



Andrews' Endowed CE Primary School

Supporting the Wellbeing of Our Children: Thinking about Attachment

Love Courage Respect

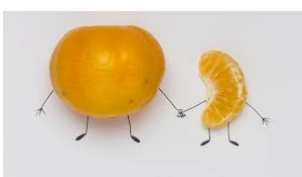
An attachment bond refers to a relationship between a child or young person and their primary caregiver that is formed in the early years and provides safety, support, comfort and pleasure. It is thought to have a long-term impact on development and growth.

A secure attachment helps children and young people feel safe at times of need. Attachment is not something that parents do to their children, it is something that children and parents create together, as they learn to read and understand each other's cues. Babies develop a strong attachment to one person but they can form attachments with several people. Early insecurities can affect a child's ability to learn and to form relationships with other adults and with peers.

At Andrews' Endowed CE Primary School we help to find ways to support secure attachment in our children. We have undertaken training in attachment theory to help respond to our pupils' needs. Children with insecure attachment find it difficult to manage their emotions, and may be less willing to take on challenges. This therefore might have an impact on the children's achievements.



School staff help build children's capacity for self-regulation, resilience and confidence. This could be through play, art, physical exercise and friendship building, as well as through classroom learning.



Emotion coaching is used to help children to understand the different emotions they experience, why they occur, and how to handle them.

The teaching staff talk to the pupils about how they are feeling. Children are often very aware of their own feelings but may not be able to express them.

It is very important that the school engages with other adults who are involved in the child's life, whether that's a parent or carer, grandparent or other professional.

Our staff facilitates calmness for children by creating pauses, watching out for sensory overload and providing sensory breaks.

Attachment lasts a lifetime ...

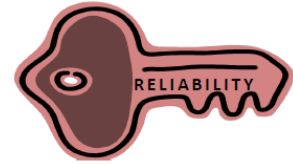
Shift from "What's wrong with you?" To "What happened to you?"

Listen empathetically and validate the child's emotions.

Building a Secure Attachment

There are four keys to building Secure Attachment which we work to develop at school with children who show insecure attachments.

Comfort is provided for our children during **reliable** and consistent support sessions, when the child is taught how to practice self care. During these sessions, the members of staff show understanding through the use of soft soothing voices. As a result of the training that the staff have, they are able to understand the child's cues/signals and know how to respond in an effective way.



Reliability is provided through the consistent approach that is used. Through our values of Love, Courage and Respect, the staff at Andrews' Endowed Primary School model calm and they work hard to bring calm within the school environment. Our staff realise that their emotional states are contagious. If we as educators are feeling angry, our pupils will tend toward anger, or at least toward a tense, defensive state, raised to protect themselves from anger. We work hard to remain calm for our children allowing them to have an increased readiness to learn. In this way we have a greater ability to influence them with the choices that they make.

Create pauses

Using sensory breaks

Settling to learn

Watch out for sensory overload

Attunement is being aware of, and responsive to, another. On a daily basis the staff at Andrews' Endowed continuously children in their class feel. Are ed, engaged, capable of listen-hungry or just needing to be ing? What will engage, en-feelings of love and care? ceived, felt and learned? with the abilities in non-verbal our communication with our non-verbal and a large per-perceive in communication



What will be heard, per-Attunement has a lot to do communication. Most of children and others is centage of what our brains with others is non-verbal

signals. Being attuned means the member of staff actively shows the child that the child's inner life is important to the them and they want to be with the child in their hard times. The staff member demonstrates that he or she knows how difficult an experience is for the child and will stay with the child emotionally, providing comfort and support.

Self-Care The teaching staff at Andrews' Endowed seek to find balance and nurturance for themselves as well as for the children in a creative manner. They work to find what works for them and alter or dismiss what doesn't. Consequently they are able to deepen their relationship between the children in their care.

Developing an Emotional Coaching Approach

1. Be aware of child's emotional responses
2. Recognising emotional times as opportunities for intimacy and teaching
3. Listen Empathically and Validate child's feelings
4. Help child verbally label emotions –helps sooth the nervous system and recovery rate
5. Set limits while helping the child to problem solve

Supporting the Wellbeing of Our Children: Thinking about Attachment at Home



These scripts might be useful to use:

I can see that you get angry when that happens. I would feel angry if that happened to me. It's normal to feel like that.

I can see you're frowning and you're expressing a lot of energy. I would be feeling like that too if I didn't want to do something.

These are the rules that we have to follow. Doing that is not ok.



We can't behave like that even though you are feeling annoyed because it is not safe.

You didn't put the ball away as we agreed. You're probably angry that you can't play now because you have to stop now.

Next time you're feeling like this, what could you do? How do you think you will react next time or if this happens again.

This is not a safe place to be angry. Let's go to a safe place and then we can talk.

Secure attachment has been linked to a child's ability to successfully recover and prove resilient in the presence of a traumatic event.—Asa Don Brown

Strategies that could be used at home:

Set limits and boundaries—Consistent, loving boundaries make the world seem more predictable and less scary to children;

Be immediately available to reconnect following a conflict—After a conflict or tantrum where you've had to discipline your child, be ready to reconnect as soon as he or she is ready.;

Own up to mistakes and initiate repair—Your willingness to take responsibility and make amends can strengthen the attachment bond;

Maintain predictable routines and schedules— A familiar routine or schedule can provide comfort during times of change.

Have realistic expectations—Focus on making small steps forward and celebrate every sign of success;

Patience is essential—By remaining patient and focusing on small improvements, you create an atmosphere of safety for your child.

Foster a sense of humour and joy— Find at least a couple of people or activities that help you laugh and feel good.

Take care of yourself and manage stress—Reduce other demands on your time and make time for yourself.

Stay positive and hopeful—Be sensitive to the fact that children pick up on feelings. If they sense you're discouraged, it will be discouraging to them.

Remember your own Self-Care:

Buy little indulgences that help calm you;

Look for support by following particular pages or people that post motivational quotes;

Seek the small feel-good moments in life;

Say no to extra activities that you're signing up for only out of a sense of obligation;

Surround yourself with people who support the incredibly challenging work you're doing.

