

CELCIS Education Conference 2019

highlights

Joanne McMeeking, Head of Improving Care Experiences, CELCIS

Rohit Naik, Head Teacher, Hope School, Liverpool

Joanne McMeeking

I'm Joanne McMeeking. I'm the head of Improving Care Experiences at CELCIS at the University of Strathclyde. Can I just make an observation about having a room predominantly full of educators: you always get here on time, don't you? That is so impressive. Unlike our social workers who rock in late because we've got a crisis. It's lovely to see you this afternoon. How's your day been so far? It is really good, isn't it? Some really fantastic speakers. I think Adam Burley did an absolutely fantastic job. I think he's the only man that I've met that can actually make psychology funny. And he has a really strong message around relationships and the importance of relationships. So I am privileged this afternoon to introduce you to Rohit Naik who's our second keynote speaker. He has come up from Birmingham and is a little bit tired. So please be gentle with him. He was in Birmingham yesterday. But you are based in Liverpool aren't you, Rohit? You're based in Hope School? So, Rohit has come up, and he is going to speak about his school. And he's going to speak about the journey that his school has been on, particularly around the move away from sanctions and rewards, into a much more focus on being an attachment trauma school. Rohit has a history here. He was the head teacher of the year in 2017 for primary school. I actually think that deserves a significant round of applause...

I think what will come through strongly in speaking with Rohit is a strong sense of cheering on change, and encouraging hope, which in many ways is a really strong theme today. So can I pass you over to Rohit to take the stage and let's be gentle and give a good Scottish Welcome.

Rohit Naik

Thank you all. I'm Rohit Naik, I am head teacher of Hope School. Hope School is a special school. I don't know if you have special schools because I know that you are talking about inclusion and inclusivity in Scotland. But we do still have special schools in England. And my school is a school for Social, Emotional, and Mental Health (SEMH) for 5-14 year olds. So, we take very young children right up to the end of year eight, and some in year nine, if that rings a bell with you. Third years in my language. And we were called SEBD school. That stands for Social, Emotional and Behavioural Difficulties. That's the school. It's a new build in 2011. And that's our motto. If I try I can. That's not actually written on the wall.

We're talking about attachment. And I think Adam (Dr Adam Burley) this morning, gave some really good food for thought, because it's all about relationships and what we're expecting. Tony Blair, when he came into power, said 'Education, Education, Education', but he didn't explain what education was. And actually, what we've been debating today, and what we've been speaking to people about is what is education? And Adam talked about content, what's content and what are we trying to deliver for our children?

So, try to understand an attachment and trauma friendly school. I can't come here and give you a blueprint of how to become an attachment and trauma friendly school, but I can go through the journey that we went through. And actually, we learnt from our mistakes. The journey began for me many, many years ago in 2012. And I attended something called the Hoffman process. The Hoffman process was a seven day process by which I underwent therapy. It's regressional therapy, psychotherapy. And I said to my governors, I want some CPD on myself, because I want to understand my own attachment and my own trauma. Because if I'm going to build relationships with people, then I need to know what's triggering me. Because I ran a school, which was outstanding, but it was very punitive. It was all based on rewards and sanctions. 'And if you do this, this will happen. If you do that, that will happen'. Actually, it made life very much easier for me and for my staff, not for me actually, but for my staff. So, any teacher that came in or any support staff that came into the school, they have this framework to work from, we have this behaviour policy that was - Ofsted said to us, I don't know if you have Ofsted, but you have a similar sort of thing. Ofsted is massive in England, actually it rules every head teacher. And I think that's the cause, why many of our children with special educational needs, and who suffer from attachment trauma are actually not so successful, not just in the educational system, but when they leave the educational system.

I was on the train yesterday. I put this picture up of a very famous anthropologist, so famous, I can't remember his name. But he said, 'For good attachment, we need nine-month gestation outside the womb as well as inside. And that's the definition of a working mother.'

