

## Lancashire Education Awards



# Application Form

*Please note that sharing good practice is an essential part of the Lancashire Education Awards and by completing this form you agree to be contacted by interested schools. The contact information and information you provide on this application form will thus be published on a website should your application be successful.*

Establishment name:	St Augustine of Canterbury RC Primary School
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Lancashire Establishment no (e.g. 02013 or A1005). If you do not have a Lancashire number please provide your full school address and phone number	12028
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Network/cluster name (if you are applying for an award for network/cluster work and more than one establishment will receive an award. Please list all the schools that would receive the award.	
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Headteacher/principal/ head of centre name	Mrs. Sinead Colbeck
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Lead contact name (if different from Headteacher; this person will be contacted for queries/to provide evidence, etc.)	
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Lead contact email address (will need to be checked regularly)	s.colbeck@st-augustines.lancs.sch.uk
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Project title (will appear on certificate, maximum 15 words)	Developing effective Attachment and Trauma Sensitive practice across school
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Award applied for (please put an X in the appropriate box):

Award category	X
<b>Innovate</b> <i>A project that demonstrates practice that is new or ground breaking, which successfully engaged and enthused learners.</i>	
<b>Achieve</b> <i>A project had measurable impact on raising outcomes for pupils.</i>	
<b>Invest</b> <i>A project that has had a positive impact upon an aspect of the wider school community.</i>	
<b>Collaborate</b> <i>A project that involved work across more than one school or work with other agencies.</i>	
<b>Include</b> <i>A project in provision for pupils with Special Educational Needs and Disabilities.</i>	
<b>Inspire</b> <i>A project that demonstrates embedded exceptional provision of an aspect of the curriculum. Practice will have been developed and refined over time.</i>	X

Project summary (maximum 200 words)
<p>Over the last two years, to address the increasing needs of our vulnerable pupils, we have developed an awareness of the impact attachment and early trauma has on children. This has included understanding how this can be a barrier to development as well as developing knowledge and understanding of the strategies we, as a school, can use to support our vulnerable pupils. We have audited and reviewed our provision, developed a working party and adapted our practice been accredited with both Bronze and Silver Attachment and Trauma Sensitive School awards. This has been as the result of consultancy input and assessment within school. As a result of the commitment to this work, there is improved behaviour across school with fewer reported incidents, improved impact of interventions, increased staff confidence in understanding children holistically and improved attainment and progress for some particularly vulnerable children who may otherwise be at risk of under achieving and disengaging from education. The improved understanding has also increased our awareness of other issues which increases workload but has resulted in earlier intervention and support for families and children.</p>

How did you identify the need for this project? What were you hoping to achieve?

In 2015, we developed monitoring systems for pupils who were accessing informal nurture support in school and formal counselling. This also included pupils who may have external agency involvement either through the CAF process or with CSC. 6% of the school population that time were subject to our internal monitoring. As our safeguarding and monitoring systems improved, staff awareness of signs of concern improved and consequently the number of pupils requiring support increased to 27% in 2016-17.

This included a high number of pupils on Child Protection Plans and an increase in CAFs; our work with parents increased and relationships between school, parents and children, whilst sometimes challenging, strengthened resulting in parents sharing more of their background and our awareness of potential barriers increased. Whilst overwhelmed initially with a wealth of new information and increase in our monitoring role, we knew we needed to do something to address this need and ensure as a school we were committed to ensuring this information was taken into account with each individual child.

Key members of staff including the SENCO and myself, accessed Solihull Approach training through the local children's centre and became aware of the complex nature of child development when there are issues which may impact on development, including domestic abuse, drug and alcohol misuse, bereavement, separation and mental health, all of which we had been dealing with in some of our cases.

The appointment of a new Pupil and Family Support Lead in December 2016 further developed this practice. When training was arranged within our Catholic cluster with Jenny Nock, a child psychologist with a background in nurseries and schools, we were keen to further develop our knowledge of attachment and early trauma. This training only confirmed the need for more awareness for all staff in school and a review of our provision.

Who led the project?

Mrs. Sinead Colbeck and Mrs. Helen Webb

What steps/actions did you take?

After an increase in the number of pupils being referred to CSC in Spring 2016, the governing body and senior leadership team agreed to explore commissioning a Caritas Social Worker 1 day a week to support the work in school.

July 2016 we commissioned CPOMS to log incidents and build up chronologies for all pupils. All DSLs were included in each incident and our Caritas Worker included for the children who she was supporting.

Following the initial training with Jenny Nock in February 2017, attended by Helen Webb (Pupil and Family Support Lead), Cat Haworth (SENDCo), Lisa Shaw (Caritas Social Worker) and myself as Headteacher, we agreed this should be a priority for our school. We used the review framework Jenny published for the award to reflect on our practice and identify areas for

improvement.

A safeguarding audit was conducted in May 2017 which we used to ensure procedures were clearly in place.

