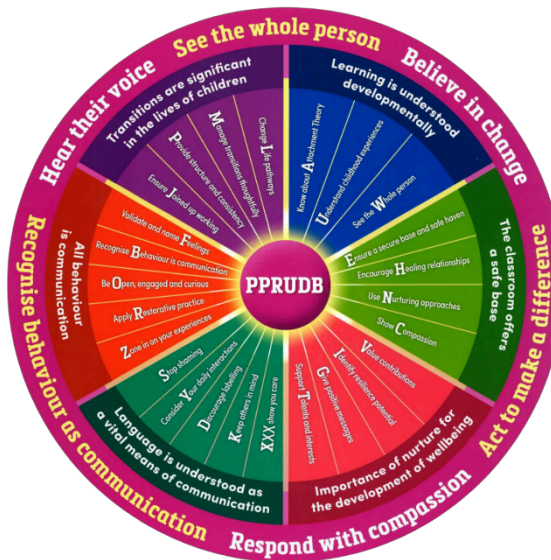


# Attachment-Informed, Trauma Sensitive South Lanarkshire

## Accreditation Toolkit



## Contents

<b>Introduction</b>	<b>2</b>
<b>Phase 1: Preparing to Implement an Attachment-Informed, Trauma Sensitive Approach</b>	<b>3</b>
Pledge Award: Act to make a difference	4
<b>Phase 2: Creating an Attachment-Informed, Trauma Sensitive establishment</b>	<b>6</b>
Pledge Award: See the whole person	7
Pledge Award: Hear their voice	9
Pledge Award: Recognise behaviour as communication	11
Pledge Award: Respond with Compassion	13
<b>Phase 3: Aligning and Sustaining Attachment-Informed, Trauma Sensitive approaches</b>	<b>15</b>
Pledge Award: Believe in change	16

## Introduction

This toolkit should be used in conjunction with the Attachment-Informed, Trauma Sensitive Good Practice Guide to support you to further embed Attachment-Informed, Trauma Sensitive Practice and gather evidence towards achieving pledge awards and gaining recognition for 'good' Practice.

The framework outlined in the Good Practice Guide includes key elements of Attachment-Informed, Trauma Sensitive Practice across the 6 Attachment Strategy Pledges. These are

- Act to make a difference
- See the 'whole person'
- Hear their voice
- Recognise behaviour as communication
- Respond with compassion
- Believe in change

These pledges will form the basis of the accreditation process and practice will be measured using quality indicators within each pledge. Individual establishments should follow the phased approach outlined in the Good Practice Guide to achieve their pledge awards and aim to begin with the **Act to make a difference** pledge award and end with the **Believe in change** pledge award.

Establishments will complete their accreditation by evidencing all 6 pledges. On successful completion of each pledge, you will receive a jigsaw piece for that pledge with the aim of completing the jigsaw at the end of the process.

Evidence for accreditation should be gathered and submitted to the Attachment-Informed, Trauma Sensitive Accreditation Group using the document provided within the toolkit. This should be completed by the establishment leadership team with support from Attachment Leads and Ambassadors. Alongside the accreditation document, you should attach any planning documents or supporting evidence you feel is appropriate. Examples of supporting documents include photos, videos, policy documents, evaluations, parent/pupil/staff comments, newsletters, displays etc. The accreditation group will meet on set dates throughout the year, and you will be asked to submit evidence throughout the year for review on these dates. If successful, you will receive your pledge award thereafter.

