

PROCLAIM  
Providing Rich Opportunities for Children who are Looked After In  
Middlesbrough



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# PROCLAIM: Providing Rich Opportunities for Children who are Looked After in Middlesbrough

Children in care and those with a social worker are disproportionately likely to have undergone traumatic experiences and/or to have had difficulty building positive relationships with adults. Evidence shows adverse experiences can negatively impact on their educational pathways and outcomes (Luke & O'Higgins, 2018). This project is developed to support school-wide practice designed to ameliorate these circumstances and support positive life outcomes.

There has been a growth in the use of attachment-aware and trauma-informed (AATI) practice in schools. There is no specific formula for AATI schools, but by adopting policies and practices that emphasise emotional regulation, trust and positive relationships, drawing on academic research from psychology and neuroscience, schools can become AATI in a way that fits with the wider school ethos and needs. Growing evidence suggests that AATI schools increase engagement, harness positive relationships reduce the use of sanctions and have stronger learning outcomes.



## Vision

Our vision is to ensure that all Middlesbrough education settings are Attachment Aware and Trauma Informed in their practice, for the benefit of their whole learning communities, by 2025.

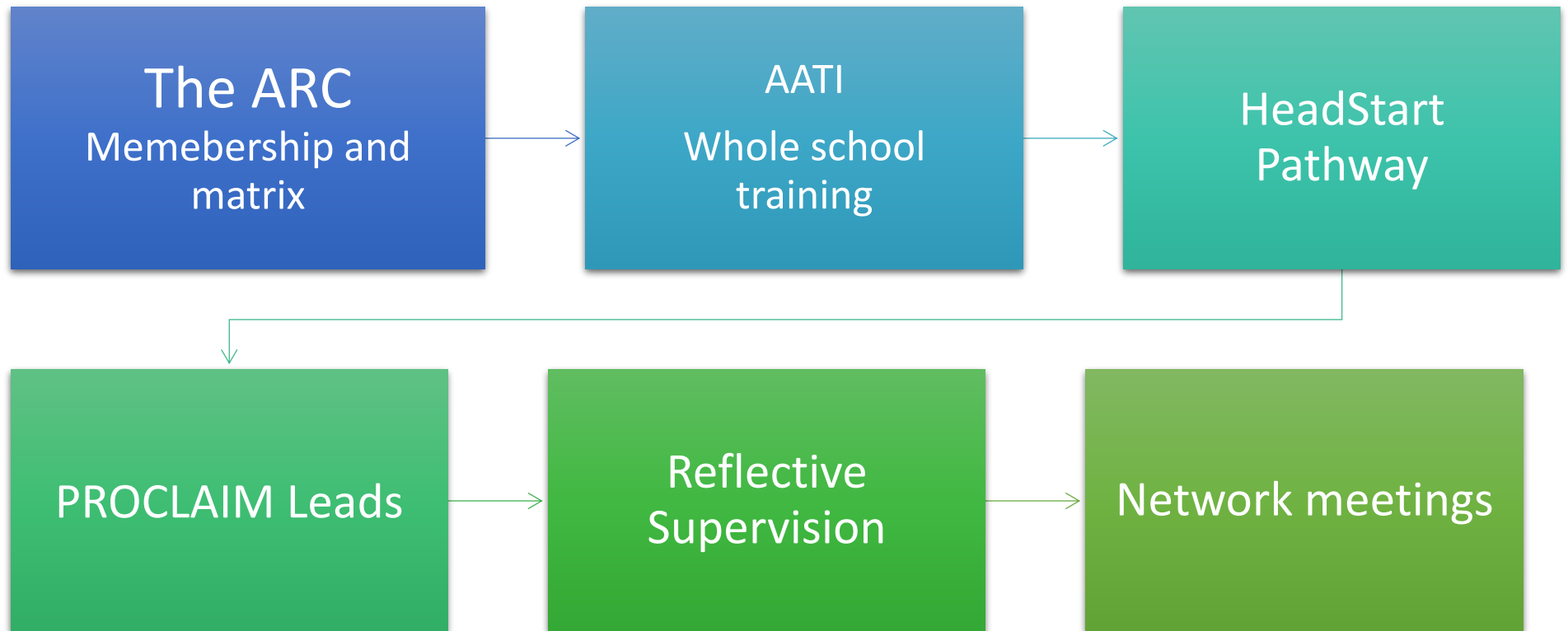
## Mission

Our mission is to have a universal language of attachment and trauma across Middlesbrough, underpinned by training, supervision, support and challenge, which will drive excellent outcomes for all children and young people, particularly those who are most vulnerable.

