**Our Way of Working Primary School Audit**

**Being Trauma Informed is not a quick fix solution but a gradual way of working that *reflects a ‘profound paradigm shift in knowledge, perspectives, attitudes and skills over a period of time’*** *(Missouri Education, 2019)*

 Aim for all children, families and colleagues in school:

* **to feel safe** (physically and emotionally)
* **to be able to regulate / self-regulate** (emotional / sensory needs)
* **to be connected** (positive and attuned relationships)
* so that they can **be ready** **to learn** (skill building and resiliency).
* to support embedding Trauma Informed Practice and Motivational Interviewing

|  |
| --- |
| Approaches taken to all children, adults and families regardless of whether an ACE/ Trauma has occurred or not. |
| Area: | Practice: | **Yes-** no actions**Partially -**some actions**No-** action plan needed |
| Environment | * Staff understand their emotional state determines the climate of their classroom.
* There is a safe place in each classroom where a child in distress can move to.
* Warm, welcoming, personal start to each day/ session.
* No public shaming, no names on board, no traffic lights, sad faces for behaviour.
* Staff do not shout or speak with aggressive tones EVER.
* All children have access to fresh food and water and are encouraged to eat and drink well.
 |  |
| Quality First Teaching | * There is predictability and a visual timetable to support every day.
* Changes are shared with children and prepared for.
* Lessons are well planned and resourced, prior knowledge recapped upon.
* A range of learning styles are planned for and included.
* Prior world knowledge is shared and not assumed.
* Subject specific vocabulary is taught explicitly and over learned.
* A range of additional/ individual needs are planned and prepared for.
* There is a non-judgemental approach to children who cannot cope with the learning environment and/ or challenge.
* The differentiation accounts for the level of support needed, barriers to learning- which are largely identified and emotional readiness.
 |  |
| Behaviour management | * Any negative behaviours are interpreted as an inability to communicate a lack of skill or understanding or a reaction to challenge.
* All adults understand the impacts of trauma and can help children navigate their way through it.
* The multi-agency map is used to support children and families.
* Additional therapies art, drama, play support the most vulnerable children.
* All staff understand that firm, well communicated boundaries are necessary.
* Staff/ child relationships are positive and encouraging as no child improves their conduct because they have been punished and are scared- teaching children to be frightened is NEVER ok.
* Empathic listening and Motivational Interviewing to elicit change.
 |  |
| Culture/ Ethos | * Staff understand trauma and attachment and can recognise and support it.
* Every child needs a champion. We NEVER give up on ANY child.
* *No Outsiders*/ *Everyone Welcome Here* agenda felt throughout.
* Children with distressed/ distressing behaviour included in the above.
* All adults are role models for conduct and kindness.
* Everyone is valued for who they are and what they bring.
* Pupil voice is central to the school’s evaluation in relation to safeguarding, achievement and improvement from a child’s viewpoint and day-to-day experience.
 |  |
| Parents | * All parents welcomed and treated as if they may have had trauma.
* No judgements made of ‘poor’ parenting. Always a no-blame, non-judgemental approach.
* A multi-agency response to families in need.
* Different, bespoke solutions to similar problems.
* Empathic listening and Motivational Interviewing to elicit change.
* Jargon free conversations.
 |  |
| Staff | * Respected and treated as crucial cog in the wheel.
* Wellbeing is always high on the agenda.
* Staff voice is sought, heard and valued.
* Staff trauma is understood and supported, recognised and appropriately responded to.
* Holistic agencies are available to support staff, signposted and encouraged.
* Empathic listening and Motivational Interviewing to elicit change.
 |  |
| COVID/ Remote Learning | * Recognise that COVID has affected us all in different ways.
* Response is trauma informed and draws on the above.
* A variety of resources and services are signposted and encouraged.
* Empathic listening and Motivational Interviewing to elicit change.
 |  |
| Multi-agency and community | * Outside agencies managed in a trauma informed manner.
* Local knowledge of all agencies including third sector is informed and always updated.
* Community strengths are drawn upon.
* TAF managed through an explicit, trauma informed lens.
* Empathic listening and Motivational Interviewing to elicit change.
 |  |