

# School Self Evaluation: PROTECT, RELATE, REGULATE, REFLECT

Key competency	Red – Limited Awareness and Practice	Amber – Emerging practice with pockets of good practice across the organisation	Green – Embedded practice a whole organisation approach with suitably trained and skilled adults
<p><b>PROTECT:</b> Schools/organisations are proactive in ensuring that the ethos, environment and relationships not only protect all children and young people from harm, but also actively promote positive emotional and mental health and social development. (Mental Health and Safety not just Physical Health and Safety, for both staff and students)</p>	<p><b>The Culture and Environment</b></p> <ul style="list-style-type: none"> <li>The school has a basic understanding of the need to create a culture that promotes positive mental health and increases psychological as well as physical safety.</li> <li>Leaders are aware of the importance of valuing the whole child and developing a curriculum that supports the development of the whole child.</li> </ul> <p><b>Relationships</b></p> <ul style="list-style-type: none"> <li>Leaders and those with responsibility for pastoral support have an understanding of the importance of social engagement and can articulate what this may look like in practice.</li> <li>Some staff have attended training that has expanded their knowledge of the importance of empathic and playful modes of interaction, but this has not yet been disseminated across the setting.</li> </ul> <p><b>Provision</b></p> <ul style="list-style-type: none"> <li>The school has identified pupils who are vulnerable using a range of criteria for example, ACE scores</li> <li>Provision exists within the school to support vulnerable children and young people but with limited capacity.</li> </ul> <p><b>Staff Wellbeing</b></p> <ul style="list-style-type: none"> <li>Leaders and school staff are aware of the need to support adult positive mental health.</li> <li>They respond positively towards staff at times of crisis.</li> <li>Staff support each other informally and value each other within their teams.</li> </ul>	<p><b>The Culture and Environment</b></p> <ul style="list-style-type: none"> <li>The environment is being developed to promote a sense of calm, safety and wellbeing.</li> <li>There are spaces in the school where colour, texture and space are used effectively.</li> <li>The school's aims and values state the importance of recognising the whole child and there are some examples of good practice.</li> </ul> <p><b>Relationships</b></p> <ul style="list-style-type: none"> <li>Senior leaders and pastoral staff model positive, warm and caring relationships.</li> <li>A number of staff have been trained in playful modes of interaction and staff and teams are encouraged to explore opportunities where relationships and playful approaches might enrich planned learning.</li> </ul> <p><b>Provision</b></p> <ul style="list-style-type: none"> <li>School staff have an understanding of a wide range of criteria that constitute vulnerability for children, young people and their families.</li> <li>The school provides some opportunities or children and young people to engage in experiences that are sensorially and relationally rich.</li> <li>Identified vulnerable children and young people have easy access to an emotionally available adult.</li> </ul> <p><b>Staff Wellbeing</b></p> <ul style="list-style-type: none"> <li>Staff wellbeing and positive mental health is regarded as important. Policies and practice begin to articulate the role the school will play in ensuring the wellbeing of all staff.</li> <li>Staff are praised with specific feedback when observed. This includes reference to pupils' wellbeing.</li> </ul>	<p><b>The Culture and Environment</b></p> <ul style="list-style-type: none"> <li>The environment is sensorily rich.</li> <li>Colour, smell, texture and space throughout the school promotes a sense of wellbeing.</li> <li>Practice across the school holds the whole child at its heart.</li> </ul> <p><b>Relationships</b></p> <ul style="list-style-type: none"> <li>Relationships are consistently and clearly warm and positive. Staff model this through all interactions with each other as well as with young people and parents.</li> <li>All staff understand the impact of empathic playful modes of interaction and increasing cues of safety including tone and intonation of voice, facial expression, body language, use of language, tone and empathic language. These are used consistently, PACEfulness is understood and embodied by all staff.</li> </ul> <p><b>Provision</b></p> <ul style="list-style-type: none"> <li>Interventions are clearly based on promoting positive social engagement and relationships, e.g daily meet and greet, supportive transitions, shared breakfast time, adults engaging in play with children in less structured times.</li> <li>School staff use their knowledge of vulnerability and trauma and adjust their expectations of children accordingly.</li> </ul> <p><b>Staff Wellbeing</b></p> <ul style="list-style-type: none"> <li>Staff recognise the importance of wellbeing and their role in ensuring that their own and others' mental health is well supported.</li> <li>The school promotes and supports mental health, e.g. a range of counselling services, pamper sessions, safe adult space, fun sessions.</li> <li>Senior leaders model best practice sensitively, give meaningful praise and ensure that good practice is celebrated.</li> </ul>