## **Phase 1: Preparing to Implement an Attachment-Informed, Trauma Sensitive Approach**

**Pledge Award – Act to make a difference**

**Accreditation Audit: Act to make a difference**

Quality Indicators	Actions	Achieved	Summary of Evidence
<b>Leaders have articulated a commitment to adopting an Attachment-Informed, Trauma Sensitive approach.</b>	Leaders have developed and communicated a plan to staff about how the establishment will move forward with implementation.	<b>Y</b>	<ul style="list-style-type: none"> <li>• School Improvement Plan (SIP) 3 Year Plan <b>(Appendix 1)</b></li> <li>• Staff meeting agenda <b>(Appendix 1b)</b></li> <li>• Attainment meeting discussions and minutes - children with ASN/ASPs and who are off track (Fact Story Action) <b>(Appendix 2)</b></li> <li>• Google Form 'Readiness for Change' questionnaire and data from the collated information <b>(Appendix 3)</b></li> <li>• Staff comments during initial discussion on attachment strategy. <b>(Appendix 4)</b></li> <li>• Attachment CLPL completed during August Inset Day <b>(Appendix 4b)</b></li> <li>• Attachment lead and ambassadors pupil committee <b>(Appendix 5)</b></li> <li>• Relationship Policy incorporating anti-bullying and anti-racism supports a trauma sensitive approach with pupils and families. <b>(Appendix 6)</b></li> <li>• Nurture policy - detailing the 6 Nurture principles and what is expected from staff, pupils and parents. <b>(Appendix 6 cont.)</b></li> <li>• Parent meetings/discussions related to children who have school anxiety, difficulties with transitions in the morning, difficulties building relationships with staff and peers. <b>(Appendix 6b)</b></li> <li>• Continued parental updates through workshops related to children's health and wellbeing e.g. Sleep Training, Emotion Coaching, SAMH, Nurture/attachment interventions and strategies. Our latest one is in March 2025. <b>(Appendix 7)</b></li> </ul>
	Attachment-Informed, Trauma Sensitive approaches have been introduced as part of staff meetings and staff have been given opportunities to discuss and share views about what this might look like.	<b>Y</b>	
	Leaders have ensured that staff can engage fully in the change process (e.g. having adequate time and resources).	<b>Y</b>	
	Leaders have nominated attachment leads and ambassadors.	<b>Y</b>	
	Leaders model Attachment-Informed, Trauma Sensitive approaches with pupils, families, and staff.	<b>Y</b>	

Resources have been allocated and used to support the implementation of an Attachment-Informed, Trauma Sensitive approach.	Consideration has been given to how Attachment-Informed, Trauma Sensitive approaches align with other initiatives already in place within the establishment.	Y	<ul style="list-style-type: none"> <li>Do Be Mindful Training - staff have engaged and continue to develop their understanding of mindfulness - some classes have engaged in. <b>(Appendix 8)</b></li> <li>Emotion Works - all staff completed training and have access to the online resources. Bronze accreditation achieved. <b>(Appendix 9)</b></li> <li>Celebrate Children's Rights with assembly updated on UNCRC. Every class has a charter and we received our Bronze accreditation. <b>(Appendix 10)</b></li> <li>Children's Mental Health Week - a variety of staff led and outside agency led workshops/activities linked to the Children's mental health. <b>(Appendix 11)</b></li> <li>Nurture Groups - Small groups led by staff member (Targets identified through Boxall Profiles) <b>(Appendix 12)</b></li> <li>Boxall Profile -Training completed by staff and completed for children targeted for Nurture interventions. <b>Appendix 12 cont.)</b></li> <li>Emotion Coaching - Completed by all staff during Feb inset day <b>(Appendix 13)</b></li> <li>Playground PALS/ Peer Mediation/P1&amp;7 Buddy Initiative <b>(Appendix 14)</b></li> <li>Nursery- P1 Transition events <b>(Appendix 15a)</b></li> <li>Enhanced transition - P7 to S1/Year to Year for vulnerable children - identified through discussion and professional dialogue with staff. Small sessions with staff to build relationships before moving into their next class <b>(Appendix 15b)</b></li> <li>Children's strengths and achievements celebrated daily/weekly - assemblies and achievement board, verbally in class for natural daily achievements. <b>(Appendix 16)</b></li> </ul>
	Time for ongoing professional development activities related to Attachment-Informed, Trauma Sensitive Practice has been included in improvement plans.	Y	
	Materials to support the implementation of Attachment-Informed, Trauma Sensitive approaches are available to staff (e.g., Attachment Strategy pledge cards and A to Z resources, newsletters, PPRUDB, Nurturing Interventions Toolkit).	Y	

