**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 than  Focussing 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 than  Punitive 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.) |  |  |  |