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<p><b>RELATE:</b> Schools/organisations will ensure that all children and young people have access to an emotionally available adult. Children who have experienced one or more ACES (adverse childhood experiences) have daily access to a trusted adult. This needs to be someone that they like, respect and have a positive relationship with. Trusted adults must be consistently available to children at agreed times and places and alternative plans for support need to be in place when the trusted adult is not available. All adults in the school or organisation understand the importance of treating children, young people and each other with kindness, compassion and empathy and have the skills to do so.</p>	<p><b>The Culture and the Environment</b></p> <ul style="list-style-type: none"> <li>• Senior leaders may have an awareness of the value of having a relationships policy in school. There may be plans to consult staff to develop this.</li> <li>• Senior leaders and key staff are aware of the importance of a whole school approach to supporting children and young people to see themselves, their relationship and the world more positively. This has yet to be reflected in practice across the school.</li> </ul> <p><b>Relationships</b></p> <ul style="list-style-type: none"> <li>• The school has undertaken some training.</li> <li>• Some staff may have been trained in attachment or ELSA.</li> <li>• A few key staff may have been trained in PACE and have a basic understanding of PROTECT, RELATE, REGULATE and REFLECT</li> </ul> <p><b>Provision</b></p> <ul style="list-style-type: none"> <li>• Staff understand the importance of repeated positive experiences, but this is not yet consistently applied.</li> <li>• Some staff may understand why some children have blocked trust and cannot ask for help but this is not yet widely understood.</li> <li>• A few staff may have the skills and opportunities to support children to move from blocked trust to trust.</li> <li>• Communication across the school is not completely effective.</li> </ul> <p><b>Staff Wellbeing</b></p> <ul style="list-style-type: none"> <li>• Senior Leaders understand the importance of supporting staff but this has not been formalised across the school.</li> </ul>	<p><b>The Culture and the Environment</b></p> <ul style="list-style-type: none"> <li>• A relationship policy is in place and practice is developing to reflect this.</li> <li>• The majority of children and young people are able to see themselves and relationships in a positive light.</li> <li>• Strategies have been introduced but are not yet securely in place to ensure consistency in daily positive relational experiences.</li> </ul> <p><b>Relationships</b></p> <ul style="list-style-type: none"> <li>• Most staff have taken part in training in PACE and other evidence-based models to support positive relational experiences with children and young people.</li> <li>• Class teachers provide repeated positive relational experiences for children and young people which are familiar and patterned and/or spontaneous and playful across the day.</li> </ul> <p><b>Provision</b></p> <ul style="list-style-type: none"> <li>• Pastoral and key staff use interventions to help them get to know children and young people better.</li> <li>• Key staff and senior leaders work most closely with the most vulnerable children and young people to move them from blocked trust to trust.</li> </ul> <p><b>Staff Wellbeing</b></p> <ul style="list-style-type: none"> <li>• Senior leaders are aware of needs of staff and have plans in place to support staff when needed.</li> </ul>	<p><b>The Culture and the Environment</b></p> <ul style="list-style-type: none"> <li>• A relationships policy is in place and practice actively and consistently reflects the policy.</li> <li>• Practice within the setting supports all children and young people to view themselves and the world positively.</li> </ul> <p><b>Relationships</b></p> <ul style="list-style-type: none"> <li>• Staff have been trained in PACE, and other ways of being in positive relationships with children and young people such as WINE, PROTECT, RELATE, REGULATE and REFLECT</li> <li>• All staff, including cover staff, non-teaching staff contribute to the role of emotionally available adults and provide repeated positive relational experiences for children</li> <li>• This may include meet and greet, check-ins, eating together breaktimes, play activities, 1-1 time out, shared reading, transition time check-ins</li> <li>• Adults are able to skilfully support children and young people to move from blocked trust to trust-based relationships.</li> </ul> <p><b>Provision</b></p> <ul style="list-style-type: none"> <li>• Adults are actively and skilfully using a range of interventions and /or strategies to get to know children better for example: I wish my teacher knew; big empathy drawing; creative activities and conversations.</li> <li>• Children/young people are taught about the science underpinning their responses such as flipping your lid so they are not shamed by this and build insight over time.</li> </ul> <p><b>Staff Wellbeing</b></p> <ul style="list-style-type: none"> <li>• Communication is clear and staff know what is happening and why.</li> <li>• Staff have time to support each other through positive relational experiences</li> </ul>