## Purpose

Our purpose is to address the needs of children and young people in Middlesbrough. As professionals working in the fifth most deprived Local Authority area in England, with increasing levels of deprivation, we are acutely aware of the vulnerabilities experienced by many of our children, young people, families and communities. In education, we have witnessed further significant increases in children and young people requiring alternative provision, being referred for Education, Health and Care needs assessments, being persistently absent and being subject to permanent exclusions from our educational settings. This data, coupled with increases in children and young people requiring social care intervention, support from mental health services and the lasting impact of the global pandemic, highlights an ever-growing need to provide environments that are rich in positive and nurturing relationships and one where our children and young people can achieve their potential, 'grow and prosper' (SEND strategy 2020-2024).

PROCLAIM: 6 key elements



## The Attachment Research Community (ARC) membership

Each school signed up to PROCLAIM are provided with ARC membership. ARC is a national charity – patron Sir John Timpson - that supports schools and settings to develop best attachment and trauma-aware practice. The ARC works with schools, settings, trainers, psychologists and academics locally, regionally and nationally to share and develop best practice as well as providing support for whole school development. The ARC pathway provides support for school development. It gives formal, national recognition to key stages on the journey from ARC membership, to Bronze, Silver, Gold and Hub centre of excellence. Utilising the ARC Audit, Development Plan, members have access to online self-evaluation, development planning and project management tools to enable them to complete their journey.

The ARC also provides school staff with the ARC Matrix. The Matrix is a detailed assessment and planning structure for



understanding and developing work on attachment and trauma. The Matrix is designed as a ‘top-down’ and ‘bottom-up’ approach, giving senior leaders a comprehensive overview of their individual school’s development and an understanding of their journey, aligning them to Ofsted Education Inspection Framework (EIF) and the National Professional Qualifications (NPQ) framework. Once schools have completed the ARC Matrix, whole school AATI training is provided including; understanding attachment, promoting educational achievement, trauma-sensitive practices, healing centred approaches, relationships, regulation and resilience, steps and theory of emotion coaching and

knowledge to practical intervention.