<b>All staff members have a baseline understanding of attachment theory and developmental trauma and the potential impact on pupils and staff.</b>	Staff members have completed the Attachment Strategy Training or Learn On Line modules.	<b>Y</b>	<ul style="list-style-type: none"> <li>• Liaising with SST and other agencies to provide CLPL opportunities for staff and provide support and advice e.g. Dyslexia, non-attendance. Interventions provided by SST if needed e.g. GUAB, Early Bird, Dyslexia Champions Club. <b>(Appendix 17)</b></li> <li>• All staff have completed the Attachment Strategy training offered by SLC and LOL Attachment courses <b>(Appendix 17a)</b></li> <li>• Attachment leads and ambassadors attend networking events <b>(Appendix 17b)</b></li> <li>• Information is shared by SLT to class teachers and support staff where necessary in relation to vulnerable children <b>(Appendix 17c)</b></li> <li>• Use of pastoral notes to ensure a timeline of support is captured and built upon <b>(Appendix 17d)</b></li> <li>• Staff have attended CLPL which is used with children to build confidence, self-esteem and reduce negative feelings related to school, friendships and relationships e.g. Talking &amp; Drawing <b>(Appendix 17e)</b></li> </ul>
	New members of staff are asked to complete the Attachment Strategy Learn On Line modules.	<b>Y</b>	
	There is a process in place to ensure that non-teaching staff are aware of and understand Attachment-Informed, Trauma Sensitive Practice.	<b>Y</b>	
	Staff have opportunities to participate in follow up training and continuing professional development around Attachment-Informed, Trauma Sensitive approaches.	<b>Y</b>	
	Attachment Leads and Ambassadors are encouraged to attend locality networking events to access additional information and share learning and practice.	<b>Y</b>	

<b>The establishment has a working group to assess current capacity and support the implementation of Attachment-Informed, Trauma Sensitive Practice.</b>	The working group has reviewed current practices and has an improvement plan in place which has been shared with all staff.	<b>Y</b>	<ul style="list-style-type: none"> <li>• Pupil Attachment Ambassador Committee have presented at assembly and have created a challenge for each month related to the A-Z Attachment. <b>(Appendix 18)</b></li> <li>• Staff worked to gather, discuss and create KP Healthy Habits Homework Tasks <b>(Appendix 18a)</b></li> <li>• Chit Chat Groups - session on AITSP <b>(Appendix 19)</b></li> <li>• Minutes from Attachment working party meeting including next steps <b>(Appendix 19a)</b></li> <li>• Email to ALL staff inviting them to the meeting and requesting they complete a questionnaire. <b>(Appendix 20)</b></li> <li>• Attachment focused CAT session – Agenda, PowerPoint and minutes. <b>(Appendix 21)</b></li> <li>• Staffroom noticeboard and resources <b>(Appendix 22)</b></li> <li>• Parent/Carer information has been sent out <b>(Appendix 23)</b></li> </ul>
	Personnel in different staff roles can join the establishment's Attachment-Informed, Trauma Sensitive working group.	<b>Y</b>	
	Pupils and their families have opportunities to contribute to the Attachment-Informed, Trauma Sensitive working group.	<b>Y</b>	
	The working group has agreed on core focus areas for development.	<b>Y</b>	



## **Phase 2: Creating an Attachment-Informed, Trauma Sensitive Establishment**

**Pledge Awards: See the whole person**

**Hear their voice**

**Recognise behaviour as communication**

**Respond with compassion**

Accreditation Audit: See the Whole Person			
Quality Indicators	Actions	Achieved	Summary of Evidence
<b>There is a commitment to encouraging connections across the establishment and promoting positive relationships based on an understanding of lived experience.</b>	Staff recognise the importance of key attachment figures and ensure these relationships are maximised and valued.		
	Relationships are at the heart of transition planning and consideration is given to the impact of change as well making new connections.		
	Pupils are encouraged to spend time with each other, sharing stories and learning about life experiences.		
	Staff have regular opportunities to connect and build relationships with each other.		
	Parents and carers have opportunities to connect and build relationships with each other and staff.		
<b>There is a range of practice evident throughout the establishment to ensure that pupils and staff are noticed, recognised and valued for their individual qualities, skills and achievements.</b>	Staff qualities and skills are utilised and developed in a way that allows everyone to feel valued and supported.		
	Pupils' qualities, strengths and talents are noticed and celebrated both formally and informally.		
	Staff strengths and achievements are recognised and celebrated.		
	Staff regularly let pupils know they are 'kept in mind' and that they care by remembering what matters to them.		

