

CONSORTIUM FOR EMOTIONAL WELL BEING IN SCHOOLS

Accredited training in children's emotional development and attachment – an entitlement for all who work in our schools

This report is the outcome of a **Round Table discussion convened by Francis Earl Listowel in the House of Lords on October 28th 2013**. The meeting brought together research academics, leaders of national children's organisations, trainers, teacher educators, and school leaders and practitioners who have a shared concern to support the implementation of the requirements set out in both the SENCO Standards and the 'Teachers' Standards' (2013).

The Consortium for Emotional Well-being in Schools represents the views of a wide range of education practitioners whose work focuses on the needs of the most vulnerable pupils and families. The Group is co-ordinated by:

Dr. Heather Geddes (*Trustee Caspari Foundation*)

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A.

Our Objective and 7 Headline Recommendations

Our objective:

To enable all those who work in our schools to have access to accredited training in children's emotional development and to gain a deeper understanding of the importance of attachment theory and its impact on the behaviour of children and young people.

1.

Champion outstanding practice in schools

Secure the support of the National College for Teaching and Leadership (NCTL) to identify and publish case studies from schools nationally who are providing whole school training in children's emotional development as part of a strategic plan to improve teaching and learning.

2.

Widen the role of teacher training providers

Encourage Teacher Training providers to extend their offer of Teacher Training by providing whole school training in children's emotional development to all staff in a school as part of an accredited school based CPD programme.

3.

Extend role for Virtual Headteachers

Extend, empower and resource the role of Virtual Heads to assess the training needs of schools in relation to 'looked after children' and to be able to contribute to whole staff training in children's emotional development and attachment theory.

4.

Availability of a national register of trainers

Secure a national register of training providers who are accredited to provide training in children's emotional development and attachment and make the register available to all schools.

5.

Commission research

Enlist the support of major trusts and foundations to support research into the impact on performance of schools who have adopted a model of accredited training in children's emotional development and attachment theory.

6.

Action by Children's organisations

Encourage national children's organisations to argue for major changes in the training of teachers and support staff to include children's emotional development and attachment theory.

7.

Additional role for Ofsted

Widen the role of Ofsted to include the provision of accredited training in children's emotional development and attachment theory in the inspection regime of teacher training and schools.

B.

Our Concerns

There is growing recognition that more and more children are presenting in our schools with difficult and troublesome behaviour that is interfering with their learning.

Much of this difficult and troublesome behaviour is caused by distressing and disturbing experiences in their family lives which for many children is traumatic (emotionally overwhelming). The prevalence of emotional abuse and neglect is significantly higher than is generally understood.

In many cases, these distressing experiences are brought into the classroom, relived and communicated in various ways through behaviour and attitude in relation to other children and to the teacher, demonstrating many developmental vulnerabilities that need to be considered.

This behaviour is having a major impact on teachers who feel ill equipped to deal with it. Teachers as a result are becoming increasingly stressed and burnt out. This in turn is having a negative effect on teacher retention.

Most teacher training lacks sufficient knowledge of children's emotional development and in particular the impact and consequences of childhood experiences of attachment to their parents and carers and other family members within the home situation. More recognition is needed of just how important teachers are to young people and that they cannot afford to be ignorant about the lives of the children they teach.

Without this training, teachers are less likely to understand and interpret the meaning of the children's behaviour and its emotional impact on their readiness to learn. They are less likely to know how best to respond to different kinds of behaviour whether that be through (a) adapting their own responses to the child, or (b) through the allocation of a 'Key Adult' within the school to support the pupil become stronger developmentally and more in a position to settle to learn, or (c) where appropriate referral for specialist help.

Well trained teachers in children's emotional development and the impact of developmental trauma and loss, are likely to be more confident and effective in providing a safe setting for the teaching of all students, including the more vulnerable and challenging.

If the emotional needs of the more vulnerable and challenging children are not met with understanding and support by teachers, it is more likely that they will fail to learn and benefit from educational opportunities available to them. Some may be overlooked, leading to significant feelings of depression; some may feel threatened, overwhelmed and unable to meet the demands of the school; others may, at worst, be excluded, most likely leading to a lifetime of failure and criminality. Most may well give up on learning and leave school disaffected and poorly educated.

