

Developing, Implementing and Maintaining Whole School Relational Approaches – The Alex Timpson programme in Kirklees

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*Applying psychology thoughtfully – Acting with integrity – Making a difference
Placing children and families at the heart of what we do*



Partnership Approach

Kirklees Educational Psychology Service &
Kirklees Virtual School



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We're
Kirklees



Programme Aims

- Raise awareness and **understanding of the impact** attachment and trauma issues have on children's education
- Develop **knowledge and skills** of teachers and other staff in strategies to better support needs of children
- Identify and disseminate **effective whole-school approaches** to address attachment and trauma
- Improve **educational progress** through improving attendance, reducing exclusions, and enhancing the wellbeing of children
- Build an **evidence base** for schools and others to draw upon in decision-making and resource allocation

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The Kirklees Alex Timpson Programme

Phase 1: Whole School Training

Phase 2: Implementation of a broad range of evidence based SEMH interventions

Phase 3-Maintenance and sustaining long term impact



The Kirklees Alex Timpson Programme

Phase 1: Whole School Training

- Attachment
- Trauma
- Loss
- Resilience
- Emotion Coaching



The Kirklees Alex Timpson Programme

Phase 2: Implementation of a broad range of evidence based SEMH interventions

- 6 day ELSA training and supervision from EP service (one place for primary schools and two places for secondary schools)
- Emotion Coaching Supervision (supervision for SLT/school staff with an EP to rehearse/implement emotion coaching)
- Direct monthly supervision from an EP to key staff supporting pupils with complex SEMH needs
- Training in Therapeutic Story Writing
- Behaviour Regulation Policy training for SLT
- Parent information evening on EC/Behaviour Regulation policies



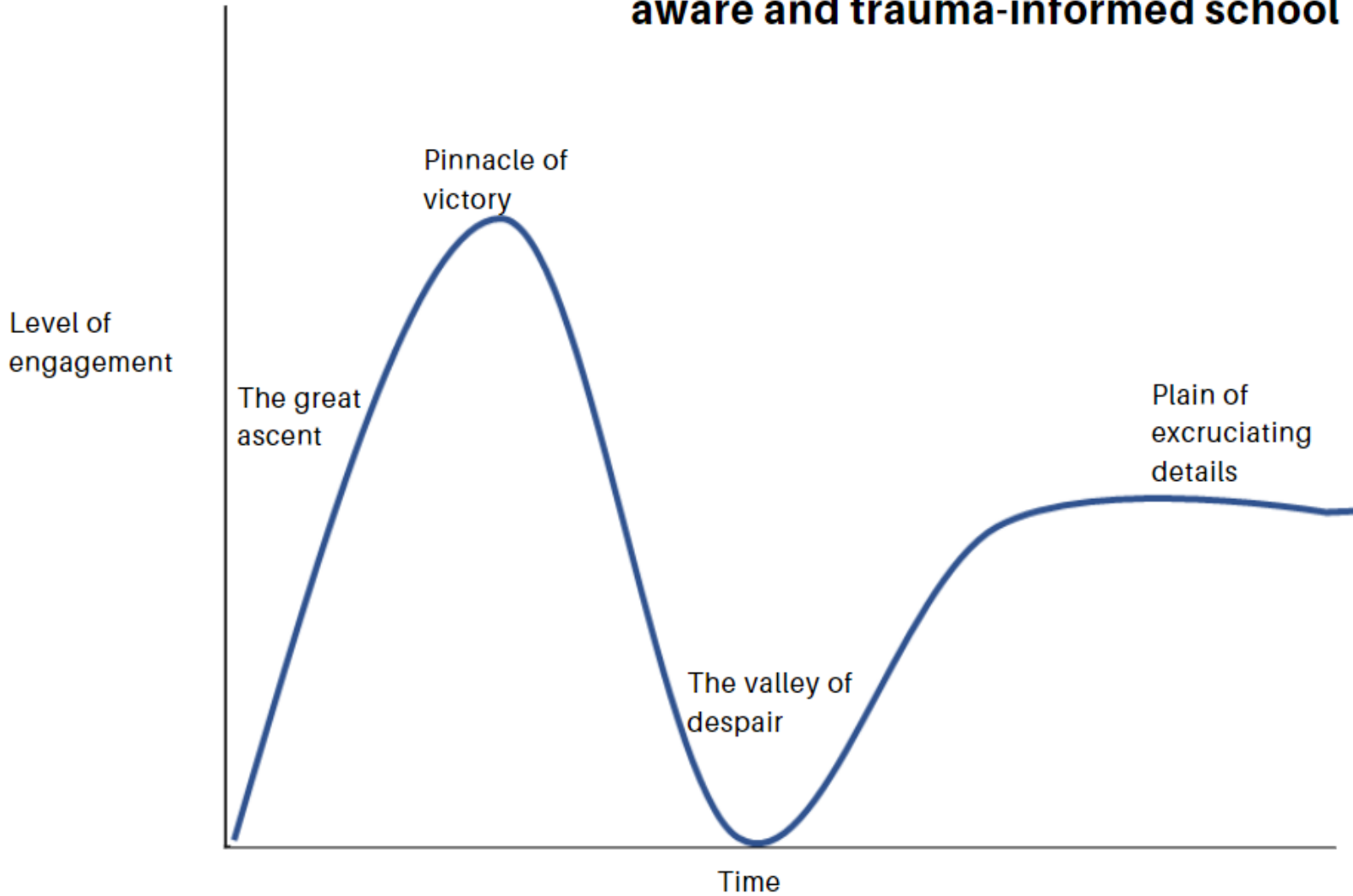
The Kirklees Alex Timpson Programme

Phase 3-Maintenance and ensuring longer term impact

- Training staff/SLT in delivering supervision in their own setting
- Supporting staff in the delivery of group work/lessons on neuroscience with pupils with a view of it being embedded within the curriculum
- Support in developing behaviour regulation policy
- Completion of a SEMH SEF. Post programme critical friend support
- Regular network meetings with other AT schools



The journey of the attachment-aware and trauma-informed school



Contributing to Research

- Staff Surveys
- Pupil Surveys
- Case Study Schools



Hadley Trust

3 local authorities – Kirklees, Islington
and Derbyshire

National social media campaign

Inform national policy and dialogue with
Dfe and Ofsted



Next Steps

- Maintain support across the LA
- Reflections from pandemic
- Website/maximising virtual resources to support pupils
- Post-16
- Support for BAME Children in Care
- Support for Gender-Diverse Children in Care



Reflections

- Context of wider local authority support
- Becoming trauma responsive after becoming trauma informed
- No end point
- Transformational