September 2017 – we started gathering the evidence for the Bronze Attachment and Trauma Sensitive Schools award and arranged a whole school INSET for March 2018.

Supervision training was attended by myself as headteacher and we began to roll out supervision beyond EYFS staff as had previously been done. A new policy was written and approved.

Autumn 2017 – we began formal safeguarding reviews termly where all children were discussed and support plans agreed for cohorts; this linked closely to pupil progress information, attendance information and intervention plans.

March 2018 – following our whole school INSET, we devised an action plan to address areas for development; a working party was formed to help identify what we were doing effectively as well as plan for any gaps in provision across school; staff were given the opportunity to discuss and share practice across school.

May 2018 – Jenny visited for a consultancy visit – this involved monitoring the provision within school and recording the input of pupils and staff; she provided a comprehensive evaluation of what she had observed and arranged an assessment visit for June 2018

June 2018 – we invested in FAGUS to assess and compile profiles of pupils who were being monitored due to complex circumstances.

July 2018 – after being awarded the ATSSA Bronze award, we began to collate evidence towards the Silver award which would normally take another 12 months; following feedback from Jenny, it was agreed we would be assessed in November 2018. This was added to our school improvement plan

September 2018 – FAGUS profiles were used with identified vulnerable pupils; these included CLA children, those who had been adopted from care, children subject to proceedings or on child protection plans and children who had shown complex behaviour or escalating concerns. Staff were supported to assess the children against the criteria to determine their development stage and identify gaps where they were working below their developmental stage.

September 2018 – a comprehensive safeguarding review identified that 107 pupils (50%) were now subject to monitoring either due to staff or parent concerns being raised or additional needs arising, including attendance, SEND, SEMH support, external agency involvement including CSC, Children and Family Wellbeing Service and Health.

October/November 2018 – Early Years Attachment and Trauma training was undertaken and updates were provided to staff; this included devising GAS assessments from the FAGUS profiles which would be in place until review in February 2019.

November 2018 – following an assessment visit by Jenny Nock, we were awarded the Silver Attachment and Trauma Sensitive Schools Award and advised to build a portfolio of evidence over the coming 12 months towards the Gold Award.

## What was the impact of the project and how was this measured/assessed?

In Ofsted (January 2018), the inspector recognised, *“You, alongside a committed staff, have created a warm and friendly school where the well-being of pupils is at the heart of everything that you do. You lead by example to ensure that staff place no limits on what pupils can achieve. The school’s strong Christian ethos underpins a commendable level of pastoral care. Together, you have created a haven for pupils where they can flourish. Pupils say that they feel safe and happy. Parents and carers consider staff to be welcoming and approachable. The parents with whom I spoke explained how staff go ‘the extra mile’ to get the best from all pupils. Staff are proud to work at the school. They feel well supported by leaders and governors and they are keen to excel professionally. Governors are committed to ensuring that leaders provide a nurturing environment where pupils thrive.”*

Additionally, the report stated, *“Your safeguarding records are meticulous and your work with external agencies to safeguard pupils is exemplary. You and your staff have a clear understanding of the safeguarding risks that are potentially more prevalent in the local area. You reduce these risks by creating a culture where staff are extremely vigilant. You also work with families to develop positive and supportive relationships. You know that pupils are safe in school.”*

The school has been awarded the Attachment and Trauma Sensitive Schools Bronze Award for being Attachment Aware (July 2018) and the Silver Award for being Attachment Friendly (December 2018). This involved a comprehensive self-assessment at both stages with evidence folders submitted prior to formal assessment. During the consultant assessment, lessons were observed, the learning environment throughout school was assessed, key staff and governors were spoken with and children talked to the assessor. Additional information was shared as appropriate including key documentation such as School Improvement Plan, action plans, FAGUS profiles and GAS plans. Examples of planning was shared as well as evidence provided by class teachers of key strategies being used such as sensory snacks, classroom greetings, emotion check-ins, executive function strategies, quiet work areas and safe spaces.

Pupil progress has continued to be closely monitored and the progress of vulnerable pupils monitored; data across school has continued to improve and in July 2018, KS2 data was in line with data in younger year groups as well as exceeding local and national attainment; this included the attainment of some very vulnerable pupils.

Parental questionnaire (November 2018) showed that the vast majority of the 130 responses received were overwhelmingly positive with parents commenting that, *“That they care about their well-being as well as their education”, “The atmosphere – very friendly. Have felt very supported over difficult times”, “The teachers love the children and their jobs and gives very welcoming and loving, caring feel”* and *“They will go out of their way to get the best out of your child.”*

## What are the next steps? How will you follow up this work?

We now have visits from other schools planned in with a school from South London visiting in February 2019. Some local schools plan on developing the practice within their schools and we are happy to support this in any way.

