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| **ATTACHMENT AWARE SCHOOLS AND SETTINGS AUDIT**  **An audit of the capacity of the school or setting to support children with attachment and developmental trauma difficulties** | | | | | | | |
| Name of school or setting | | | | | | | |
| Who completed the audit? | Date of audit? | | | | | | |
| **Advice**   * Build in support and challenge, preferably before, and certainly to follow up the audit via your Virtual School or Educational Psychologist or other professional. * This audit is best done first by the leadership team, applying all questions to themselves and then by/for the whole setting, with the possibility of including the views of young people * The audit is a starting point. The next steps are to draw up your action plan to address issues.   **Definitions**   * Consciously competent – good at it and can explain it to others * Cutting Edge – could share practice usefully with others   **Scoring**   * There are five points, which correspond to 20% each, to distribute per question. * Put the numbers where they fit best e.g. for Q5 if you feel that 20% of your staff are cutting edge and 80% know nothing about this put 4 in column 1 and 1 in column 5 and perhaps a comment ‘Ms X has done an MA, could train others.’ * You can apply this to yourself also in which case the % is about your confidence and consistency e.g. 4= ‘80% of the time I’m like this.’ | | **1] New area** | **2] Emerging awareness/competence** | **3] Competent and aware** | **4] Consciously Competent** | **5] Cutting Edge** | **Evidence/Comments** |
| **Individuals - Knowledge** | |  |  |  |  |  |  |
| 1. Do staff have up to date knowledge about how children’s brains develop? | |  |  |  |  |  |  |
| 1. Do staff understand the effect of stress on the brain including their own? | |  |  |  |  |  |  |
| 1. Do staff know that their emotional state is the key determinate of the emotional climate in their classroom? | |  |  |  |  |  |  |
| 1. Do staff know what attachment difficulty is and can they identify those affected by it? | |  |  |  |  |  |  |
| 1. Do staff know what trauma is and can they identify those affected by it? | |  |  |  |  |  |  |
| **Individuals - Competence** | |  |  |  |  |  |  |
| 1. Are staff able to manage their own response to a child under stress in a way that helps the child to self-regulate and feel safe? | |  |  |  |  |  |  |
| 1. Are staff able to differentiate their strategies according to what is most effective with individuals? | |  |  |  |  |  |  |
| 1. Are staff able to reflect on their own responses to stress, including recognising when they have gone into ‘fight, flight or freeze’? | |  |  |  |  |  |  |
| 1. Can staff enable children to articulate and reflect on their emotions? | |  |  |  |  |  |  |
| 1. Do staff work within the limits of their own competence and ask for help if they need it? | |  |  |  |  |  |  |
| 1. Are staff able to manage behaviour through relationships [as opposed to relying on external rules and sanctions to ‘manage’ behaviour for them]? | |  |  |  |  |  |  |
| **Teams** | |  |  |  |  |  |  |
| 1. Do teams recognise the different and complementary skills of team members in responding to children’s behaviour? | |  |  |  |  |  |  |
| 1. Do teams ask for and use support when they need it? | |  |  |  |  |  |  |
| 1. How effectively do teams solve problems together when dealing with children with attachment and trauma difficulties? | |  |  |  |  |  |  |
| 1. Are teams involved in training about the needs of children with attachment and trauma difficulties fully multi-agency? (do they include carers/parents, psychologists, non-teaching staff and others e.g. crossing people, taxi drivers?) | |  |  |  |  |  |  |
| 1. Are the teams that plan, implement and review strategies to support children with attachment and trauma difficulties fully multi- agency (including the child (as appropriate) carers/parents, psychologists, CAMHS etc.)? | |  |  |  |  |  |  |
| 1. Do written plans [PEPs etc.] reflect 15 and 16 above? | |  |  |  |  |  |  |
| **Environment** | |  |  |  |  |  |  |
| 1. Are there readily accessible spaces to allow children to self-regulate safely? | |  |  |  |  |  |  |
| 1. Does everyone know who can access these spaces? | |  |  |  |  |  |  |
| 1. Does everyone know the protocol for accessing these spaces? | |  |  |  |  |  |  |
| **Children and adults – direct support** | |  |  |  |  |  |  |
| 1. Does everyone have an identified ‘support person’ when they need one? | |  |  |  |  |  |  |
| 1. Are children and staff clear about when and how to go to their support person? | |  |  |  |  |  |  |
| 1. How developed is the specialist supervision for staff working directly with children with attachment and trauma difficulties? | |  |  |  |  |  |  |
| **Senior Leaders - summary** | |  |  |  |  |  |  |
| 1. At what level would the SLT place itself as a team in relation to all the questions above? | |  |  |  |  |  |  |
| 1. How well developed is the school’s strategy for supporting the learning of children with attachment and trauma difficulties? | |  |  |  |  |  |  |
| 1. How well developed is the involvement of governors in this strategy and in training? | |  |  |  |  |  |  |
| 1. How well developed is the involvement of other partners, including parents and carers, in this strategy and in training? | |  |  |  |  |  |  |
| **TOTALS** | |  |  |  |  |  |  |