The costs of failing to recognize the importance of children's emotional development in learning are considerable, for example:

- the costs incurred as a result of teachers leaving the profession; of wasted investment in teacher training and of more recruitment and induction
- the costs incurred as a result of the emotional needs of children not being met; increased costs for education in alternative educational provision such as residential placements, increased pressure on mental health and social services and on the criminal justice system
- the costs of ongoing inter-generational re-enactment of negative patterns of relating in families

C.

Children's Emotional Development

Children's emotional development depends essentially on the experience of security in their past and present family relationships and on the degree to which they have been emotionally traumatised, i.e. overwhelmed by social and emotional experiences which they have not be able to understand or assimilate.

Attachment theory provides a clear conceptual framework, based on considerable empirical evidence, for understanding the emotional experience of children. Basically, it explores the consequences of different kinds of security that children experience in relation to their parents or caregivers. Research clearly indicates that securely attached children perform better in school, and that children with a predominance of insecure experiences are more likely to express their anxieties in troubled and troublesome behaviours affecting their academic attainment and achievements.

Developmental trauma/loss theory provides understanding of the impact of overwhelming experiences on the child's mental experience and behaviour, including the impact on the functioning of the brain.

We know now from neuroscience that there is capacity for adaptation and recovery but those pupils who are at risk need to experience permanency and sensitive attuned care within their school settings and at least one consistent relationship over a period of time (2-3 years minimum) to be in a position to move towards learned security.

The relevance of this knowledge to the everyday practice of teaching is considerable. It helps teachers to understand the following which we feel should be part of essential training:

- the way children relate to the teacher and to other children is in large measure what they have learned in their families. For example, a boy who has been frightened of his father as a child may fear the male teacher and protect himself from anticipated attack through being frightening himself.
- the way the impact of a child's behaviour and attitude towards a teacher may elicit in the teacher strong feelings which interfere with his or her capacity or motivation to teach. For example, as in the above case, the teacher may find himself feeling defied and attacked and may over react by being punitive and dismissive.
- the way a great deal of children's emotional development takes place in the context of school life. Teachers and school staff can do a great deal to foster children's emotional development, not by becoming pseudo therapists but by being relational in their approaches - responding to these troubled pupils using thoughtful attuned interventions that are matched to the pupil's developmental stage and current state. With this approach, pupils are less likely to present problematic behaviour and more likely to settle to focus and concentrate on the learning task and so be less stuck in their educational experience.

D.

A New Requirement for Teacher Training

Strand 5A of the government's Teaching Standards covers the need 'to adapt teaching to respond to the strengths and needs of all pupils' and to 'demonstrate an awareness of the physical, social, and intellectual development of children and know how to adapt teaching to support pupils' education at different stages of development'.

There are difficulties in securing the full implementation of these standards in all schools. There is also a lack of depth of understanding of the relevance of children's emotional development in relation to behaviour and learning.

The current provision of teacher training is very diverse.

Factors contributing to this include:

- the increasing independence of schools through the Academy and Free School programme
- the move to a school led system of teacher training
- the changing architecture and role of Local Authorities

Teacher trainers involved in our discussions have argued that (a) there is a lack of time available for those involved in teacher training to develop in trainees an understanding of children's emotional development and attachment theory, and (b) that in preparing trainees for teaching they find they need to focus on behaviour management rather than the relational and emotional basis of the teacher/pupil experience.

We are arguing for the commissioning of a curriculum framework based on an understanding of children's emotional development and attachment theory by the DfE which should be part of the Ofsted inspection regime. We argue that such provision for all those who work in our schools would be significant in raising standards in our schools.

