

# TIS UK Award Visit Report

<b>School:</b>	Corrie Primary and Nursery School
<b>Headteacher/CEO</b>	Naomi Cartledge
<b>Date:</b>	10 <sup>th</sup> December 2021
<b>Consultant:</b>	Katie Malley

## Documents received prior to the visit included:

- Exclusions data
- Newsletters/website links
- Ofsted report
- Behaviour policy
- Completed implementation checklist (self-assessment)
- School agreed timetable for the day
- Evidence and self/assessment implementation checklist for Protect, Relate, Regulate, Reflect (Used by the consultants during the visit)

## Scoring descriptors

<b>0</b>	Not yet in place/ School has no awareness
<b>1</b>	School has an awareness of this, but practice is not yet secure
<b>2</b>	Securely in place
<b>3</b>	Embedded/good or outstanding practice evident

Protect			
	Criteria	Evidence	Score
1	Ensuring children feel psychologically safe in school due to an established culture of warmth and social engagement in staff-pupil interactions	All children have access to an emotionally available adult. The children state that they can go to any adult in school for help and the adults will respond in the same caring way. Staff greet the children in the mornings at the classroom doors and at the school gates, actively promoting safety cues and enabling children to feel psychologically safe. The Leadership team leads by example in their ways of communicating with their team and the children. The Head Teacher and Deputy Head Teacher have supported their team to build an environment that is warm, happy and engaging for the children and their families by developing good quality relationships built on trust and respect. The school has spent time developing staff knowledge and understanding of ACEs. Staff actively work on developing good quality relationships with their families by ensuring they have time and capacity each morning and after school to meet with parents. Staff interactions with the children are PACEful, warm and supportive. The school is full of fun and laughter	3
2	Key interventions implemented to support a culture of warmth and social engagement in staff-pupil interactions		3
3	Staff trained in empathic and playful modes of interaction (attending specifically to use of their language and voice)		2
4	Staff using empathic and playful modes of interaction (attending specifically to use of their language and voice)		3

Protect			
	Criteria	Evidence	Score
5	Vulnerable children knowing when and where to find at least one specific and emotionally-available adult	and this is also shown in the interactions between children too. When facilitating emotive conversations with children, staff attune appropriately conveying their understanding and actively listening to the children.	3
6	Vulnerable children having daily, easy access to at least one specific and emotionally-available adult	The Learning Mentors are key to the school's robust pastoral support provision and are skilled in ensuring children feel safe and connected in their sessions. When asked what makes Corrie Primary School special, the children said "everybody in it". The children feel safe and enjoy attending school and being with their staff and their peers. Vulnerable children are provided an additional layer of support via the Learning Mentors, however, all children are able to access this provision when needed.	3
7	Promote and value the development of the whole child to ensure that children understand that their self-worth and the self-worth of others cannot be measured simply by tests/exams. <i>'Educating the mind without educating the heart is no education at all' Aristotle</i>	The Head Teacher and Deputy are passionate about educating and developing the whole child and this is clear throughout the school. They actively promote interests in various topics and use the arts to support children to develop their creativity. The school actively seeks to find out what their children are interested in and good at, and then promotes this interest with their various clubs and their creative and well-balanced curriculum. During discussions with the children, they were keen to share the many opportunities the school offers by way of enrichment. Such as themed weeks, visitors and experiences that promote their love learning. Some of the events the school has offered recently are Mental Health Weeks, Aspirations Weeks and Sports Weeks.	3
8	Continually provide experiences for the children that promote and foster a child's love of learning, protect their innate joie de vivre and desire to explore the world around them and engender a sense of purpose in life	The school makes reasonable and appropriate adjustments for each individual child to ensure they are well supported and can spend time with trusted adults to reflect on experiences.	3
9	School staff adjusting expectations and practices around vulnerable children to correspond with those children's developmental capabilities and experience of traumatic stress and loss	The school has two Wellbeing Ambassadors that actively promote wellbeing and the Head Teacher and Deputy support this area of work by leading by example. The school staff, children and families have access to a Counsellor and one of the Learning Mentors is also currently training to be a Play Therapist, which the school is actively supporting.	3
10	Interventions and implementations showing that the emotional well-being of staff is high priority/ to carry out duty of care to staff	The SLT have support strategies in place for all staff across the school, which are tailored to individual need. The SLT are strong in the knowledge that the staff and children's wellbeing is of paramount importance if they are to succeed and do well. They continually check in with staff and highlight what the	3
11	Ensuring that school staff feel valued and highly respected by Senior Leads, with frequent feedback from Senior Leads on what they are doing well with specific reference to how they are enhancing the children's wellbeing.		3

Protect			
	Criteria	Evidence	Score
		staff have done well. This is also evident in the relationships between the staff.	

