**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

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| 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. |  |