

ACE Readiness Tool for Schools

Early Invention Programme ACE / Trauma Informed Schools

School:		Type: Gender Mix: Language:
Date of Meeting:		
Attendees:		

Core data	2018	Wales
Number of pupils		
Free school meals		
Special Education Needs (SEN) - School Action		
Special Education Needs (SEN) - School Action Plus		
Special Education Needs (SEN) – School Statemented		
English as an Additional Language (EAL)		
Minority Ethnic Pupils		
Pupil/Teacher Ratio		
Full time equivalent of teacher		
Attendance during the year		
School budget per pupil		
Pupils reaching expected level Core subject (Key Stage 2)		
Pupils achieving Foundation Phase		
Personal and social development, well-being and cultural diversity		
Language, literacy and communication skills - English		
Improvement Capacity		
Support Category		

1. Do we recognise the needs of the children and young people who may be affected by traumatic events?

Questions to consider:

- What strategies are put in place to ensure that each pupil's needs are met?
- What wellbeing arrangements are made to ensure that individual pupils have target setting meetings with school staff, outside agencies and parents?
- Who create the interventions for VP pupils?

Evidence may include:

- Evidence or case studies to show how procedures work.
- Progress leader and pastoral leader protocols and processes.
- Evidence of multi-agency work
- Evidence of interventions with children and young people, including ELSA/ALNCo/YEPS
- How do we ensure that progress is made?

Notes:

2. Do pupils who may have been affected by ACEs achieve agreed learning goals? How?

Questions to consider:

- Are there meetings held to ensure that the relevant staff ((ALN/SEN Coordinators) are able to provide guidance and support for curricular leads?
- How do LSA/HTLA help to raise standards for children with ACEs?

Evidence may include:

- Lesson observation
- Departmental minutes
- Schemes of work
- HLTA/LSA minutes from meetings/processes
- ALN processes and policies

Notes:

3. What strategies have been put in place to ensure that attendance is improving in your school?

Questions to consider:

- What are your protocols for individuals, groups, registration classes?
- Can you evidence strategies that have been successful?
- If there have been improvements, are there particular strategies that have worked?
- How have you been working with other agencies and partners to address this issue?
- How could you evidence this?

Evidence may include:

- Senior Leadership Team minutes
- SIP
- SEF
- CSC Data Packs
- Wellbeing Data Packs
- Planning events/records
- Pupil voice and participation minutes
- Surveys and development plans following surveys
- Extra-curricular audits
- Wellbeing questionnaires
- Heads of Year activities
- Rewards and sanctions policy

Notes:

4. Are there significant variations between particular groups of pupils?

Questions to consider:

- If so, have you asked the pupils/parents what the issues are?
- Have you used pupil/parent questionnaires to gauge why some groups of pupils have poor attendance?
- What strategies do you have to counteract these issues?

Evidence may include:

- Processes and protocols to deal with issues noted i.e. anti-bullying strategies.
- YEPS interventions
- Creating a means to ask pupils about trauma induced issues.

Notes:

5. Behaviour and exclusion: Whole School Approaches, Physical Interventions, Inclusion/ Wellbeing areas, Interventions

Questions to consider:

- Is your behaviour policy current? When did you last consult with pupils/staff/governors/parents about the behaviour policy?
- What strategies are being used to create a balanced approach between rewarding pupils and creating sanctions that are appropriate?
- What training has your staff had to diffuse behaviours and create a calm classroom climate?
- Has the school considered trauma knowledge and communication as a whole school strategy?
- What other communication strategies could be used?
- How are incidents of physical intervention recorded and analysed?
- Who is responsible?
- How is the impact of the physical intervention on the child recorded?
- What are the monitoring arrangements for analysing incidents of physical intervention?
- Is the school policy up to date and ratified by Governors?
- Do all learners who have repeated exclusions have access to an IBP or PSP?
- How frequently are plans reviewed and are parents/ carers involved?

Evidence may include:

- Service specific policy/process map
- Guidance
- Communication strategy in place and delivered(newsletters/departmental schemes of work/PSE school framework)
- Behaviour + wellbeing policies

Notes:



6. Do rates of fixed-term and permanent exclusions compare well with national figures and those of similar schools?

Questions to consider:

- What is the school strategy for reducing exclusions?
- Who is responsible for behaviour strategies at school and how do they ensure that there is a consistent approach across the school?
- Is the child or young person's trauma background taken into consideration?
- Is this carefully planned with the Behaviour Support Service/Educational Psychologist Service?
- Have members of the governing body received the training needed if they are on the disciplinary committee?
- How many school transfers have you dealt with this year? Who is responsible for this and what processes have been put in place to deal with this issue?
- Who's responsible for managed moves and the processes which this involves?
- In secondary schools: how do the figures for exclusions per 1,000 pupils and the average days lost to fixed-term exclusion compare?

Evidence may include:

- Service specific policy/process map
- Communication strategy in place and delivered (newsletters/departmental schemes of work/PSE school framework)
- Behaviour + wellbeing policies
- Pupil Surveys
- Outcomes and feedback

Notes:



7. Is teaching resilience recognised as one of the strategies for addressing the need for ACE awareness and planned for accordingly?

