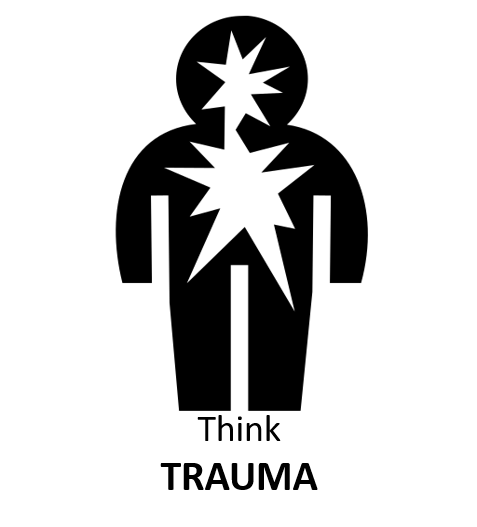
**Westminster Think Trauma School Award**

**Key principles at all levels:**

* + School leaders and Governors have a clear and ambitious vision for providing high-quality, inclusive education to all. This is realised through strong, shared values, policies and practice.
  + Relationships among children, young people and staff reflect a positive and respectful culture.
  + The school community, relationships and environment support the ongoing development of resilience, confidence and independence of children, their families and school staff, helping them to know how to keep mentally healthy.
  + Schools reduce the risk of harm by securing the support children and young people need, or by referring in a timely way to those who have the expertise to help.

**Bronze, Silver and Gold Awards- the Framework:**

|  | **Bronze – Commitment to “Think Trauma”** | **Silver – An Embedded Approach to Trauma** | **Gold – Dynamic approach to Think Trauma - Inspiring and Leading Westminster Schools** |
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| **Governance** | * SLT confirm that awareness of a “Think Trauma” approach is a priority e.g. through SEF, SIP or other published school plans | * Dedicated staff identified: Trauma champion who attends regular meetings with Westminster Champions group * Relevant working group functioning in school with staff who have different roles | * School leaders are members of borough wide steering groups regarding trauma informed approaches * Governors promote Think Trauma across networks of Governors and schools. |
| **Awareness, training, CPD** | * Some staff including a member of Leadership Team have completed locally recognised trauma-informed training or awareness-raising sessions (evidence can include):   + WCC standard introductory session available from April 2021   + 2 Day ARC informed training available to March 2021   + WCC organised conferences for schools | * At least 75% of staff have completed trauma training including Reception, finance, IT, catering, premises, cleaning etc. (to include breakdown of staff numbers by role and numbers who have received training) * Evidence can include:   + Whole school INSET   + Training targeted for teaching staff   + Training targeted for leadership teams   + Training targeted for support staff | * School develops new ideas & best practice for trauma informed working, communicating this to wider school community across Westminster * Staff lead INSET or whole school training in other schools * Staff take part in peer review of other schools to inform Think Trauma School Accreditation. |
| **School Environment** | * Evidence of trauma informed displays or learning resource around school, e.g. in reception, corridors, classrooms | * School has changed the way physical space is organised and planned and/or the way spaces are described to reflect trauma- informed practice | * Staff provide advice and support for other schools regarding trauma-informed learning environments |
| **Policies** | School policies reflect trauma awareness   * Behaviour policy * Anti-Bullying policy * Equal opportunities | * School continually reviews impact of trauma-informed awareness as reflected through their policies * School has involved pupils and parents in development of trauma-informed policies | * Staff provide examples of best practice and advice for other schools regarding development and implementation of trauma-informed behaviour and other policies. |
| **Whole Staff**  **Approach** | * Staff use trauma-informed language in presence of or when communicating with students | * There is a collaborative and well led drive in the school to ensure all staff are aware of how particular approaches or language may prevent or trigger the emotional escalations or outbursts of children who have been affected by trauma. * Plans for individual children are developed through a trauma informed lens. * Evidence that staff receive support regarding safety and wellbeing which is trauma-informed. | * School contributes to or leads best practice guidance for wider schools’ community regarding modelling and development of trauma-informed staff responses to children, young people and colleagues. |
| **Engaging with families and other services** | * Evidence of the school actively involving parents of children who need coordinated support, as part of their “Think Trauma” approach * Staff work with support agencies in a trauma informed way (Early help, family workers, social services, police, YOT, IGU, CAMHS, SEN) | * Schools initiate whole Family Plans which are trauma-informed, to support children they are concerned about, acting as lead practitioner when appropriate. * Where appropriate the school identifies staff who are trauma informed to act as a ‘lead professional’ for whole Family Plans. | * School can evidence impact of engagement of parents in strategies they have developed in terms of better supporting children experiencing difficulties or affected by trauma in school * Schools have evidence of the impact of trauma-informed approaches on outcomes for children’s wider families. |
| **Impact and Outcomes** | * School has identified and agreed a baseline of outcomes that it wants to measure as evidence of the impact of trauma informed approaches (NB this may inform plans submitted towards the Healthy Schools Silver Award) | * Relationships among children, young people and staff reflect a positive and respectful culture. * School has evidence of impact of trauma- informed practice and awareness e.g. on behaviour, relationships, student’s feelings of safety, exclusions or attainment (NB this may inform reviews of plans submitted for the Silver Healthy School and evidence for Gold Healthy School Awards) | * School has reviewed and revised outcomes framework in the light of progress and areas they wish to develop further. (NB this may be informed by review of evidence of impact reviews as part of Gold Healthy School Award) |
| **Trauma Aware Community** | * School has consulted with pupils, parents and staff about the school environment and relationships in the school. * School has briefed and gained support from Governing body regarding adoption of a Think Trauma approach | * School has considered how best to communicate its Think Trauma approach to parents and carers who will have a wide range of experiences within their own families (this should include how all children and staff might benefit from this change or development of approach) * The approach is actively communicated to parents and carers, including ways that parents can support or become involved with this. * A named Governor has taken responsibility to promote Think Trauma approaches. | School shares good practice with other schools  - Open days, visits  - Presentations at conferences or forums |

