



AITS NEWSLETTER

ATTACHMENT INFORMED TRAUMA SENSITIVE PRACTICE AT LIBBERTON PRIMARY

REFLECTION ON OUR AITS JOURNEY

We now have 5 pledges in place, represented by our jigsaw pieces, with just one more piece to complete the picture! We have worked incredibly hard to develop a strong AITS environment at Libberton Primary and are proud of the progress we have made. We are continuing to embed the positive changes we have introduced, including our calm spaces, shared AITS language and ongoing professional learning and development, ensuring that these approaches become an integral part of our everyday practice.

RESPOND WITH COMPASSION

Our most recent achievement is the 'Respond with Compassion' pledge, which focuses on providing emotional support and helping children to feel secure, safe and respected.

We have supported children to understand how their brains respond to stress, taught practical strategies for managing big feelings, and introduced a range of resources, including our regulation backpacks, to help children regulate and give them autonomy.

We were delighted to receive wonderful feedback from the SLC's Attachment Team when they awarded Libberton this jigsaw piece, recognising the positive work taking place across our school.

PLEDGE PROGRESS SO FAR...



Act to make a difference – Ensuring that we take real steps to create a safe, nurturing learning environment for all children.



See the whole person – Recognising that every child's experiences shape their emotions and behaviour.



Hear their voice – Making sure children's thoughts, feelings, and opinions are valued and included in school life.



Recognise behaviour as communication – Understanding that children express their feelings and needs through their behaviour.



Respond with compassion – Providing emotional support and helping children feel secure and respected.



6 Believe in change – Embedding these approaches to support long-term positive outcomes for all children.





AIT'S NEWSLETTER

ATTACHMENT INFORMED TRAUMA SENSITIVE PRACTICE AT LIBBERTON PRIMARY

WHAT WILL WE DO NEXT?

We will continue to embed the skills, knowledge and approaches developed through achieving our five pledges so far, while working towards our final pledge.



Further develop our nurture focus group, bringing together staff, pupils and parents to ensure that all are heard.



Build on our use of outdoor learning to support wellbeing, through 'Nurture in Nature' sessions for every child.



Continue to share our learning with other schools in our community through the Young Leaders of Learning Initiative.

A SAFE SPACE

Creating an attachment-informed environment is essential in helping children feel safe, secure, valued and ready to learn.

When children experience consistent, nurturing relationships and know that trusted adults are available to support them, they are better able to build confidence, develop positive relationships and manage their emotions. Safe spaces within school provide children with a calm environment where they can regulate, process their feelings and access support when they need it.

By understanding children's individual needs and responding with compassion rather than judgement, we create a school community where every child feels understood, respected and able to thrive.





AITS NEWSLETTER

ATTACHMENT INFORMED TRAUMA SENSITIVE PRACTICE AT LIBBERTON PRIMARY

SHARING OUR LEARNING

Our pupils are actively sharing their AITS learning and taking a leading role in developing a nurturing school environment.

Through Mylo and Meg's Zen Lunchtime Club, pupils have opportunities to relax and explore mindfulness activities.

Our Young Leaders of Learning are sharing their knowledge with pupils at Glengowan and Wiston Primaries, focusing on how our regulation backpacks can support different needs.

Clan Clyde plays an important role in developing AITS approaches across the school, ensuring that pupil voice and leadership are at the heart of our work.

Our Nurture Focus Group also brings together pupils, staff and parents, ensuring that a range of voices are heard and involved in shaping our approach.



OUR LEARNERS

