closeness to an adult – hurt, rejection and abuse. However, in the long term the strategy is dysfunctional as the child cannot grow and develop without forming close relationships with adults.

## APPENDIX D: Graduated Approach

All children and young people in Trafford are entitled to an education that enables them to make progress so that they:

- achieve the best possible outcomes
- become confident individuals with a growing ability to communicate their own views
- live fulfilling lives
- make a successful transition into compulsory education if in early years, or if older into adulthood

For children with special educational needs, this involves a graduated approach of assess, plan, do & review (APDR) to ensure that each individual child's needs are met with personalised provision planned in order to support their development.

At Longford Park School, every child has an individual education plan (IEP) which includes their APDR cycle. It is important that the class teacher has a secure understanding of each child's needs and interests in order to plan effective provision.

Many of the principles included within this relational policy are also included within Trafford's graduated approach guidance as examples of good practice. Guidance is available on Trafford's [Local Offer](https://www.trafforddirectory.co.uk/kb5/trafford/fsd/advice.page?id=6uHRIwbYTJY) (<https://www.trafforddirectory.co.uk/kb5/trafford/fsd/advice.page?id=6uHRIwbYTJY>) for the following areas of need:

- Cognition & Learning (general/moderate (MLD) and specific learning difficulties (SpLD))
- Communication & Interaction (Autism Spectrum Condition or Disorder (ASC/ASD) and Speech, Language and Communication Needs (SLCN))
- Social, Emotional & Mental Health (SEMH)
- Physical needs/disability (PD) and Sensory Needs (HI/VI)

### Relational approaches to support pupils with ADHD:

- Explicitly share clear expectations with the child. Sometimes these may need to be repeated or rephrased. Try to say what the child should be doing rather than what they shouldn't be doing.
- Try to keep to predictable routines and rituals so that children know what to expect and so feel safe and secure
- Show empathy and an understanding of what the child finds difficult.
- Use of a reward system with pre-agreed, achievable targets set for the child. Negotiate the rewards available with the child and vary them regularly to hold the child's interest. However, remember it is often not just the reward itself that matters but who gives the reward.
- Catch the child being good and take every opportunity to praise.
- Show an interest in the child's talents and help them to feel a sense of success.
- When things go wrong, make sure that the child knows it is their behaviour you do not appreciate and not the child's personality. Reassure them that you like or respect them as a person.

- Stay calm and in control of your own emotions.
- Offer a stimuli-free space for brain breaks and time away from the group if required (for example a quiet corner of the classroom). This should be for short amounts of time and may require times of no conversation or involvement with the child.
- Foster an ethos of being able to 'move on' with a 'clean slate' – ensure the child feels welcome in the classroom.
- Consider the seating arrangements in the classroom to minimise distractions and so enable the child to achieve.
- Have realistic expectations of quantity of work and break learning down into small chunks with regular movement breaks to maintain concentration. Movement breaks could be given by asking the child to do small jobs (eg. give out resources, walk to front of class to write on the board, etc).
- Use of physical resources to help with fidgeting (eg, fidget toys/blutack, resistance bands etc).

**Relational approaches to support pupils with ASC/ASD (including the pathological demand avoidance (PDA) profile):**

- Explicitly share clear expectations with the child. Sometimes these may need to be repeated or rephrased.
- Use of visuals, when needed, to help children remember expectations, processes or timetables.
- Try to keep to predictable routines and rituals so that children know what to expect and so feel safe and secure
- Show empathy and an understanding of what the child finds difficult. Remember that behaviour is often stemmed from uncertainty or anxiety.
- Prepare children for what is going to happen (eg a visual timetable). It is important to do this in a flexible and non-confrontational way, and that any timetables are referred to with the child, rather than being done 'to' the child.
- Offer reassurance and allow 'take up time'
- Look out for early signs of increased anxiety and scale back demands at this time. Older children should be encouraged to recognise their own signs of heightened emotions (eg through the use of a feelings board)
- Make sure there's space in the classroom or school where they can go to feel calm.
- Stay calm and in control of your own emotions.
- Try to use indirect language when stating the expectations (for example, "I wonder if we can..." "Let's see if we can..." "I can't see how to make this work..." "Who do you want to help with..." rather than "It's time for you to..." "You've got to..." "You need to..." "You must...")
- Build a relationship and know the child's specific interests, try to use these interests to depersonalise demands or motivate.
- Give simple choices where both options are acceptable to the adult.
- Distraction techniques (eg going to do some jobs with an adult) can be used to temporarily 'pause' a difficult situation and ease any anxiety.
- Use of personalised social stories to support development of social understanding.
- Sometimes it is necessary to compromise and 'meet the child halfway'

