

recognise what is needed to become school that not only avoids the re-enactment of trauma but is also a therapeutic environment that is conducive and supportive of a CYP processing and recovering from the effects of their ACE's.

The self-assessment tool is not designed as a checklist but as a series of indicators and resources to support school leaders, SENCo's and other practitioners to identify what is in place, what's working well and how to further progress a trauma informed, relationship based approach in a school.

“There is no more effective neurological intervention than a safe relationship” – Dr Bruce Perry

	Emerging (Trauma Aware)	Developing (Trauma Informed)	Embedded (Trauma Recovery Focused)
Knowledge of the Traumatised Child/Young Person (CYP)	<p>Staff have a basic understanding of brain development and function.</p> <p>All staff can identify the kinds of experiences that can be traumatic.</p> <p>On a 'need to know' basis staff know the CYP with ACEs in their class.</p> <p>All staff (including non-teaching staff) understand that a CYP's behaviour or reactions may be trauma-related responses that are not intentional or malicious.</p>	<p>Staff can describe the areas of the brain that lead to emotional regulation and emotional dysregulation</p> <p>Staff recognise the prevalence, signs and impacts of trauma, and clear and understood systems are in place to identify and support the CYP.</p> <p>The school holds data on prevalent ACE's in the school community to inform practice</p> <p>Staff respond to the CYP and parents/carers with empathy and without judgement, criticism or blame. All staff model unconditional positive regard.</p> <p>Staff recognise challenging behaviours as a form of communication. Time is taken to</p>	<p>Staff can recognise when a student is emotionally dysregulated and match a strategy to support them, a safe space/relationship.</p> <p>There is a whole school community shared approach and language with effective multi-agency working to support the CYP and their family.</p> <p>The school uses data around ACE's to target training, interventions and whole school development.</p> <p>A trauma sensitive response to emotional dysregulation is embedded in policy and there is an expectation that these responses are applied.</p> <p>School leaders apply an adversity and trauma-informed approach to developing and</p>

	<p>Staff are open and listen when a person speaks about his or her experiences of trauma and/or abuse.</p> <p>Staff respond to the CYP by asking what help (if any) she or he needs.</p> <p>All staff (including non-teaching staff) can identify the types of situations that can trigger fight, flight or freeze response.</p>	<p>explore reasons for any undesirable behaviour and adjustments are made.</p> <p>Staff anticipate and adapt to CYP's changing needs and adapt provision accordingly.</p> <p>Staff make sense of a CYP's current difficulties by considering "What happened to you?", instead of "What's wrong with you?", in responding to a CYP affected by trauma.</p>	<p>implementing policies and processes and in designing, developing, monitoring and evaluating school practice.</p> <p>The school has a range of responses to the changing needs of students without a 'one size fits all' response.</p> <p>The wider staff team including non-teaching staff are trained to be trauma responsive leading to whole school consistency in the approach.</p>
<p>Actions to further develop practice:</p>			
<p>Leadership toward Trauma Informed Practice.</p>	<p>School Leaders understand the impact of ACEs and this is reflected in the school development plan.</p> <p>Leaders understand the impact of trauma on staff and provide a supportive environment and access to debriefing around traumatic incidents.</p> <p>Leaders have identified CYP who have or have had ACEs and communicated this appropriately to staff.</p>	<p>Strategic plans, policies and procedures reflect the values of trauma-informed care.</p> <p>Leadership mirror and role model the trauma-informed practices expected from all.</p> <p>All school leaders understand how ACEs can impact on their area of responsibility such as behaviour and attendance. Clear guidance is referenced in all policies.</p>	<p>All team leaders and practitioners drive and support ACE initiatives across the school through policy and action.</p> <p>Leaders champion innovative and effective practice beyond the school setting e.g. through hubs and clusters.</p> <p>There is a clear expectation from SLT that all staff will access appropriate information and apply it to their planning and practice; CYP say that staff know them well.</p>