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<p><b>REGULATE:</b> Schools/organisations are committed to reducing stress in children, young people and staff. Leaders understand the importance of positive interactions between all members of the school / community as key for calming and emotional regulation. This underpins the school/organisation's values and ethos.</p> <p>All adults know how to be in relationship with children, young people and each other in ways that will reduce stress and promote positive physical and mental health</p>	<p><b>The Culture and the Environment</b></p> <ul style="list-style-type: none"> <li>Staff have an understanding of the impact of stress on children and young people and seek to mitigate this in school.</li> </ul> <p><b>Relationships</b></p> <ul style="list-style-type: none"> <li>Some staff may have the skills to support vulnerable children and young people in reducing their stress levels.</li> <li>The school may have undertaken whole school awareness of TIS. Some staff may be familiar with the TIS model.</li> <li>All staff have yet to have training in PACE.</li> </ul> <p><b>Provision</b></p> <ul style="list-style-type: none"> <li>The school relies on outside agencies and commissioned services to support children who need specific interventions.</li> </ul> <p><b>Staff Wellbeing</b></p> <ul style="list-style-type: none"> <li>Staff are encouraged to increasingly have conversations about work life balance and the factors that lead to high stress.</li> </ul>	<p><b>The Culture and the Environment</b></p> <ul style="list-style-type: none"> <li>School systems and policies are being developed with a growing knowledge across the staff based on most recent neuroscience research and the TIS model.</li> <li>The school has developed the environment to reflect green and blue spaces both inside and out.</li> </ul> <p><b>Relationships</b></p> <ul style="list-style-type: none"> <li>All staff use PACE in relationships with children, young people and key staff are using PACE and Key Relational Skills with other adults including parents, particularly at times of stress.</li> </ul> <p><b>Provision</b></p> <ul style="list-style-type: none"> <li>A range of strategies and evidence-based interventions are available for vulnerable children/young people to reduce stress levels.</li> <li>Staff are able to either use evidence-based interventions to support these children themselves or seek support from pastoral and other staff to do this.</li> <li>Key staff are appropriately informed about ways of working with vulnerable children and young people that are reparative and therapeutic, with a specific programme in place for each individual.</li> </ul> <p><b>Staff Wellbeing</b></p> <ul style="list-style-type: none"> <li>Staff are increasingly supported in acknowledging stress levels and the school is building a range of responses to support staff.</li> </ul>	<p><b>The Culture and the Environment</b></p> <ul style="list-style-type: none"> <li>Staff are vigilant in identifying when stress levels are rising for all children throughout the school day and act swiftly to reduce these.</li> <li>The school, the systems and policies are designed around the TIS model to promote emotional regulation.</li> <li>The school actively encourages the use of blue and green spaces and understands the importance of the environment in helping to reduce stress levels.</li> </ul> <p><b>Relationships</b></p> <ul style="list-style-type: none"> <li>School systems, processes and policies underpin the school's value of relationships, particularly at times of stress including skilled use of PACE and Key Relational Skills with adults and children/young people.</li> </ul> <p><b>Provision</b></p> <ul style="list-style-type: none"> <li>A range of evidence-based interventions and strategies are used to reduce stress levels for all children.</li> <li>All staff are appropriately informed about ways of working with vulnerable children and young people that are reparative and therapeutic with a specific programme in place for each individual.</li> <li>Psycho education is used to build children's insight and understanding.</li> </ul> <p><b>Staff Wellbeing</b></p> <ul style="list-style-type: none"> <li>The school is proactive and open in acknowledging the importance of individuals' awareness of their own stress levels.</li> <li>Individuals are empowered to recognise the importance of this and to seek help where necessary.</li> <li>Governors or Directors take the mental health and wellbeing of staff seriously and this is reflected in the environment (with specific spaces designated for staff to relax and restore), in the relationships between adults and proactive programmes for staff.</li> </ul>