Questions to consider:

- If resilience is taught within school is the provision effective?
- Is it incorporated into lessons or taught discretely?
- What systems or communication strategies do we have in place to improve this?
- Who is championing ACE education within each curriculum area?
- Has an audit of provision for ACE awareness been carried out within each curriculum area?
- Does teaching resilience permeate through all aspects of school life?
- Are the children and young people made aware of brain Science?

Evidence may include:

- Lesson observation
- ELSA circles
- Surveys and data
- Exclusions/time out room data
- Behaviour Strategy development for all staff
- PSE Provision
- Welsh BAC

Notes:

8. Range and quality of teaching approaches and current curriculum provision

Questions to consider:

- Do we establish good working relationships that foster learning?
- What do we do if relationships between pupils and staff are poor or inconsistent across the school?
- Is the teaching of resilience having an impact on academic achievement? How is this being evidenced?
- Have teachers and staff been trained in diffusing and reframing behaviours?
- Do teachers plan effectively and have clear objectives for taught PSE sessions and other learning experiences?
- How are other organisations involved (School Community Police Officer/Healthy Schools)

Evidence may include:

- SEF
- SIP
- Departmental Action Plans
- Schemes of work
- Lesson observation
- Assessor interviews.
- PSE curriculum plan
- Evaluations
- Pupil surveys
- Responses to outside agencies interventions
- Circle time in PSE. Evidence from PSE schemes of work
- Healthy Schools evaluations

Notes:

9. Additional Learning Needs - Wellbeing

Questions to consider:

- Do IBPs and PSPs contain appropriate behaviour goals? Do they have an opportunity to give their views about what and how they learn?
- Does the school maintain on roll the pupils who transfer to pupil referral units (PRUs)? Does the school have a clear understanding of and use appropriately, the thresholds for referral used by the local authority for additional support at School Action Plus and statutory assessment? Are the SENCo/ALNCo role and responsibilities clearly defined?
- Are all staff familiar with the school's policies for ALN, inclusion and behaviour, and are they confident in implementing them?
- Is there effective liaison with the local authority to ensure that additional support meets pupils' needs?
- Is the school working well in partnerships such as health services and children's social services?

Evidence may include:

- Departmental Schemes of work
- Evidence of circle time to encourage communication skills and progress in learning.
- Data records that reflect process change.

Notes:

10. Care, support and guidance

Questions to consider:

- How do we promote ACEs to encourage disclosure at school?
- Does the school have a robust plan to deal with trauma and disclosure? Who will champion this work at school?

Evidence may include:

- SEF
- SIP
- Departmental action plans
- Schemes of work
- Extra-curricular data
- Pupil and staff surveys
- Minutes of meetings
- Safeguarding data/file

Notes:

11. Safeguarding

Questions to consider:

- Have all staff had DBS checks in the last 3 years, including administrative and auxiliary staff?
- Have all staff had Child Protection training in the last year?
- What protocols are there in school to keep a record of all safeguarding issues?
- What level of training do all staff have on an annual basis? Is this adequate considering the school's social context?
- What training have heads of year had (secondary school)? What communication skills have they been trained in to deal with disclosure?
- Does our policy set out: the named senior member of staff's responsibilities for dealing with child protection and safeguarding issues, and for providing advice/support to other staff; the designated governor's responsibilities for child protection and safeguarding; clear procedures that reflect the All Wales Child Protection Procedures 2008; arrangements for training?
- Are we collating records about other safeguarding issues such as sexting/cyberbullying etc. What does pupil voice tell us about these issues?

Evidence may include:

- Estyn Safeguarding toolkit
- LAC reviews
- Child Protection Files
- DBS file
- Protocols for visitors and part time staff
- Protocols for all staff and pupils at school
- School excursion protocols
- Wellbeing surveys from pupils, parents. Staff.
- Training opportunities to learn about protecting children.

Notes:

12. Specialist Services

Questions to consider:

- How is the school using the time of the Behaviour Support Service (if applicable)?
- How is the school using the time of the Educational Psychology Service?

Evidence may include:

- Partnership agreements
- Contribution to multi-agency planning
- Partnership meeting minutes
- Referrals
- Evidence that shows that resources are shared (such as shared documents/shared guidance or training).

Notes:

13. Leadership, roles and responsibilities: Has a vision been demonstrated which includes driving forward being an ACE aware school?

Questions to consider:

- Wellbeing and safeguarding leadership. Are these linked effectively together to ensure that all aspects of measuring wellbeing (such as attendance, exclusion and behaviour) are used to ensure that all learners are safe from harm (reasons for poor wellbeing)?
- Are roles and responsibilities defined as far as developing an ACE aware school is concerned? Who will consider each child's needs including those specifically arising from exposure to ACEs in school, including within the governing body?
- How does the school ensure the wellbeing of the staff? Which member of the SLT will embed ACEs training into whole school approaches?
- Who is responsible for multi-agency partnerships in schools?

Evidence may include:

- Partnership agreements
- Contribution to multi-agency planning
- Partnership meeting minutes
- Referrals
- Evidence that shows that resources are shared (such as shared documents/shared guidance or training).

Notes:

Priorities for Development

Data request for evaluation