	<p>Leaders work with ACE ambassadors to further develop provision and practice and work towards creating a trauma and adversity 'aware' culture.</p> <p>Ambassadors are encouraged to drive initiatives and share good practice.</p> <p>Staff are encouraged to understand that they may have experienced ACE's and that can affect their response to difficult situations in school.</p>	<p>Commissioning of appropriate therapeutic and where appropriate development of links and clear pathways to specialist, evidence-based psychological therapies - CBT, EMDR, 3-Stage model of trauma work.</p> <p>Ambassadors are given time to deliver and share CPD in formal INSET opportunities.</p> <p>Staff can share information about strengths and needs sensitively with relevant partners and professionals.</p>	<p>Clear systems, structures, policies and practice that are consistently implemented alongside whole school training, support, strategies and resources to mitigate against the effect of adversity and trauma. There is a holistic response to trauma from all staff.</p> <p>There is a requirement that all staff access accredited Level 3 trauma recovery training.</p> <p>Staff wellbeing, routine debriefing and support is provided to all members of the team to process challenging incidents that may trigger trauma re-enactments.</p>
<p>Actions to further develop practice:</p>			
<p>Policy, processes, systems to facilitate Trauma Informed Practice.</p>	<p>Clear systems in place to gather key information that impact on provision and progress and wellbeing of CYP.</p> <p>All school policies reviewed regularly with all stakeholders and reasonable</p>	<p>Information gathered is used to inform further assessments within school processes e.g. SAFeh, EHCP meetings, PEP meetings.</p> <p>ACEs referenced within school improvement plans, policies (such as safeguarding; confidentiality; personal,</p>	<p>Risk assessments and reasonable adjustments are reviewed regularly, and discussed with both the learner and their families, to enable all learners with ACEs to have access to high quality personalised provision in their school setting</p> <p>Robust systems are in place to sensitively track potential changes in needsThere is an effective</p>

	<p>adjustments made for CYP with identified needs (Equality Act 2010)</p> <p>Language in policies is non-accusatory and expectations are achievable for students who have experienced ACE's.</p>	<p>social, health and economic (PSHE) education; social, moral, spiritual and cultural (SMSC) education; behaviour and rewards) and practice</p> <p>Policies include trauma informed language and reference ACE's. The language used in documents is well considered and reflect the non-blame culture of a trauma informed school.</p>	<p>system for communicating changing needs to all relevant partners.</p> <p>There is a relationship policy in place that directs and supports staff to use trauma informed communication. (Scripted responses, body language, unconditional positive regard)</p>
<p>Actions to further develop practice:</p>			
<p>Curriculum, teaching and learning to promote resilience and support social and emotional learning</p>	<p>Opportunities to strengthen interpersonal relationships and social and emotional skills, including resilience are mapped out across the curriculum.</p> <p>Teachers use their knowledge of the CYP, including pupil voice to adapt provision to meet need.</p>	<p>The curriculum and the school's effective wider work support CYP to be confident, resilient and independent.</p> <p>The PSHE curriculum, citizenship, RE, and other areas such as personal, social, health and economic education, and relationship and sex education, contribute to CYP's personal development and are clearly sequenced – intent, implementation and impact promoting the development of resilience across all year groups.</p>	<p>There is clear evidence of the impact of a curriculum that integrates the development of social and emotional skills within all subject areas (these skills include problem-solving, coping, conflict management/ resolution and understanding and managing feelings)</p> <p>Clear systems in place that develop partnerships between CYP, families and staff to formulate, implement and evaluate organisation-wide approaches to promoting trauma informed practice and social and emotional wellbeing. The approach to trauma is adaptable to new and different types of trauma (eg. Covid-19 lockdown impact)</p>