Okay, so there's that close contact, that skin contact. The culture that we live in doesn't really allow for that, because politicians are paying all sorts of stuff to get childcare, and so on and so forth so they can encourage mothers to work. And I have no problem with mothers working. But I'm just saying, Why are we sending our mothers back to work so soon, we could increase their maternity pay and all sorts of stuff. I was on the train yesterday coming from Birmingham, and I met a lady from Motherwell. We just got talking, and I was talking to her and I said, what I did, and she told me what she did. And she was just telling me that 'I'm okay, I've got a really good attachment.' And then she went on to tell me that her mother had had TB. And her mother was quarantined for about four months. So when she was one year old, she couldn't have any physical contact with a mother. And that made me think, actually, you will have some attachment, trauma difficulties. You may have worked through them, but you will have had them. Because all of us in this room will have a level of attachment and trauma. And especially in schools, when we're dealing with children, who are

displaying behaviours that you can call undesirable, you can call challenging. They trigger something in us, because children can't actually make us angry. They can't make us do anything, because we have the power, but they trigger something in us that makes us become punitive. And we can't punish the pain in our children, but we use sanctions or we try and bribe them or coerce them into behaving.

We also do that in the school setting. If you do your work, you'll get a star or you will get a certificate. Eventually the child realises actually I'm not doing that work, especially children who are traumatised and have attachment difficulties. After a while rewards mean nothing to them. In our school we had children that used to run out of assembly, because they didn't get a certificate, or they'd have a meltdown because they didn't win a certain award. And I was thinking, why are we putting our children through this, and that's why I did a lot of work around attachment and trauma, but I had to do the work on myself first.

So, 2014 was a crucial year. I'd been working for 10 years to get 'Outstanding', and I was working to a framework which was designed by Ofsted, which actually didn't meet the needs of my children in my school. But I had to work to that framework, (I didn't have to, but I did) because to get any credibility to do some of the work I wanted to do, I need to make sure of that. Otherwise, my Governors would have said, well, you know, just carry on like this. So, when we got 'Outstanding', I sort of sat back, I thought, what's happening, let's look at the outcomes for our children. And many of the children that left us, if they actually managed to go back to mainstream, they were excluded from there. When I tracked them further into life, they were part of the criminal justice service. And their outcomes weren't brilliant, really. But they had made progress, according to the measures of Ofsted, and the measures that they usually make are Literacy and Numeracy because you can get that data quite easily. And then you can compare that data with other schools. And then what you can do is you can put everything in a league table, and then everything sits in that table. We wouldn't do that to our children, but we do it to schools. And I know many a headteacher, who has gone in to 'Requires Improvement', or his school has been called 'Inadequate', who had handed their resignation in in shame, because it's shame behaviourally, and we're ashamed. We don't want to shame our children. Why do we want to shame the leaders that are running our schools? Because actually, in England, there's a real shortage of head teachers, and there's a real shortage of senior leaders, and there's a shortage of teachers. And I personally believe one of the direct influences on that are Ofsted. So anyway, 2014, we had a new code of practice SEBD was changed to SEMH. So, they took behaviour out of the equation. Once they took behaviour out the equation, I thought, this is a really good opportunity. Because our children's behaviour, they're not naughty children. All behaviour is a communication of some unmet need. And as Adam was talking about engagement, if they're not attending school, they're still telling us something. In 2014 I was also six years from retirement. And I thought, well Ofsted won't come back for another four or five years, I don't need to worry about anything, I'm going to really just go for what I want to go for. So, I said to my governors, that this is what I wanted to do.

I enrolled the assistance of a psychologist, Jenny Knock, and she's done some work in Scotland, I believe. And we drew up a strategic plan, we drew up a training programme for our staff. Now, if you want to know about attachment and trauma, you can Google it, and you can look on the internet. But the training that we jointly did was trying to make it as emotive as possible. So, when the staff left the training, they said, 'Oh, I really messed my kids up', or 'My parents have really messed me up'. Because actually, that's what happens. Nobody's got perfect attachment. And when I was thinking about my own children, and simple things, like I live in Manchester, I work in Liverpool, my wife, wife works at the university, we come back home, my children were young, they were in childcare, or in nursery or whatever. And the first argument my wife and I would have is 'Is it my turn to read to them tonight or is it your turn?' 'No, no, it's your turn to read.' 'No, it's not. It's your turn to read.' And our children would pick up on those little nuances, because we would read the bedtime story and we would read it really quickly. 'No, no, no, I'm not gonna read another page. I'm not gonna read it over again.' Because we were tired. We had things to do. We had the next day's work to prepare, or we just simply wanted to relax and have a drink. But our children would pick up on the fact that we weren't present. Not that we didn't love them, they would pick up on the fact that we weren't present. And that's just a subtle thing. And so, I say attachment threads through all family lives.