We also support the views of the Place2Be Talented Teacher Programme which sees a the benefit of the outcomes of such a training programme to be:

- Better emotional well being of individual pupils and classes
- Improved pupils behaviour and classroom management
- Improved learning disposition of pupils
- Less illness and higher job satisfaction for teachers
- Better support for the educational achievement of disadvantaged (lowest performing 20%) pupils
- Improved retention of teachers in the profession
- Earlier intervention for children with emotional/behavioural/mental well being issues

This programme also sees a wider impact beyond raising standards which would include:

- Young people with fewer mental health issues and better emotional well being
- Children being able to grow up with 'prospects rather than problems'
- Improved future prospects for families and young people
- Increased family well being
- More effective teachers within a more effective educational system where children learn 'better' and more children reach their 'true potential'

In summary we believe that through achieving this objective of accredited training in children's emotional development and attachment theory the following will be secured:

- teachers will be enabled to teach more effectively
- there will be a reduction of stress in the classroom
- attainment will be raised
- teacher turnover (those leaving the profession after just two years) will be reduced
- the gap between those who achieve well in our schools and those who struggle to engage with their education will be narrowed
- schools will be able to refocus their time on teaching and learning
- exclusion will be reduced
- attendance will be improved
- children's experience of school will be enhanced
- improvements in overall mental health will be secured
- numbers involved with the Youth Justice system will be reduced
- cycles of disadvantage in families will be broken

Our proposals are based on a number of premises:

1. They do not make a claim for significant resources
2. They seek to work within existing education policy
3. They reflect the shared responsibility of Initial Teacher Training providers, school based training and professional development, and the role of accredited trainers

E.

What can be achieved and by whom?

We have been made aware of a significant number of headteachers who are addressing the issue of training in children's emotional development and are able to demonstrate significant improvements across a range of factors affecting teaching and learning. We feel that such examples should be identified and offered as practical case studies which others can draw on and be inspired by. In all our discussions we have been impressed by approaches which are based in contributing to the professional development of whole staff groups which enable a change in culture across a school. We see therefore an extended role for Initial Teacher Providers in supporting whole school training in this area. The development of 'Attachment Aware Schools' – being pioneered by Bath Spa University would seem to be an exemplar here. This is intensive work and to scale this up would need a number of regional initiatives by Teacher Training providers to shift an element of their resources from individual training of teachers into whole school support to provide accredited training in children's emotional development and the impact of attachment experience on children's behaviour.

We have also been impressed by the new role of Virtual Headteachers in supporting schools with greater understanding of children's emotional development and attachment issues as they relate to looked after children and yet are relevant to all children. They are becoming a significant resource for schools to draw on. In a new commissioning environment where schools are encouraged to be purchasers of accredited training we note the increasing availability of high quality training providers, such as the Tavistock Institute, the Caspari Foundation, Cairns Training Associates, Yellow Kite, Place2Be, the Northern School of Child and Adolescent Psychotherapy, and the Southover Partnership and many others who are equipped to support specialist training in schools in children's emotional development and attachment. We see a case for compiling a national register of training providers for schools to engage with.

We are heartened by the addition by the National College of Teaching and Leadership on their website of an online resource on attachment theory and children's emotional development again an example of where a teacher training provider (in this case Bath Spa) has shifted resource to new ways of thinking about how the education workforce can be skilled and equipped with new understandings. We would like to see the DfE and the National College of Teaching and Leadership commission a curriculum framework from university teacher educators such as Sussex, York, Bath Spa, Nottingham and the London Institute, as well as from trainers and specialist agencies like the Rees Centre at Oxford, the Caspari Foundation and the Tavistock Institute, that would be the basis for accredited training in children's emotional development and attachment theory. We would like to see Ofsted including accredited training in children's emotional development as part of the judgement criteria in their inspection regime for teacher training.

We have also become aware that the objective which the Consortium for Emotional Well Being in Schools is seeking to secure through the Round Table Meeting in the House of Lords and this report is part of a shared agenda of many national children's organisations, policy bodies, and Foundations. Prominent amongst these are the NSPCC whose strategy unit has supported our thinking, the Early Intervention Foundation and the work of Graham Allen MP, the National Children's Bureau, the Caspari Foundation, the Office of the Children's Commissioner, the Centre for Social Policy (linked to the Social Research Unit at Dartington), Bath Spa University, the National Association of Virtual Heads, and Place2BE amongst others. We would argue that there is a case for bringing together the senior players in these organisations to look specifically at the needs of those who work in our schools being able to have accredited training in children's emotional development and attachment theory.

