



NATALIE MILLER

Strategic Attachment Lead Teacher

“Attachment Lead in Education training”

Understanding how to support adopted, fostered and troubled pupils to settle and learn

TRAINING DATES

Day 1 – 15/10/20

Day 2 – 26/11/20

Day 3 – 7/1/21

Day 4 – 4/2/21

Day 5 – 4/3/21

Day 6 – 8/4/21

Day 7 – 6/5/21

Fee £1250 (+ VAT) (Per Delegate)

Includes Lunch and Refreshments throughout

Venue: The Three Swans Hotel, 21 High Street, Market Harborough, Leicestershire, LE16 7NJ *FREE Onsite parking available (limited spaces)

Time: 9.30am-3.30pm

This 7-day modular training course has been developed to enable school staff themselves to become Attachment Leads in their schools and local authorities. The course is for those determined to provide alternative practices to enable all pupils to be fully included in school making the most of all the educative opportunities on offer. The course is rooted in attachment awareness and trauma informed practices. By attending to the attachment systems of individual pupils, these pupils can settle to learn. This course will be based on the latest findings around interventions to support those affected by developmental trauma, loss and insecurity of attachment. The course will complement the book '**Settling troubled pupils to learn: Why relationships matter in school**' co-authored by **Louise Michelle Bomber and Dan Hughes**. The course will enable staff to identify and assess the need for alternative, additional support in school and to set up integrative support plans for individual pupils over 2-3 years.

Entry requirements

- ❖ Ideally two members of staff chosen from the same school if possible - a senior manager/leader and member of support staff
- ❖ A commitment of 7 days release from usual school duties to attend between 9.30am and 3.30pm over the duration of a year
- ❖ A live case from each school to be reflected upon throughout the duration of the course
- ❖ A commitment to undertake background reading and to carry out follow up work in between sessions that includes assessed course work
- ❖ A commitment to deliver a twilight taster to their own staff after completion of the course
- ❖ Participation in a support network with other course members once the training course is completed

With full attendance and successful completion of course work students are awarded Attachment Lead Status.

Course Content and Structure

Day 1: Identification of those needing attachment support programs: The impact of developmental trauma and loss, the developmental trauma tree, insecure attachment, inter-subjectivity, the brain and vagal tone, developmental vulnerability, behaviour as communication, the attachment support pyramid for schools, preventative work, adaption & recovery

Day 2: Assessments of those needing attachment support programs: Reflective practice, Fact files, observations, checklists, different attachment styles, emotional & social age, the developmental trauma framework for assessment, working together with home and outside agencies, reflecting upon the current systems in place in school, honouring difference and diversity

Day 3: Formulation of attachment support programs: Creating an individual development plan, facilitating a secure base, setting up protected space and time, sensory breaks, differentiating emotional & social tasks & expectations, the allocation of an appropriate key adult, identifying the team around the child, secondary stress management and support, engaging in preventative work

Day 4: The power of relationship and the development of permanency and constancy plus work discussion group: Relational interventions using PACE, practicing relative dependency, reflective function, emotional regulation, holding a pupil in mind, intro to Theraplay, complimentary intention, holding onto success, co-modelling, co-regulation, commentaries, wondering aloud, advocacy

Day 5: Transitions and Home/School Partnership plus work discussion group: Meet and greet, preparation, overwhelm, disappointment rituals, holding on, memory cards, being sensory detectives, tight team work, constancy, creating pauses, memory building

Day 6: Lowering the effects of toxic shame plus work discussion group: The difference between guilt and shame, the build-up of shame, the presentation of toxic shame, enabling clear thinking, use of parts language, safe spaces,

exit plans, the mismatch of motives and intentions, reclaiming and rethinking discipline, connection before correction

Day 7: Evaluation and support day: Course participants are encouraged to use this day to refine their knowledge and understanding, consolidating their learning into action within their individual school contexts. Preparation for their taster twilight session. Gathering and creating resources. Whole school policies will be considered. Looking to the future..... Keeping the momentum going!

Natalie Miller is a Strategic Attachment Lead teacher across Sussex. She has worked in Primary Education for 20 years, specialising in Inclusion and SEN. Natalie has completed and continues to follow the recommended pathway for TIE (Trauma Informed Education).

Following her degree in psychology from The LSE and subsequent PGCE in primary education, Natalie began working with vulnerable pupils and their families in East London. She worked closely with the Local Authority to support refugees and Asylum Seekers in mainstream schools. This included planning and leading sessions to help children settle to learn, organising and leading activity weeks for pupils and establishing English language lessons and support groups for parents new to English.

Natalie went on to become an Assistant Head teacher with the responsibility for inclusion and safeguarding. As part of this role, Natalie works alongside teachers, support staff, parents and professionals to develop personalised plans for children in mainstream settings. Whilst completing a postgraduate certificate in special needs education, Natalie became interested in developmental trauma and attachment theory. She carried out an action research project into the role of key adults in supporting vulnerable pupils and this led to her undertaking the modular course to become an Attachment Lead.

As a member of the TouchBase™ Team, she provides a variety of support for schools, which includes carrying out developmental trauma work using Seguridad Plus and creating individual development plans to support children, families and schools. Natalie also works directly with children and young people with attachment difficulties and their Key Adult or parents/carers at 'Plot 22'. This is an allotment project where activities encourage connection for those who have experienced relational trauma and loss.

Natalie has completed Level 1 Theraplay Training. She leads Theraplay informed group sessions for key adults and individual pupils. In her 1-1 work with pupils, Natalie uses the PACE approach and is about to undertake Level 1 DDP training which will then be incorporated into her practice.

Natalie leads the Stressbusters intervention in schools across Sussex This was designed by the TouchBase™ team to help children understand how stress and anxiety affect the body and provide them with strategies to manage this.

Natalie also contributes to NQT training on Attachment Theory and has lectured on Safeguarding and Child protection at Brighton University. Natalie is also a tutor on our Attachment Lead Course delivered all over the UK.

