A screenshot of a computer

Description automatically generatedTRAUMA-INFORMED PRACTICE

Readiness Questionnaire

Whole school readiness

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| **Readiness Indicators** | **Self-Evaluation** | |
| **Rating** | **Comments** |
| 1. The Headteacher, Senior Management Team (SMT) and staff actively promote personal, social and emotional wellbeing for all the young people and adults involved in the establishment | Choose an item. |  |
| 1. Staff have had access to professional learning that promotes the understanding of attachment and child development and supports staff to reflect on how early experiences impact on children and young people’s behaviour and well-being. | Choose an item. |  |
| 1. Staff understand and recognise the central importance of relationships in mitigating against negative outcomes for children and young people. | Choose an item. |  |
| 1. Staff have knowledge and skills in one or more relationship-based approach (e.g. Nurture, Solution oriented approaches, restorative approaches) and these approaches are consistently used across both class/playroom and whole school. | Choose an item. |  |
| 1. There is a ‘Promoting Positive Relationships’ policy which supports a respectful, pro-social, non-punitive approach to promoting positive relationships and positive behaviour and promotes all pupils’ inclusion, engagement and involvement in their education. | Choose an item. |  |
| 1. Ethos, relationships and meeting the needs of all children and young people is a priority in the improvement plan | Choose an item. |  |
| 1. The establishment/school actively promote children/young people’s understanding and awareness of rights and accept that rights are central part of getting it right for every child. | Choose an item. |  |
| 1. All staff understand their responsibility to deliver health and wellbeing experiences and outcomes | Choose an item. |  |
| 1. The school/establishment supports the development of children/young people, including the necessary skills/resilience to cope with challenges and form positive relationships | Choose an item. |  |
| 1. The school has positive home-school partnerships | Choose an item. |  |
| 1. Everyone is made to feel welcome | Choose an item. |  |
| 1. Children/young people feel connected to this school/establishment and its staff | Choose an item. |  |
| 1. The school/establishment seeks to involve all its members in decision making processes | Choose an item. |  |
| 1. Children/young people and adults frequently receive and give specific praise, encouragement and recognition for their effort and improvement | Choose an item. |  |
| 1. The school/establishment helps all children/young people recognise and understand their feelings, and become more adept at handling and expressing them appropriately | Choose an item. |  |
| 1. A varied and flexible range of support and interventions exist to develop social/ emotional/ behavioural skills | Choose an item. |  |
| 1. Transitions are planned, managed and reviewed to ensure that pupils are adequately supported. | Choose an item. |  |
| 1. The Senior Leadership/Management Team (SLT/SMT) are willing to fully support the implementation of the Trauma Informed/Responsive Practice Pathway and recognise the support and commitment required to engage in practitioner enquiry and the CLPL process. | Choose an item. |  |
| 1. All staff are commited to embedding the key principles of the National Trauma Training Programme in their daily practice:  * Safety * Trust * Choice * Collaboration * Empowerment | Choose an item. |  |
| 1. The Trauma Informed/Responsive Practice Pathway will be part of the school/establishment improvement plan. | Choose an item. |  |