

AITS NEWSLETTER

ATTACHMENT INFORMED TRAUMA SENSITIVE PRACTICE AT LIBBERTON PRIMARY

ATTACHMENT STRATEGY

Well, what a joyous start to the year we have had! Welcome back to another AITS Newsletter! We thought a reminder of what AITS (Attachment-Informed Trauma-Sensitive) actually is may help kickstart our third AITS Newsletter.

The Attachment Strategy is based on understanding how early relationships shape a child's development and how we, as a school, can create a nurturing environment that helps every child thrive.

PLEDGES

There are 6 pledges listed to the right that we, at Libberton Primary, aim to achieve in order to be recognised as a fully AITS establishment.

Currently we have earned three pledges which we are very proud of. Our fourth pledge, 'Recognise Behaviour as Communication' has been submitted and we look forward to receiving our feedback from SLC.

Last session, we made an appearance in SLC's Education Newsletter as an example of good practice in developing AITS strategy in our school.



PLEDGE PROGRESS SO FAR...



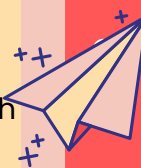
Act to make a difference – Ensuring that we take real steps to create a safe, nurturing learning environment for all children.



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.

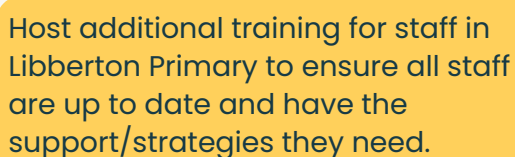
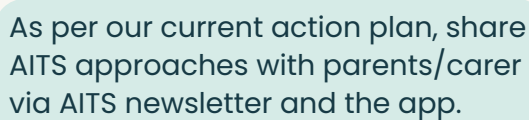
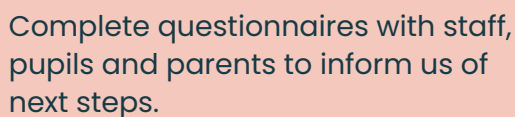


Believe in change – Embedding these approaches to support long-term positive outcomes for all children.



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We will continue to carry out questionnaires with parents/carers, staff and pupils to help us identify our next steps.



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When your child is calm, their 'thinking brain' (fingers) is connected to the 'feeling brain' (thumb), keeping everything under control.

However, when stress or big emotions hit—like worry about a test or anger after a disagreement—the 'thinking brain' can disconnect, or 'flip its lid'. When the lid is flipped, the 'feeling brain' is in charge, leading to those big reactions like crying, yelling, or hitting.

It is important for us to try to stay calm, co-regulate with the child, modelling calming responses and help them put their 'lid' back down, reconnecting their feeling brain with their thinking brain.

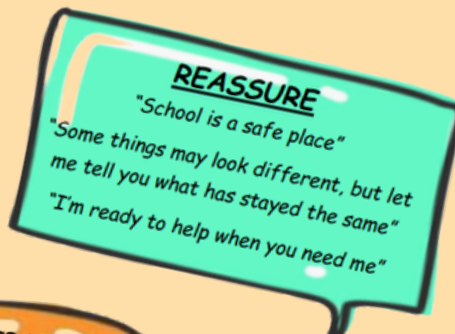
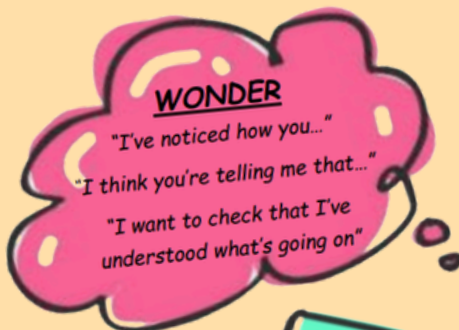
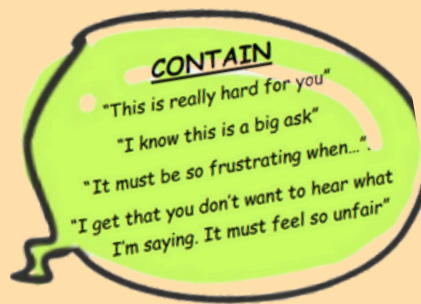


AIMS NEWSLETTER

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CALM RESPONSES

Using alternative, gentle language helps children feel understood rather than judged, which is key to supporting self-regulation.



RESOURCES

BRAIN HAND MODEL – DAN SIEGEL DEMONSTRATION



EDUCATION SCOTLAND – PARENTZONE



SLC ATTACHMENT STRATEGY