	There are a range of evidenced based and needs led interventions/ therapies to support CYP	Clear systems are in place that ensure CYP have the opportunity to contribute to decisions that may impact on their social and emotional wellbeing.	There is an 'emotional regulation curriculum' as a compulsory part of the curriculum, sequentially addressing brain development and how we can tame the fight/flight/freeze response.
Actions to further develop practice:			
Continuing professional development (CPD)	<p>All school staff have completed basic training on trauma informed practice.</p> <p>Staff are given updates on the latest neuroscience based strategies on supporting young people with ACE's.</p>	<p>Staff at all levels have completed enhanced training on ACEs and trauma informed practice and new staff are routinely trained as part of their induction.</p> <p>All school staff are confident about what ACEs are and their impact on brain development, socially, emotionally, cognitively and developmentally, and understand the implications for learning and social and emotional development.</p>	<p>All staff have regular opportunities to develop their thinking around trauma/ACEs in a group setting, and review practices in school. They carry out their own research linked to hubs and clusters. Staff can access accredited trauma recovery training.</p> <p>Schools involve CYP and families in the creation, delivery and evaluation of training and continuing professional development activities in relation to trauma informed practice and social and emotional wellbeing.</p>
Actions to further develop practice:			

Useful Starter Resources and Links:

ACE Ambassador Training available free of charge to managers or staff in any sector who work with adults or children and would like to know more about how to facilitate the culture change needed to become ACE-informed. <https://learning.southglos.gov.uk/courses/bookings/default.asp>

#southglosconnect is the South Gloucestershire community based approach to 'Recovery' from the COVID pandemic in our schools and settings. Children and young people are all unique and will have different challenges to face in returning to school and re-engaging with their learning. This area of the website provides guidance and information on supporting different groups of learners. <https://www.integra.co.uk/southglosconnect/the-unique-learner/>

'Becoming a Trauma Sensitive School' by Beacon House - A step by step guide to becoming a trauma informed school with a plethora of resources. <https://beaconhouse.org.uk/wp-content/uploads/2019/09/Schools-Resources-List-2.pdf>

South Gloucestershire ACE Ambassador Resource Library covering all things ACE's. Please ensure you use Google Chrome as a browser in order to access this site. <https://trello.com/b/1lIACXrr/adverse-childhood-experiences-resource-library>

The Early Action Together ACEs Learning Network provides helpful information for the public, professionals and Police about the Early Action Together programme and its work in relation to Adverse Childhood Experiences (ACEs). <http://www.aces.me.uk/in-England/>

Young Minds - Adversity and Trauma Informed Practice - A short guide for professionals working on the frontline with traumatised children. <https://youngminds.org.uk/media/3091/adversity-and-trauma-informed-practice-guide-for-professionals.pdf>

Young Minds - "Addressing Adversity" - Prioritising adversity and trauma-informed care for children and young people in England. YoungMinds has compiled this collection to raise awareness about the impact of adversity and trauma on the mental health of children and young people. <https://youngminds.org.uk/media/2142/ym-addressing-adversity-book-web.pdf>

Supporting Mental Health in Schools and Colleges - Survey and case studies with schools on activities to support pupils' mental health and wellbeing. <https://www.gov.uk/government/publications/supporting-mental-health-in-schools-and-colleges>

Safe Hands, Thinking Minds - Safe Hands and Thinking Minds Associates draw on a range of interdisciplinary expertise, theoretical perspectives, and evidence bases to promote, solidify, and develop high standards in areas of parenting, trauma, adversity (ACE's), attachment, fostering, adoption, asylum-seeking & refugee young people, and culturally/adversity/trauma-informed and trauma-responsive organisations. <http://www.safehandsthinkingminds.co.uk/>

Beacon House Training Materials for Staff - Beacon House is passionate about developing freely available resources so that knowledge about the repair of trauma and adversity is in the hands of those who need it. <https://beaconhouse.org.uk/resources/>

National Institute for Health and Care Excellence - This guideline covers interventions to support social and emotional wellbeing among young people aged 11–19 years who are in full-time education. It aims to promote good social, emotional and psychological health to protect young people against behavioural and health problems. <https://www.nice.org.uk/Guidance/PH20>

The Childhood Trauma Recovery Network - The Childhood Trauma Recovery Network exists to support people from across the UK to find the help they need to recover from childhood trauma, and to ensure that the professionals they work with are trauma-informed.

Trauma Informed Oregon is a collaboration of university, public and private partners, individuals with lived experience, youth and family members that are committed to creating and sustaining a trauma informed system of care. <https://traumainformedoregon.org/>

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