



Worth Publishing



CourseWeDo

The effect exclusions have on the child and society

Children presenting with SEMH needs are the most likely to be excluded and are amongst the most vulnerable:



“Yet our education system is profoundly ill-equipped to break a cycle of disadvantage for these young people”

Source: Institute of Public Policy Research 2017

Our priority...

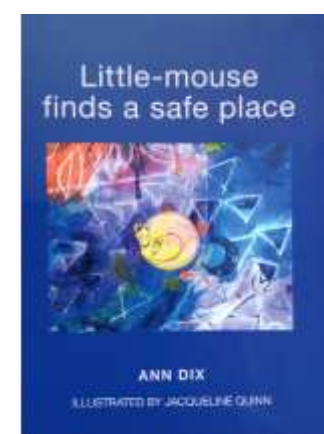
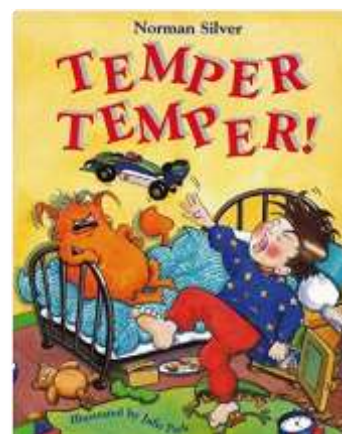
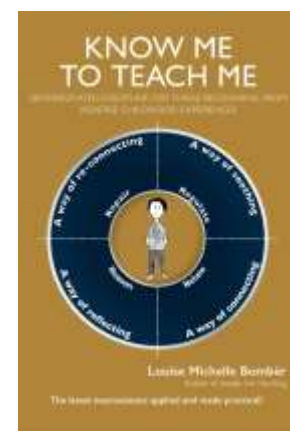
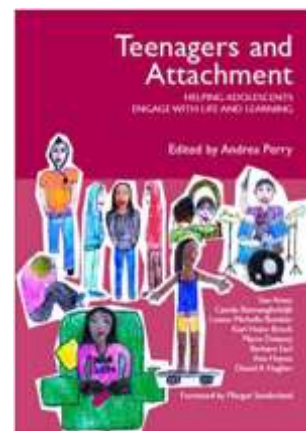
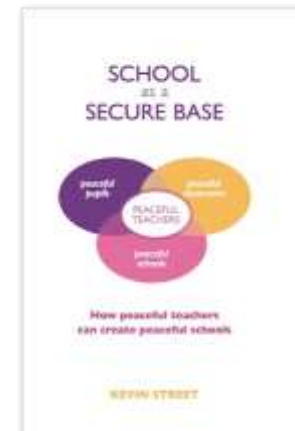
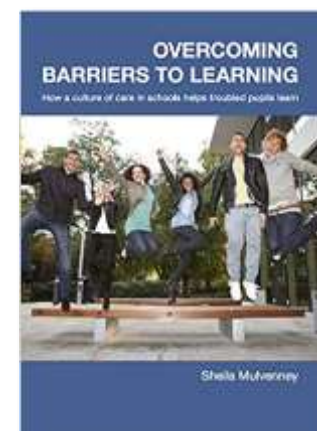
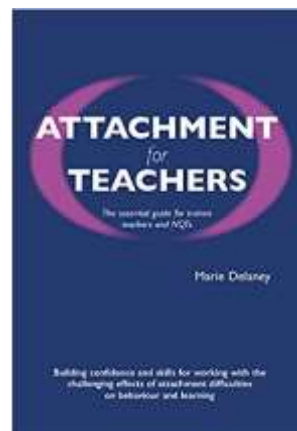
...is the inclusion of all children, especially those who have had the worst starts in life, with high ACE scores, to help them settle to learn and thrive.



Some pupils will be CLA, or adopted but previously CLA, whilst others may still live with their birth families.

Behaviour is a communication of need. The only way that needs can be met is by exhibiting behaviours that get needs met!

Books



Online Courses



Understanding and working with different attachment styles



Designated Teacher's Development & Training Edition



Trauma in school: An attachment aware/trauma informed approach



Supporting young asylum seeking and refugee children through separation and loss

Webinars

What the world needs now...
Nurturing & replenishing empathy

What the World Needs Now – Nurturing & Replenishing Empathy
This webinar will help us think together about what empathy actually is, how it develops and how it can be helped to develop. Are hours spent online and working virtually having a negative effect on how we can attune to one another? And what happens when our own empathy gets blocked?
[Read more and watch the webinar →](#)

Louise Bombér – Know Me to Teach Me Book Launch

Worth Publishing/CourseWeDo book launch event for Louise's book, *Know Me to Teach Me*: Differentiated discipline for those recovering from Adverse Childhood Experiences.
[Read more and watch the webinar →](#)

LOOKED DOWN or LOOKED IN? Secrets, shame and distancing in working with children who have experienced domestic abuse
Ann Die

Locked down or locked in? Secrets, shame and distancing in working with children who have experienced domestic abuse – Ann Die
Drama therapist Ann Die, explores issues affecting children & young people experiencing and witnessing domestic abuse and violence.
[Read more and watch the webinar →](#)

All About Dogs (and us)
An end of term special hour we will be talking about attachment, trauma and ... DOGS

ALL ABOUT DOGS (and us)
A webinar where we talk all about attachment, trauma and ... DOGS
We look at what we can learn for our work with children and young people from parallel signs indicating that a dog is becoming stressed, and the best way to respond. We also talk about dog assisted therapy.
[Read more and watch the webinar →](#)

Dr Dan Hughes – It Was That One Moment

Worth Publishing/CourseWeDo with Dr Dan Hughes PhD, Clinical Psychologist, focusing on his very personal book of poems and reflections on his long career.
[Read more and watch the webinar →](#)

Exclusions
Bringing the numbers down

Exclusions – Bringing the numbers down
This webinar will address the painful issue of school exclusion. We know that when we think from an attachment aware, trauma informed perspective, exclusion is highly likely to reinforce the cycle of rejection and isolation for children and young people whose challenging behaviour has brought them to that point.
[Read more and watch the webinar →](#)

BOUNCE BACK BETTER: the role of play in building more individual resilience and more resilient communities – Alison Woolf

BOUNCE BACK BETTER: the role of play in building more individual resilience and more resilient communities – Alison Woolf
ALISON WOOLF, play therapist, play specialist and author of *Baker Play* discussing the importance of play in schools in developing resilience through COVID and beyond.
[Read more and watch the webinar →](#)

Self-care – Indulgence or necessity?
Web: Sheila Mulvenney

Self-care – Indulgence or necessity? – Sheila Mulvenney
Is self-care selfish, an indulgence? Or, is self-care actually a necessity, a responsibility even, if we want to be genuinely resilient? What are the elements we could consider central to making sure we have a comprehensive and lasting resourcemap?
[Read more and watch the webinar →](#)

Face to face

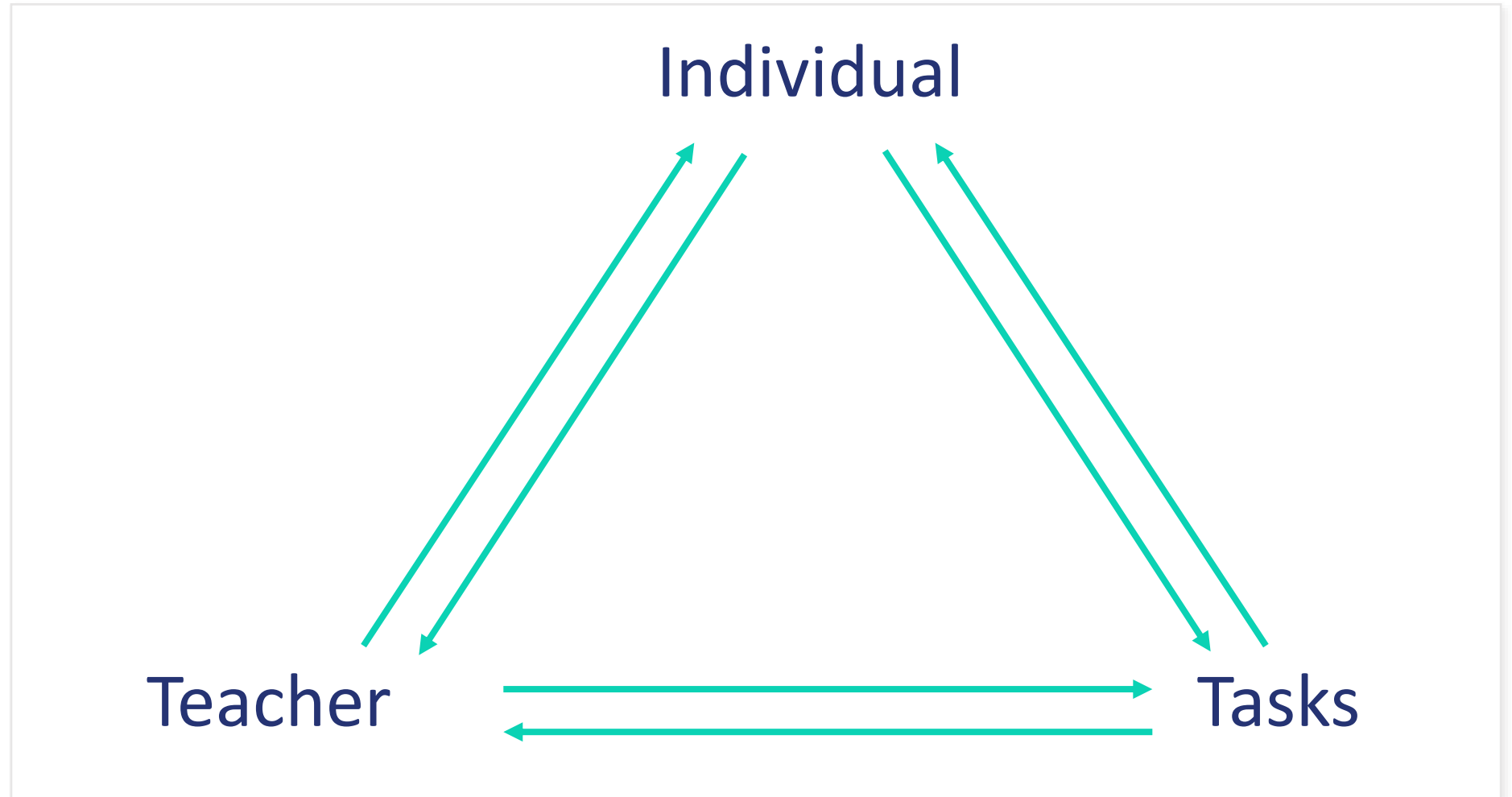
We have a team of CourseWeDo consultants who are available for face-to-face training on any aspect of our resources or programmes



Attachment

- A theory concerning relationships between humans. The most important tenet is that young children need to develop a relationship with at least one primary caregiver for normal social and emotional development. The theory was formulated by psychiatrist and psychoanalyst John Bowlby(1950's)
- Particularly when the attachment system involves a caregiver and child, the relational interactions associated with attachment needs shapes neural development and emotional and biological regulation processes in children. Thus, a child's relational environment, and parenting environment, has lifelong impacts.