There are a few of my friends who were really high achieving academics. I've got a friend from Oxford, a couple of friends that went to Cambridge, and one of them now has serious mental health problems. And that was because the education system just pushed and pushed and pushed. And later in life, he developed it. He was very clever, but he didn't develop those skills to support his mental health.



1 By Jan Collsiöö - Så var det, Public Domain, <https://commons.wikimedia.org/w/index.php?curid=3713432>

By the way, this picture is Sweden 1967. And what they did was they changed driving on the left-hand side to the right-hand side here. This was the picture the next day. I thought it was quite good at showing change. I'm not going to talk too much about attachment because I think you've had lots of things spoken to you about that.

But really, as we're developing from pre-birth in the womb, to about three, that's when our brain connections, our neurons are connecting in our brains. And that's when 80% of our brain connections are happening, if we don't get good attachment, when we suffer trauma, then we have holes in our development. And I think you probably all know that, but I will just remind you. So those holes in our development will limit, well not limit, but then what they will do is they'll not make our emotional well-being as good as it should be, our milestones for development will not be right. So, brain development is linked to child development. So, by the time by the age of three, if you had good attachment, then the chances are, whatever life throws at you in the future, you'll be able to deal with it. So, if a trauma happens to you when you're 10, if you've had a good development in early years, then the chances are, you'll be able to deal with it.

So when we started looking at attachment and trauma in our schools, what we looked at was all the children and we thought, let's try and work out what happened to them in their early life. So, we had to bring parents in and said, 'We want to draw a timeline of what happened to you and your child in the first three years.' And this is an extreme example. But in the last part of the pregnancy, during the pregnancy and pre-pregnancy, she was a heavy drinker. So that foetus while it was developing was under the influence of alcohol. Now, no mother is going to drink alcohol, unless she's stressed. So, if she's stressed, then the placenta is being flooded with the stress hormone cortisol as well. And that will affect the brain development. Everything above this line is positive experiences. Everything below this line is negative experiences. And so if your positives (to be very, very crude), if your positives outweigh your negatives, then we just say for the sake of it, that you've got a reasonably good attachment. Okay? Though it's not quite as simple as that.

This is me, let's say, this is my attachment. So, I was born in India. I was hospitalised when I was about nine months for like two weeks, as a baby. If you're separated for your mom, then you're abandoned. That's all you can feel is abandonment. My father came to this country as an economic migrant. Again, that was abandonment. I lived with my grandparents who were a secure base, but I had reasonably good attachment. And the point I'm making here is there's me with my attachment and trauma, dealing with a child in my school who's got that attachment and trauma. And then I wonder why I'm being triggered. But what's happening is, it's triggering my own trauma that happened to me in my early years.

So I said to my staff, right, this is an exercise that we will have to do. So I got my staff to look at timelines as well. And look at where they were coming from. And it was confidential. I didn't want to see it, but I just wanted them to do it as an exercise so that they can understand where they were coming from. It's quite crude really, that in itself. But you have to know where your parents were. So if your mother had postnatal depression, that's going to effect your attachment. If your father was abusive and your mother was in an abusive relationship, you might not know about it, but that's going to affect your attachment. Because up till about the age of three, we have something called an implicit memory. That's the body memory or muscle memory. We don't actually remember. Our explicit

memory is the memory that we remember what we have for tea yesterday, what we did five years ago, and so on, but I sort of challenge anybody here, before the age about two, many of us will not be able to remember what happened to us. And those that claim that they can, I would also challenge them that somebody's probably talked to you about it. At some point, when you might have been four or five, and you've remembered it from four or five, rather than before two. Because your brain has actually not developed the capacity for a memory before then.

That's only my claim. And that's only because I've talked to lots of people about this. But if you're a genius, you might remember - have a memory. But lots of things that happened to you before then, you won't remember. So many children in my school have suffered trauma, sexual abuse, physical abuse, and the biggest trauma is neglect.

So, where children will just be left, okay, and they've not been stimulated. I read some research around crawling, that children really need to learn to crawl before they start walking, and you should not encourage them to walk until they've done some crawling. Crawling, what it does, is it strengthens your core muscle, and your core muscles actually are responsible for everything that happens in your body, including handwriting. So that was a revelation to me. So, you see the point of that. So, the point I'm making here is my staff really needed to be in the place, a good place, with a good understanding of their own attachment, before they could actually support the children that they were working with. And in that journey of ours, this is really our fourth year, a third of the staff left the school, because it triggered lots of stuff in their own mental health. So, the attachment work is not easy. But once you get into it, the reason I do it is because it's personal development for me, I've looked at a lot of stuff that's happened to me, and it's actually helped me be a much, much better leader.