In our overall aim we set out the proposition that we wished to see a shared approach and responsibility across education and health for the well being of all children. We also note here that teaching is not a profession isolated from other children's services and that nor should it be in its provision of training. The case for multi agency training in the extended children's workforce around the school is strong and would enable a shared language around the child to be developed.

Summary of evidence

Summary of available evidence to support CEWBS report (2014):
Accredited Training in Children's Emotional Development & Attachment –
An Entitlement for All Who Work In Our Schools

The Consortium for Emotional Wellbeing in Schools (CEWBS) report (2014) identifies seven headline recommendations, based on an underlying objective:

To enable all those who work in our schools to have access to accredited training in children's emotional development and to gain a deeper understanding of the importance of attachment theory and its impact on the behaviour of children and young people. (p. 3)

This resume attempts to summarise available evidence that there is unique value in adopting an attachment perspective in supporting pupils in schools and in particular the most troubled and vulnerable. The report argues that the way in which schools perceive disruptive behaviour directly determines how schools manage that behaviour. The argument suggests that the current focus on purely behaviour management approaches and on just increasing discipline in schools, may exacerbate rather than assuage disruptive behaviour in our most challenging youngsters. The available evidence has been gathered from a variety of sources and looks at both whole school (universal) and targeted (small group/individual) approaches to supporting vulnerable learners with 'attachment difficulties'.

Literature reviews on teacher stress continue to highlight disruptive behaviour as one of most likely reasons for teachers to leave profession (e.g. Wilson, 2002; Chapman, 2002; Kyriacou, 2009). Teachers clearly feeling ill-equipped to manage such behaviour effectively. However, despite lack of teacher training in this area, Ofsted expects teachers to be confident and competent behaviour managers:

... classrooms must be orderly places. Around 700,000 pupils attend schools where behaviour needs to improve. Unless this changes, teachers will struggle to create an environment in which all children learn well. (Michael, Wilshaw, Annual Ofsted Report 2012/13)

Similarly, research priorities identified by DfE for school behaviour and attendance (March 2014) indicate:

The need for good behaviour in schools is because pupils will be happier and achieve more if they are free from disruption and the fear of bullying. Tackling poor behaviour is also important in attracting good people into teaching and for keeping them in the profession.

The Sutton Trust - Baby Bonds; Parenting, Attachment and a Secure Base for children (March 2014)

In a recent Sutton Trust report, Moullin et al. highlight that insecurely attached children are most vulnerable to experiencing problematic behaviour, literacy difficulties and leaving school without gaining further qualifications, training or employment. A larger gap in UK than in USA, Canada or Australia between most disadvantaged children and their peers, with particular concern over behaviour problems. The Report indicates that a sizeable minority (40%) of children are considered to be insecurely attached. It documents international research findings (p.4) which suggest that:

- Insecurely attached children are at a higher risk of externalising problems, characterised by aggression, defiance and or hyperactivity.

- Insecurely attached children, on average, have poorer language development and weaker executive function, skills associated with working memory and cognitive flexibility.
- Insecurely attached children are less resilient to poverty, family instability and parental stress and depression.

Recent meta-analysis of 74 studies (Hoeve et al., 2012) reported a small average effect of attachment on delinquency (0.18). Relationship is notably strong where children offend at younger ages and associated with emergence of externalizing and behaviour difficulties. Looked After Children (LAC) at both primary and secondary school continue to be most likely pupils to have attachment difficulties. DfE’s Statistics: Children Looked After In England, indicate that there were 68,110 Looked After Children in England on 31st March 2013.

In another recent report (Sarro et al., 2014), new research with young rodents showed that quality of mother-infant interactions during early development has immediate impact upon infant brain activity. Disruption of this activity is associated with neurodevelopmental disorders. Research is now suggesting how nurture can be measured which will help to explain how the profound impact a lack of nurture can have upon a young person’s neurological development and subsequent behaviour at school.

