Welcome to the fifth edition of the regular Designated Teacher input which provides updates, reminders and tips for navigating Personal Education Plans, using pupil premium effectively and supporting you to raise the attainment and well being of your Looked After and Previously Looked After pupils.

Please circulate to any staff who are involved in completing review meetings nor to any staff who are working with your looked after or previously looked after pupils.

Edward Timpson review of exclusions May 2019 has raised the importance of schools becoming attachment aware.

The conclusions include:
SEND, Gypsy, Roma and travellers more likely to be excluded. Exclusion of boys is an issue. Alternative provision cold be better. Schools don’t understand the experience of children in the care system. Off rolling sometimes underlies managed moves and pressure on parents/carers to change schools.
His recommendations include;
Closer links with Alternative Provision (AP) and schools
Improved AP
More training for school staff re mental health
Focus on strategic role of SENCO
Closer links between schools ad health and social care-particular focus on communication between school and social workers.
Teachers should be trained in attachment theory as a means of understanding and addressing behavioural issues in school.

Previously looked after children include adopted pupils and pupils in special guardianship orders.

Parents and guardians can provide schools with paperwork so these pupils can be flagged at census.

Schools have £2300 of PP+ funding for children who have previously been looked after. Guidance for how to spend this funding can be fund here... DFE DT Guidance
Attachment theory explains the connection and bond between individuals. It was coined by John Bowlby in the 1960s and showed how the parent/child relationship develops. In secure attachment the primary caregiver for an infant responds sensitively to the needs of the child. The child then feels secure and safe and can go on to develop healthy relationships with others and be emotionally resilient.

When children don’t have consistent and responsive care giving in early childhood this impacts on the way they form attachment patterns as they grow up. Children who are secure in their attachments have higher self esteem and empathy and are more likely to be able to self regulate.

Mary Ainsworth explains 4 attachment patterns;
Secure attachment.
Insecure ambivalent attachment—when caregiving has been inconsistent or unpredictable.
Insecure avoidant—when caregivers have not been able to meet the needs of the infant.
Disorganised attachment—when infants have traumatic/frightening experiences from their caregiver.

Read more here. [attachment]

What might we see in school?
Inconsistent behaviour
Fight/flight
Clingy, nervous in new situations/not giving things a go
Sabotage lesson
Attention seeking—to get reaction from teacher
Sudden melt downs with no obvious trigger
Continual testing the boundaries
Hyper-vigilant behaviours
Sabotage work—perfections so never complete—lose work
Pushing key adult away
Seeking out key adults a lot

**Behaviours will depend on individual experience and there may be other reasons for these sorts of behaviours but it is always worth considering the home situation and what you know about a pupil’s previous experiences when you are looking to put the behaviour in context and understand what is happening for that child.**

Good practice ideas—RELATIONSHIPS are key.

- Listen to the pupil’s account
- Provide key adults
- Provide a safe space in school
- Prepare for any transitions and explain changes to pupils
- Predictable routines
- Restorative approaches—empathy and resolution rather than just sanctions
- Lower cognitive demand of task to get pupil started
- Allow pupils to keep stuff in school—eg PE bag, exercise books
- Schedule 1-1 slots so pupil has time allocated every week.
- Daily check in with key staff

More ideas [here](#) and [here (primary)](#).