The Learning Triangle (Geddes)



For all education staff

REACH 2TEACH

BIG (BEHAVIOUR INTERVENTION GUIDE) APP

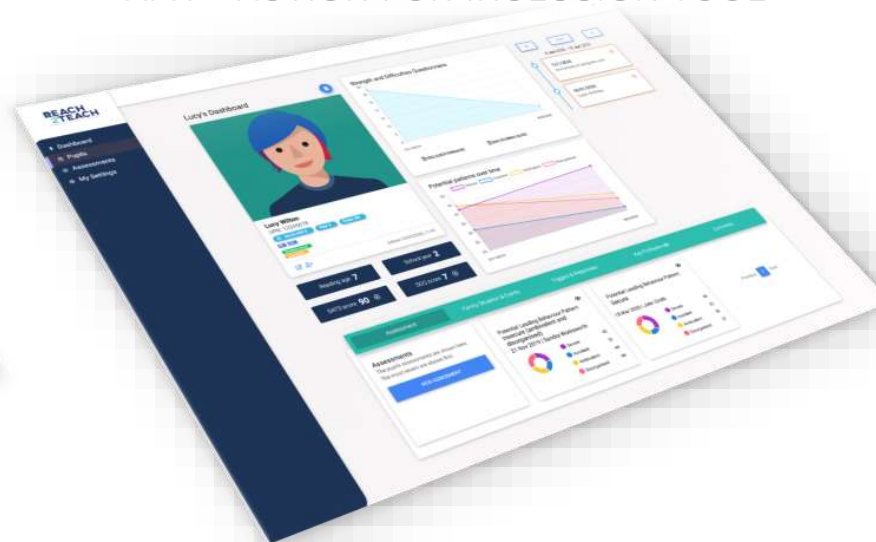


Only £4.99 plus VAT
www.coursewedo.com

For all education staff
& for evidencing

REACH 2TEACH

AFIT - ACTION FOR INCLUSION TOOL



From £30 plus VAT
www.reach2teach.net

For parents, carers & guardians of
fostered and adopted children

REACH 4CARE

Communication Attachment Responsiveness Empathy



Only £5 incl VAT
www.coursewedo.com

APPS

Select a behaviour



Highly anxious	Argues about rules or can't follow	Seeks to control the teacher	Hates & rejects praise
Denies need for support	Can't organise or forgets work	Overly dependent	Resists teacher's guidance
Continually avoids work	Clingy	Can't sit still	Rubbishing teacher's work
Rubbishes or rips up work	Doesn't want adults being close	Appears manipulative	Wants to work on their own
Rapid mood changes	Resists difficult conversations	Runs out	Misinterprets others' behaviour
Sulks if not picked	Can't follow instructions	Overly argumentative	Finds transitions & endings difficult
Appears arrogant & controlling	Does not talk about feelings	Easily distracted	Appears indifferent or uncaring
Insists on going first	Talks about feelings a lot	Lies and fabricates	Angry & aggressive
Steals or gorges food	Gets upset easily	Avoids eye contact	Hypervigilant
Needs constant reassurance	Risky behaviour	Limited imagination	Attention seeking

Only £4.99 plus UK VAT



REACH 4CARE Communication Attachment Responsiveness Empathy Click on a behaviour to start			
Highly anxious	Argues about rules or can't follow	Overly dependent	Rubbishes or rips up what they do
Tends to be a perfectionist	Sulks if not picked / given special attention	Resists / avoids tasks / homework	Rubbishes / rejects what you say / do / offer
Can't sit still	Doesn't want adults physically close	Appears arrogant, omnipotent & controlling	Wants to do things on their own
Resists adult's guidance	Resists difficult conversations	Runs out of house / class	Misinterprets others' behaviour / comments
Appears manipulative	Hates & rejects praise	Bullies people or animals	Finds transitions & endings difficult
Needs constant reassurance	Reluctant to talk about feelings	Easily distracted	Appears indifferent or uncaring
Rapid mood changes	Talks about feelings a lot & catastrophises	Lies & fabricates	Angry & aggressive
Overuse of Internet / social media	Gets upset easily	Avoids eye contact	Hypervigilant
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APPS

Use the icons to navigate



Overly dependent	Does not follow rules	Seeks to control the teacher	Hates & rejects praise
Home screen / Reset	Refuses to work	Overly dependent	Resists teacher's guidance
Potential Attachment pattern	Ambivalent	Can't sit still	Rubbishing teacher's work
Ambivalent	Child's needs	Appears manipulative	Wants to work on their own
Child's needs	Approaches / Actions	Runs out	Misinterprets others' behaviour
Approaches / Actions	General principles	Overly argumentative	Finds transitions & endings difficult
General principles	Appears arrogant & controlling	Easily distracted	Appears indifferent or uncaring
Appears arrogant & controlling	Insists on going first	Lies and fabricates	Angry & aggressive
Insists on going first	Steals or gorges food	Avoids eye contact	Hypervigilant
Steals or gorges food	Needs constant reassurance	Limited imagination	Attention seeking
Needs constant reassurance			

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REACH 4CARE		Communication	Attachment	Responsiveness	Empathy
		Overly dependent			
Highly anxious	Argues about rules or can't follow them	Overly dependent	Rubbishes or tips up what they do		
Tends to be a perfectionist	Sinks if not picked / given special attention	Resists / avoids tasks / homework	Rubbishes / rejects what you say / do / offer		
	Doesn't want adults	Appears arrogant / controlling	Wants to do things on their own		
 Ambivalent - Potential pattern of Attachment behaviour					
 Child's needs					
 Approaches / Actions					
 General principles					
Rapid mood changes	Talks about feelings a lot & catastrophises	Lies & fabricates	Angry & aggressive		
Overuse of internet / social media	Gets upset easily	Avoids eye contact	Hypervigilant		
Clingy	Risky behaviour	Limited imagination	Attention seeking		

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Learn about the associated potential pattern of Attachment behaviour



OVERLY DEPENDENT - Ambivalent Attachment pattern of behaviour

This describes a type of **insecure attachment pattern** in the way the pupil relates to other people and to tasks, especially, in the school context, prioritising closeness to teaching staff rather than focussing on learning. A pupil with an **ambivalent attachment style** can behave in ways that reveal a significant vulnerability in terms of the challenges of separation and fears of being 'lost from the mind' of the 'significant other' - in the school context, the teacher.

Because of this vulnerability, these pupils can seem quite demanding, as they attempt to cling to, possess and intrude into others. Significant others can be left feeling emotionally exhausted at times. This presentation can be as a result of the child experiencing trauma and loss in their early years, and critically, inconsistent and confusing caregiving, at times warm and inviting (to the point of over-enmeshed and controlling), at other times rejecting, critical and humiliating.

These children have not been able or enabled to develop the satisfaction of becoming absorbed in playing alone, with the care of an open, engaged, empathic, attuned adult available but not involved. The parent has either been absent, or intruded into the child's play. The parent themselves may have been treated in a similar way as a child, and continue to hunger for 'an other' to care for

[See other Ambivalent behaviours](#)



REACH 4CARE - Potential pattern of Ambivalent Attachment behaviour

Potential pattern of Ambivalent Attachment behaviour

- This describes a type of insecure pattern of attachment behaviour which some children develop as a survival strategy to manage the relationships and context of their early lives.
- It does not in any way suggest that the child has an 'attachment disorder', something only a clinician can diagnose.
- We all have habitual patterns and styles of relating, which can expand and develop through maturity, or become more fixed and evident when we are stressed or overwhelmed.
- So noticing and understanding your child's pattern or style of being in the world and relating to people and activities, could help you understand what needs and feelings may be driving their behaviour, particularly if that behaviour becomes challenging at times.
- And that can help you respond with empathy, to help them feel safe and loved, grow and thrive.

An 'ambivalent' insecure pattern of attachment behaviour suggests someone who prioritises closeness to people, especially at times of stress, perhaps avoiding getting involved in intimate, trusting, fun and learning. A child with an ambivalent style can

[See other Ambivalent behaviours](#)

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APPS

Find out what needs the child has (relational & learning)



OVERLY DEPENDENT - The child's needs

- To gradually build the capacity to tolerate separation
- To build the capacity for independence
- To engage with tasks (learning) separate from the adult, and be comfortable with this
- To build confidence in their skills and ability to think things through, and thus self-esteem
- To learn to find interest and satisfaction in their own activities
- To build relationships with their peers built on shared enjoyment and interest
- Adults who can empathise with the fear of independence necessary for learning, rather than get irritated by it
- Adults who recognise that being dependent is the pupil's survival strategy for managing the terror of losing control of the adult's attention (which can feel like abandonment) (Geddes, 2006)

[See other Ambivalent behaviours](#)



REACH 4CARE Communication Attachment Responsiveness Empathy
Overly dependent - Child's relational & learning needs

Child's needs - DEVELOPMENTAL | Child's needs - FROM THEIR ADULTS

- To gradually build the capacity to tolerate separation
- To build the capacity for independence
- To engage with activities separate from their key adults, and be comfortable with this
- To build confidence in their skills and ability to think things through, and thus their self-esteem
- To learn to find interest and satisfaction in their own activities
- To build relationships with their peers built on shared enjoyment and interest

[See other Ambivalent behaviours](#)

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Apps

Find out what **YOU** can do to help and support



OVERLY DEPENDENT - Approaches / Actions

- Have a named person in school for the pupil (Key Adult, Bombèr 2007, 2015) to make an authentic, reliable relationship with the pupil, to provide support whilst they builds strengths to manage separation and focus on learning
- Name, acknowledge, and empathise with the pupil's level of anxiety and wish to be with an adult
- When the pupil is frequently kept off school for minor ailments, engage the parent in working together to support the pupil back into school for timed periods, with increasing involvement in learning (Geddes, 2006)
- Have procedures in place that respond quickly to absence, so that the pupil feels 'held in mind' appropriately by the school. This will lead to an experience of the reliability of the school system. The parent or carer may also need additional support to help them help their child see school as a safe and encouraging place to explore independence step by step
- The Key Adult can make regular, specific, special time to meet with the pupil to plan for the day, including anticipating any changes (beginnings, separations and endings) that may raise the pupil's anxiety about being forgotten