**School Self Evaluation**

**Bronze Level**

|  | **Bronze – Commitment to “Think Trauma”** | **School’s Evidence** | **Actions proposed by School or Think Trauma Panel** |
| --- | --- | --- | --- |
| **Governance** | * SLT confirm that awareness of a “Think Trauma” approach is a priority e.g. through SEF, SIP or other published school plans |  |  |
| **Awareness, training, CPD** | * Some staff including a member of Leadership Team have completed locally recognised trauma-informed training or awareness-raising sessions (evidence can include):   + WCC standard introductory session available from April 2021   + 2 Day ARC informed training available to March 2021   + WCC organised conferences for schools |  |  |
| **School Environment** | * Evidence of trauma informed displays or learning resource around school, e.g. in reception, corridors, classrooms |  |  |
| **Policies** | School policies reflect trauma awareness   * Behaviour policy * Anti-Bullying policy * Equal opportunities |  |  |
| **Whole Staff**  **Approach** | * Staff use trauma-informed language in presence of or when communicating with students |  |  |
| **Engaging with families and other services** | * Evidence of the school actively involving parents of children who need coordinated support, as part of their “Think Trauma” approach * Staff work with support agencies in a trauma informed way (Early help, family workers, social services, police, YOT, IGU, CAMHS, SEN) |  |  |
| **Impact and Outcomes** | * School has identified and agreed a baseline of outcomes that it wants to measure as evidence of the impact of trauma informed approaches. |  |  |
| **Trauma Aware Community** | * School has consulted with pupils, parents and staff about the school environment and relationships in the school. * School has briefed and gained support from Governing body regarding adoption of a Think Trauma approach |  |  |

**School Self Evaluation**

**Silver Level**

|  | **Silver – A Whole School Approach to Trauma** | **School’s Evidence** | **Actions proposed by School or Think Trauma Panel** |
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| **Governance** | * Dedicated staff identified: Trauma champion who attends regular meetings with Westminster Champions group * Relevant working group functioning in school with staff who have different roles |  |  |
| **Awareness, training, CPD** | * At least 75% of staff have completed trauma training including Reception, finance, IT, catering, premises, cleaning etc. (to include breakdown of staff numbers by role and numbers who have received training) * Evidence can include:   + Whole school INSET   + Training targeted for teaching staff   + Training targeted for leadership teams   + Training targeted for support staff |  |  |
| **School Environment** | * School has changed the way physical space is organised and planned and/or the way spaces are described to reflect trauma- informed practice |  |  |
| **Policies** | * School continually reviews impact of trauma-informed awareness as reflected through their policies * School has involved pupils and parents in development of trauma-informed policies |  |  |
| **Whole Staff**  **Approach** | * There is a collaborative and well led drive in the school to ensure all staff are aware of how particular approaches or language may prevent or trigger the emotional escalations or outbursts of children who have been affected by trauma. * Plans for individual children are developed through a trauma informed lens. * Evidence that staff receive support regarding safety and wellbeing which is trauma-informed. |  |  |
| **Engaging with families and other services** | * Schools initiate whole Family Plans which are trauma-informed, to support children they are concerned about, acting as lead practitioner when appropriate. * Where appropriate the school identifies staff who are trauma informed to act as a ‘lead professional’ for whole Family Plans. |  |  |
| **Impact and Outcomes** | * Relationships among children, young people and staff reflect a positive and respectful culture. * School has evidence of impact of trauma- informed practice and awareness e.g. on behaviour, relationships, student’s feelings of safety, exclusions or attainment |  |  |
| **Trauma Aware Community** | * School has considered how best to communicate its Think Trauma approach to parents and carers who will have a wide range of experiences within their own families (this should include how all children and staff might benefit from this change or development of approach) * The approach is actively communicated to parents and carers, including ways that parents can support or become involved with this. * A named Governor has taken responsibility to promote Think Trauma approaches. |  |  |

**School Self Evaluation**

**Gold Level**

|  | **Gold – Inspiring and Leading Westminster Schools** | **School’s Evidence** | **Actions proposed by School or Think Trauma Panel** |
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| **Governance** | * School leaders are members of borough wide steering groups regarding trauma informed approaches * Governors promote Think Trauma across networks of Governors and schools. |  |  |
| **Awareness, training, CPD** | * School develops new ideas & best practice for trauma informed working, communicating this to wider school community across Westminster * Staff lead INSET or whole school training in other schools * Staff take part in peer review of other schools to inform Think Trauma School Accreditation. |  |  |
| **School Environment** | * Staff provide advice and support for other schools regarding trauma-informed learning environments |  |  |
| **Policies** | * Staff provide examples of best practice and advice for other schools regarding development and implementation of trauma-informed behaviour and other policies. |  |  |
| **Whole Staff**  **Approach** | * School contributes to or leads best practice guidance for wider schools’ community regarding modelling and development of trauma-informed staff responses to children, young people and colleagues. |  |  |
| **Engaging with families and other services** | * School can evidence impact of engagement of parents in strategies they have developed in terms of better supporting children experiencing difficulties or affected by trauma in school * Schools have evidence of the impact of trauma-informed approaches on outcomes for children’s wider families. |  |  |
| **Impact and Outcomes** | * School has reviewed and revised outcomes framework in the light of progress and areas they wish to develop further. |  |  |
| **Trauma Aware Community** | School shares good practice with other schools  - Open days, visits  - Presentations at conferences or forums |  |  |