This is what we used to do with our old system, which was shaming behaviour, we used sticker charts, we used to have levels. So, if you're really good, you're on level five, if you're really badly behaved, you're on level one. Every week, you got a certificate, you came into assembly, all the level fives were all clapped, and all the level ones (and, you know, it doesn't take a genius - level ones really stayed at level one and two and level four and five often stayed at level four and five). And on the whole, they just stayed there, and I thought, 'Oh, my God, what are we doing to these children?' But Ofsted said it was a great system it was fantastic. They said 'You must you must share this - the behaviour management strategies and systems that you've developed.' But there is nothing really genius about it really. It's just a control mechanism that we've got for our children. It allows us to manage their behaviour in a controlling way. When they leave us, we haven't actually given them any skills of self-regulating or any intrinsic motivation. Because it's all extrinsic, we were very good at managing their behaviour. In fact, I'd say crudely, we were very good at controlling them. But when they left us, they didn't have those skills. But we were so concerned and our teachers were so concerned that they've got to make progress, they've got to make progress, they've got to stay in class, we will drive them to do the work. If they don't work we can bribe them, and if not we will punish them to do

the work. But one way or another they'll do the work because, you know, what will Ofsted say if we don't?

I think lots of schools are in that mindset really. So, you can see here a child's name in red. He's going to be really ashamed. And that shaming of children, shaming of adults, anybody that's shamed - they can't perform when they are shamed. So what we did was we decided no more sanctions, no more rewards. We got rid of the behaviour policy, and we've got a relational policy and relational support for personal development policy, so there's no behaviour in it. We try and take the word behaviour out of everything that we do, because behaviour is a need, an unmet need. And in that unmet need, what will happen was staff had to form relationships with the children, and really honest relationships, you know. So I'd be walking down the corridor and have a member of staff and a child. And we'd have a conversation like, 'Oh, I just can't get Bill to do his work. He's just been, he's throwing things around the classroom.' And Bill, the child will say, 'No I am not'. And he says, 'You teachers will always stick together,' that sort of thing. I say, 'Okay, so tell me what happened.' And I say, 'Actually, I've got a relationship with Mr. O'Neill. And I'm going to ask him, and he's going to tell me the truth that he's telling the truth right in front of you. He's not going to do it behind your back. And now you tell me the truth.' And then we started having these conversations. And once we started having these conversations actually they were really powerful, because nobody was reacting, we were actually responding. And then we use restorative justice, and so on and so forth. And now it's really embedded into the school system, life is so much easier for me, my staff and the children. And if I asked you, what do you think causes the one biggest anxiety in the school? Was it the punishment, the reward, or having to do the schoolwork?

Actually, it was the rewards. The rewards were the thing, because we were making them compete against each other. So they start telling tales on each other, and then sort of say he did this, and he did that, because they wanted this reward. And many of the children was so anxious that they did do the work. But they were retaining nothing, because they were working under that stress, and anxiety, and parents said, when they came home, they start kicking off. And we'd say, 'Oh, he's fine when he's with us, what you're doing wrong? He is fine in school'. But actually, they were bottling this up, and when they got home... And now we do so much work with the parents and our parents have a real good understanding of attachment and trauma, that they are behaving, whatever their behaviour at school is, the same at home. We've got a really strong partnership.

This is called area of injuries. And we were very lucky because we worked with occupational therapists, and the occupational therapists did an assessment on all the children. And that's where we got the idea that if their core muscles aren't developed, that children can't sit in their seat for long enough. So, we said, 'okay, let's take away the seats. They don't need to sit at a desk until their core muscles are developed, they don't need to, if they need to, they can sit on the floor, they sit on the floor, if they want to lie down, they can lie across on the floor.' But when we introduce this, suddenly the core muscles started developing. And we found that children would sit on the floor and then they'd go to their

desk. And when I keep saying Ofsted as if they are the panacea to everything, but we did need their approval. And when they came in, they said the children's handwriting was outstanding. And we hadn't done anything on handwriting, there was no handwriting teaching or anything like that. We were just developing their core muscles. And through that they developed their muscles in their bodies, and their fine motor skills, allowed them to hold the pen and pencil so that they could write and their handwriting improved. And that was a real, real big thing for us. So, our children could do that. And actually, with all this, there's also lots of collaborations. We did a Christmas show, and the children had to work together. And timing was a big thing. And they all supported each other. They were working in collaboration. That's the first time they'd be working in collaboration. When they're playing football. They're just kicking the hell out of each other, you know, trying to get the ball but with this, because it was all timed, they were working in collaboration.

