**Self-assessment: Components of becoming Trauma-Perceptive**

1. **Trauma Prevalence, Awareness and Understanding**

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|  | **RAG** | **Evidence** | **Next steps** |
| Do children and young people (CYP), staff and families know about the prevalence of Adverse Childhood Experiences and the impact it has on cognitive and behavioural development? |  |  |  |
| An understanding for what has happened: When behaviour occurs, is ‘what has happened in this CYP’s life (what lies beneath) considered? Do school/setting staff seek to understand the what is being communicated? |  |  |  |
| Compassion for those with a different story than our own: How do we respond differently to staff, CYP and families when we know they are likely to have had trauma, identified Social, Emotional & Mental Health (SEMH) needs and other diversity factors which may form part of their story? |  |  |  |

1. **Engaging & Supporting Behaviour**

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|  | **RAG** | **Evidence** | **Next steps** |
| CYP voice & choice: Do CYP have voice and choice to make decisions that impact them throughout their day? How do capture this and then use the information? |  |  |  |
| Culturally Responsive: Are policies and practices responsive and affirming to the cultures of CYP and families? |  |  |  |
| Universal social-emotional learning: Are universal social-emotional skills being addressed through intentional teaching? For example, social stories, zones of regulation, friendship groups, SMART thinking, circle time, etc. |  |  |  |
| Behaviour Expectations: Are behavioural expectations taught proactively and retaught when expectations are not met; teaching the CYP what is wanted? How do you do this at a universal, additional and targeted levels? |  |  |  |
| Restorative practices are integral within the school/setting and delivered through compassion, kindness, hope, connection and connection.  |  |  |  |

1. **Reasons to be**

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|  | **RAG** | **Evidence** | **Next steps** |
| Purpose & meaning in work (staff): Do staff feel a sense of calling and/or passion for their work? How are personal skills, strengths and qualities embraced and utilised? |  |  |  |
| Future orientation (CYP): Do CYP have an understanding that present learning impacts their future aspirations and hopes? How are you delivering this to the CYP to prepare them for their own adulthood?  |  |  |  |
| Shared vision: Are there shared vision, goals and strategies that the staff are collectively working to accomplish? How is this monitored and reviewed? |  |  |  |
| Trauma self-care practice (staff): Do staff recognise the impact their work has on their own well-being and actively seek to care for themselves and colleagues? Do staff know how to seek help to support their own emotional health (e.g. supervision, education and support partnership and counselling service (online), Family Lives helpline, etc.) How well is this promoted as an integral ethos into the culture of the school/setting?  |  |  |  |

1. **Protective Factors**

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|  | **RAG** | **Evidence** | **Next steps** |
| Belonging: Do staff, CYP and families feel a sense of belonging and positive connection? Does every CYP have at least one positive relationship with an adult? |  |  |  |
| Sleep, exercise & nutrition: Are CYP and staff getting recommended amounts of sleep, exercise and nutrition as needed for their development? |  |  |  |
| Mental health: Is there access to trauma-competent services for prevention, early intervention, treatment and crisis intervention from mental health providers in the right place at the right time? |  |  |  |
| Mindfulness: Is mindfulness being taught, practiced and encouraged as a way to build resilience in the curriculum? |  |  |  |
| Self- regulation: Do opportunities exist for CYP to learn and practice emotional literacy skills and self-regulation of their emotions? Are the adults aware of their role as co-regulators? Do staff model self-awareness and self-regulation to the CYP? |  |  |  |
| Autonomy: do the CYP have a voice within the school/setting? Do they have the opportunity for reasonable choices? For example, access to a safe place, giving legitimate control within the adult safe boundary, roles of responsibility, having space and time for brain breaks and sensory time. |  |  |  |

1. **School/Setting Climate**

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|  | **RAG** | **Evidence** | **Next steps** |
| Clear expectations alongside fair and consistent limitations across school/setting? |  |  |  |
| Physical Environment: Is the physical school/setting environment safe, welcoming, well-kept and clean? |  |  |  |
| Safe and Predictable: Does the school/setting have routines and practices that are predictable and promote a sense of safety? |  |  |  |
| Are relationships at the heart of every interaction? Is there a system-wide policy for how to understand and respond to communicating behaviours in a consistent and restorative manner? |  |  |  |

1. **Family and Community Engagement**

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|  | **RAG** | **Evidence** | **Next steps** |
| Family Engagement: Does the school/setting create strong bonds with the family that support learning in a culturally diverse, relevant and respectful manner? |  |  |  |
| Family Connection: Do families feel connected to the school/setting and support their child's learning and development? |  |  |  |
| Community Partnerships that support learning: Does the school/setting have strong collaborative partners with community agencies that foster and prioritise wellbeing and learning? |  |  |  |

**Where are the quick changes that can happen?**

* What are staff motivated to do first?
* What aligns with current initiatives?
* Where can you get other stakeholder buy-in: CYP, families, community, other schools/settings, LA?

**What changes do you and other senior leaders/managers prioritise in the vision for the future of your school/setting?**

* What motivates SLT/managers and staff to do things differently in the future?
* What things have been identified, that with minimal effort, could have an impact on the school/setting functioning and culture?
* Who needs to be at the table to make this work happen?
* Which component needs the most growth?
* What are 2 next steps that you could do at your school/setting to address this area?
* Who do you need to involve to make those steps happen?

**Where next?**

* Whole school/setting
* Classroom/Room
* Individual roles