[See other Ambivalent behaviours](#)

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REACH 4CARE Communication Attachment Responsiveness Empathy

Overly dependent – Approaches / actions

Approaches / actions – At home	Approaches / actions – At school
<ul style="list-style-type: none"> • A timer can help moderate anxiety during short, timed, independent activities (Bombèr 2007) 	<ul style="list-style-type: none"> • Try activities that involve turn-taking, to model the experience of two separate people working alongside each other, rather than merged with each other
<ul style="list-style-type: none"> • Surprise your child by letting them know you were thinking about them when you were not together: 'Whilst you were out with Shavi, I saw that cat with one white paw you really like, I took a picture of her for you'. A child who has been rejected in their early lives for doing things independently can find it hard to believe that an adult will think about them when they are not physically together. 	<ul style="list-style-type: none"> • Sending texts now and again is fine for all kinds of degrees of separation, but don't let the child think you don't trust them or are 'hovering'. Learn to tolerate your own anxiety if perhaps your home feeling like an 'empty nest' without your child is driving you to contact them: make sure to find support and other things you can do for yourself
<ul style="list-style-type: none"> • Affirm your child and other family members when they do something that demonstrates thinking, planning, decision-making and becoming absorbed in activities independently (self-efficacy) 	

[See other: Ambivalent behaviours](#)

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APPS

View other associated behaviours



Highly anxious	Argues about rules or can't follow	Seeks to control the teacher	Hates & rejects praise
Denies need for support	Can't organise or forgets work	Overly dependent	Resists teacher's guidance
Continually avoids work	Clingy	Can't sit still	Rubbishing teacher's work
Rubbishes or rips up work	Doesn't want adults being close	Appears manipulative	Wants to work on their own
Rapid mood changes	Resists difficult conversations	Runs out	Misinterprets others' behaviour
Sulks if not picked	Can't follow instructions	Overly argumentative	Finds transitions & endings difficult
Appears arrogant & controlling	Does not talk about feelings	Easily distracted	Appears indifferent or uncaring
Insists on going first	Talks about feelings a lot	Lies and fabricates	Angry & aggressive
Steals or gorges food	Gets upset easily	Avoids eye contact	Hypervigilant
Needs constant reassurance	Risky behaviour	Limited imagination	Attention seeking

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REACH 4CARE Communication Attachment Responsiveness Empathy			
Easily distracted - Ambivalent behaviours			
Highly anxious	Argues about rules or can't follow them	Overly dependent	Rubbishes or rips up what they do
Tends to be a perfectionist	Sulks if not picked / given special attention	Resists / avoids tasks / homework	Rubbishes / rejects what you say / do / offer
Can't sit still	Doesn't want adults physically close	Appears arrogant, omnipotent & controlling	Wants to do things on their own
Resists adult's guidance	Resists difficult conversations	Runs out of house / class	Misinterprets others' behaviour / comments
Appears manipulative	Hates & rejects praise	Bullies people or animals	Finds transitions & endings difficult
Needs constant reassurance	Reluctant to talk about feelings	Easily distracted	Appears indifferent or uncaring
Rapid mood changes	Talks about feelings a lot & catastrophises	Lies & fabricates	Angry & aggressive
Overuse of Internet / social media	Gets upset easily	Avoids eye contact	Hypervigilant
Clingy	Risky behaviour	Limited imagination	Attention seeking

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APPS

Behaviours with 2 or more potential patterns of Attachment behaviour



Highly anxious	Argues about rules or can't follow	Seeks to control the teacher	Hates & rejects praise
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Continually avoids work	Clingy	Can't sit still	Rubbishes teacher's work
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Behaviours with 2 or more potential patterns of Attachment behaviour



RAPID MOOD CHANGES – Ambivalent Attachment pattern of behaviour

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[See other Ambivalent behaviours](#)
[See other Disorganised behaviours](#)

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REACH 4CARE Rapid mood changes
- Potential pattern of Ambivalent Attachment behaviour

Potential pattern of Ambivalent Attachment behaviour

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[See other](#)
[Ambivalent behaviours](#)
[Disorganised behaviours](#)

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APPS

Behaviours with 2 or more potential patterns of Attachment behaviour



Highly anxious	Argues about rules or can't follow	Seeks to control the teacher	Hates & rejects praise
Denies need for support	Can't organise or forgets work	Overly dependent	Resists teacher's guidance
Continually avoids work	Clingy	Can't sit still	Rubbishing teacher's work
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Needs constant reassurance	Risky behaviour	Limited imagination	Attention seeking

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REACH 4CARE Communication Attachment Responsiveness Empathy			
Rapid mood changes - Disorganised behaviours			
Highly anxious	Argues about rules or can't follow them	Overly dependent	Rubbishes or rips up what they do
Tends to be a perfectionist	Sulks if not picked / given special attention	Resists / avoids tasks / homework	Rubbishes / rejects what you say / do / offer
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Clingy	Risky behaviour	Limited imagination	Attention seeking
Ambivalent behaviours		Disorganised behaviours	

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OFSTED

Ofsted's 3 I's



INTENT

What is meant to be learnt



IMPLEMENTATION

How you plan to meet the intent



IMPACT

How effective implementation was

<https://www.headteacher-update.com/best-practice-article/curriculum-design-under-a-new-ofsted-regime/214965/>

Needs analysis & Intervention Tool

REACH 2TEACH

AFIT - ACTION FOR INCLUSION TOOL



Strength based – secure behaviours

Exportable PDF reports

Correlated with SDQs

Lucy Wilton

New Assessments

To create a profile of a pupil's potential underlying attachment pattern, and to ascertain their learning and relational needs, please answer the following questions according to your experience with the pupil.

Questions	Never	Rarely	Sometimes	Frequently	Always
Are they highly anxious?	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Can they initiate, think through, carry out and complete tasks?	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Do they bully the teacher?	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Is their imagination limited?	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Do they hate and reject praise?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Do they enjoy and are they open to new experiences?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Do they deny the need for support?	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Are they overly dependent?	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Do they resist the teacher's guidance?	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Are they creative and can they handle mess?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Do they continually avoid work?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Are they empathic, caring and honest?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

1 2 3 4 Next

Close

COMPLETE ASSESSMENT

12345678

20/11/2019, Sandra Worksworth



Potential leading
behaviour pattern
**Insecure (ambivalent
and disorganised)**

Behavioural profile



Behaviours marked as 'Always' or 'Frequently'



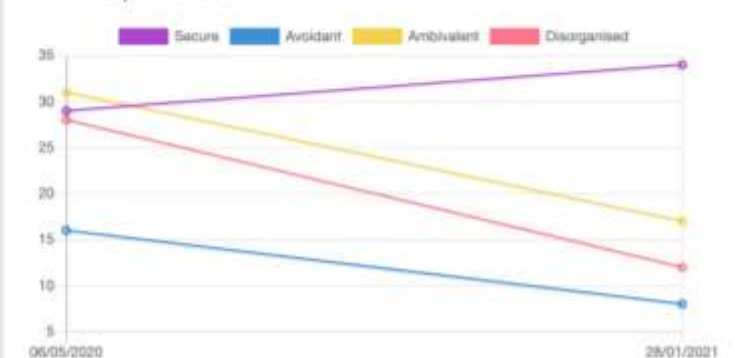
Strength and Difficulties Questionnaire



SDQ (ONE SIDED, 4-17 YEAR OLDS)

SDQ SCORING (4-17 YEAR OLDS)

Potential patterns over time



Dashboard

Pupils

Assessments

My Settings

Lucy's Dashboard



Lucy Wilton
UPN: 12345678

06/01/2019 Year 2 Class 2W

1P



Edited 12/09/2020, 11:49

Reading age/level
5

School year
41

SATS score 0

SDQ score 16

Percentage attendance 94

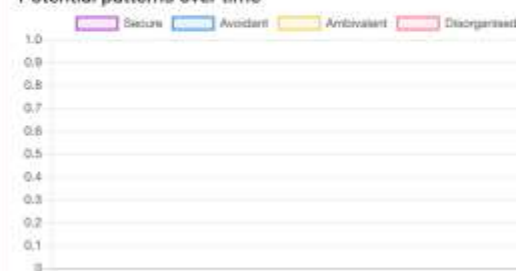
Strength and Difficulties Questionnaire



SDQ QUESTIONNAIRE

SDQ SCORING GUIDE

Potential patterns over time



< TODAY >

5 Jan 2020 - 12 Jan 2020

12/1/2020
Anniversary of going into care

06/01/2020
Lucy's Birthday

Needs Analysis & Plan

Family Situation & Events

Triggers & Responses

Key Professionals

Comments

Live ☒ Archived

Needs Analysis & Plan

The pupils needs analysis & plan are shown here. The most recent are shown first.

NEW NEEDS ANALYSIS & PLAN

Lucy Wilton

Note

Questions	Never	Rarely	Sometimes	Frequently	Always
Are they highly anxious?	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Can they initiate, think through, carry out and complete tasks?	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Do they bully the teacher?	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Is their imagination limited?	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Do they hate and reject praise?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Do they enjoy and are they open to new experiences?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Do they deny the need for support?	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Are they overly dependent?	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Do they resist the teacher's guidance?	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Are they creative and can they handle mess?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Do they continually avoid work?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Are they empathic, caring and honest?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

1 2 3 4 Next

CLOSE

COMPLETE ASSESSMENT

Timeline

A timeline of your student significant events are listed here.

Back to
dashboard

Results

Lucy Wilton

20/11/2019, 20:45 sandraworksworth

29

Secure

16

Avoidant

31

Ambivalent

28

Disorganised

||

17

SDQ

Potential Leading Behaviour Pattern: **INSECURE (AMBIVALENT)**

This scoring suggests that this pupil's behaviour may indicate a leading insecure ambivalent pattern of attachment in school. This may indicate that they unconsciously prioritise a focus on relationship over a focus on task (learning) in school. They need adults who recognise that having a relationship with a mature adult who holds them in mind and stays connected with them helps them feel safe. The aim of work with pupils with this pattern is to enable them to gradually build relationship with a key adult who respects their need to hold onto task until such time as their trust develops.