I don't know if you can read that, but it's from a book called Self Observation. So, I do a lot of meditation and I do a lot of yoga and that's the sort of work I started to do on myself. Just to be still and this says: 'The intellectual centre, the brain's left hemisphere is always the last to know. It's the slowest of all the centres, because its place in the human biological instrument that does not require the survival-necessary speed of the instinctive or moving centre. Its function is to serve, remember, observe, solve technical problems in the present and communicate with others. This is its place in the scheme of the body's functions. However, due to the culture we were born into, which is not a wisdom culture, but a cultural of power and money, a material culture, the intellect has been placed upon the highest pedestal and worshipped because it can give me money and power, the two things most valued by society. Our entire education system is built on the worship of the intellect as king; we educate the intellectual centre and ignore the body's other functions.' (Self Observation by Robert Moore).

And this was something that Adam (Dr Adam Burley) touched on this morning. That actually, if you think about your body, a lot of decisions that you probably make are instinctive. Okay, you know, you've all heard of a gut reaction. And often our gut reaction is a true reaction. If we ignore our gut reaction, you know, we often say, 'I knew that. I knew I should put that money on that I knew I should put 100 quid on that horse.' And our gut reaction actually is very intuitive. And it is the speediest thing in our body, followed by movement, followed by intellect. So, if you go into a room, and your gut will tell you if there's danger there, you'll fear it, it'll tell your body to do something, and you might move out the room. And then once you've left the room, you process it and you'll think, 'Well, I'm not going to go into that place again, I'm not going to Glasgow, again, it's really scary.' And we just ignore that. And that's why in our educational system, we really have to look at the body. And so that's all we're doing in our school - using occupational therapy as our main tool, and assessing our children, and really paying attention to the body. I mean, even PE now, all that creativity, because we're so hell bent on measuring academic progress, that creativity in our schools has gone - music, the arts, they're all sidelined and actually, they're the things that serve our body. And once we serve our body, our

intellect will just grow with it. And what we've found is we probably spent about a third of children's time doing interventions, non-academic interventions, and they are making more progress now than they've ever made. Because whatever diet of learning the curriculum that we give them, they're able to absorb it, they are less anxious, they're more creative, and their memory has increased. I encourage you to look at our website. I did send the Ofsted report to Linda and she is going to send it out and I encourage you to read the Ofsted report. It did go viral on Twitter, I was so proud, I'm so pleased by it. And I might as well blow my own trumpet because without that I wouldn't be standing here sharing this good news with you. Because if we didn't get what we did, I wouldn't have the opportunity to share this with you. But the attachment and trauma friendly way of understanding attachment trauma, and working in the attachment way is really the only way. It is the best way, not just for the children, but for your own personal development. And I've grown as a person working in my school, by the children supporting me and me supporting them. We really we are a real community now where we can support each other.

There are lots of adults out there who have trauma and attachment unresolved. And I encourage people to go and get that unresolved trauma and do something about it. Because without that it will come through at some point. And it comes through for our own mental well-being. Some of the reasons why schools may be less inclined to be attachment friendly are the usual things, issues of funding and resources. That's a big thing for all of us. But if you decide, and this is about leadership really, if the leadership team decides we're going to make this work, you can make anything work, and there was no going back. Fourteen years ago, in 2004, I said that we are never going to exclude a child from our school, would never send a child home from our school. And the staff said, 'Well, what are we going to do?' and I said, 'I don't know, we are just not going to do it, we'll find a way. Even if you have to hold a child for three hours, we're not going to make them leave this building, because of poor behaviour.' If you come to our school now, a few years later, the children would say, I can't get excluded from here. I have had a member of staff who said to me, 'Look, this boy is unteachable. I'm not going to teach him anymore.' I had to say, 'Give us your P45, and there's the door, because this school is for children first, and to serve you second, because you're here to serve the children first.' And I think we've really got to get that rhetoric out there. Of course, we have to look after our staff, I'm not saying we don't look after our staff, but we have to make sure that they know what they're getting into. It is for the children, and especially special schools. I was talking to somebody earlier about secure units and they said I went to the secure unit and actually, the staff had so many issues, that they were working in a secure unit where children are highly traumatised because they were hiding in the work environment, actually behind the trauma of these children. So we've got to really be careful about where we work and it is like safeguarding, making sure we pick the right staff to work with the children because it is for the children. We are serving the children.