Nurture Groups

Nurture Groups (Boxall, 2002) grounded in attachment theory is proving to be one of most effective means of supporting emotional needs of troubled pupils at school. Increasing evidence-base that this approach has significant benefits to those who attend them. Whilst offering provision in small groups and 1:1, Nurture Groups enhance a whole school ethos of inclusion. The Nurture Group Network website evidences academic progress of children attending a Nurture Group compared with those in mainstream primary school classrooms:

Study	Findings
Reynolds, MacKay, & Kearney (2009)	N= 186 Children attending NGs showed significant gains in academic attainments as measured by their total scores on baseline assessment ($p < 0.001$). The variable which was best predictor of educational improvement was Boxall strand of ‘unsupported development’. This accounted for almost a quarter of variance (Beta = -0.226, $t = -2.798$, $p=0.006$).
Scott & Lee (2009)	N=50 Although aggregated gains for literacy, numeracy & motor skills were greater for case than control children, level of significance between results was at a $p > 0.05$ level & was therefore not significant.
Seth-Smith et al. (2010)	N=83 Gains made by NG children statistically significant. NG children progressed significantly more than comparison group children in teacher ratings of general academic progress with some of comparison group’s ratings remaining virtually unchanged.

Caspari Foundation

Further source of support for challenging pupils is offered by the Caspari Foundation, a leading UK provider of educational psychotherapy. Therapists work 1:1 and with small groups of children/young people specifically within an attachment framework. The highly personalised nature of this therapy means that evidence of effectiveness is drawn from individual case studies, rather than large cohort groups. Regarding the effects of support on children’s attendance and engagement at school and capacity to learn, website states last year:

- The percentage of children of whom we had high level concerns about their engagement or attendance fell from 80% to 0%
- Children reported as having no problem with attendance or engagement rose from 0% to 50%
- The percentage of children of whom we had high level concerns about their capacity to learn fell from 33% to 6%
- The percentage of children with no impairment to learning rose from 27% to 63%

Place2be

Place2Be is a national children's charity for supporting children through counselling and a leading UK provider of school-based mental health support. According to the Place2be website:

Children who have Place2Be's one-to-one counselling show significant improvement in their emotional wellbeing and peer relationships, with fewer behavioural difficulties. Teachers and parents report that improvements in these areas have a positive impact on children's classroom learning.

Lee, Tiley and White (2009, p.151) conducted a research study on effectiveness of a primary school-based intervention in England and Scotland, employing the Place2Be model, as detailed below:

Method: Strengths and Difficulties Questionnaire data was collected from a national sample of primary school children aged 4-11 (N=1,864) both before and after accessing an individual (n =1,645) or group (n =215) intervention

Results: Repeated measures t-tests revealed that children had significantly lower Total Difficulties scores post-intervention than pre-intervention as rated by their class teachers and parents (Teacher-rated: $p < 0.001$, $d = 0.39$; Parent-rated: $p < 0.001$, $d = 0.47$). Children also had significantly higher Prosocial scores post-intervention (Teacher-rated: $p < 0.001$, $d = 0.25$; Parent-rated: $p < 0.001$, $d = 0.15$).

Place2Be's outcomes for 2012-2013 involving 168 primary schools show:

The greatest improvement was in emotional symptoms for all respondents, a reduction in the mean score of 1.1, 1.5 and 1.4 according to teachers, parents and children respectively. This equates to a medium effect size. The next best improvements were in peer and conduct problems, reducing by an average of 0.8 across respondents, followed by hyperactivity, dropping on average by 0.7 points. Parents noticed larger improvements in all three areas compared to teachers and children.

Attachment Aware Schools

Attachment Aware Schools (Bath Spa University) offer further evidence that attachment-focused provision can successfully engage & support troubled youngsters. Initiatives include participation of 10 schools in Bath & North Somerset, in piloting training programme for school staff (2013-14).

