# TIS UK Award Application

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| **School/ Organisation:** |  |
| **Address:** |  |
| **Headteacher/ Manager:** |  |
| **Key Contact:** |  |
| **Contact details:** | **Telephone:** |
| **Email:** |
| Please return completed applications to: **awards@traumainformedschools.co.uk** |

**Award Applied for: (Please refer to the published eligibility criteria on the website https://www.traumainformedschools.co.uk/awards)**

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| **Trauma Informed Schools Mentally Healthy School Award** | YES/NO |
| **Trauma Informed Schools Trauma Informed School Award****Schools/organisations must have completed the following trainings run by Trauma Informed Schools UK: a) The whole school training and b) Senior Lead/Head has completed the 10 day Diploma in Trauma and Mental Health Informed Schools and Communities. In settings where all senior team have attended the 2 day SLT training an alternative member of staff attending the 10 day course will suffice.***Please note the Trauma and Mental Health Informed Awards application process involves the TISUK Implementation Checklist. This can be found in your TISUK Practitioner Handbook, or SLT Booklet.* | YES/NO |

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| **For Schools applying for the Trauma Informed School Award please complete the information requested regarding Practitioners and Whole School Training.**  |
| **Diploma Training** |
| Date achieved: |  |
| Name of TIS Practitioner: |  |
| **Whole School Training** |
| Date attended:  |  |
| Name of Trainer: |  |
| **SLT Training (2-days)\*** |
| Date attended: |  |
| # of staff attended: |  |

\**If the TIS Practitioner is not a member of the school senior leadership team, then schools must have attended the 2-day SLT training.*

**School/ Organisation Context**

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| **Please provide a brief description of the context of school or organisation applying for the award. It is helpful to give an indication of the core purpose of the organisation, its size and a little information about the community it serves.**  |
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## Please provide a brief description of the ways in which your school or organisation implements our principal model of Protect, Relate, Regulate and Reflect (PRRR)

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| **Protect:** 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).  |
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| **Relate:** 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 childhoodexperiences) 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 atagreed 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.  |
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| **Regulate:** 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.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 |
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| **Reflect:** All staff are trained in the art of good listening and ‘the words to say it’ for reflective and empathic response 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.  |
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| **Any Additional Information:** Please include any other information that you feel is relevant in support of your application.  |
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**Schools are asked to attach a copy of the School Behaviour Policy with their application form and complete the school suspension/exclusion data table below.**

**For Office Use:**

Date Received:

Application assessed by JH/SF/RT

Initial Assessment:

Eligibility criteria met  Deferred pending further information

**School Suspension /Exclusion Data**

Trauma Informed Schools are committed to supporting schools to reduce suspensions and exclusions. Research tells us that children who are suspended or excluded from school are at increased risk of poor educational attainment, behaviour and social disability. Exclusion from school is an ACE. However, we know that there are occasions where schools are faced with no alternative but to suspend or exclude children. Before visiting any school, we request that schools provide us with their suspension and exclusion data and any information that will help us to understand what the school is doing to reduce suspensions.

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| **Suspensions** |
| Academic Year  | Number of Suspensions | Number of days  | Average number of days | Number of children | Additional information |
| 2021/2022 |  |  |  |  |  |
| 2022/2023 |  |  |  |  |  |
| 2023/2024 |  |  |  |  |  |
| **Permanent Exclusions** |
| Academic Year  | Number of Suspensions | Number of days  | Average number of days | Number of children | Additional information |
| 2021/2022 |  |  |  |  |  |
| 2022/2023 |  |  |  |  |  |
| 2023/2024 |  |  |  |  |  |
| **Please provide any further information that you feel will be helpful in demonstrating how the school is working to reduce suspension/exclusion rates.** |
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