Relational Behaviour/ Trauma Informed Practice Audit Tool

(based on Devon Guidance).

(Score each question 1 to 3 where 1 is NOT ESTABLISHED, 2 is WORKING TOWARDS and 3 is IMPLEMENTED EFFECTIVELY).

| Area of Practice | Challenge Questions | Rating: |
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| Whole school ethos/ beliefs and values | To what extent are beliefs and values integral to the whole school ethos?   1. Do the current school values and beliefs include statements which promote trauma informed relational practice? 2. Have these relational values been established collaboratively and communicated with all staff? 3. Are these values expressed in the everyday interactions of staff and the systems they use across the school? 4. How supportive, involved and knowledgeable are senior managers in the process of developing a relational behaviour policy? 5. How knowledgeable and involved are school governors? |  |
| Notes: | | **Overall rating:** |
| Priorities: | Next Steps: |  |

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| Staff development/ Knowledge and Understanding | To what extent are all staff trained in the theory and practice relating to relational needs, restorative practice and the impact of trauma, adverse experiences and attachment insecurity on behaviour?   1. Do staff understand neuropsychology of the flight/fight (Limbic) system of the brain. 2. Do they understand how stress affects development and behaviour, including their own? 3. Understand attachment styles, and attachment behaviours e.g. attention needing, withdrawn behaviours? 4. Understand the relationship between the child’s level of regulation and their own? 5. Understand the impact of ACES and identify students likely to undergone developmental trauma? 6. Have staff had access to multi-agency training about student needs e.g. from CAMHs, OT, psychologists? 7. Are there opportunities for some staff to develop expertise in this area and lead on school wide developments? 8. Are new staff able to access training to support trauma informed practice? |  |
| **Notes:** | | Overall rating: |
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| Developing relationships: protection, connection, understanding and care | To what extent are all staff aware of the need for secure relationships and what key components of the relationship are in terms of providing protection, connection, understanding and care?  Are staff able to:   1. Use their relationships with students to regulate emotions and behaviour without over-reliance of sanctions? 2. Do all staff understand their role in developing relationships through their daily interactions with students? |  |
| Notes: | | **Overall rating:** |
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| Supporting inclusion and removing barriers | How well does the school support inclusion and belonging to ensure equal opportunities for children from vulnerable and disadvantaged groups?  To what extent:   1. Do all staff have the skills to meet pupil additional needs through quality first teaching? 2. Are all staff aware of the needs of those children most at risk of exclusion and disengagement (e.g. children who are looked after, those from disadvantaged backgrounds)? 3. Do senior managers gather and analyse data (attendance, internal sanctions and exclusion, participation) for particular vulnerable groups to ensure inclusion and equality? 4. Does the school celebrate and value diversity (race, sex, sexuality, language, gender, class etc.), and is this evident through the actions of staff, curriculum, environment, and events? |  |
| Notes: | | **Overall rating:** |
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| Limit setting/ making and maintaining agreements | To what extent are the making and maintaining of agreements an integral part of teaching?  To what extent:   1. Are rules understood as ‘agreements’ made collaboratively with children adults and the school community? 2. Are agreements meaningful, clear, communicated and expressed positively? 3. Are agreements referred to ensure that limits to behaviour are understood and learning is harmonious? 4. Are there clear processes for resolving difficulties when agreements are broken?  * What happens? * Is there a process that adults and peers are equally aware of? * Is it a universal approach or adapted depending on the needs of a child? * Are there consequences for children who are disruptive/do not conform to adult instruction? * Where the process is used, are there some children who become more defiant, or behaviour becomes more disruptive?. |  |
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| Keeping things calm/ providing skilled regulation | To what extent are staff skilled at using relational proactive skills to de-escalate and promote calm learning environments?  Are staff able to:   1. Regulate their own feelings in a potential conflict situation with a student? 2. Adapt their response in a crisis to respond to the needs of the particular student? 3. Recognise or reflect on their own responses to threat and stress? 4. Use techniques to help children talk about and begin to regulate their emotions? 5. Seek support from a colleague in a crisis if they cannot cope? 6. None punitive and planned use of safe spaces is promoted to reduce student dysregulation. 7. All staff understand the process for their use. 8. Are the crisis plans for individual pupils monitored and updated by a core team? 9. Are the crisis plans for individual pupils communicated/understood by all staff? |  |
| Notes: | | **Overall rating:** |