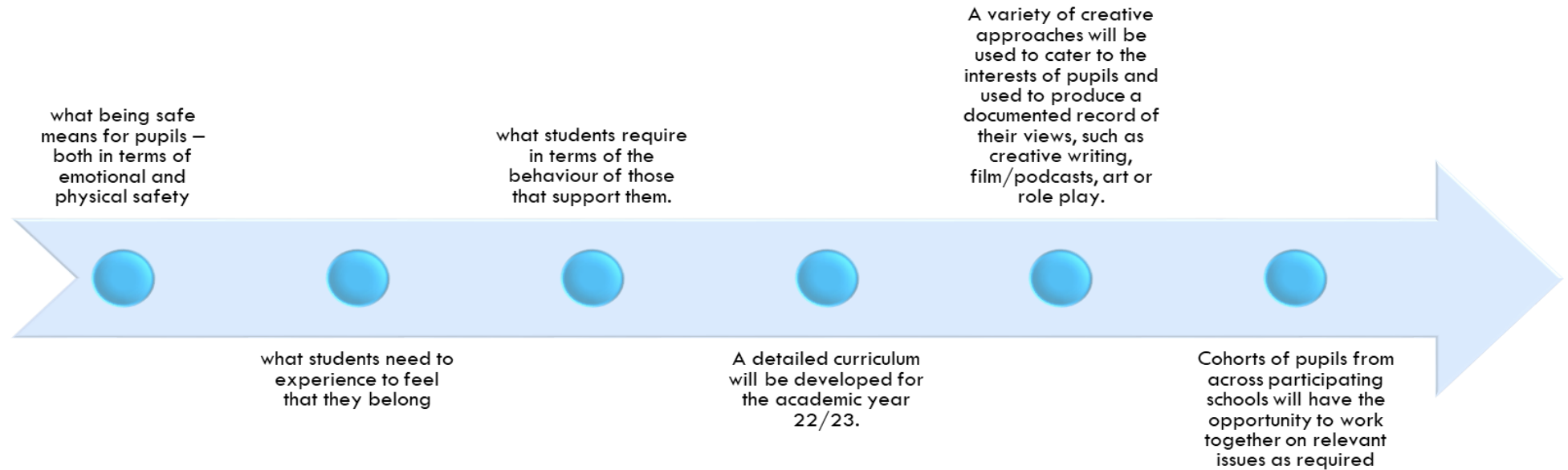
## The Journey Through Care

Schools staff will also benefit from 'The Journey Through Care' training provided by The Care Leaders, offering schools training that shares insights, experiences and knowledge from lived experience leaders. In school, PROCLAIM leads will benefit from 6 Sessions of Online and On-demand, 60-90mins sessions that are CPD Accredited. PROCLAIM leads will:

-  Hear real stories from care
-  Understand childhood trauma, abuse and neglect
-  Learn about children in need, child protection + looked after children
-  Gain insight into why children come into care
-  Recognise the different types of care and people
-  See how children communicate through behaviour
-  Explore child development theory
-  Develop skills to communicate with young people effectively
-  Connect with people from different organisations and authorities

## HeadStart

Children and young people are kept at the heart of the PROCLAIM project, supported by HeadStart. The HeadStart team will support the PROCLAIM programme by engaging with students across the schools by using the HeadStarters pathway. Using a resilience framework, the modules of the pathway have been designed to explore a range of topics to educate and upskill students. The framework will be used to develop specific sessions to understand:



## PROCLAIM Leads

Change can be a challenge and the journey to AATI practice can be difficult. Secondary trauma is something that must be recognised and mitigated for all frontline professionals. Secondary trauma is an indirect experience of or exposure to a traumatic event; for example, hearing a first-hand account of an event given by a survivor can be a traumatic and emotionally-challenging experience for the person receiving it. As part of the PROCLAIM offer, school staff are provided with:

A qualified and experienced Clinical Psychologist supervisor who will oversee and facilitate reflective supervision sessions with school leaders and staff. This will be delivered each half term, either virtually or face to face.

Supportive challenge to thinking and practice; this will remain non-judgemental.

Reflective supervision that is confidential, respectful and delivered in a safe space. This can work flexibly and be tailored to individual school needs e.g. group, individual or both.