Relate			
	Criteria	Evidence	Score
12	A Relationship Policy (for staff) alongside Behaviour Policy (for pupils)	<p>The school's behaviour policy is applied in a fair and consistent way considering the individual needs of each child. Sanctions are applied in a non-punitive way helping children to reflect and spend time with an emotionally available adult. The school has invested lots of time and effort to ensure staff have had access to a plethora of training and CPD opportunities to support relationship development between the staff and children and the staff and parents. The staff consistently relate to children in a PACEful manner, and it is clear that relationships are at the heart of the school's work. The staff ensure all children are ready to access class in the morning by checking in with each child. Those that need some additional settling time are supported by key staff across the school and are given breakfast and other supports where needed. This care and support is also evident in the interactions between the adults in school.</p> <p>The children were keen to share how much they enjoyed school and how great their teachers were because they cared for them and wanted the best for them. The children talked about how teachers deal with behaviour incidents in private, how they talk to each child privately to work out what has happened and how they can help.</p> <p>The SLT and Learning Mentors have put support processes in place to ensure that the most vulnerable children have a positive experience at school, have access to the support they need and therefore feel safe and are able to heal, this was extremely evident through the case study discussions.</p> <p>Senior Leads have developed an environment whereby all members of the school community are accepted, supported and welcomed.</p>	2
13	Staff trained in interventions that help them get to know children better on an individual basis		3
14	Staff using interventions that help them get to know children better on an individual basis		3
15	A whole-school approach to supporting vulnerable children to see themselves, their relationships and the world more positively		3
16	Helping vulnerable children shift from 'blocked trust' to trust, and from self-help to help-seeking		3
17	Provision of repeated positive experiences for children with key emotionally-available adults		3
18	Senior Leads ensuring staff have daily repeated positive relational experiences		3

Regulate			
	Criteria	Evidence	Score

19	A variety of evidence based interventions designed to bring down stress levels in vulnerable children from toxic to tolerable	Staff have all accessed ACE's training and understand the impact of toxic stress. The learning mentors deliver various interventions such as Lego Therapy, Mindfulness, Social Groups and Peer Massage. One of the Learning Mentors is also training to be a Play Therapist and therefore utilises therapeutic play and sand play with the children. All classrooms have Calm Corners with various regulatory/ sensory toys and resources. Children are supported to access what they need by adults who model and use talk time to support them. The school has a comprehensive PSHE curriculum by Jigsaw, which is further enhanced by the use of Zones of Regulation and additional support around mental health and emotional wellbeing.	3
20	Evidence-based interventions that may go some way to repair brain damage caused by painful life experience where there was no social buffering		2
21	Whole-school training in the evidence-based research on emotional regulation		2
22	Whole school approach to using PACE (play acceptance curiosity and empathy) with distressed/ stressed parents so they feel calmed, heard, connected with and valued		3
23	Senior Leaders to be aware of high stress states in staff		3
24	Senior Leaders to provide stressed staff with sufficient emotional regulation e.g. 'Reflect and Restore' staff-only spaces and evidence based stress reducing interventions, e.g. clinical supervision, timetabled time in a protected calm environment e.g. sensory zone, or for mindfulness	Although the school hasn't had formal PACE training, their relationships and interactions embody PACE. Staff were also observed being PACEful with parents when meeting and greeting on doors and during conversations throughout the morning. The school has facilitated many opportunities for parents, particularly during lock down, such as counselling, tea and talk and opportunities to meet with class teachers to discuss any worries at the earliest opportunity. SLT are very aware of how stressful the last 18 months has been for staff and therefore ensure they check in with staff regularly and consider workload. The Head Teacher has an open-door policy and staff spoke highly about how supportive and approachable both the Head Teacher and Deputy are. The school has a protected staff room at the front of school which staff can retreat to away from the rest of the building. The Wellbeing Ambassadors regularly remind staff about self care and share ways to do this, which are supported by the SLT.	3