- Improvements in behaviour also manifested in increased school attendance, which increased from 86.28% to 96.38% & a decrease in behaviour incidents in school from 15.47 to 2.23 points (on average). Rate of school exclusions dropped to zero.
- Also evidence of improvement in children's academic progress with rise in average points in maths from 12.2 to 16.17, in reading from 13.17 to 17.53 & in writing from 11.57 to 15.30.

At the whole school level, Nash & Schlösser (in press) provided 1-day CPD whole staff training day at a secondary school, entitled Identifying & Overcoming Emotional Barriers to Learning. Training materials incorporated information & research findings on attachment theory & neuroscience research. Post-training day staff evaluation indicated that of total 67 respondents, 76.1% (n=51) had changed their perceptions of disruptive behaviour following training, perceptions of remaining 23.9% (n=13) remained unchanged, were unsure or gave no response. Examples of how ideas had changed include:

- It has reminded me about personal baggage students often carry around with them. Something that they are scared of & embarrassed by which plays a part in their disruptive behaviour.
- I enjoyed the psychology as it provided a new way of looking at the students.

A systemic, whole school approach ensures consistency in policy & management at all levels of staffing and in developing a shared language & shared values (e.g., Walters et al., 2004; Roby, 2011).

A similar approach to whole school staff training has also been pioneered by the Northern School of Child and Adolescent Psychotherapy led by its Clinical Director Lynda Ellis in a Nottingham Secondary School.

In conclusion

Attachment literature suggests pupils may not always be in control of their behaviour, and so are not wilfully choosing to be disruptive. As the CEWBS report (2014) recommends, there is a very real and urgent need to enhance school awareness of how and why emotional barriers to learning impact upon individuals. Delaney (2012: 122) encapsulates a fundamental challenge facing those who support most troubled pupils at school, that it may be: 'lack of shared knowledge about each other's professions that can lead to unhelpful assumptions'. There is much to do to build a shared knowledge base, which is founded on mutual respect and mutual understanding concerning what behaviour of most troubled pupils is telling us.

Dr Poppy Nash, Department of Education, University of York (August 2014)

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Summary or Ideas put forward by the participants at the Round Table discussion in the House of Lords in November 2013

Central Arguments

- We should support those who lead and work in our schools with the resources and professional development that will enable them to meet the particular requirements of the Teachers Standard' as set out in strand 5A
- We need to introduce into teacher training greater emphasis on knowledge of children's' emotional development based on an understanding of attachment theory, developmental trauma theory and neuroscience and their relevance in the classroom
- We should extend this knowledge to Teaching Assistants and Mentors to enable them to relate to these pupils as key adults - additional attachment figures
- We should provide accredited training to enable pupils to engage in healthy and appropriate behaviours by comparing and reflecting upon current 'behaviour management' approaches with approaches based more on knowledge of children' emotional development and their possible vulnerabilities as a result of relational trauma and loss
- We should emphasise the importance of knowledge of children's emotional behaviour in joint training of all professionals in Health, Social Care and Education working with children of all ages and abilities: to build a common language as a basis for more effective cross- agency work

Co-ordination

To draw on the practice of teachers and others in developing approaches in schools based on a knowledge of emotional development, attachment theory, and developmental trauma and loss

- Assess the feasibility of establishing a map of both teacher training providers which feature children's emotional development, developmental trauma/loss and a network of accredited trainers and practitioners
- Identify schools whose behaviour management policies allow flexibility to differentiate emotional and social tasks and expectations informed by a commitment to train staff in child development, developmental trauma and loss, and attachment theory
- Identify and design a strategy for disseminating models of best practice nationally and internationally e.g. Attachment Leads – Key adults, Attachment Aware Schools in the UK, as well as models of training as developed by Yellow Kite, the Northern School of Child and Adolescent Psychotherapy, Place2Be, Teach First, Nurture Group Network, Thrive, and the 'relentless care' approaches at the Southover Partnership

- Establish an online library of current resources and online training materials looking at children's emotional development for all who work in children's services, not just those in education
- Set up Attachment Centres in each authority with staff trained in attachment and trauma theory and practice who go into schools to supervise Attachment Leads to train and to model good practice and share resources (rather than children being referred to off site centres)