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<p><b>REFLECT:</b> All staff are trained in the art of good listening and ‘the words to say it’ for reflective and empathic responses to pupils, staff and parents. Schools applying for the award are able to demonstrate that their PSHE curriculum is based on most recent neuroscience and research into mental health and supports young people to understand the importance of positive mental health, healthy relationships and how to live life well.</p>	<p><b>The Culture and the Environment</b></p> <ul style="list-style-type: none"> <li>The school has an understanding of the impact of painful life events but responses to this are not yet consistent.</li> </ul> <p><b>Relationships</b></p> <ul style="list-style-type: none"> <li>Staff have had some initial training in the impact of empathic listening and how to respond.</li> </ul> <p><b>Provision</b></p> <ul style="list-style-type: none"> <li>The school has yet to provide children with consistent experiences and opportunities to reflect on their painful life experiences through play and arts based activities.</li> <li>The school is either beginning to or has yet to develop a structured programme of PSHE based on the most recent neuroscience, psychology of emotion and relationships.</li> </ul> <p><b>Staff Wellbeing</b></p> <ul style="list-style-type: none"> <li>There is no formal route for staff to share concerns or feelings with senior staff on a regular basis.</li> <li>Staff may well support each other well but this is not overseen or managed strategically</li> </ul>	<p><b>The Culture and the Environment</b></p> <ul style="list-style-type: none"> <li>The school has a good understanding of the need to provide children with safe, comfortable spaces in the company of adults who are trained to listen empathically</li> <li>They are developing spaces and opportunities for this to take place.</li> </ul> <p><b>Relationships</b></p> <ul style="list-style-type: none"> <li>All staff have been trained in the art of good listening with children and young people and provide increasingly skilled responses.</li> <li>Key staff are trained and skilled in reflective conversations with vulnerable children/young people which over time enable them to edit inaccurate narratives.</li> </ul> <p><b>Provision</b></p> <ul style="list-style-type: none"> <li>The school is developing approaches for all children and young people to explore and reflect on their emotions and experiences through a range of play and arts-based activities.</li> <li>The school has recognised the importance of delivering a programme age appropriately for pupils to learn about neuroscience and the psychology of emotions and relationships.</li> <li>The school understands the importance of educating pupils about mental health and mental ill health.</li> <li>It provides a range of learning opportunities to do so but this is not yet within a structured programme.</li> <li>Staff are developing skills and knowledge within this subject area.</li> </ul> <p><b>Staff Wellbeing</b></p> <ul style="list-style-type: none"> <li>The school is aware of the importance of providing staff with confidential spaces to share their views and feelings.</li> <li>This is not yet consistently in place.</li> <li>Adults check in with each other and in particular following difficult issues. This can be on an informal basis.</li> </ul>	<p><b>The Culture and the Environment</b></p> <ul style="list-style-type: none"> <li>Empathic listening is recognised as an important tool across the whole organisation including children/ young people, parents and staff.</li> <li>Staff show sensitivity and skill in their responses with a clear understanding of the impact of being present and responding appropriately.</li> <li>All staff understand the impact of major painful life events and are able to respond swiftly with an appropriate response as issues arise.</li> </ul> <p><b>Relationships</b></p> <ul style="list-style-type: none"> <li>Children trust adults who are compassionate and consistent.</li> <li>All adults actively demonstrate good listening, empathic responses and find time and ways to support vulnerable children to share talk about their feelings.</li> </ul> <p><b>Provision</b></p> <ul style="list-style-type: none"> <li>All staff understand how a range of arts and play-based approaches may support reflection on painful life experiences, reflecting on emotions and experiences.</li> <li>Key staff are trained and skilled in reflective conversations with vulnerable children/young people.</li> <li>The importance of this is understood by Governors/ Directors and other stakeholders.</li> <li>The school uses a structured programme in order to teach neuroscience and the psychology of emotion and relationships across the school.</li> <li>It educates pupils about mental health and mental ill-health.</li> </ul> <p><b>Staff Wellbeing</b></p> <ul style="list-style-type: none"> <li>The school has created confidential forums where staff are able to reflect particularly on work-based stresses.</li> <li>Staff receive supervision, in particular those working with children with complex needs.</li> </ul>