[Read more](#)

Behavioural Profile

Behaviours

Needs & Strategies

Core Principles



Secure	29
Avoidant	16
Ambivalent	31
Disorganised	28

“the assessment is user friendly and uses simple but effective language that can be interpreted well”

Lucy Wilton

20/11/2019, 20:45 | sandraworksworth



Potential Leading Behaviour Pattern: **INSECURE (AMBIVALENT)**

This scoring suggests that this pupil's behaviour may indicate a leading insecure ambivalent pattern of attachment in school. This may indicate that they unconsciously prioritise a focus on relationship over a focus on task (learning) in school. They need adults who recognise that having a relationship with a mature adult who holds them in mind and stays connected with them helps them feel safe. The aim of work with pupils with this pattern is to enable them to gradually build relationship with a key adult who respects their need to hold onto task until such time as their trust develops.

[Read more](#)

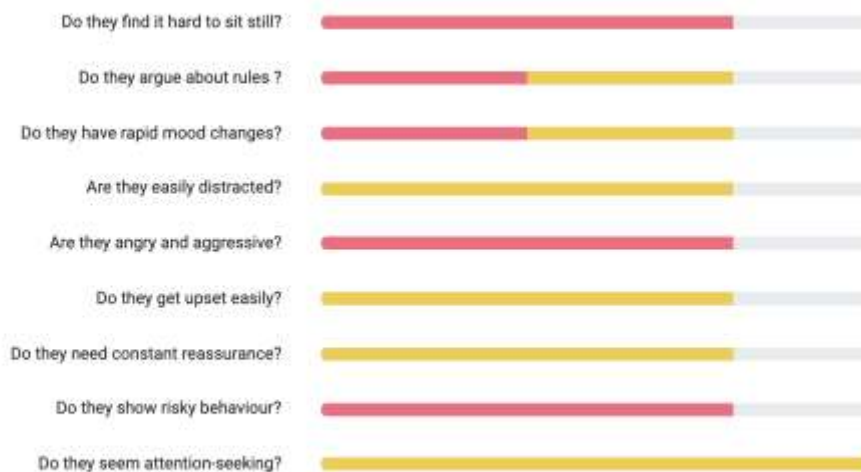
Behavioural Profile

Behaviours

Needs & Strategies

Core Principles

Behaviours marked as 'Always' or 'Frequently'



Secure Avoidant Ambivalent Disorganised

Timeline

A timeline of your student significant events are listed here.

Comments

Lucy Wilton

20/11/2018, 20:45 | sandrawiltsworth



Potential Leading Behaviour Pattern: **INSECURE (AMBIVALENT)**

This scoring suggests that this pupil's behaviour may indicate a leading insecure ambivalent pattern of attachment in school. This may indicate that they unconsciously prioritise a focus on relationship over a focus on task (learning) in school. They need adults who recognise that having a relationship with a mature adult who holds them in mind and stays connected with them helps them feel safe. The aim of work with pupils with this pattern is to enable them to gradually build relationship with a key adult who respects their need to hold onto task until such time as their trust develops.

[Read more](#)

Behavioural Profile Behaviours **Needs & Strategies** Core Principles

Insecure behaviours marked as Always or Frequently

- DO THEY FIND IT HARD TO SIT STILL?
- DO THEY ARGUE ABOUT RULES?
- DO THEY HAVE RAPID MOOD CHANGES?
- ARE THEY EASILY DISTRACTED?
- ARE THEY ANGRY AND AGGRESSIVE?
- DO THEY GET UPSET EASILY?
- DO THEY NEED CONSTANT REASSURANCE?
- DO THEY SHOW RISKY BEHAVIOUR?
- DO THEY SEEM ATTENTION-SEEKING?

The Pupil's needs

Strategies and approaches

☒ Relational ☐ Learning

Needs	Select	Met?	Notes
Adults who recognise the behaviour as communication of different needs.	<input checked="" type="checkbox"/>	<input checked="" type="radio"/> Yes <input type="radio"/> No	
Adults who can manage any negative feelings the behaviour stirs up for them.	<input type="checkbox"/>		
Adults who are willing to recognise needs that may accompany or be part of ADHD.	<input checked="" type="checkbox"/>	<input type="radio"/> Yes <input checked="" type="radio"/> No	
Adults who are willing to provide a calm, mature mind to think about what will help.	<input checked="" type="checkbox"/>	<input type="radio"/> Yes <input checked="" type="radio"/> No	

Note
Whole school training on ADHD

Timeline

A timeline of your pupils' significant events are listed here.

“ We wanted something that shows when the circumstances are optimised, the learner can flourish, it isn't just about the behaviour there is a person underneath and that their behaviour is just a communication of a need, whether it be learning or relational, and this [AFIT] was the perfect tool ”

Lucy Wilton

20/11/2019, 20:45 | sendworkworth



Potential Leading Behaviour Pattern: **INSECURE (AMBIVALENT)**

This scoring suggests that this pupil's behaviour may indicate a leading insecure ambivalent pattern of attachment in school. This may indicate that they unconsciously prioritise a focus on relationship over a focus on task (learning) in school. They need adults who recognise that having a relationship with a mature adult who holds them in mind and stays connected with them helps them feel safe. The aim of work with pupils with this pattern is to enable them to gradually build relationship with a key adult who respects their need to hold onto task until such time as their trust develops.

[Read more](#)

Behavioural Profile

Behaviours

Needs & Strategies

Core Principles

Insecure behaviours marked as Always or Frequently

DO THEY FIND IT HARD TO SIT STILL?

DO THEY ARGUE ABOUT RULES?

DO THEY HAVE RAPID MOOD CHANGES?

ARE THEY EASILY DISTRACTED?

ARE THEY ANGRY AND AGGRESSIVE?

DO THEY GET UPSET EASILY?

DO THEY NEED CONSTANT REASSURANCE?

DO THEY SHOW RISKY BEHAVIOUR?

DO THEY SEEM ATTENTION-SEEKING?

The Pupil's needs

Strategies and approaches

Strategies and approaches you could try

Acknowledge the wish to move around, and name the fact that it can be hard to sit still.

Select

Useful?

Notes

☒

☒ Yes
☐ No

Provide something the pupil can fiddle with to give them an outlet for the energy (Bomber 2007); provide outlets and sensory interventions for physical energy to downregulate and enable the pupil to develop their sense of a calm, alert state (Bomber 2020).
[Bomber, L. M. \(2007\) Bomber, L. M. \(2020\)](#)

☐

☐ Yes
☐ No

If possible, provide an adult to make relationship with the pupil.

☒

☒ Yes
☐ No

Note

Helen to be Key Adult

This has had a very positive impact!

Timeline

A timeline of your pupils' significant events are listed here.

“ Very useful and simple to use. Gives a clear overview of needs, gave a wider variety of strategies...a useful tool for staff ”

Lucy Wilton

20/11/2019, 20:45 sandra@coursewedo

Potential Leading Behaviour Pattern: **INSECURE (AMBIVALENT)**

This scoring suggests that this pupil's behaviour may indicate a leading insecure ambivalent pattern of attachment in school. This may indicate that they unconsciously prioritise a focus on relationship over a focus on task (learning) in school. They need adults who recognise that having a relationship with a mature adult who holds them in mind and stays connected with them helps them feel safe. The aim of work with pupils with this pattern is to enable them to gradually build relationship with a key adult who respects their need to hold onto task until such time as their trust develops.

[Read more](#)

Behavioural Profile

Behaviours

Needs & Strategies

Core Principles

Core Principles

1. Behaviour is communication, and that behaviour may communicate distress.
2. Often what is being communicated is, at root, anxiety. Attachment relationships are fundamentally all about providing safety and stability to reduce that anxiety, and in schools to provide the felt sense of security essential to being able to settle to learn.
3. Neither children, adolescents or adults respond well to being told, 'Don't be anxious' or 'Calm down'. They respond best to being supported to feel genuinely secure. This is true for all pupils, not only those with attachment difficulties.
4. The adults in schools, the educational and all other staff, can contribute to the pupil's felt sense of security, or they can increase their anxiety.
5. It is not possible to learn if we feel anxious. The capacity for curiosity, engagement, concentration and tolerating uncertainty are only present when we feel safe.
6. So the starting point for all our pupils is for staff to be able to maintain ourselves in a good enough state, to remain open and engaged, manage our feelings and maintain our capacity for empathy, thought and reflection, so we can provide our pupils with a felt sense of safety.
7. The best way to enable pupils to feel genuinely secure is to provide them with at least one ongoing, stable, reliable relationship with a mature, empathic, attuned, consistent adult. Some traumatised and insecure pupils may benefit from having a small Team Pupil round them, made up of a few familiar adults who consistently provide support for them. The Home School partnership is also crucial for maintaining security and especially at times of transition or particular challenge.
8. That adult can support the pupil to:
 - gradually become aware of and manage their physiological state
 - build trust in the adults, so they can accept guidance and ask for help

Timeline

A timeline of your student significant events are listed here.

UPN: 0123456789

13/05/2021, Lucy Wilton



Potential leading behaviour pattern
Insecure (ambivalent)

CONDENSED ACTION PLAN - Strategies and approaches

	Select	Met?/ Useful?	Note
Do they argue about rules ?			
Strategy			
<ul style="list-style-type: none"> Don't get involved with power struggles; pick your battles. If you find yourself being drawn down this road, get some support from a trusted colleague who won't pathologise the pupil, but will help you get grounded. 		✗	
Do they find it hard to sit still?			
Relational needs			
<ul style="list-style-type: none"> Adults who recognise the behaviour as communication of different needs 	✓	✓	updated note
<ul style="list-style-type: none"> Adults who are willing to recognise needs that may accompany or be part of ADHD 	✓	✗	Whole school training on ADHD
Strategy			
<ul style="list-style-type: none"> Acknowledge the wish to move around, and name the fact that it can be hard to sit still. 	✓	✓	Helen is taking the lead Really had a positive impact
<ul style="list-style-type: none"> Provide something the pupil can fiddle with to give them an outlet for the energy (Bomber 2007): provide outlets and sensory interventions for physical energy to downregulate and enable the pupil to develop their sense of a calm, alert state (Bomber 2020). 		✗	
<ul style="list-style-type: none"> Try to work out any patterns in what triggers the behaviour, and plan for this with sensory breaks together with a Key Adult (Bomber 2016). 	✓	✓	This had a positive impact

Timeline

A timeline of your positive significant events are listed here.