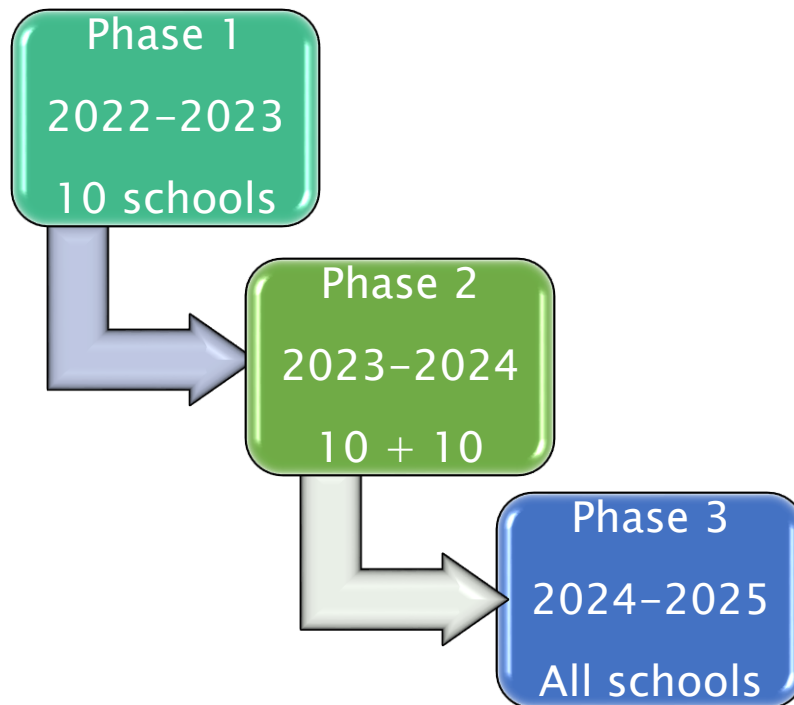


## Network

The PROCLAIM Network is an ongoing half - termly meeting where a team of professionals, including members of the PROCLAIM strategic group, meet regularly to share good practice and research in the area of attachment and trauma. They will also include guest appearances from other trained professionals from services across Middlesbrough and beyond.

## Three-year plan

PROCLAIM will be delivered in three phases across 3 years to support all Middlesbrough Schools



***“A large proportion of schools,  
who received attachment and trauma  
awareness training, had experienced  
an  
improvement in outcomes for  
vulnerable  
children”***

Alex Timpson Attachment and Trauma Awareness in Schools Programme –  
Working Paper 5

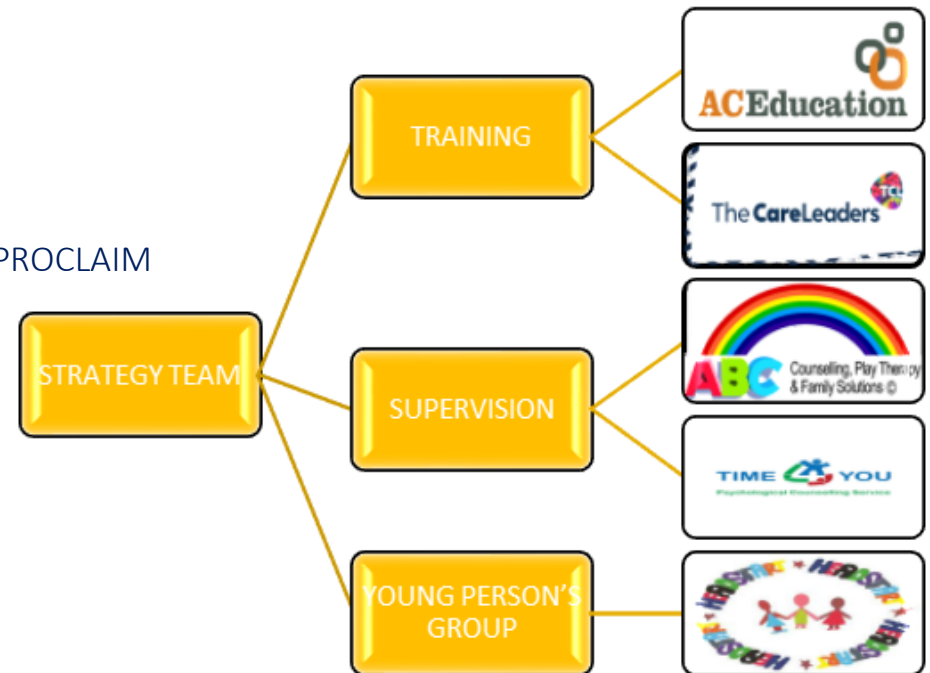
## PROCLAIM, the journey so far

This year we have made good strides in ensuring all Middlesbrough education settings are working towards becoming AATI

We have:

- ✓ Created a PROCLAIM model
- ✓ Galvanised a strong and collaborative strategic group
- ✓ Launched the PROCLAIM project to schools
- ✓ Had a high number of expressions of interest to participate in PROCLAIM
- ✓ Selected 10 schools for the first phase
- ✓ Agreed the contract and conditions of delivery with schools

PROCLAIM Model



# Appendix

## Schools Phase 1

Secondary
Outwood Academy Ormesby
Outwood Academy Riverside
Kings Academy
Trinity
Macmillan
Acklam Grange School
Primary
Abingdon
Green Lane
Newport
Specialist
Hollis (SEMH)
Beverley (ASD)