But, we can develop our staff with appropriate CPD. In England, the curriculum has changed and the Ofsted framework has changed. I have been inundated by consultants, companies selling their wares saying you must come on this course,

if you want your school to get out 'Outstanding', you've got to come on this course, consultants that come out of the woodwork, you know, delivering courses that are unnecessary. It's like they are saying teach to the test and then you'll get outstanding. And we've had a real battle in England about schools teaching to the key stage II SATS test at the expense of the creative curriculum, they were just teaching to the test. So, they would pass it. But actually they were really not learning much, because they were narrowing the curriculum. And, and I think we need to get the appropriate CPD for our staff. And the appropriate CPD is sometimes go away and do something for yourself. So, I give my staff some time just to do something for themselves, their own well-being.

There is an increasing number of children with neurodiversity, the number of isms that are out there, ADHD, ODD, FASD... If you know those acronyms, the first thing that people, if I said to you 'there is a child with ADHD coming to your school, what would your first thought be' would say 'Are they on medication, or, oh shit, I've got somebody that's going to be a real challenge to manage their behaviour' - basically it's just a label for poor behaviour. But ADHD is symptomatic of early years attachment trauma, as are most isms. They are a symptom of early years poor neuro brain development. I was at an ADHD conference held by several independent schools and pharmaceutical companies. They sponsored the ADHD conference, and obviously the pharmaceutical companies and the independence schools, they were just selling their wares. If you can't manage this child, give us £80,000, and we'll take it into our school. And the pharmaceutical companies were saying try this pill you can manage their behaviour.

And in our school, we do have children that have ADHD, and they do take medication, but we try to discourage it because we actually want to see what their behaviour is. Because it's very easy to medicate a child, leave him in the corner and three years later, you've done no work with them because they've been dosed up and they've just been compliant, but you've actually done no work with them because you've not observed their behaviour. And everyone says he's a lovely child, but then all children are lovely, but we've masked that behaviour. I was at this conference. There was, sadly, a Scottish MP who coined the phrase, pills for skills. 'Dose them up, and then you can teach them the skills.' And I had a real argument with him, I can't remember his name, but he came on, and that was his slogan: pills for skills. And I said, he actually got quite aggressive with me and I'm quite placid, really, most of the time. But pills for skills, we can't just medicate our children, we just can't do it. There is a place for medication, of course, there's a place of medication. But you've got to do the work alongside it. And those schools will not want to work alongside it because if somebody is compliant, and behaving, and three of the boys or girls are misbehaving, you'll often ignore that one child, and actually, that child probably needs the most help because they're being medicated and their behaviour is being masked. ODD, Oppositional Defiant Disorder. Oppositional Defiant Disorder, basically, is just child development. Most children under the age of two, if you ask them to do something, they'll say, No, 'put your shoes on and go to the park.' No. 'Do you want an apple?' No, 'give me an apple.' Because that's what two year olds do. Two year olds have to go through that process because

they are learning to be independent. Before they can say yes, they have to learn to say no. And it's that resistance that they put against us. You know, we all do that experiment, we used to put our hand against somebody else's. And the more you push, the more they push, the more resistance you give them, the more resistance they give you.

I'm driving home. And my wife will ring and say to me, can you pick up something from the shops on the way home? And I say no. What do you want? My automatic reaction is no. And that's something that's part of our development. The curriculum, as Adam mentioned, what do we teach? What are we going to teach them? What is the content? If you teach their bodies, they will be ready to learn, I guarantee that. If you focus on the practical side, they will then that be ready to learn, because that helps them to regulate.

The local authority and the national narrative is based on intellectual progress. That's what we value in this culture. Because intellectual progress means power, and money. And that's the thing that we value. I'm sorry that I had to rush through that. But I really did want to get the message through that attachment trauma schooling is a real possibility. It's not pie in the sky. It really, really can happen. And it is from top down from, MPS, to council and to leaders in schools. It is a real possibility.

Visit our website and we're happy to support, we're happy for visitors, but I would really love to see people take this on board. Thank you for listening.

Hope School Ofsted report: <https://reports.ofsted.gov.uk/provider/25/133421>