“ The strategies were really helpful... we have attached them [AFIT reports] to EHCP applications as evidence ”

- Dashboard
- Pupils
- Assessments
- My Settings

Lucy's Dashboard



Lucy Wilton

UPN: 12345678

06/01/2020 Year 2 Class 2W



Edited 12/05/2020, 11:49

Reading age/level
6

School year
41

SATS score: 0

SDQ score: 16

Percentage attendance: 94

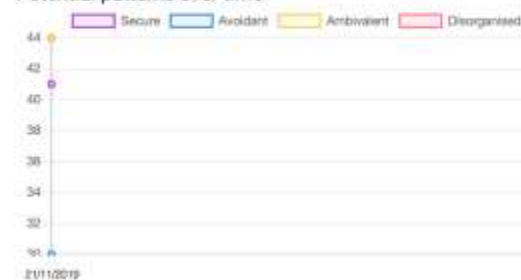
Strength and Difficulties Questionnaire



SDQ QUESTIONNAIRE

SDQ SCORING GUIDE

Potential patterns over time



6 Jan 2020 - 12 Jan 2020

12/1/2020

Anniversary of going into care

06/01/2020

Lucy's Birthday

Needs Analysis & Plan

Family Situation & Events

Triggers & Responses

Key Professionals

Comments

Live ☒ Archived

Needs Analysis & Plan

The pupils needs analysis & plan are shown here. The most recent are shown first.

NEW NEEDS ANALYSIS & PLAN

Potential Leading Behaviour Pattern:
Insecure (ambivalent)

May 13, 2021 | Lucy Wilton



Dashboard

Pupils

Assessments

My Settings

Lucy's Dashboard



Lucy Wilton

UPN: 12345678

10/01/2013

Year 2

Class 2W

100%

100%

100%

100%

100%

Edited 12/05/2020, 11:49

Reading age/level

6

School year

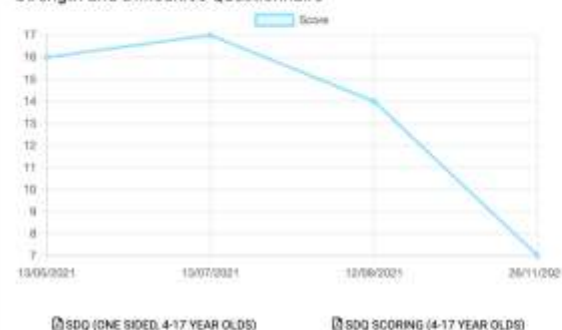
41

SATS score 0

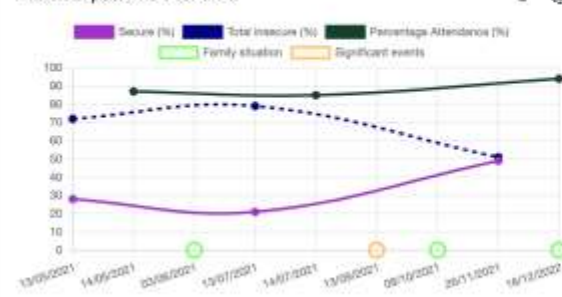
SDQ score 16

Percentage attendance 94

Strength and Difficulties Questionnaire



Potential patterns over time



6 Jan 2020 - 12 Jan 2020

12/1/2020
Anniversary of going into care

06/01/2020
Lucy's Birthday

Needs Analysis & Plan

Family Situation & Events

Triggers & Responses

Key Professionals

Comments

Live ☒ Archived ☐

Needs Analysis & Plan

The pupils needs analysis & plan are shown here. The most recent are shown first.

NEW NEEDS ANALYSIS & PLAN

Potential Leading Behaviour Pattern: Secure and Highly Anxious

Nov 26, 2021 | Lucy Wilton



Potential Leading Behaviour Pattern: Insecure (disorganised)

Jul 13, 2021 | Lucy Wilton



Potential Leading Behaviour Pattern: Insecure (ambivalent)

May 13, 2021 | Lucy Wilton



Dashboard

Pupils

Assessments

My Settings

Lucy's Dashboard



Lucy Wilton
UPN: 12345678

06/01/2012 Year 2 Class 2W

PE



Edited 12/05/2020, 11:49

Reading age/level
6

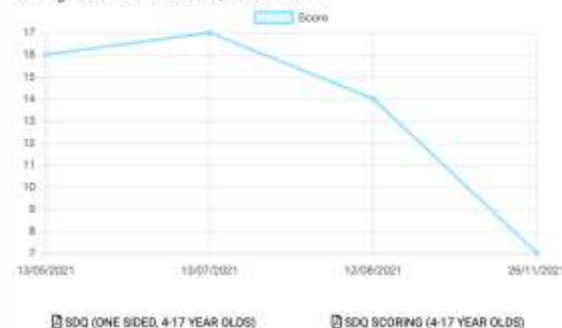
School year
41

SATS score 0

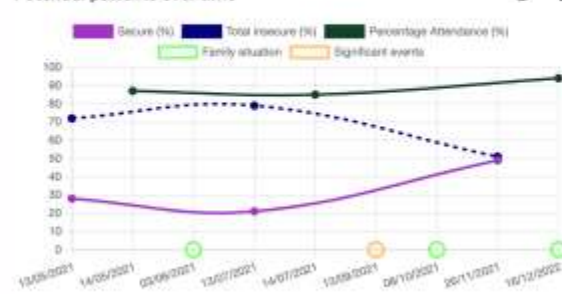
SDQ score 16

Percentage attendance 94

Strength and Difficulties Questionnaire



Potential patterns over time



Needs Analysis & Plan

Family Situation & Events

Triggers & Responses

Key Professionals

Comments

Family situation

Use this section to record information regarding the pupil's family life e.g. a parent has left, living with grandparents etc. These will automatically show on the pupil's timeline.

NEW FAMILY EVENT

03/06/2021 | Lucy Wilton
Sister moved out



12/08/2021 | Lucy Wilton
Moved foster home



09/09/2021 | Lucy Wilton
Sister moved back in



Significant events

This is the family history and significant events.

22/01/2020
Dog died



16/04/2020
In a car accident



Previous 1 Next

“ Easy to use and language used is understood by staff. I like the events timeline and links to theory books to gain further knowledge. ”

