



Jessica Kingsley
Publishers

These supplementary materials are intended *strictly* for your personal use in connection with the publication they support. They may not be reproduced for any other purposes (including sharing with colleagues or friends, in publications, or sharing on social media) without the permission of the publisher.

1. Leadership and Management

	Not in place currently	Existing work needs embedding	Embedded with evidence to show impact	Notes
Leaders in my school demonstrate the ability to lead and manage the implementation of trauma-informed practices across the school, fostering a supportive and inclusive environment that prioritises the emotional and psychological wellbeing of students and staff.	☐	☐	☐	
Strategic Planning and Implementation: There are trauma-informed principles embedded into the school's policies, procedures, and daily operations, ensuring alignment with the Department for Education's key learning outcomes and enhancing overall school culture.	☐	☐	☐	
Effective Staff Training and Support: Leaders have the knowledge and skills needed to apply trauma-informed practices in their roles, and provide ongoing professional development and support to ensure that all staff members feel confident and competent in addressing the mental health needs of students.	☐	☐	☐	

	Not in place currently	Existing work needs embedding	Embedded with evidence to show impact	Notes
Leaders within our school exemplify and advocate for positive mental health practices, setting a standard for others to follow. For example: 1. Encouraging open communication and creating a supportive environment where staff feel comfortable discussing mental health concerns without fear of stigma or judgement. 2. Modelling healthy work–life balance. 3. Implementing policies and procedures that promote mental wellbeing, such as flexible work arrangements or access to mental health resources and support services. 4. Providing opportunities for professional development and training on topics related to mental health awareness and trauma-informed practice.	☐	☐	☐	
Leaders in my school are adept at making reasonable adjustments to support staff who are experiencing mental health difficulties.	☐	☐	☐	
There is a lead governor for mental health in my school who has received training on mental health and trauma, who has access to relevant data, safeguarding information, and strategic oversight to support effective governance.	☐	☐	☐	

2. Identifying Need and Monitoring Impact

	Not in place currently	Existing work needs embedding	Embedded with evidence to show impact	Notes
As a school, we adopt trauma-informed practices to identify and monitor the mental health and trauma-related needs of young people.	☐	☐	☐	
We have tailored interventions that address the specific mental health and trauma-related issues within the school community.	☐	☐	☐	
As a school, we implement evidence-based interventions that are tailored to the unique context of the school.	☐	☐	☐	
We evaluate the impact of interventions, including changes in mental health symptoms, academic performance, attendance, and behaviour. (Use both quantitative and qualitative data to assess intervention effectiveness and identify areas for improvement.)	☐	☐	☐	
As a school, we share learnings and best practice to foster collaboration and collective action in promoting mental health and trauma-informed practices within the school community.	☐	☐	☐	

3. Targeted Support and Appropriate Referrals

	Not in place currently	Existing work needs embedding	Embedded with evidence to show impact	Notes
As a school, we assess the impact of targeted mental health interventions on student wellbeing and academic performance through regular feedback and progress tracking, and there are clear systems in place to record and monitor support for students.	☐	☐	☐	
We monitor the frequency and effectiveness of staff training sessions on identifying and supporting students with mental health needs, ensuring staff feel confident in making appropriate referrals.	☐	☐	☐	
We gather and analyse feedback from students and parents and carers regarding the support received, including the perceived accessibility and adequacy of mental health services and referrals.	☐	☐	☐	
We track the follow-up process for students referred to external mental health services, ensuring continuity of care and assessing the integration of external recommendations into the school's support plan.	☐	☐	☐	
A strong understanding exists of collaborative partnerships with external agencies capable of offering assistance to students, their families, and staff encountering challenges related to mental health.	☐	☐	☐	

4. Staff Development

	Not in place currently	Existing work needs embedding	Embedded with evidence to show impact	Notes
As a school, we have a shared understanding built on respect and empowerment for all staff (paid and volunteers).	☐	☐	☐	
As a school, we design and implement staff development sessions focused on mental health and trauma-informed approaches, ensuring that all staff members receive training that aligns with their roles and responsibilities.	☐	☐	☐	
We ensure that staff have access to resources, tools, and support networks to address their own mental health needs and seek assistance when required, fostering a culture of care and support within our school community.	☐	☐	☐	
We regularly evaluate the impact of our staff development initiatives on staff knowledge, attitudes, and practices regarding mental health and trauma-informed approaches, using feedback and data to continually enhance and refine our training requirements as a school.	☐	☐	☐	
We collaborate with external mental health experts and organisations to provide specialised training and support for our staff, accessing external resources and expertise to enrich staff development in mental health and trauma-informed practices.	☐	☐	☐	

