

Trauma Informed School Award /Mentally Healthy School Award

Visit Information

Purpose of the visit

The key purpose of the visit is to consider how well the school meets the criteria for either the Trauma Informed Schools Award or the Mentally Healthy Schools Award and to enable TIS UK to reach a fair and accurate assessment as to whether to grant these awards or not. The visit is not an inspection, it is an opportunity for the school to show case the excellent practice it has in place and to identify areas for future development. Schools are not expected to meet all criteria to achieve the awards, however they must be able to demonstrate that they are implementing successfully the key principles of Protect, Relate, Regulate and Reflect.

TIS UK are keen to ensure that they are also providing the best possible training and support for schools. You will be invited during the visit to make any suggestions about further support and advice you would like.

At the end of the visit the school will receive an independent report to celebrate success as well as identify areas to further develop. A recommendation will be made as to whether or not the school meets the criteria for an award. In some cases, schools may be required to further develop some of their practice in order to achieve this. If that is the case TIS UK will talk to you about what needs to be done, what timescale is required and how this can be evidenced.

Planning for the Visit

All activities both before and during the visit will be directly linked to the implementation of the Protect, Relate, Regulate and Reflect checklist.

Schools will need to provide a number of documents 5 working days prior to the visit.

These include;

- ☐ Exclusions data
- ☐ Newsletters/website links
- ☐ Ofsted/Estyn report
- ☐ Behaviour/relationship policies
- ☐ Completed implementation checklist (self – assessment)
- ☐ Finalised visit day timetable (based on suggested one attached)

During the visit

The visit provides an opportunity for the school and the consultants to work together to evaluate the journey the school has taken to support children with emotional and mental health needs and to consider the way in which it supports adults working in the school to be emotionally healthy. The following activities will take place during the visit;

- Discussion with Head teacher
 - Discussion around governance involvement
 - Discussion with SLT lead for behaviour and care guidance and support in school
 - Discussion with pupils, ideally some who have engaged in support programmes and some who have not
 - Discussion with adults working in the school, this should include teachers and non-teaching staff as well as the TIS practitioners
 - Observations of unstructured times, transitions, breaks, entry into school
 - Observations of children in pastoral environments
 - Review use of any relevant assessment tools
 - Discussion regarding Case Studies / good practice examples
 - Feedback – An opportunity for the school to celebrate the achievements so far and consider next steps.
- Schools are also encouraged to feedback on the visit and discuss any further support they may feel beneficial.

Visits will start with an orientation tour, observations of the children arriving at school and a discussion with the head teacher. They will end with feedback to senior staff. Schools are encouraged to plan the timetable for the remainder of the day to reduce disruption to the working day.

After the visit

Schools will receive a report within 5 working days which summarises the outcomes of the visit. This will also make clear any recommendations regarding either the Trauma Informed School or Mentally Healthy School Award.

Schools are not eligible to apply for the Trauma Informed School Award unless they have participated in TIS UK training. Further information is available on the website <https://www.traumainformedschools.co.uk/awards>

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Self-assessment Implementation checklist for Protect, Relate, Regulate, Reflect

Scoring descriptors

- 0 = Not yet in place/ School has no awareness
 1 = School has an awareness of this, but practice is not yet secure
 2 = Securely in place
 3 = Embedded/good or outstanding practice evident

Minimum-maximum scores

Protect: 0-33 Relate: 0-21 Regulate: 0-18 Reflect: 0-27 Total: 0-99

Protect			
	Criteria	Evidence	Score
1	Ensuring children feel psychologically safe in school due to an established culture of warmth and social engagement in staff-pupil interactions	Observations around the school- morning and afternoon procedures. Learning walks Lesson Observations Staff model this throughout the day and this can be observed. The school is very calm and organized considering the complexity and behaviours that pupils can present.	3
2	Key interventions implemented to support a culture of warmth and social engagement in staff-pupil interactions	Daily meet and greet at the beginning and end of day. Shared breakfast time in hall. All classes have individual targeted interventions. There is also structured interventions in the different departments within the school such as Literacy and Numeracy. This also supports 1:1 time with pupils to support wellbeing and self- esteem. CLA interventions- 2 days per week (Intervention room). All interventions are monitored half termly and impact shared.	3
3	Staff <i>trained</i> in empathic and playful modes of interaction (attending specifically to use of their language and voice)	CLA staff training evidence (Google drive) Training schedule- Whole school TIS training- more specific based on staff feedback around their confidence and understanding.	3
4	Staff <i>using</i> empathic and playful modes of interaction (attending specifically to use of their language and voice)	All staff have been training to use these modes of interaction. Observations around the school/Learning walks/Lesson Observations also demonstrate this practice.	3
5	Vulnerable children knowing when and where to find at least one specific and emotionally-available adult	Due to the pupils ALN some pupils will be able to verbally give you his information, some of our more complex learning will have identified staff. Staff have been trained in the importance of being EAA.	3
6	Vulnerable children having daily, easy access to at least one specific and emotionally-available adult	Due to the complexity of our learners- all pupils have access to at least one EAA and also additional staff that they have "special" relationships with. Where pupils are able to verbally communicate they are able to express their wishes and which staff they are able to work with. Vulnerable learners are identified by class teachers/SLT and are closely monitored.	3