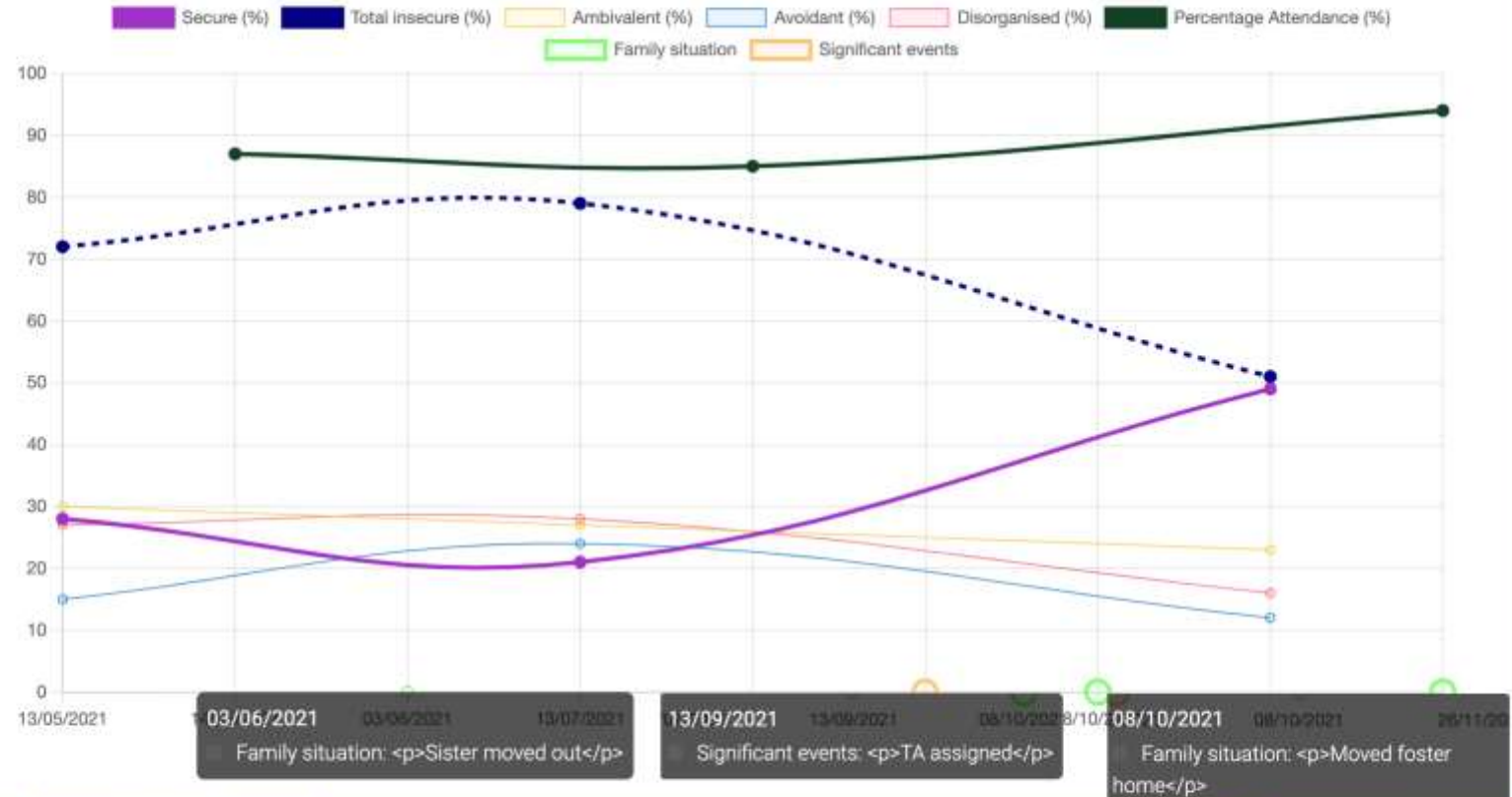
Dashboard

Pupils

Assessments

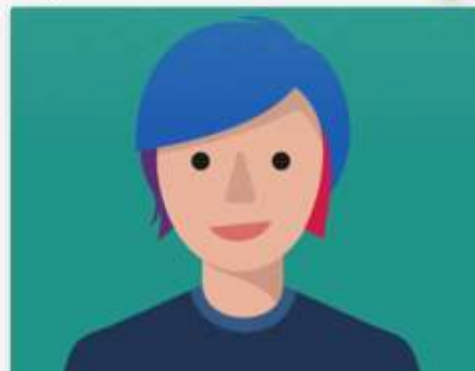
My Settings

Potential pattern over time correlation to Family Situations & Events



- Dashboard
- Pupils
- Assessments
- My Settings

Lucy's Dashboard



Lucy Wilton

UPN: 12345678

06/01/2013 Year 2 Class 2W

PP



Edited 12/05/2020, 11:49

Reading age/level
6

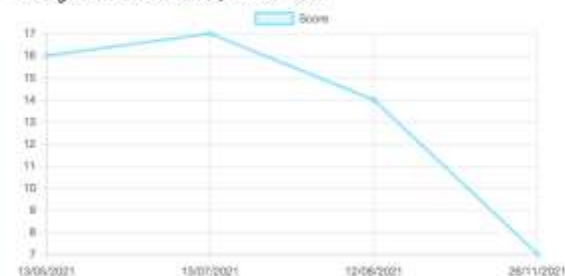
School year
41

SATS score 0

SDQ score 16

Percentage attendance 94

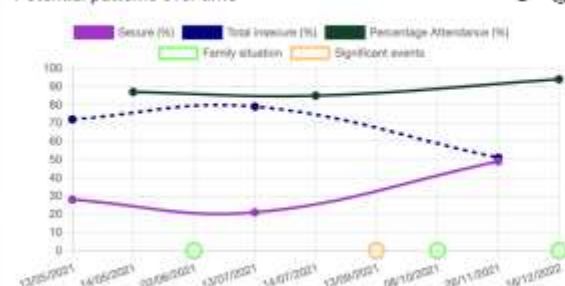
Strength and Difficulties Questionnaire



SDQ (ONE SIDED, 4-17 YEAR OLDS)

SDQ SCORING (4-17 YEAR OLDS)

Potential patterns over time



6 Jan 2020 - 12 Jan 2020

12/1/2020

Anniversary of going into care

06/01/2020

Lucy's Birthday

Needs Analysis & Plan

Family Situation & Events

Triggers & Responses

Key Professionals

Comments

Triggers

This pupil is triggered by the following events or actions.

NEW TRIGGER

12/05/2020, 14:55
Having her back to the door

12/05/2020, 14:55
Before the end of the school day

Previous 1 Next

Responses

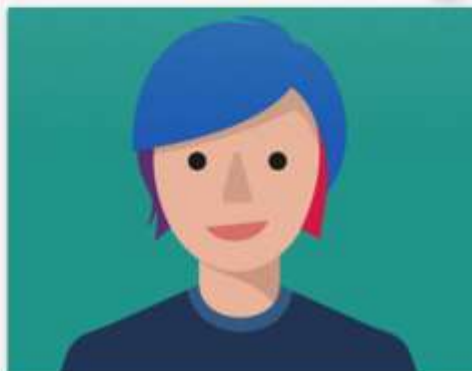
This pupil is calmed by or responds well to the following actions.

12/05/2020, 14:56
Having something to fiddle with

Previous 1 Next

- Dashboard
- Pupils
- Assessments
- My Settings

Lucy's Dashboard



Lucy Wilton

LIPN: 12345678

8/01/2012 Year 2 Class 2W

PP LAC

Lucy has a good relationship with the Teacher John Doe



Edited 13/05/2020, 09:52

Reading age/level

6

School year

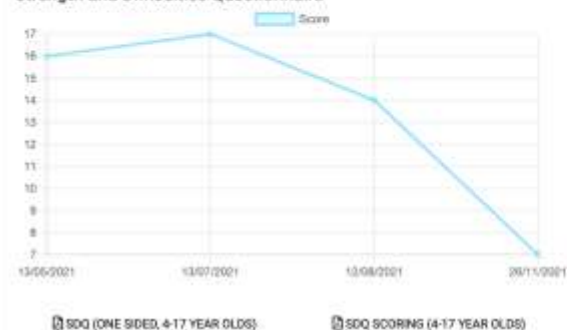
41

SATS score 0

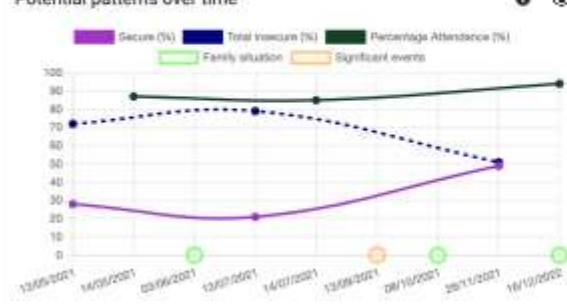
SDQ score 16

Percentage attendance 94

Strength and Difficulties Questionnaire



Potential patterns over time



< today >

11 May 2020 - 17 May 2020

No timeline events
There are no timelines events to show for this week.

Needs Analysis & Plan

Family Situation & Events

Triggers & Responses

Key Professionals

Comments

Key professionals

You can add a key professional to the student by searching below. If you cannot find a key professional you can add a new one.

Select your key professional

NEW KEY PROFESSIONAL

CAMHS
CAMHS

referral made 01/06/2021



Key adult at school
Lucy Wilton



Social Worker
Rachael King



24/05/2021 - Carried out Initial Assessment - recommend a referral to CAMHS and SW to meet with pupil weekly
09/06/2021 - Counselling session discussing sister moving out, will continue weekly

- Dashboard
- Pupils
- Assessments
- My Settings

Lucy's Dashboard



Lucy Wilton

UPN: 12345678

06/01/2013 Year 3 Class 3W

PP



Edited 12/05/2020, 11:49

Reading age/level

6

School year

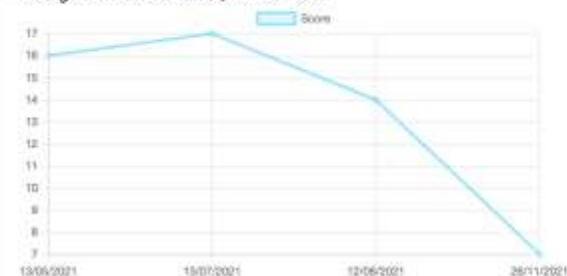
41

SATS score 0

SDQ score 16

Percentage attendance 94

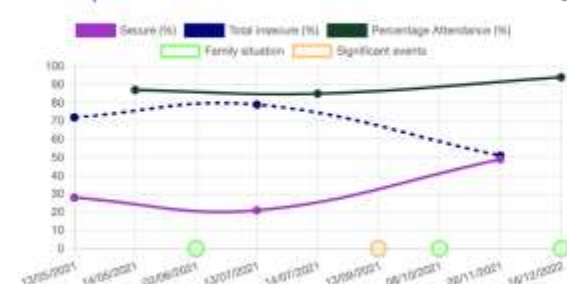
Strength and Difficulties Questionnaire



SDQ (ONE SIDED, 4-17 YEAR OLDS)

SDQ SCORING (4-17 YEAR OLDS)

Potential patterns over time



6 Jan 2020 - 12 Jan 2020

12/1/2020

Anniversary of going into care

06/01/2020

Lucy's Birthday

Needs Analysis & Plan

Family Situation & Events

Triggers & Responses

Key Professionals

Comments

Comments

You can add general comments and notes here.

NEW COMMENT

09/02/2020, 16:10

Lucy isn't eating very well at lunch times at the moment



Previous 1 Next



Pupil's Profile

Name:	Anthony Chan	Class:	4H
Date of Birth:	24/03/2013	Reading age/level:	6
UPN:	0123456789	Last SATS score:	0
School year:	41	Last SDQ score:	16
Percentage attendance:	94.0		

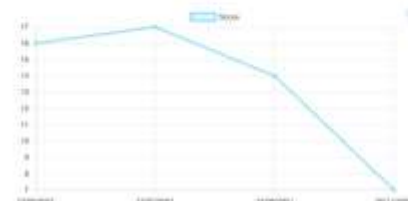
Additional info:

SEMH Social Emotional Mental Health
SEND Special Educational Needs and Disability
PP Pupil Premium

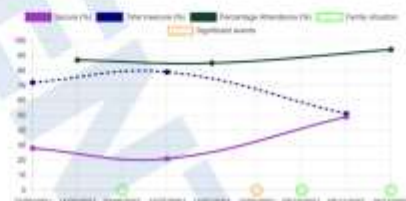
Collections:

Known to a Social Worker, SEND, Autism, Children In Need, Attendance issues,

Strength and Difficulties Questionnaire



Potential patterns over time



Family situations:

16/12/2022

Anthony in contact with mum

08/10/2021

Moved foster home

03/06/2021

Sister moved out

Significant Events:

13/09/2021

TA assigned

Triggers:

22/02/2022

Working on own

02/02/2022

Break times and lunch

Responses:

22/02/2022

A worry box, as recommended through the condensed action plan

02/02/2022

Key adult - Lucy Wilton

Key Professionals:

- CAMHS - CAMHS

referral made 01/06/2021

- Key adult at school - Lucy Wilton

- Social Worker - Rachael King

24/05/2021 - Carried out Initial Assessment - recommend a referral to CAMHS and SW to meet with pupil weekly

09/06/2021 - Counselling session discussing sister moving out, will continue weekly

Comments:

21/03/2022

Cat died

02/02/2022

08.07.21 - Anthony has a good relationship with break time supervisor Lucy Wilton

02/02/2022

02.10.21 - Anthony has made significant progress with his key adult and the approaches in the condensed action plan

“ I love the tool... I like how it contains a lot of info regarding the child, in one place ”

- Dashboard
- Pupils
- Needs analysis
- Cohort trends**
- My Group/Teams
- My Users
- My Settings
- Support

Cohort trends

Use the filter by options and date range to display your chosen cohort trend. If no options or dates are selected a cohort trend for all teams and collections over time will be displayed.