<b>When assessing and supporting pupils' individual needs, the establishment considers experience of disrupted attachment or trauma and potential effects on learning, behaviour and relationships.</b>	Staff understand pupils in the context of their relationships and experiences by exploring 'what has happened to them' rather than 'what is wrong with them'.		
	Individual support plans consider potential trauma related triggers and how environmental adaptations, and adult responses can minimise these.		
	Staff consider the potential impact of trauma in how they conduct themselves during meetings and interactions with pupils and families.		
	The impact of disrupted attachment and trauma on pupil attendance, engagement and attainment is considered during assessment and planning for pupils.		
<b>The establishment encourages awareness and understanding of the social and cultural backgrounds and experiences of pupils, families and staff.</b>	Staff are encouraged to get to know pupils within the context of families and communities.		
	A knowledge of the social, racial, ethnic and cultural composition of the establishment community is demonstrated by staff.		
	Pupils are encouraged to think about and celebrate differences in others.		
	Staff communicate with pupils and families in a respectful way, taking into account any differences in social, cultural backgrounds or lived experience.		

### Accreditation Audit: Hear their Voice

Quality Indicators	Actions	Achieved	Summary of Evidence
<b>The establishment has systems in place to allow pupils, staff and families to regularly contribute their views on establishment procedures, policy and practice.</b>	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"> <li>• Kirklandpark School Handbook (<a href="#">Appendix 1</a>)</li> <li>• Kirklandpark School Website (<a href="#">Appendix 2 a-c</a>)</li> <li>• Email Correspondence (<a href="#">Appendix 3</a>)</li> <li>• Staff Questionnaire (<a href="#">Appendix 4</a>)</li> <li>• Parent Council Information Posters (<a href="#">Appendix 5 a&amp;b</a>)</li> <li>• Parent Council Initiative- Smartphone Free Childhood (<a href="#">Appendix 6</a>)</li> <li>• Nursery Coffee and Chat (<a href="#">Appendix 7</a>)</li> <li>• Parent Brew and a Blether (<a href="#">Appendix 8</a>)</li> <li>• Meet the Teacher (<a href="#">Appendix 9a&amp;b</a>)</li> <li>• Read and Write Parental Workshop (<a href="#">Appendix 10</a>)</li> <li>• You + Me Parental Workshop (<a href="#">Appendix 11</a>)</li> <li>• RSHP Parent Consultation (<a href="#">Appendix 12</a>)</li> <li>• Monster Phonics Parent Workshop (<a href="#">Appendix 13</a>)</li> <li>• Dyslexia Champions Parental Workshop (<a href="#">Appendix 14 a&amp;b</a>)</li> <li>• Pupil Learning Showcases (<a href="#">Appendix 15</a>)</li> <li>• NSCPP/Respect Me Parental Workshops (<a href="#">Appendix 16 a&amp;b</a>)</li> <li>• Equine Referral Consultation (<a href="#">Appendix 17</a>)</li> <li>• Exchange Counselling (<a href="#">Appendix 18</a>)</li> <li>• KOOTH (<a href="#">Appendix 19</a>)</li> <li>• Pupil Voice Videos (<a href="#">Appendix 20</a>)</li> <li>• Peer School Review- Pupil Voice (<a href="#">Appendix 21</a>)</li> <li>• Nursery Learning Journals- Parental Engagement (<a href="#">Appendix 22 a&amp;b</a>)</li> <li>• Staff Consultation (<a href="#">Appendix 23</a>)</li> <li>• Pupil Voice Committees (<a href="#">Appendix 24</a>)</li> <li>• ASP Reviews (<a href="#">Appendix 25 a&amp;b</a>)</li> <li>• Responsive Planning (<a href="#">Appendix 26</a>)</li> <li>• Parents Night Feedback (<a href="#">Appendix 27</a>)</li> <li>• Pupil Chit Chat Groups (<a href="#">Appendix 28</a>)</li> <li>• Pupil Committees Application Forms (<a href="#">Appendix 29</a>)</li> </ul>
	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	