Curriculum and Practice

- Include training in children's emotional development as a central feature of at least one module in each programme in University training institutions
- Develop a curriculum framework for accredited training programmes, based on a body of professional practice and research
- Establish a link with the NICE guidelines on attachment in Health and Social Care for Looked After Children and also establish a link with Scotland in relation to their document 'Attachment Matters for All' produced in December 2012
- Introduce specific training for ITT students prior to school placements
- Establish teacher support teams and/or arrangements in schools for consultation for teachers to think through the meaning behind behaviour and the support that individual children might need

Research

- Devise measures which assess the impact of accredited training and demonstrating outcomes of teaching approaches based on knowledge of children's emotional development
- Survey teachers experience of dealing with stress in their work with children
- Consult professionals (psychiatrists, psychologists, psychotherapists and others in CAMHS as well as educational psychotherapists and educational psychologists and specialist teachers) engaged in working with vulnerable children
- Investigate the reasons why Social Service and Health are further forward than Education in this area of research

Promotion

- Introduce a Community Award for schools that have a therapeutic environmental approach based on knowledge of children's emotional development and mental health

- Appoint an ‘ Attachment and Resilience ‘ champion in each school; and/or an Attachment Strategic Leader (senior manager) in every school to ensure that the latest developments are integrated into school policy; and/ or an Attachment Lead Key Adult (TA/ Mentor) who can model good practice when working with troubled children
- Introduce at least 2 training days in Attachment and Trauma theory in all schools
- Develop inspection standards where Health and Care and Education work together, taking into account a pupil’s starting point and external stressors when mapping progress

Membership of Round Table discussion

Membership of Round Table Discussion in House of lords November 2013 - sponsored by Earl Listowel and chaired by James Wetz

Jonathan Allen (*Faculty Director of ITT at Institute of Education London University*)

Graham Allen MP

Alice Ballantine Dykes (*Education Researcher*)

Professor Robin Bannerjee (*Department of Educational Psychology, University of Sussex*)

Fiona Birkbeck (*Researcher Institute of Mental Health, Nottingham University*)

Louise Michelle Bomber (*Author, Attachment Support Teacher, Therapist*)

Kate Cairns (*Author, Trainer*)

Jason Charvill (*Deputy Headteacher, Hadden Park High School, Nottingham*) *

Lynda Ellis (*Clinical Director of Northern School of Child and Adolescent Psychotherapy*)*

Dr Hilary Emery (*Chief Executive, National Children's Bureau*)

David Exall (*Senior Trainer with Place2Be*)

Carol Frankl (*Director of Southover Partnership*)

Heather Geddes (*Author, Educational Psychotherapist, Trustee Caspari Foundation*)

Mike Gorman (*Virtual Headteacher, Bath and North East Somerset*)

Professor Sonia Jackson (*Research Academic, Thomas Coram Institute, London University*)

Earl Francis Listowel (*House of Lords*)

Lisa McCrindle (*Senior Analyst, NSPCC Strategy Unit*)

Linda Moss (*Head of the Five Miles Children's Centre and School Proprietor*)

Dr Poppy Nash (*Director of Undergraduate Studies, University of York*)

James Noble-Rogers (*Chief Executive, University Council for Education of Teachers*)*

Carey Oppenheim (*Chief Executive Early Intervention Foundation*)

Richard Parker (*Director of Policy into Practice, Bath Spa University*)

Catherine Roche (*Deputy CEO, Place2Be*)

Jim Rose (*Trustee Caspari Foundation*)

Tom Rose (*London Co-ordinator for Teach First*)

Professor Judy Sebba (*Director of Rees Centre, Oxford University*)

Jonathon Stanley (*Chief Executive of Independent Children's Homes Association*)*

James Wetz (*Former Headteacher, Consultant, and Chair of the Centre for Social Policy at Dartington*)

Peter Wilson (*Psychoanalytic Psychotherapist, Clinical Adviser to Place2Be*)

Biddy Youell (*Portman and Tavistock NHS Trust*)*

* denotes unable to attend but in support of report