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7	Promote and value the development of the whole child to ensure that children understand that their self-worth and the worth of others cannot be measured simply by tests/exams. <i>'Educating the mind without educating the heart is no education at all' Aristotle</i>	Person centered practice fully embedded throughout the whole school. New format PEP's recently developed for CLA/most vulnerable pupils that are being reviewed through intervention on a regular basis. LA are pleased with this work. Recently shared this at the National Delivery group for LAC. Pupils have regular feedback from staff in relation to their development and what additional support can be given.	3
8	Continually provide experiences for the child that promote and foster a child's love of learning, protect their innate joie de vivre and desire to explore the world around them and engender a sense of purpose in life.	Curriculum offer at Greenfield, AOLE and moderation examples to show case. Learning is pupil focused and emotional development is taken into consideration when planning.	3
9	School staff adjusting expectations and practices around vulnerable children to correspond with those children's developmental capabilities and experience of traumatic stress and loss.	Whole school TIS training- focused on this particular area. PBS school this is well embedded in line with our PBS ethos and values. Specific training has been undertaken to support pupils who have experienced loss. Resources have been purchased in order to support both staff and pupils.	3
10	Interventions and implementations showing that the emotional well-being of staff is high priority/ to carry out duty of care to staff	Staff are excellent at looking after each other's wellbeing. There is a supportive culture in the school. Data on google drive and SIP demonstrate the importance of Greenfield wellbeing for all. LA policies are in place to support. End of every half term there is a focused session on wellbeing for staff- activities such as cake and coffee/wellbeing walks have been developed. Whole school staff wellbeing survey completed also.	2
11	Ensuring that school staff feel valued and highly respected by Senior Leads, with frequent feedback from Senior Leads on what they are doing well with specific reference to how they are enhancing the children's wellbeing.	IIP recently obtained by the school- summary report available. Regular formal and informal views from staff obtained in relation to support. Supervision for some staff who are delivering more complex interventions. Formal systems are in place for staff sickness and referral services such as counselling.	2

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Relate			
	Criteria	Evidence	Score
12	A Relationship Policy (for staff) alongside Behaviour Policy (for pupils)	Relationship policy PBS policy CLA policy	3
13	Staff <i>trained</i> in interventions that help them get to know children better on an individual basis	CLA intervention program and impact Relationship based play training and delivery PCP tools- all staff and pupils have a one page profile Literacy and Numeracy interventions that pupils have on a 1:1 basis. All staff trained in PACE and this is ongoing through staff training.	3
14	Staff <i>using</i> interventions that help them get to know children better on an individual basis	All classes run daily interventions based on the needs of the pupils. For example sensory circuits/RBP/ Basic skills interventions. These interventions are based on their needs/wants/wishes and some of this is planned through the PCP annual reviews.	3
15	A whole-school approach to supporting vulnerable children to see themselves, their relationships and the world more positively	RSE Curriculum has been recently developed with a working group of teachers. School council is active in the school and part of new developments and changes within the school- part of key decisions and developments.	3
16	Helping vulnerable children shift from 'blocked trust' to trust, and from self-help to help-seeking	Consistent adults are used where appropriate. Staffing structure in the school is consistent where possible and we limit the changes to support the young people. Identifying the right staff to support complex pupils is critical in the success within the school- this is reviewed regularly. In the secondary department pupils are taught about the science e.g. flipping your lid.	2
17	Provision of repeated positive experiences for children with key emotionally-available adults	Key adults for our more complex pupils throughout the school but all staff are trained. Morning/ afternoon check ins/ play times/1:1 sessions are fully part of our school day.	3
18	Senior Leads ensuring staff have daily repeated positive relational experiences	Clear structures and routines are in place and embedded. Monday evening briefing so all staff have the communication for the week and Tuesday evening specific training (Calendar of events). Senior leaders monitor formally and informally where needed. Senior leaders have particular staff that they support.	3

Regulate			
	Criteria	Evidence	Score
19	A variety of evidence based interventions designed to bring down stress levels in vulnerable children from toxic to tolerable	There is a robust intervention plan for all pupils in relation to their needs both educationally and emotionally. Staff are used to identifying issues and either editing the planning or raising this with line managers so additional support can be offered. Pupils have positive thoughts about the impact of their interventions and this is recorded.	3

