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| **Criteria for Attachment Aware School** | **Example** | **Evidence of Impact with dates when relevant** |
| The school has a good understanding of the impact of relational traumas and losses on pupils. | *The Designated Teacher attends a Virtual School Attachment Awareness Training day. Date of course and who attended.* |  |
| The attachment principles are firmly embedded within policies. | *There is a list of policies referring to attachment provision, including a Relationship Policy.* |  |
| Staff are all aware of the pupils who are vulnerable and need support, both emotionally and/or socially. | *Procedures to inform all staff which pupils need support are in place, to ensure provision is appropriate.*  *Staff to be supported in reflecting upon stressors and calmers for individual pupils to inform practice and optimise learning opportunities.* |  |
| A Team around the Child/Key Worker to the pupil, has been formulated, to ensure there is a of approach to attachment awareness, throughout the school. | *Register of staff attending the Team around the Child and evidence of minutes taken at regular meetings, with outcomes and next steps.*  *Prioritise employing and supporting key adults to build special relationships with vulnerable children.* |  |
| An Attachment Lead, at senior level, to continue leading the school’s training to both established staff and new staff, is in place. consistency | *Name of the Lead and training offered with dates.*  *Governors are offered training and are aware of the Attachment Awareness school policy.* |  |
| Monitoring and evaluations of Attachment Awareness is continuous and is a key objective in the School Development Plan. | *Policies are updated and strategies used to promote emotional and social well-being i.e. One Plans, Provision Maps.*  *The SDP evidences the school commitment to promoting Attachment Awareness, throughout the school.* |  |
| Staff are implementing bespoke effective strategies to meet individual needs. | *Strategies are included and evaluated in the pupil’s One Plan or Provision Map. Documentation is clearly annotated, and provision regularly evaluated.* |  |
| Staff are enabled emotionally and practically to support vulnerable children. | *Regular supervision for staff by designated member of staff.* |  |