	Not in place currently	Existing work needs embedding	Embedded with evidence to show impact	Notes
Staff know how and where to access policies and procedures, including the trauma-informed schools mental health policy and trauma-informed staff wellbeing policy.	☐	☐	☐	
Staff understand the school's mental health action plan and are familiar with their respective roles within it.	☐	☐	☐	
Staff and managers recognise the impact of vicarious traumatisation and work to ensure staff are given reflective spaces, regular supervision, and support.	☐	☐	☐	

5. Creating an Ethos and Environment

	Not in place currently	Existing work needs embedding	Embedded with evidence to show impact	Notes
We value creating a safe space for students where they feel seen, heard, and listened to.	☐	☐	☐	
We foster a supportive and inclusive environment where all students feel valued, respected, and encouraged to achieve their full potential, ensuring that every student feels a sense of belonging.	☐	☐	☐	
Staff have a sound understanding of trauma-informed practices, acknowledging that students, staff, and parents and carers who have experienced or are experiencing trauma may feel a lack of safety or control over the course of their life which may cause difficulties in developing trusting relationships.	☐	☐	☐	
Staff feel safe and supported to do their work in line with policies and procedures.	☐	☐	☐	

6. Enabling the Student Voice

	Not in place currently	Existing work needs embedding	Embedded with evidence to show impact	Notes
As a school, we demonstrate empathy, compassion, and kindness towards students and embody the phrase 'nothing about me without me', acknowledging that students are the experts in their journey.	☐	☐	☐	
As a school, we ensure we validate the feelings and concerns of students by listening to what a person values, their preferences and needs, supporting students to make decisions.	☐	☐	☐	
As a school, we explain choices clearly and transparently acknowledging that students who have experienced or are experiencing trauma may feel a lack of safety or control, which can cause difficulties in developing trusting relationships.	☐	☐	☐	
We assess the frequency and impact of student feedback through surveys and suggestion boxes, tracking the number of suggestions implemented and their outcomes.	☐	☐	☐	
We measure the effectiveness of student-led initiatives by monitoring their implementation and assessing their impact on the school community through feedback and outcomes.	☐	☐	☐	

7. Working with Parents and Carers

	Not in place currently	Existing work needs embedding	Embedded with evidence to show impact	Notes
As a school we listen to the views of our parents and carers.	☐	☐	☐	
As a school, we measure the effectiveness of our mental health and trauma-informed communication with parents and carers by gathering feedback on the clarity, frequency, and sensitivity of information shared through newsletters, emails, and meetings, ensuring that it is accessible and considerate of their needs.	☐	☐	☐	
We evaluate the mental health and trauma-informed support and resources provided to parents and carers by gathering their feedback on the usefulness and sensitivity of workshops, informational sessions, and materials designed to help them support their children's education and emotional wellbeing.	☐	☐	☐	
Parents and carers have a sound understanding of the pastoral systems in the school and are aware of whom they can reach out to regarding mental health concerns about their child.	☐	☐	☐	

	Not in place currently	Existing work needs embedding	Embedded with evidence to show impact	Notes
Our school understands families' cultural identities, ethnicities, and language preferences. (How do we know this? How do we actively seek to understand and respond to the needs of our parents and carers?)	☐	☐	☐	
Parents and carers have the opportunity during the school year to have compassionate conversations about their child's mental health and feel supported by the school.	☐	☐	☐	

8. Curriculum, Teaching, and Learning

	Not in place currently	Existing work needs embedding	Embedded with evidence to show impact	Notes
The school incorporates mental health education into the curriculum, ensuring that topics such as emotional regulation and coping strategies are taught across various subjects and year groups.	☐	☐	☐	
The school's curriculum model shows how and when mental health topics will be taught in school (in line with the statutory PSHE programme).	☐	☐	☐	
Staff members delivering lessons on mental health comprehend the importance of safeguarding themselves.	☐	☐	☐	
Teachers utilise trauma-informed approaches to create safe and supportive learning environments, recognising and responding to the diverse needs of students who may have experienced trauma. This can be evidenced by all staff having received training to deliver specific content with a firm knowledge base.	☐	☐	☐	
The school regularly evaluates the effectiveness of its mental health and trauma-informed approaches through student feedback, assessments, and observations, adjusting strategies as needed to meet the needs of students and support their overall wellbeing.	☐	☐	☐	

Notes