**TIS Consultancy Support Visit**

**Report Visit Template**

**School:**

**Headteacher:**

**Date:**

**Consultants:**

**Headstart Kernow School link / lead:**

Documents received prior to the visit included:

* Exclusions data
* Newsletters /website links
* Ofsted report
* Behaviour/relationship policies
* HSK Lead contact details
* HSK action plan
* Completed implementation checklist (self – assessment)
* School agreed timetable for the day

**Evidence and self/assessment implementation checklist for Protect, Relate, Regulate, Reflect** (Used by the consultants during the visit)

**Scoring descriptors**

 1 = Not yet in place or not yet secure

2 = Securely in place

3 = Embedded/good practice

|  |  |
| --- | --- |
| **Protect** | **Score**  |
|  | Critera | Evidence |  |
| 1 | Ensuring children feel psychologically safe in school due to an established culture of warmth and social engagement in staff-pupil interactions |  |  |
| 2 | Key interventions implemented to support a culture of warmth and social engagement in staff-pupil interactions |  |  |
| 3 | Staff trained in empathic and playful modes of interaction (attending specifically to use of their language and voice) |  |  |
| 4 | Staff using empathic and playful modes of interaction (attending specifically to use of their language and voice) |  |  |
| 5 | Vulnerable children knowing when and where to find at least one specific and emotionally-available adult |  |  |
| 6 | Vulnerable children having daily, easy access to at least one specific and emotionally-available adult |  |  |
| 7 | School staff adjusting expectations and practices around vulnerable children to correspond with those children’s developmental capabilities and experience of traumatic stress and loss. |  |  |
| 8 | Interventions and implementations showing that the emotional well-being of staff is high priority/ to carry out duty of care to staff |  |  |
| 9 | Ensuring that school staff feel valued and highly respected by Senior Leads, with frequent feedback from Senior Leads on what they are doing well with specific reference to how they are enhancing the children’s wellbeing. |  |  |

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| **Relate** | **Score**  |
|  | Criteria | Evidence |  |
| 10 | A Relationship Policy (for staff) alongside Behaviour Policy (for pupils) |  |  |
| 11 | Staff trained in interventions that help them get to know children better on an individual basis |  |  |
| 12 | Staff using interventions that help them get to know children better on an individual basis |  |  |
| 13 | A whole-school approach to supporting vulnerable children to see themselves, their relationships and the world more positively |  |  |
| 14 | Helping vulnerable children shift from ‘blocked trust’ to trust, and from self-help to help-seeking |  |  |
| 15 | Provision of repeated positive experiences for children with key emotionally-available adults |  |  |
| 16 | Senior Leads ensuring staff have daily repeated positive relational experiences |  |  |

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| **Regulate** | **Score**  |
|  | Criteria | Evidence |  |
| 17 | A variety of evidence based interventions designed to bring down stress levels in vulnerable children from toxic to tolerable |  |  |
| 18 | Evidence-based interventions that may go some way to repair brain damage caused by painful life experience where there was no social buffering |  |  |
| 19 | Whole-school training in the evidence based research on emotional regulation |  |  |
| 20 | Whole school approach to using PACE (play acceptance curiosity and empathy) with distressed/ stressed parents so they feel calmed, heard, connected with and valued |  |  |
| 21 | Senior Leaders to be aware of high stress states in staff |  |  |
| 22 | Senior Leaders to provide stressed staff with sufficient emotional regulation e.g. ‘Reflect and Restore’ staff-only spaces and evidence based stress reducing interventions, e.g. clinical supervision, timetabled time in a protected calm environment e.g. sensory zone, or for mindfulness |  |  |

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| --- | --- |
| **Reflect** | **Score**  |
|  | Criteria | Evidence |  |
| 23 | All staff trained in the art of good listening and ‘ the words to say it’ for empathic response to pupils, staff and parents |  |  |
| 24 | Key staff trained in reflective conversations to enable vulnerable children to edit the inaccurate narratives they have told themselves |  |  |
| 25 | No child left without help to process, talk through and make sense of major painful life events when they want to, with someone trained to provide empathic response. |  |  |
| 26 | Children provided with the means (e.g. through poetry/music/art/ sandplay/drama) to symbolise painful life experiences through images not just words |  |  |
| 27 | PSHE (Personal, social, and health education) informed by the latest research on the neuroscience and psychology of emotion 28 |  |  |
| 28 | PSHE (Personal, social, and health education) informed by the latest research on the neuroscience and psychology of relationships that harm and relationships that heal |  |  |
| 29 | PSHE (Personal, social, and health education) informed by the latest research on mental health and ill-health (causes as well as symptoms) |  |  |
| 30 | PSHE (Personal, social, and health education) informed by the latest research on how to use life well |  |  |
| 31 | Senior Leaders to provide staff with a forum to talk in confidence about their feelings and particular stress triggers from their work |  |  |

**Minimum-maximum scores**

Protect: 9-27 Relate: 7-21 Regulate: 6-18 Reflect: 9-27 Total: 31-93

**School scores: Protect\_\_\_ Relate\_\_\_ Regulate\_\_\_ Reflect\_\_\_ Total\_\_\_\_**

**The following strengths were evident:**

**Areas to consider developing:**

**Discussion about applications for the Trauma and Mental Health-Informed Schools award:**

**Best practise / case study requests: (if applicable)**

**Further support discussed/required:**

**Skype follow – up meeting: Date: Time:**

**Reported completed by: Date:**

**Copies sent to:**

* Headteacher
* HSK/School Lead
* Rachel Toller (TISUK/Headstart)