We are developing our practice further towards achieving the Gold Award later this year. This will include embedding existing practice further as well as, *“1. Become a Beacon of Best*

*Practice for other schools working towards Attachment and Trauma Sensitive Practice by:*

- a. hosting and delivering training on Attachment and Trauma Sensitive practice for schools in their area, cluster and/or further afield;*
  - b. offering 'In-reach' to local schools to observe attachment friendly practice, and 'Outreach' to schools to observe and advise*
- 2. Provide clinical supervision for front line staff and SLT at least termly*
  - 3. Where appropriate, actively encourage parents and carers to participate in planning with staff to ensure maximum effectiveness of additional funding, including Pupil Premium Plus funds*

Having shared our practice with a neighbouring nursery, they too have started the assessment against the EYFS ATSSA Criteria; we will be gathering our own evidence of Early Years practice to ensure the practice is consistent throughout school and strengthens our early intervention and identification of vulnerable pupils.

We will continue to develop our use of FAGUS to monitor the progress of pupils against criteria to ensure all developmental needs are being met, not just traditionally academic ones.

Pupil progress will continue to be developed to allow us to monitor progress in depth of vulnerable pupils across school. Staff awareness of these pupils should mean earlier intervention and support as well as understanding of potential barriers and strategies to support these pupils.

Termly Safeguarding reviews with CSC Practice Manager will ensure that unmet needs may be addressed earlier and barriers to learning identified with signposting to additional support to address any unmet need. More training for staff on FASD, mental health, domestic abuse and ACES will be provided to ensure staff have the skills they require to support pupils. Staff roles and responsibilities will be adapted to ensure these complex needs are addressed through wider safeguarding roles.

Please attach any supporting evidence – this will be considered alongside the application.

Evidence could include: school improvement plans, governors minutes, e-scrapbooks, examples of children's work, PowerPoints, photographs, letters from parents, anything that demonstrates the outcome of the project.) **Please be mindful that files containing large numbers of high resolution images/video clips may not be received.**

Supporting evidence attached:

Ofsted Section 8 Inspection – January 2018 (see paragraphs 3, 4, 8 and 9)

Safeguarding Audit – May 2017

Attachment and Trauma Audit – May 2018

Bronze ATSSA Evidence folders – June 2018

Bronze ATSSA Award Letter – July 2018

Silver ATSSA Evidence folders – November 2018

Silver ATSSA Award Letter – December 2018

School Improvement Plan – 2018/19

Supervision Policy

Action Plan

Parental Questionnaire – November 2018

Do you have any other advice for establishments that might be considering a similar project?

This project required commitment of all staff; where members of staff were reluctant or did not fully understand the principles of being attachment and trauma sensitive, it became difficult to embed effective practice and it was inconsistent across school at the beginning. Investing time, energy into training at the beginning as well as keeping dialogue open for any resistance to the ideas was crucial in ensuring every remained committed. Remaining open minded was essential and this also meant being sensitive to the experiences of staff members as well when discussing some complex and distressing cases. Ensuring staff were supported through supervision has been essential to the success of this.

This is not a short term project and has required continuous review and reflection to achieve what we have; leadership at the highest level, including governance, has been important but it has also been important to engage the wider workforce, including office staff, welfare staff and part time staff; inconsistency is a barrier to success.

As this practice has embedded, it has not meant a reduction in the number of pupils identified as requiring additional support; the complete opposite is true. As all members of staff have become familiar with identifying behaviour which may be indicative of early trauma or attachment difficulties, we have become aware of more pupils who may have experienced this. The same is true on developing the relationships with parents. As they have been encouraged to share their experiences to support their children not for judgment from staff, trust has built up and they have been increasingly open and honest. Staff organisation and the development of resilience is therefore a key issue.

Adviser supporting statement (the application will not be considered without this)

St Augustine of Canterbury RC Primary School serves an area of significant social deprivation and works hard to meet the needs of a number of vulnerable pupils. The work they have undertaken on the impact attachment and early trauma has on children has supported the whole staff team in meeting pupils' needs and eliminating barriers to development as well as barriers to learning. An audit and review of provision has taken place and the ensuing actions meant the school was accredited with both Bronze and Silver Attachment and Trauma Sensitive School awards. The impact of the commitment to this work has been a significant improvement in behaviour across school with fewer reported incidents, improved impact of interventions, increased staff confidence in understanding children's needs as a whole and improved attainment and progress, particularly for identified vulnerable children who were at risk of under achieving and disengaging from education. The increased understanding of these issues in the staff team has increased awareness of wider special need issues which has resulted in earlier intervention and support for families and children. The hugely positive impact of this work is a credit to the staff who have led the initiative and to the staff team as a whole, who have embraced its challenges wholeheartedly, putting a desire to meet the needs of deprived and challenging children uppermost. Through this work the school has truly lived out its mission statement and is now engaging in school to school support in this area of work.

Adviser name	Pam Carter
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Date of application	29 <sup>TH</sup> January 2019
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*Please email your completed form to [advisory.support@lancashire.gov.uk](mailto:advisory.support@lancashire.gov.uk) . You should also save the completed form to your computer/network before closing it.*