**Self-assessment - Values of TPP**

**The essential mindset shifts -** assuming a shared responsibility for trauma through the values

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|  | **RAG** | **Evidence** | **Next steps** |
| **Compassion and kindness (instead of blame and shame)**Understanding behaviour – * + what has happened/ is happening to the child?”
	+ what is being communicated?
	+ sees behaviours as ways of coping- adaptive automatic responses (and therefore resulting from a stressor)
	+ from the perspective of a ‘stress detective’. Adults ask “Why/ Why now?”

Rather than * + seeing behaviour as an individual deficit-something that is wrong- ‘What’s wrong with you?’- using negative labels
	+ always seeing behaviours as purposeful and planned
	+ behaviour being seen as ‘naughty’, wilful defiance and disrespectful
 |  |  |  |
| **Hope (instead of hopelessness)**Finding and building on children and young people’s strengths and confidence (a positive psychological position)Rather thanFocussing on difficulties/ labels –‘writing children off’ (Examples of ‘Writing children off’ might include exclusions, disengagement, emotional detachment, hopelessness, etc.) |  |  |  |
| **Connection and belonging (instead of disconnection)**Relationships and connection underpin all behaviour and wellbeing policy and interventions.Rather thanPunitive approaches that result in disconnection, isolation and exclusion(Think about the intention behind what you choose to do: Example: a child’s work never being displayed because their work is untidy, they were absent for that activity, etc.) |  |  |  |