

Accreditation Audit: Hear their Voice

| Quality Indicators | Actions | Achieved | Summary of Evidence |
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| The establishment has systems in place to allow pupils, staff and families to regularly contribute their views on establishment procedures, policy and practice. | Parents and carers have opportunities to provide feedback on establishment policy, procedures and practice and share ideas for improvement. | Y | <ul style="list-style-type: none"> • Kirklandpark School Handbook (Appendix 1) • Kirklandpark School Website (Appendix 2 a-c) • Email Correspondence (Appendix 3) • Staff Questionnaire (Appendix 4) • Parent Council Information Posters (Appendix 5 a&b) • Parent Council Initiative- Smartphone Free Childhood (Appendix 6) • Nursery Coffee and Chat (Appendix 7) • Parent Brew and a Blether (Appendix 8) • Meet the Teacher (Appendix 9a&b) • Read and Write Parental Workshop (Appendix 10) • You + Me Parental Workshop (Appendix 11) • RSHP Parent Consultation (Appendix 12) • Monster Phonics Parent Workshop (Appendix 13) • Dyslexia Champions Parental Workshop (Appendix 14 a&b) • Pupil Learning Showcases (Appendix 15) • NSCPP/Respect Me Parental Workshops (Appendix 16 a&b) • Equine Referral Consultation (Appendix 17) • Exchange Counselling (Appendix 18) • KOOTH (Appendix 19) • Pupil Voice Videos (Appendix 20) • Peer School Review- Pupil Voice (Appendix 21) • Nursery Learning Journals- Parental Engagement (Appendix 22 a&b) • Staff Consultation (Appendix 23) • Pupil Voice Committees (Appendix 24) • ASP Reviews (Appendix 25 a&b) • Responsive Planning (Appendix 26) • Parents Night Feedback (Appendix 27) • Pupil Chit Chat Groups (Appendix 28) • Pupil Committees Application Forms (Appendix 29) |
| | Pupils and families are given a voice to express concerns. | Y | |
| | There are systems in place to encourage two-way communication between the establishment and family. | Y | |
| | Pupils are asked for their views and given a say in matters affecting them. | Y | |

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| All members of the establishment are given opportunities to contribute to embedding an Attachment-Informed, Trauma Sensitive approaches. | Pupils, families, and staff members are consulted about the implementation of Attachment-Informed, Trauma Sensitive approaches. | Y | <ul style="list-style-type: none"> ● Parental Workshop: Attachment/Nurture/ Emotion Coaching (Appendix 30 a-e) ● Attachment Information for Parents (Appendix 31) ● Parent Council Meetings (Appendix 32 a&b) ● Individual Strategy List -Parental Update (Appendix 33) ● Staff Training (Attachment and Nurture) (Appendix 34) ● Nurture Information (Appendix 35a-c) ● Attachment Ambassador Assembly (Appendix 36) ● Attachment Working Group Minutes (Appendix 37) |
| | Where appropriate, pupils and families are represented in Attachment-Informed, Trauma Sensitive working groups. | Y | |
| | Information about Attachment-Informed, Trauma Sensitive approaches is shared with parents and carers to support learning at home. | Y | |
| Health and wellbeing is prioritised and there are systems in place to regularly check in with staff and pupils and provide opportunities for ongoing support. | Staff have opportunities to reflect on thoughts, feelings and experiences individually and in groups within a safe space. | Y | <ul style="list-style-type: none"> ● Pupil Check Ins (Appendix 38) ● Kirklandpark Health Month (Appendix 39 a&b) ● Mental Health Week 2024 (Appendix 40) ● Children's Mental Health Week 2025 (Appendix 41 a &b) ● SAMH Workshops (Appendix 42) ● HT Signposting Staff Support (Appendix 43) ● Common Room (P6&7) (Appendix 44) ● Staff Self Care- Coffee Van (Appendix 45) ● Staff Flexible Working Hours Inservice (Appendix 46) ● Feel Good Friday- Staff Recognition (Appendix 47 a-c) ● Staff Wellbeing Consultation (Appendix 48) ● Attachment Buddy Break Drop In (Appendix 49) ● Staff Area Revamped (Appendix 50) ● Pupil check ins (Appendix 51) |
| | There is a clear, confidential and non-shaming system in place for staff and pupils to access wellbeing support when needed. | Y | |
| | The leadership team acknowledges and seeks to address the effects of secondary trauma on staff. | Y | |
| | Self-care is promoted and encouraged across the establishment. | Y | |