Your Cohort trends for those you have access to are shown here

Search by name or UPN
 Team
 Beechdale School

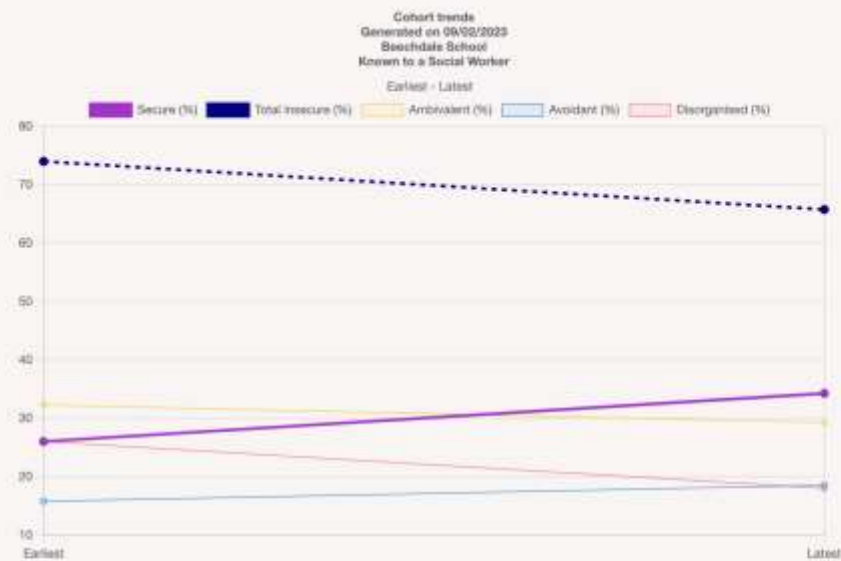
Filter by class
 Collection
 Known to a Social Worker

Filter by year Group
 Min - Max date

Additional information
[RESET FILTER](#)

If no date entered the earliest and latest needs analysis for each pupil will be selected

Cohort trends



DOWNLOAD CHART

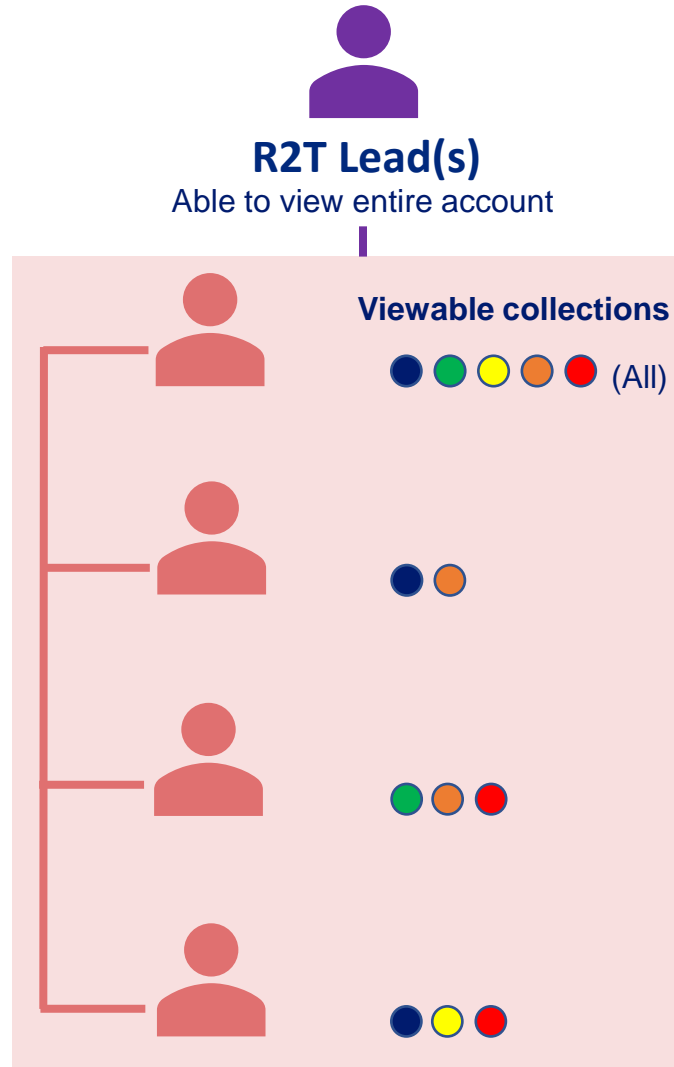
Caution

This is a trend of averages taken from this cohort. Do not use this graph as a basis for any therapeutic intervention

Teams

Simple example

e.g. a school on one site – 1 team

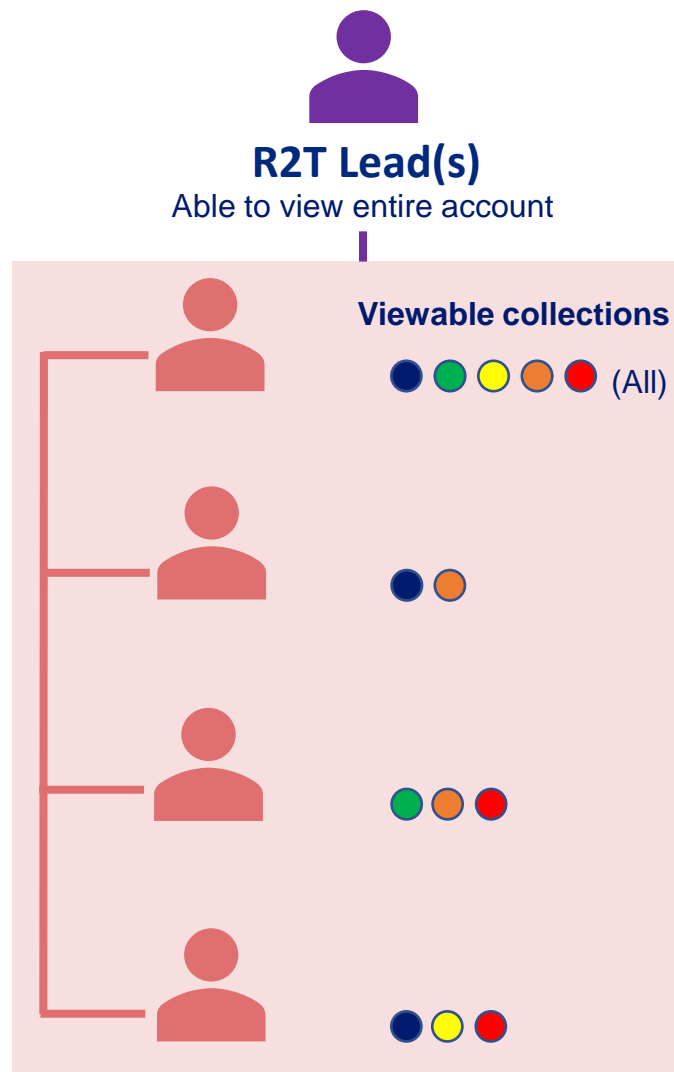


Pupils & users can be assigned to collections within your team e.g. Year groups, house system, SEND, subjects etc.

Teams

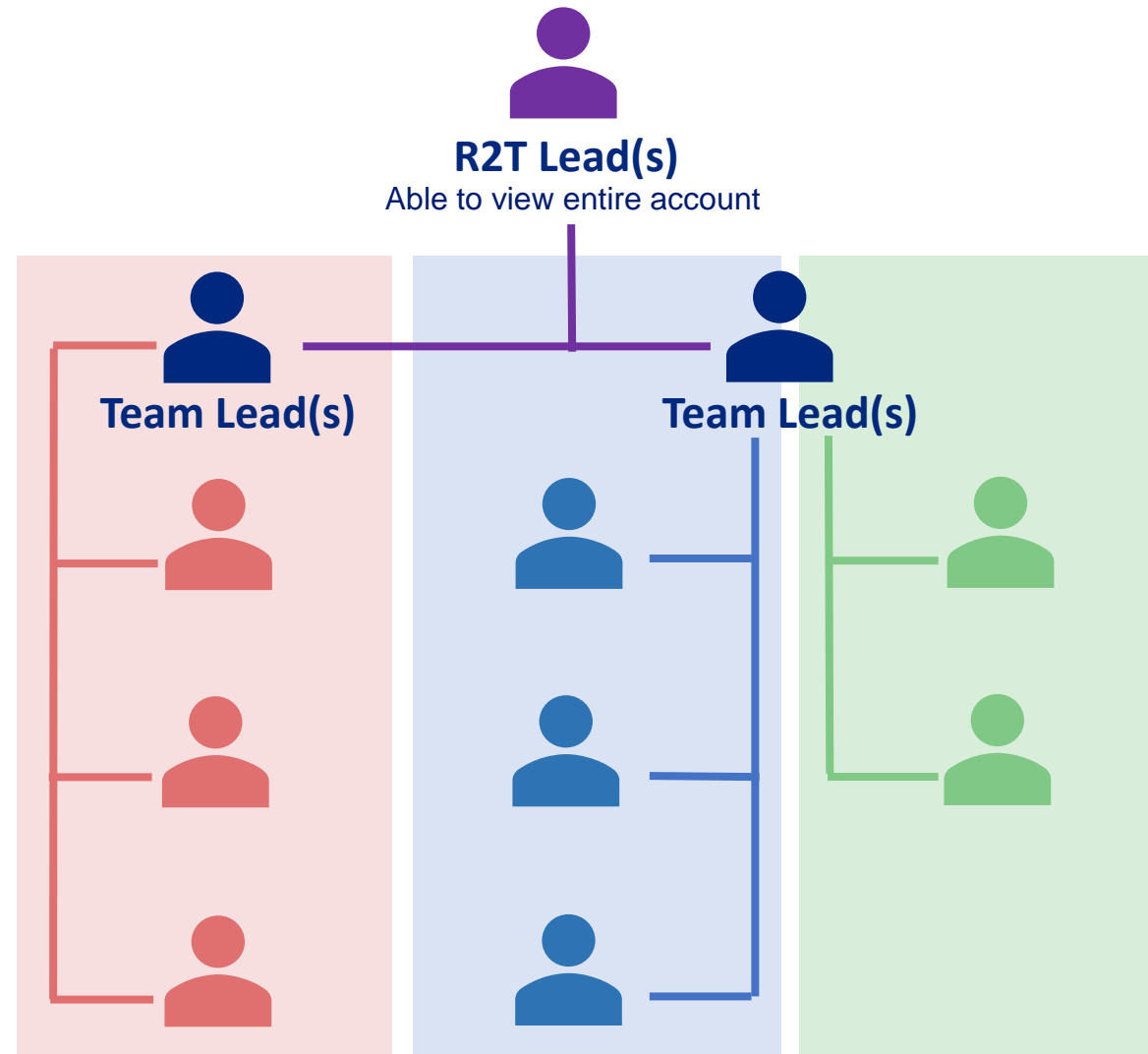
Simple example

e.g. a school on one site – 1 team



Organisation-wide example

e.g. Virtual Schools / Academy Trusts – several teams



Pupils & users can be assigned to collections within your team e.g. Year groups, house system, SEND, subjects etc.

