

TIS Award. More info: <https://www.traumainformedschools.co.uk/awards>

Self-assessment Implementation checklist for Protect, Relate, Regulate, Reflect

Scoring descriptors

1 = Not yet in place or not yet secure

2 = Securely in place

3 = Embedded/good practice

Minimum-maximum scores

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

Protect			
	Criteria	Evidence	Score
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.		

Relate			
	Criteria	Evidence	Score
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		

Regulate			
	Criteria	Evidence	score
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			
	Criteria	Evidence	Score
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/ sand play/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	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		

Appendix 2 - Suggested / example support visit timetable

8am	Arrive, meet Head quick orientation tour of school
8:30am	Students seen coming to school
9:00am	Meet with HT to talk through school values /ethos and the whole implementation of TIS
9:30am	Meet with TIS school lead to discuss case studies/ use of Motional/resources – spaces
10:00-1:30pm	School to show/timetable a range of activities to include talking to: students/governors/ staff /observing sessions-interventions and breaks/ practice they are proud of / practise they want to share
1:30-2:30pm	Consultant time to pull together feedback
2:30pm	Feedback to Headteacher/SLT and TIS school lead
3:00pm	Consultants leave