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| Using restorative approaches and restorative exploration to repair harm | To what extent do staff understand the concept, purpose and application of a restorative approach in school?   1. Have key staff had restorative approaches training? 2. Are there staff with expertise in this area who can lead a restorative intervention? 3. How well do interventions lead to change in what happens next? 4. How well is this approach embedded in everyday interactions between staff and students? |  |
| Notes: | | **Overall rating:** |
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| Relational approaches in the classroom | To what extent are staff skilled in using relational approaches to manage disruption in the classroom?   1. Do staff adapt their teaching and communication to meet the specific needs and relational history of children? 2. Do staff apply a relational rather than sanction based approach to low level but frequent disruption? This could include using a report card for reflective mentoring support, early liaison with parents, coaching, positive feedback, restorative approaches, emotion coaching. 3. Is there a pastoral support system that targets those who are regularly disruptive with a relational approach? If not, do you have an idea of what this would look like in your school? |  |
| Notes: | | **Overall rating:** |
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| Targeted support for those most in need, and your graduated approach using a plan do review cycle | To what extent are there robust systems for targeted support through a graduated approach and plan do review cycles of intervention?   1. Do student support plans identify and provide relational needs and support? 2. Are there opportunities to plan strategies for children with difficulties with multi-agency teams? 3. Are there written plans to support children who require intervention at a targeted level? 4. Do ALL those students who regularly need one, have an identified KEY ADULT? 5. Are key adults accessible to students WHEN they are needed? 6. Do ALL staff understand procedures for access to the key adult? 7. How meaningfully are parents involved in the plan do review process for individual students? 8. Is the plan do review process to meeting relational needs person centred? (Are children involved?) 9. Are targeted interventions, curriculum adaptations, small groups programmes identified in the school provision map? |  |
| Notes: | | **Overall rating:** |
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| Managing the environment | To what extent is the school environment supportive/consistent with of a relational approach?   1. Does the school have identified ‘safe spaces’ for students to go to calm and dysregulate and are these included within student support plans? 2. Does the school environment support children to feel safe? 3. Does the school environment have spaces, resources and facilities for those children who have sensory processing difficulties? 4. Are there dedicated spaces for adults to meet and work with children that feel safe and contained? 5. Do displays in the school reflect school values and relational inclusivity? 6. Do students have a sense of ownership and participation in the appearance of the school environment e.g. involvement in the design or organisation of classrooms, playgrounds, hall? |  |
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| Working with parents | To what extent are parents involved in the school community, what is their experience?   1. Measures are in place to inform and involve parents in the development of relational behaviour approaches. 2. Parents feel welcome and listened to? 3. School systems support and facilitate communication with parents> |  |
| Notes: | | **Overall rating:** |
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| Involving the child | How are child centred approaches integral to practice?   1. Are students consulted as part of the plan do review process and is their voice and their views incorporated? 2. Are the views of students included in decisions about whole school systems and practice e.g. through a student council? |  |
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| Supporting staff wellbeing | What opportunities are there for staff to access support their own wellbeing?   1. Are there opportunities for staff to connect with colleagues? (e.g. wellbeing/relaxing after school activities, exercise etc? 2. Do staff feel able to discuss their feelings? 3. Do staff have a sense of control and agency over their working practices? 4. Do staff have opportunities for development? 5. Do staff team members recognise the different skills each member has in responding to behaviours? 6. Are there clear systems which staff can rely on to ask for help when they need it? 7. Are key adults working with children with attachment and developmental trauma difficulties able to access regular SUPERVISION? 8. Does the school have a mentoring or coaching system? |  |
| Notes: | | Overall rating: |
| Priorities: | Next Steps: |  |

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| Working with partner agencies and external professionals | To what extent is the school supported by partner agencies in creating and maintaining a relational ethos?   1. How well are partner agencies involved in individual planning for students (as part of the plan do review cycle)? 2. Have partner agencies provided training? 3. Are key staff linked in school and partner agencies and do they have regular dialogue? |  |
| Notes | | Overall rating: |
| Priorities: | Next Steps: |  |