

A TRAUMA INFORMED SCHOOL CRIB SHEET

Is our school really Trauma Informed?
20 questions.

Are our Senior Leadership Team united and clearly sighted on the vision of being Trauma Informed?

Is our school vision of being Trauma Informed clearly articulated to staff, governors/trustees, children/young people, families and the wider community?

Is school strategic planning fully collaborative in design, implementation and monitoring – does it make explicit reference to how the school supports the full implementation of Trauma Informed practice?

Are key policies/documents Trauma Informed in nature and content?
(Policies/documents could include - Safeguarding, Behaviour Management, PSHE, Anti-bullying, Staff handbook, School Brochure)

Is lived experience of school life sought from all stakeholders and included in whole school planning, implementation of policies and plans and monitoring/review procedures?

Are the voices of those trauma experienced (staff, CYP and community) sought as part of school planning, implementation, monitoring and review cycle?

Are our environments designed, maintained and monitored in order to create safety, promote wellbeing and have relaxing/calm spaces available for staff, children and visitors/ members of the community?

Do whole staff training schedules support the development and refinement of trauma and attachment informed relational practice?

Do staff appointment procedures help to ensure that when staff are recruited they are supportive of Trauma Informed principles and relational approaches?
Relational approaches/Trauma Informed practice are part of the whole recruitment process- job advert, job description and person specification details, questions and tasks during interviews and induction procedures after appointment?

Is the well-being of staff and the effectiveness of their practice supported by effective supervision/reflective practice arrangements?

Are staff safety and well-being a management focus, evident in support systems, their working environments, level of expectation, and H+S audits?

Are children met and taught in a consistent manner, with clearly expressed age appropriate expectations of academic and social behaviour?

Are individual children viewed holistically, with a good understanding of their needs, background, strengths and development needs by staff who are professionally curious about drivers of behaviour?

Do the admission and induction arrangements for children flex to meet need and allow a full picture of needs and strengths to be created and shared with all relevant staff?

Do all children have access to a curriculum that teaches about emotional literacy and healthy relationships? Is this provision enhanced for those with additional social and emotional needs?

Is there is a clear hierarchy of behaviour support and interventions available with universal application and understanding?

Are secondary level interventions provided for those who require help outside of that within the usual timetable/class provision? This provision is restorative by nature, not punishment focused and never humiliates/shames.

Is tertiary level provision provided giving access to specialist resources/curriculum?

How well is the school embedded in the community – understands context fully and is responsive in structures, systems, approach, curriculum and ethos?

How well is Trauma Informed understanding and practice monitored, evaluated and reviewed as part of the school improvement cycle?