

ATTACHMENT AWARE SCHOOLS AND SETTINGS AUDIT

An audit of the capacity of the school or setting to support children with attachment and developmental trauma difficulties

Name of school or setting						
Who completed the audit?			Date of audit?			
<p>Advice</p> <ul style="list-style-type: none"> • Build in support and challenge, preferably before, and certainly to follow up the audit via your Virtual School or Educational Psychologist or other professional. • This audit is best done first by the leadership team, applying all questions to themselves and then by/for the whole setting, with the possibility of including the views of young people • The audit is a starting point. The next steps are to draw up your action plan to address issues. <p>Definitions</p> <ul style="list-style-type: none"> • Consciously competent – good at it and can explain it to others • Cutting Edge – could share practice usefully with others <p>Scoring</p> <ul style="list-style-type: none"> • There are five points, which correspond to 20% each, to distribute per question. • Put the numbers where they fit best e.g. for Q5 if you feel that 20% of your staff are cutting edge and 80% know nothing about this put 4 in column 1 and 1 in column 5 and perhaps a comment ‘Ms X has done an MA, could train others.’ • You can apply this to yourself also in which case the % is about your confidence and consistency e.g. 4= ‘80% of the time I’m like this.’ 	1] New area	2] Emerging awareness/competence	3] Competent and aware	4] Consciously Competent	5] Cutting Edge	Evidence/Comments
Individuals - Knowledge						
1. Do staff have up to date knowledge about how children’s brains develop?						
2. Do staff understand the effect of stress on the brain including their own?						
3. Do staff know that their emotional state is the key determinate of the emotional climate in their classroom?						
4. Do staff know what attachment difficulty is and can they identify those affected by it?						
5. Do staff know what trauma is and can they identify those affected by it?						
Individuals - Competence						
6. Are staff able to manage their own response to a child under stress in a way that helps the child to self-regulate and feel safe?						
7. Are staff able to differentiate their strategies according to what is most						

effective with individuals?						
8. Are staff able to reflect on their own responses to stress, including recognising when they have gone into 'fight, flight or freeze'?						
9. Can staff enable children to articulate and reflect on their emotions?						
10. Do staff work within the limits of their own competence and ask for help if they need it?						
11. Are staff able to manage behaviour through relationships [as opposed to relying on external rules and sanctions to 'manage' behaviour for them]?						
Teams						
12. Do teams recognise the different and complementary skills of team members in responding to children's behaviour?						
13. Do teams ask for and use support when they need it?						
14. How effectively do teams solve problems together when dealing with children with attachment and trauma difficulties?						
15. Are teams involved in training about the needs of children with attachment and trauma difficulties fully multi-agency? (do they include carers/parents, psychologists, non-teaching staff and others e.g. crossing people, taxi drivers?)						
16. Are the teams that plan, implement and review strategies to support children with attachment and trauma difficulties fully multi-agency (including the child (as appropriate) carers/parents, psychologists, CAMHS etc.)?						
17. Do written plans [PEPs etc.] reflect 15 and 16 above?						
Environment						
18. Are there readily accessible spaces to allow children to self-regulate safely?						
19. Does everyone know <u>who</u> can access these spaces?						
20. Does everyone know the <u>protocol</u> for accessing these spaces?						
Children and adults – direct support						
21. Does everyone have an identified 'support person' when they need one?						
22. Are children and staff clear about when and how to go to their support person?						

23. How developed is the specialist supervision for staff working directly with children with attachment and trauma difficulties?						
Senior Leaders - summary						
24. At what level would the SLT place itself as a team in relation to all the questions above?						
25. How well developed is the school's strategy for supporting the learning of children with attachment and trauma difficulties?						
26. How well developed is the involvement of governors in this strategy and in training?						
27. How well developed is the involvement of other partners, including parents and carers, in this strategy and in training?						
TOTALS						