- Sometimes it can be effective to introduce a 'third party' when implementing restrictions (eg, "I know you'd like to go home early but the prime minister says we have to be at school for the full day").

**Relational approaches to support pupils with sensory processing disorder (SPD) or sensory sensitivities:**

- Gather as much information about the specific sensitivities the child has as possible.
- Seek personalised guidance, depending on whether the child is hypersensitive (receiving too much information) or hyposensitive (receiving too little information).
- Discuss any adaptations with the child before implementing them and try to be discreet where possible.
- Try to keep to predictable routines and rituals so that children know what to expect and so feel safe and secure.
- Ensure the child has a key adult identified who they can approach if they are struggling.
- Prepare the child for any changes to the environment.
- Carefully consider the seating plan in the classroom (eg proximity to windows, end of rows, proximity to background noises or smells).
- Try to avoid any sudden noises or unexpected touch.
- Offer opportunities for regular movement breaks (and sensory circuits) to aid self-regulation.
- Explicitly accept and validate any noises, feelings or smells.
- Availability of physical resources in class (eg ear defenders, fidget toys, chews).
- Try to use multi-sensory approaches to teaching and learning
- Be flexible and make adaptations during difficult times (eg lunchtimes)
- Be considerate towards children's dislikes, encourage and support the child to try new experiences but don't force participation.

## APPENDIX E: Language suggestions

Whilst working with children at Longford Park School, adults must think carefully about the language they use in order to maintain a relational approach. An important part of the Relational approach is to make it clear that it is the behaviour we are responding to – we are ‘challenging the behaviour not the person’ (Barton, et al, 2011).

We might say, ‘I don’t like that behaviour because it hurts people’, rather than ‘I don’t like you because you hurt people’. Empathy can be shown with statements like, ‘I know you are feeling very upset but it isn’t ok to hit someone’. However, a simple message like this may be confusing to a child, who has been abused by his own parents. If we are saying it isn’t ok to hurt someone it raises the question, ‘why did my parents hurt me then?’

<i>“I see that your shoulders are hunched and think you might be upset?”</i>
<i>“I see two children who both want the same toy.”</i>
<i>“I wonder if you’re feeling..... because .....”</i>
<i>“I can see how you might feel.....because....”</i>
<i>“Maybe it’s not the right time now, I’ll catch up with you later”</i>
<i>“I hear you need space; I’ll be over here when you need me.”</i>
<i>“Do you think you might be disappointed?”</i>
<i>“It’s ok to feel angry.”</i>
<i>“I understand you are angry but I can’t let you kick me, come and sit next to me”</i>

*"I'm sorry you're upset. At the same time, running away isn't safe."*

*"Remember what we discussed when you feel angry, we can take big deep breaths or go to the big feelings tent"*

*"I get angry sometimes too; let's figure this out together."*

*"How can I help you now?"*

*"How many points did you earn in that lesson?"*

*"What do you think you did to earn your points?"*

*"Tell me about what happened..."*

*"If we could go back in time, what do you think you could have done differently?"*

*"Help me understand how ..."*

*"Thank you for doing your jobs. I know you wanted to do other things first. I really appreciate you doing it even though it was hard."*

*"Please.. thank you..."*

## APPENDIX F Team Teach

All staff are trained using the 'Team Teach' materials. Although the training involves adults understanding the correct holds to use for appropriate physical intervention, 95% of the strategies are about de-escalating situations for pupils who are dysregulated.

The behaviour strategies used in school all centre around the 'Six Stages of a Crisis':

