



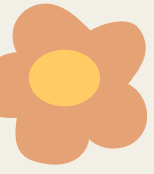
Attachment- Informed, Trauma  
Sensitive Practice  
&  
Attachment Accreditation

# What is attachment?



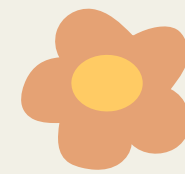
- **Attachment Theory:** This describes how a child's first relationships (usually with parents/caregivers) set the stage for how they relate to people later in life.
- **Secure Attachment:** A loving, reliable base leads to a child who is confident, explores, and manages emotions well.
- **Disrupted Attachment:** If early relationships are difficult or unpredictable, children may struggle to form healthy bonds. Children with disrupted attachment may see the world as threatening and may be more likely to show distressed behaviour, be withdrawn or develop anxiety.

# Why does attachment matter?



In ELC and School, we focus on how children's relationships affect their health and wellbeing and learning.

- Trauma (very stressful or harmful events) and Attachment (how children form early relationships) are closely linked and can disrupt a child's ability to learn and connect with others.
- Our Goal: To create a trauma-sensitive environment where all children feel safe, secure, and ready to learn.



# The power of positive relationships



Studies of resilience have consistently highlighted the importance of connectedness to others as providing a 'safe base' —a place where a child feels valued, cared for, and secure enough to explore and learn.

**"The more healthy relationships a child has, the more likely he will be to recover from trauma and thrive."**

Bruce Perry (Psychiatrist and Trauma Researcher)

Our Focus: Building trusting and positive relationships with your child(ren) to support their emotional regulation (managing feelings) and promote positive wellbeing and in turn, learning outcomes.



# How are we becoming Attachment-Informed and Trauma-Sensitive at CJPS and ELC?

## National Context:

- GIRFEC: Getting It Right for Every Child.
- The Promise: Upholding the rights and needs of children who are care experienced
- UNCRC: The UN Convention on the Rights of the Child.

## SLC context:

This approach is part of the Education Resources Attachment Strategy (launched June 2020), which aims to make all establishments a secure base and safe haven for every child.



**School & ELC Context:** All staff have received training in Attachment-Informed, Trauma-Sensitive Practice training to ensure we have a consistent understanding and response across the establishment.

Mrs Paterson is our Attachment lead.

Attachment ambassadors (pupils, staff from a range of roles across the school community and families) will form our working group.

Continuing to build an Attachment-Informed, Trauma Sensitive establishment involves a shared approach (involving all stakeholders) to make further improvements to our policy, practice, and culture and requires ongoing efforts to ensure that all learners experience social, emotional, and educational success. This is a priority on our ELC and School Improvement plan for this session.

Developing and sharing a vision of practice and the process for achieving it will be done through the Attachment Accreditation process.