<b>All members of the establishment are given opportunities to contribute to embedding an Attachment-Informed, Trauma Sensitive approaches.</b>	Pupils, families, and staff members are consulted about the implementation of Attachment-Informed, Trauma Sensitive approaches.	Y	<ul style="list-style-type: none"> <li>● Parental Workshop: Attachment/Nurture/ Emotion Coaching (<a href="#">Appendix 30 a-e</a>)</li> <li>● Attachment Information for Parents (<a href="#">Appendix 31</a>)</li> <li>● Parent Council Meetings (<a href="#">Appendix 32 a&amp;b</a>)</li> <li>● Individual Strategy List -Parental Update (<a href="#">Appendix 33</a>)</li> <li>● Staff Training (Attachment and Nurture) (<a href="#">Appendix 34</a>)</li> <li>● Nurture Information (<a href="#">Appendix 35a-c</a>)</li> <li>● Attachment Ambassador Assembly (<a href="#">Appendix 36</a>)</li> <li>● Attachment Working Group Minutes (<a href="#">Appendix 37</a>)</li> </ul>
	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	
<b>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.</b>	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"> <li>● Pupil Check Ins (<a href="#">Appendix 38</a>)</li> <li>● Kirklandpark Health Month (<a href="#">Appendix 39 a&amp;b</a>)</li> <li>● Mental Health Week 2024 (<a href="#">Appendix 40</a>)</li> <li>● Children's Mental Health Week 2025 (<a href="#">Appendix 41 a &amp;b</a>)</li> <li>● SAMH Workshops (<a href="#">Appendix 42</a>)</li> <li>● HT Signposting Staff Support (<a href="#">Appendix 43</a>)</li> <li>● Common Room (P6&amp;7) (<a href="#">Appendix 44</a>)</li> <li>● Staff Self Care- Coffee Van (<a href="#">Appendix 45</a>)</li> <li>● Staff Flexible Working Hours Inservice (<a href="#">Appendix 46</a>)</li> <li>● Feel Good Friday- Staff Recognition (<a href="#">Appendix 47 a-c</a>)</li> <li>● Staff Wellbeing Consultation (<a href="#">Appendix 48</a>)</li> <li>● Attachment Buddy Break Drop In (<a href="#">Appendix 49</a>)</li> <li>● Staff Area Revamped (<a href="#">Appendix 50</a>)</li> <li>● Pupil check ins (<a href="#">Appendix 51</a>)</li> </ul>
	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	

Accreditation Audit: Recognise Behaviour as Communication			
Quality Indicators	Actions	Achieved	Summary of Evidence
<b>There is a consistent message that all behaviour is communication and staff are encouraged to take a curious approach to understanding pupils' behaviour as well as</b>	Staff apply their knowledge of attachment theory to better understand their own and other's behaviours.		
	Staff have opportunities to explore and reflect on their experiences and responses when supporting pupils who are dysregulated.		

<b>reflecting on their own responses.</b>	Staff are curious and seek to understand distressed behaviour using approaches such as ‘wondering aloud’.		
	Staff seek to understand behaviours within the context of a person’s daily lived experience which might be different from their own.		
<b>Attachment-Informed, Trauma Sensitive approaches underpin crisis prevention and intervention practices.</b>	Staff seek to identify potential trauma-related triggers and signs of emotional distress for pupils.		
	Staff understand and apply de-escalation strategies (e.g. stomach breathing, co-regulation, grounding techniques, calming spaces).		
<b>Pupils have access to targeted interventions to support emotional regulation and minimise distressed behaviour—based in the establishment or community—as needed.</b>	Pupils are supported through a range of flexible and differentiated Attachment-Informed, Trauma Sensitive approaches (e.g. Nurturing interventions, Social and Emotional skills based programmes).		
	Staff use methods aimed at supporting emotional regulation such as the PACE Model (Playfulness, Acceptance, Curiosity, Empathy) or Emotion Coaching approach.		
<b>There is a commitment to embody a relational approach to managing conflict in contrast to a behaviour management approach.</b>	<p>Restorative approaches are used to maintain accountability for actions with a specific emphasis on empathy and repairing harm.</p> <p>Staff understand the impact of shame and respond to distressed behaviour in a non-intrusive way e.g. avoiding setting limits and consequences publicly.</p>		

**Accreditation Audit: Respond with Compassion**

Quality Indicators	Actions	Achieved	Summary of Evidence
<b>The environment within the establishment provides a secure base and safe haven for pupils and staff where individuals are encouraged to grow and develop and given emotional support when needed.</b>	Staff ensure that pupils have access to key adults that can offer comfort and reassurance when needed.		
	Staff are emotionally present, attentive and attuned when supporting pupils.		
	The establishment is a safe environment for staff, pupils and families and there is a welcoming atmosphere as you enter the building.		