Reflect			
	Criteria	Evidence	Score
25	All staff trained in the art of good listening and 'the words to say it' for empathic response to pupils, staff and parents	<p>All staff respond appropriately to children and meet children where they are. The Learning Mentors work extensively with vulnerable children to help them develop understanding about their life events and to edit their understanding of self and others. The Learning Mentors facilitate a range of group and 1:1 sessions that give children the opportunity to talk with an emotionally available adult and reflect on their narratives. The Learning Mentors offer opportunities for children to symbolise their painful life events through sand play and art and the school works with other external services to support children with higher levels of need, such as Off the Record Counselling Service.</p> <p>The school uses the Jigsaw curriculum and has spent time supporting the children and their families with 'Covid recovery'. The Jigsaw curriculum is a mindful approach to PSHE, which the school uses to support their RSE offer. The school also includes local and world issues into their overall PSHE and RSE curriculum ensuring they develop the children's understanding of the world around them, developing empathy and understanding for others. The school has accessed training through Place2Be and the Anna Freud Institute to support with their mental health curriculum offer.</p> <p>Staff meetings are used as an opportunity for open and honest conversations, so SLT have an accurate view of how staff are feeling and what support is needed. We did discuss the possibility of facilitating staff voice exercises. SLT have close relationships with staff so they are able to identify changes in behaviours and circumstances and therefore offer support, sometimes via the counselling service, at the earliest opportunity.</p>	2
26	Key staff trained in reflective conversations to enable vulnerable children to edit the inaccurate narratives they have told themselves		3
27	No child left without help to process, talk through and make sense of major painful life events when they want to, with someone trained to provide empathic response.		3
28	Children provided with the means (e.g. through poetry/music/art/sandplay/drama) to symbolise painful life experiences through images not just words		3
29	PSHE (Personal, social, and health education) informed by the latest research on the neuroscience and psychology of emotion		2
30	PSHE (Personal, social, and health education) informed by the latest research on the neuroscience and psychology of relationships that harm and relationships that heal		2
31	PSHE (Personal, social, and health education) informed by the latest research on mental health and ill-health (causes as well as symptoms)		3
32	PSHE (Personal, social, and health education) informed by the latest research on how to use life well		3
33	Senior Leaders to provide staff with a forum to talk in confidence about their feelings and particular stress triggers from their work		3

### Minimum-maximum scores

Protect	0-33
Relate	0-21
Regulate	0-18
Reflect	0-27
<b>Total</b>	<b>0-99</b>

### School scores

Protect	32
Relate	20
Regulate	16
Reflect	24
<b>Total</b>	<b>92</b>

### The following strengths were evident:

- Relationships between children and staff, and between the adults are strong and built on a deep understanding of mutual respect and acceptance.
- Interactions between staff and children are PACEful and well modelled between adults.
- The school has a good understanding of their children and families' backgrounds and how this can show up in their day-to-day interactions within school.
- Pastoral provision is robust, and children are well supported both in the moment and over longer periods of work.
- The school embodies their belief of developing the whole child, through it's creative and supportive provision, seeing every child as an individual and actively seeking to promote the individual strengths and interests of each child.
- Work with parents is particularly strong, built on respect and understanding. There is a real focus on developing relationships with home to support the overall development of the child.
- Sanctions are applied in a supportive non-punitive way, offering opportunities to reflect, learn and "make meaning"
- Every child has access to an emotionally available adult/ "Trusted Adult".
- School works with a range of professionals to meet the needs of their community- counsellors, young carers etc.

### Areas to consider developing:

<p><b>Protect</b></p> <p>Possible training/ development around the science of emotion, the neuroscientific base behind why you do what you do. This will enable the Learning Mentors to pick the best intervention, enabling them to focus on supporting the biochemical changes associated with emotional health and mental wellbeing.</p>
<p><b>Relate:</b></p> <p>Possible further development in "playful modes of interaction" for class teachers.</p>
<p><b>Regulate:</b></p> <p>To develop the use of outdoors and use of animals (Biophilia).</p> <p>Whole school approach to sensory breaks.</p>
<p><b>Reflect:</b></p> <p>Formal supervision for staff including the Head Teacher and Deputy.</p>

### Best practise / case study requests: (if applicable)

**Further support discussed/required:**

**Overall Assessment:**

Corrie Primary and Nursery School is a warm and caring school with a welcoming and nurturing environment that places relationships central to its work with its children and their families. The school is committed to ensuring that all children and adults are well supported, and that positive emotional and mental health is a priority, fully understanding that children cannot learn unless they feel psychologically safe. The school is full of fun and laughter and the interactions between staff and children are PACEful, which furthers enhances the school's environment. When facilitating emotive conversations with children, staff attune appropriately conveying their understanding and actively listening to the children. Corrie Primary and Nursery School through it's creative and supportive provision enables children to identify their own individual interests and therefore develop a genuine love of learning. The children feel safe and enjoy attending school. When asked what makes Corrie Primary School special, the children said, "everybody in it". The children were keen to share that they can speak to anyone in school if they need help or if they have any worries, because the teachers care about them. The school has worked hard to ensure they create an environment conducive to good emotional wellbeing and positive mental health and should be extremely proud of all they have achieved. The school provides a safe and supportive environment, that is socially engaging and where all children can thrive.

**Trauma Informed School Award:**

- Recommended
- Deferred pending further evidence

**Copies sent to:**

- Headteacher
- Rachel Toller (TISUK)

Reported completed by:	Katie Malley
Date:	13 <sup>th</sup> December 2021