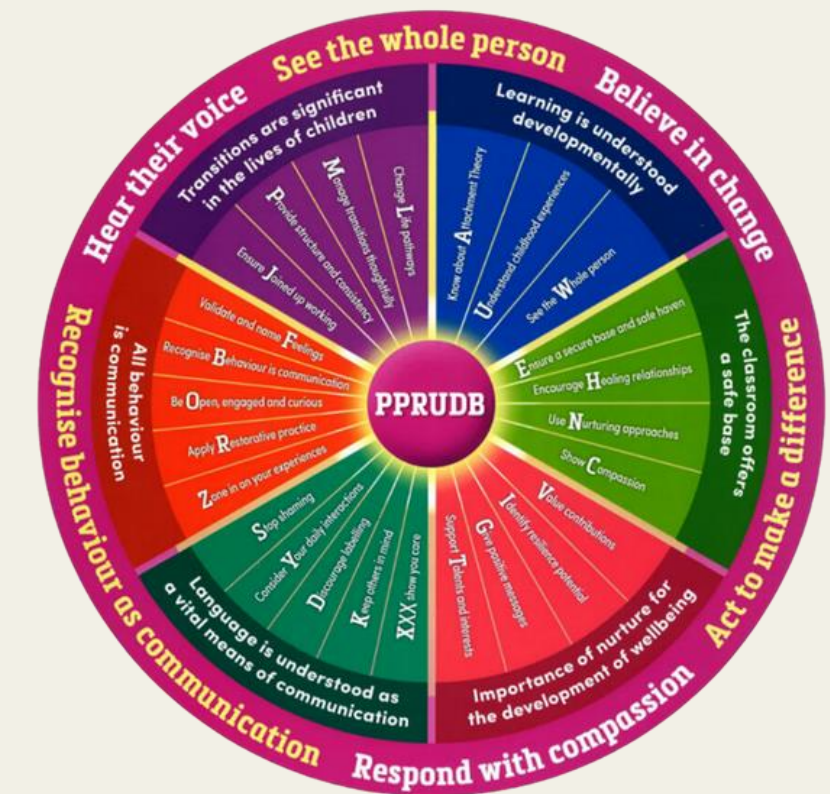


# Attachment Accreditation Process

The attachment accreditation process is designed to help educational establishments embed Attachment-Informed, Trauma Sensitive Practice and gain recognition for their efforts.

It involves a phased approach where establishments gather evidence to demonstrate their adherence to six key pledges:

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



The process begins with the "Act to make a difference" pledge and concludes with "Believe in change". For each successful pledge submission, we will receive a jigsaw piece, with the goal of completing the full jigsaw at the end of the process.

# What this means for your child

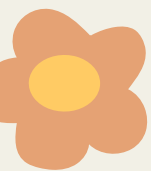
## What You Can Expect from Our Attachment-Informed Approach?

**A Focus on Relationships:** Your child will be supported by staff who actively work to build a trusting, caring connection with them.

**Understanding Behaviour:** We look to support the root cause and respond in a way that helps your child feel safe and calm.

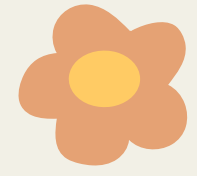
**A Consistent Approach:** Our leadership team and staff are committed to ongoing work through a structured process to ensure this approach is embedded throughout our practice.

**Working Together:** We value our partnership with you, the parents and families, as we all strive for your child's social, emotional, and educational success.





# Why is this important for CJPS & ELC?

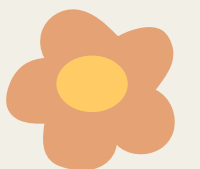


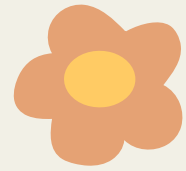
**Embedding Best Practice:** The toolkit supports us in further embedding Attachment-Informed, Trauma Sensitive Practice, which is crucial for creating a supportive environment.

**Recognition of Good Practice:** Achieving pledge awards and completing the accreditation process provides formal recognition for our commitment to and implementation of these approaches.

**Structured Improvement:** The phased approach and quality indicators within each pledge provide a clear framework for assessing current practices and supporting improvement.

**Improved Outcomes:** The overall aim is to improve outcomes for children and young people, as well as the wider establishment community, through a deeper understanding of attachment and trauma. This can impact measures such as attendance, exclusion, attainment, and wellbeing.

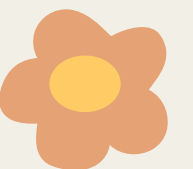


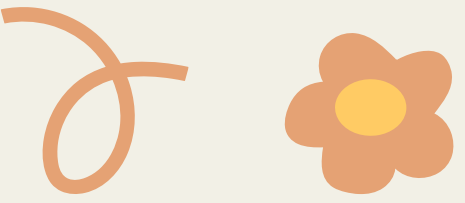


**Staff Development and Support:** The process emphasises professional development for staff, opportunities for reflection, and systems for wellbeing support.

**Inclusive Environment:** It encourages an awareness and understanding of the social and cultural backgrounds and experiences of pupils, families, and staff, promoting respectful and inclusive interactions.

**Relational Approach to Conflict:** The accreditation promotes a shift towards relational and restorative approaches to managing conflict, focusing on empathy and repairing harm.





# Questions

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