	There is a promoting positive relationships policy and this is embedded and regularly reviewed.		
	Staff interactions with pupils, families and each other is inclusive and respectful (e.g. approach, tone, body language, facial expressions).		
<b>Attachment-Informed, Trauma Sensitive language is used throughout the establishment in verbal and written communication and is reflected in vision and values.</b>	The language used in policies and procedures is Attachment-Informed and Trauma Sensitive.		
	Written communication with pupils and families reflects an understanding of attachment and trauma.		
	The language used to support pupils who are dysregulated is Attachment-Informed and Trauma Sensitive.		
	Attachment-Informed, Trauma Sensitive language is used consistently across the establishment by teaching and non-teaching staff		
<b>Pupils and their families are actively encouraged to understand and apply Attachment-Informed, Trauma Sensitive approaches in their interactions.</b>	Pupils and their families are provided with information aimed at supporting and understanding stress responses (e.g. fight, flight, freeze, hand model of the brain)		
	Pupils are taught about the importance of relationships, and encouraged to show compassion to others		
	A range of resources are used to build pupils' social and emotional skills		

### **Phase 3: Aligning and Sustaining Attachment-Informed, Trauma Sensitive Approaches**

## Pledge Award – Believe in change

Accreditation Audit: Believe in Change			
Quality Indicators	Examples of Practice	Achieved	Summary of Evidence
<b>There is a process in place to monitor progress with implementation of a whole establishment Attachment-Informed, Trauma Sensitive approach.</b>	Goals and actions related to adopting an Attachment-Informed, Trauma Sensitive approach are shared with staff members and regularly reviewed.		
	The working group receives regular feedback from staff, pupils, and families about progress in adopting an Attachment-Informed, Trauma Sensitive approach.		

	Attachment-Informed, Trauma Sensitive Practice has been incorporated into the establishment planning and monitoring process.		
<b>There are processes in place for ensuring maintenance of Attachment-Informed, Trauma Sensitive Practice (e.g. working groups, Lead and Ambassador roles).</b>	Policy and procedure is reviewed and adapted in line with Attachment-Informed, Trauma Sensitive Practice.		
	Working group meetings are held regularly to maintain a focus on Attachment-Informed, Trauma Sensitive Practice.		
	The working group continues to engage the broader establishment community to maintain engagement and allow for new perspectives and input.		
	Attachment Leads and Ambassadors are given time and support to attend networking events and take forward practice within the establishment.		
	New members of staff are encouraged to complete the Attachment Strategy Learn On Line modules.		
<b>Leadership teams can demonstrate how Attachment-Informed, Trauma Sensitive Practice is impacting on the inclusion of children and young people and improving</b>	Staff report improved outcomes for themselves and others as a result of embedding Attachment-Informed, Trauma Sensitive approaches.		
	Families and the wider community report improved outcomes as a result of the establishment's commitment to Attachment-Informed, Trauma Sensitive Practice.		

<b>outcomes for the whole establishment community.</b>	Children and young people report improved outcomes as a result of the establishment's commitment to Attachment-Informed, Trauma Sensitive Practice.		
	Leaders can demonstrate how Attachment-Informed, Trauma Sensitive approaches are impacting on measures such as attendance, exclusion, attainment, and wellbeing.		
<b>There is a process for ensuring ongoing alignment between different working groups and professional development activities related to Attachment-Informed Practice.</b>	<p>Staff demonstrate an understanding of how similar approaches align.</p> <p>Attachment-Informed, Trauma Sensitive working groups and complementary working groups meet regularly about activities and plans to achieve sustainability.</p> <p>Staff use a number of resources including the Nurturing Interventions Toolkit and PPRUDB Resource to support ongoing Attachment-Informed, Trauma Sensitive Practice</p>		

Accreditation Submission - Establishment	
Name of establishment	
Name of person(s) submitting accreditation	
Designation(s)	
Email Address(s)	
Date of submission	
Pledge(s) being submitted	

Accreditation audit attached:	<input type="checkbox"/>
Action plans/supporting documents attached	<input type="checkbox"/>

Accreditation Submission – Accreditation Group	
Date of meeting	
Name of establishment	
Pledge(s) being submitted	
Accreditation audit attached:	<input type="checkbox"/>
Action plans/supporting documents attached:	<input type="checkbox"/>

Pledge Award Achieved:  Yes <input type="checkbox"/>  No <input type="checkbox"/>	
Comments:	
Next steps:	
Accreditation Group Signature(s)	