Support

Reach2Teach support

How AFIT works

Who can use AFIT

Settings

Pupils

Assessments

Pupil Dashboard

Core Principles

References

Welcome to the Reach2Teach Support

We have made a support centre to help you get started!

Click on a category below or use the search box to learn more

Settings

[Activating your Reach2Teach Lead account](#)

[Reset password](#)

[Forgot password](#)

[Transferring the Reach2Teach Lead account with admin rights to someone else or adding a Reach2Teach Lead](#)

[Removing a Reach2Teach Lead account](#)

[Setting up Teams](#)

[Allocating a Team Lead](#)

[Inviting professionals/users to a team](#)

[Adding a professional/user to a collection\(s\)](#)

[Deleting a Team Lead](#)

[Deleting a professional/user](#)

Pupils

[Adding a pupil](#)

[Editing a pupil, adding additional information and an avatar](#)

[Logging an SDQ score \(Strength and Difficulties Questionnaire\)](#)

[Logging a SATS score](#)

[Search for a pupil](#)

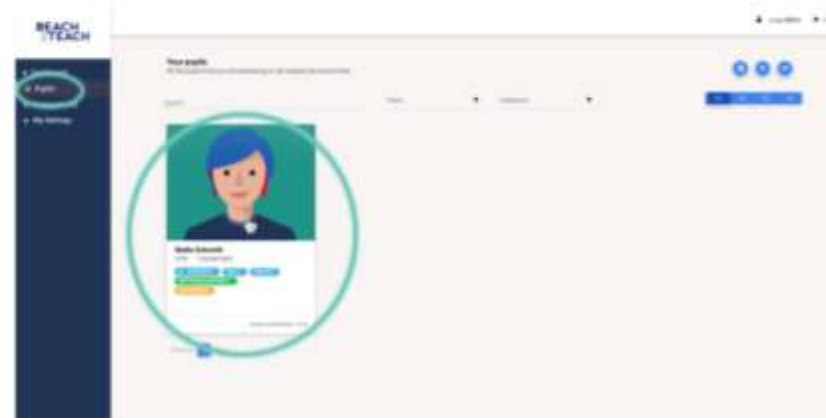
Support

Who can use AFT
Settings
Pupils
Assessments
Pupil Dashboard
Core Principles
References

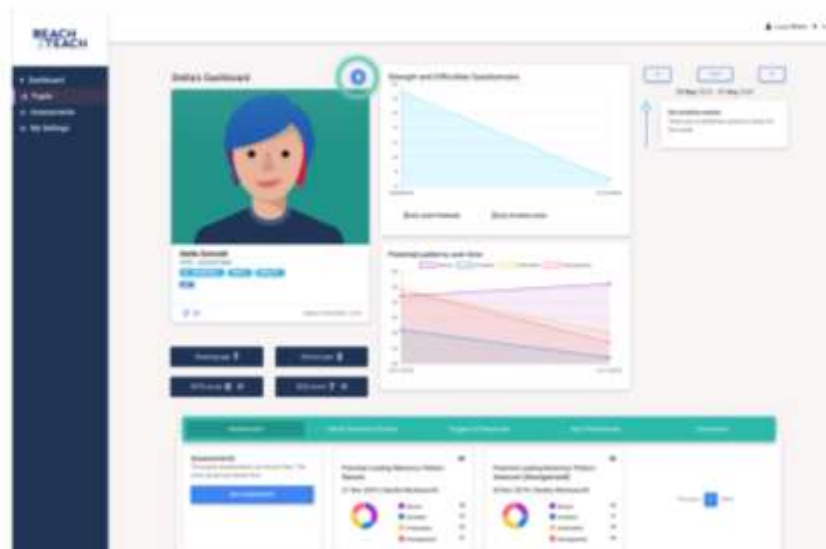
Generating a Pupil Dashboard report

You can generate a pdf report of a pupil's dashboard to share, print or attach to documents. This report will display the pupil's details along with a history of their profile and SDQ score. All entries to Family situation & Significant events, Triggers & Responses, Key professionals and Comments are also included in the report.

In **Pupils** section, select the pupil concerned.



Click on the **pdf** symbol.



“ Easy to navigate and use, really comprehensive FAQ's and help section. ”

Features



Promotes Inclusion

AFIT is designed to help the inclusion of as many children as possible in mainstream education and thus minimise exclusions



Identifies Trends

Identifying trends enables early appropriate intervention



Saves Time

Simple and easy to use software, no more paper trails



Pupil transfer

GDPR compliant data transfer if a pupil moves school



Recommends Actions

Recommends actions to support vulnerable children and checks if actions have made an impact for the child



Validation

Cross checks and correlates with the world-renowned The Strengths and Difficulties Questionnaire (SDQ)



Chronology Building

Easy way to securely record information on a child in one place and in chronological order



Safe & Secure

Fully secure GDPR safeguarding



Powerful Reporting

Automatically generated dashboard provide complete child profile to aid overview that can be exported or printed



Improves Communication

Essential document and information sharing securely & enables outside agencies to access and impart information within GDPR



Mobile Compatible

Works on any web enabled device - easy for busy teachers to assess and start early interventions from wherever they are in the school



Data Import

Import data from Information Management Systems such as SIMS

Testimonials

“ We are starting to now have a **better understanding** of why the children behave like they do and what we can do to tackle these issues for the children and the families. Children and families feel better **supported**. ”
(Primary)

“ I can't believe how **interesting** it [AFIT] is.... how right it is!! Thank you ”
(Inclusion Manager)

“ **Easy to use** and language used is understood by staff. I like the events timeline and links to theory books to gain further knowledge. ”
(Primary)

“ It's **superb**, and I think the reports really promote **understanding** of the origins of the behaviour, which really made staff stop and see a new perspective. ”
(Secondary)

“ Very **useful** and simple to use. Gives a clear overview of needs, gave a wider variety of strategies...a **useful** tool for staff ”
(Primary)

“ The strategies were really **helpful**...we have attached them [AFT reports] to EHCP applications as **evidence** ”
(Primary)

“ You get a lot of **strategies** and useful information ”
(Primary)

“ It [AFIT] was just **amazing** - We used it on a few complex children to try and unpick their needs ”
(Primary)

“ Evidence collected from AFIT has positively contributed to the **plan, do, review cycle** and the evidence needed for **statutory assessment** and potential **EHCPs** ”
(EP and former ELSA trainer)

“ I love the tool... I like how it contains a lot of info regarding the child, in **one place**. ”
(Primary)

“ I love the tool it was so **valuable** ”
(Primary)

“ The assessment is **user friendly** and uses simple but **effective** language that can be interpreted well ”
(SENCO)

“ We actually experienced the **joy** of returning a child to mainstream education thanks to AFIT ”
(PRU)

“ AFIT is a great tool to use proactively to monitor and track the progress of pupils, it can inform the graduated response by supporting schools process of assess, plan, do, review ”
(EP)

“ AFIT is helping us to provide **support** for our highest needs children and young people. We have seen a marked **improvement** in strengthening attachment, behaviour and presentation of some of these young people since using this tool. It has helped me as Pastoral Lead, create needs **plans** and support my colleagues to support our young people, and the data is very **helpful**. ”
(Primary)

Ofsted's 3 I's



INTENT

What is meant to be learnt



IMPLEMENTATION

How you plan to meet the intent



IMPACT

How effective implementation was

Reach2Teach AFIT's 3 I's

INTENT

- Support all children and young people to experience felt safety, enabling them to settle to learn in school

IMPLEMENTATION **R2T**

- Reflecting on the relational and learning needs that may be driving challenging behaviour
- Identifying approaches that may support the child or young person with those needs, and collaborate with colleagues

IMPACT **R2T AFIT**

- Notice, record and track changes in the child or young person's ability to trust relationship and settle to learn
- Share approaches which have helped - *what works*

<https://www.headteacher-update.com/best-practice-article/curriculum-design-under-a-new-ofsted-regime/214965/>

Pricing (6-month subscription)

6 months or 12 months

Starter	Basic	Standard	Popular	Advanced	Premium
£30	£78	£240	£360	£600	£1,200
ex VAT	ex VAT	ex VAT	ex VAT	ex VAT	ex VAT
GBP / 6 months	GBP / 6 months	GBP / 6 months	GBP / 6 months	GBP / 6 months	GBP / 6 months
BiAnnual	BiAnnual	BiAnnual	BiAnnual	BiAnnual	BiAnnual
1 User	5 Users	20 Users	40 Users	100 Users	200 Users
5 Pupils	20 Pupils	100 Pupils	250 Pupils	500 Pupils	1000 Pupils
Get Started	Get Started	Get Started	Get Started	Get Started	Get Started

Pricing (12-month subscription)

6 months or 12 months									
Starter		Basic		Standard		Popular		Advanced	
£60		£156		£480		£720		£1,200	
ex VAT		ex VAT		ex VAT		ex VAT		ex VAT	
GBP / year		GBP / year		GBP / year		GBP / year		GBP / year	
Billed annually		Billed annually		Billed annually		Billed annually		Billed annually	
1 User		5 Users		20 Users		40 Users		100 Users	
5 Pupils		20 Pupils		100 Pupils		250 Pupils		500 Pupils	
Get Started		Get Started		Get Started		Get Started		Get Started	

For all education staff

REACH 2TEACH

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& for evidencing

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fostered and adopted children

REACH 4CARE

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Features of AFIT

- **AFIT** Is based on attachment aware, neuroscience approaches, trauma informed, strengths-based practice, developed and evidenced within the UK over education over the last fifteen years
- AFIT looks at insecure behaviour styles but also behaviours that measure a pupil's felt sense of security and hopefully see that grow over time.
- AFIT Draws on relational and learning needs' analysis, interventions and strategies used by frontline practitioners over this period, and written up in such core texts and referenced in the tool
- Correlates insecure behaviour patterns with the Strength and Difficulties Questionnaire
- Allows you to make notes regarding family situation, significant events, what triggers or calms the pupil, the whole team supporting the pupil
- Has easy to interpret graphics
- Incorporates a calendar with important information in a pupil's dashboard
- Plots changes over time against family situation and events
- Records the impact of the support given to the pupil on their insecure behaviours and their felt security
- When a pupil moves school you can transfer the pupil's profile and data to the new school (each party has to grant permission under GDPR)
- AFIT is based on the attachment aware, trauma informed approach as advocated by the DfE, for example in documents such as the 2018 guidance for Designated Teachers - https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/683561/The_designated_teacher_for_looked-after_and_previously_looked-after_children.pdf
- You can also import pupil information from information management systems like SIMS for speed of start up