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20	Evidence-based interventions that may go some way to repair brain damage caused by painful life experience where there was no social buffering	Annual Reviews are person centered and there is discussions with all in relation to actions and agreement for work that needs to be carried out. CLA coffee morning for carers/social workers are termly and we have used the CLA PDG money to purchase specific training for them. GRWP (parent group) runs every Friday with both wellbeing time and specific training.	2
21	Whole-school training in the evidence based research on emotional regulation	The school has worked hard to develop systems and practice in line with TIS. Whole school training- TIS Greenfield training schedule- ACE's, TIS, PBS, CLA L1	2
22	Whole school approach to using PACE (play acceptance curiosity and empathy) with distressed/ stressed parents so they feel calmed, heard, connected with and valued	The school has been focused on the value of relationships. This first started many years ago when we first became a PBS school. Training linked to PACE has been completed on a regular basis and this will continue so that all staff are confident. Staff induction for new staff and a buddy system in place.	3
23	Senior Leaders to be aware of high stress states in staff	Governors are regularly included in the work of the school and are active in the school community. Senior leaders are reactive to staff if they notice stress and where possible coaching and mentoring techniques are used. Staff are empowered to seek help when needed. All staff completed 1 day Crysallis training on resilience and emotional wellbeing.	2
24	Senior Leaders to provide stressed staff with sufficient emotional regulation e.g. 'Reflect and Restore' staff-only spaces and evidence-based stress reducing interventions, e.g. clinical supervision, timetabled time in a protected calm environment e.g. sensory zone, or for mindfulness	The school has a variety of responses to emotional regulation. ELSA staff receive supervision. CLA intervention staff receive supervision. We have developed a Functional skills room within the school where pupils who are receiving intervention are able to go but this is also used by staff. The school is urgently trying to source additional space as the building is old but good/creative use of space is ongoing.	2

Reflect			
	Criteria	Evidence	Score
25	All staff trained in the art of good listening and 'the words to say it' for empathic response to pupils, staff and parents	Emotional coaching & resilience training for all staff (1 day Crysallis training). A large majority of teaching staff have received coaching and mentoring training and lots of this work focuses on listening skills. Due to the nature of the school we deal with sensitive issues but this is done very good by staff.	3

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26	Key staff trained in reflective conversations to enable vulnerable children to edit the inaccurate narratives they have told themselves	Key staff have been trained in reflective conversations and a development of an assessment system for our CLA learning that identify interventions but also the resources required and tracking of progress. CLA PDG money has supported this.	3
27	No child left without help to process, talk through and make sense of major painful life events when they want to, with someone trained to provide empathic response.	All staff have received the relevant training (ACE/TIS). We link in with social workers and life story to ensure that we are complementing any work that is being undertaken. We have recently developed our Bereavement work for a specific child (example of practice)	3
28	Children provided with the means (e.g. through poetry/music/art/sandplay/drama) to symbolise painful life experiences through images not just words	Promotion of creative practice has been within the school. This is built into the teachers planning. We have recently trained all teachers and HLTAs in Lego Therapy training (Therabuild). We have an excellent set of resources that have been linked to interventions. Our Toolkit (CLA) demonstrates all of this practice (sand play/massage/art).	3
29	PSHE (Personal, social, and health education) informed by the latest research on the neuroscience and psychology of emotion	There is a structure programme in place for the delivery of PSHE. Staff have good subject knowledge and understanding of the pupil's needs and requirements. Work with the pupils is ongoing in relation to reflecting on their emotions.	3
30	PSHE (Personal, social, and health education) informed by the latest research on the neuroscience and psychology of relationships that harm and relationships that heal	As above Pupils are able to confidently talk about how they look after each other. They are able to identify what they need to do to keep themselves safe and how to develop good relationships.	3
31	PSHE (Personal, social, and health education) informed by the latest research on mental health and ill-health (causes as well as symptoms)	As above Pupils are able to reflect on their own mental health. They have developed greater skills in relation to the words and their meanings. They have developed a good awareness of each other and how they can support each other when struggling with mental health.	3
32	PSHE (Personal, social, and health education) informed by the latest research on how to use life well	As above Pupils can confidently make choices (non verbal pupils use PECS). Some of the pupils are able to give you reasons for the choices that they have made.	3

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33	Senior Leaders to provide staff with a forum to talk in confidence about their feelings and particular stress triggers from their work	Staff are able to speak with senior leaders in confidence about work based stress. Ensuring the support offered meets the needs of staff.	2

Appendix 2

Greenfield support visit timetable

8am	Arrive, meet Rachel (Deputy Headteacher) quick orientation tour of school
8.50am	Students seen coming to school
9.00am	Meet with HT to talk through school values /ethos and the whole implementation of TIS
9.30am	Meet with TIS school lead to discuss case studies/resources – spaces
10.00-1.00pm	School to timetable a range of activities to include talking to: students/governors/staff/ observing sessions-interventions and breaks/practice they are proud of/practise they want to share
1.00-1.30	Consultant time to pull together feedback draft report
1.30pm	Feedback to Headteacher/SLT and TIS school lead
2.00pm	Consultant leaves