

TIS UK Award Visit Report

School:	Snowdon Village, Bristol: BFA, City School HQ, Kingswood, The Nest, Engage
Headteacher/CEO	Alex Davies
Date:	12.11.21
Consultant:	Lindsay Winterbourne

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

0	Not yet in place/ School has no awareness
1	School has an awareness of this, but practice is not yet secure
2	Securely in place
3	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	The pupils that attend Snowdon Village can join at varying points throughout the year and at different stages of their education and, depending on their placement, may also return to a home school if appropriate. Staff understand the importance of being able to create environments that promote psychological safety as soon as possible to ensure pupils feel safe, cared for and valued as individuals. For example, at Bristol Futures Academy, all new pupils have a six week 'settling-in' period within the same tutor group to ensure the placement can start as well as possible. This process supports the induction of new pupils and enables adults to get to know them quickly and well - to find out about potential trauma triggers and to be accepting of them at all times. This helps promote positive relationships where pupils feel respected. One pupil, who had only been at City HQ	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)		3
4	Staff using empathic and playful modes of interaction		3

Protect			
	Criteria	Evidence	Score
	(attending specifically to use of their language and voice)	for a few weeks, told me the best thing about the school was that 'the adults respect us'.	
5	Vulnerable children knowing when and where to find at least one specific and emotionally-available adult	Pupils are met at the school gate each morning and greeted on arrival by trusted adults. At Bristol Futures Academy, once students have arrived on site, they hand in their personal belongings including phones and electronic gadgets – this is done with full trust and respect. The students and adults have breakfast together and take part in a range of activities – including playing card games, completing mindfulness activities and board games.	3
6	Vulnerable children having daily, easy access to at least one specific and emotionally-available adult	All pupils have a triangle of emotionally available adults and know they are always available should they need them – they know how to seek them out. Staff attend to the use of their voice, their facial expression as well as their body language to ensure pupils feel safe and able to engage socially. One pupil told me, 'We are always listened to, if I am having a bad day there's always someone to talk to'.	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 school has a wellbeing practitioner who works with those pupils identified as being most in need; these sessions happen weekly on a 1:1 basis. The identification of ACEs is used to identify the kinds of traumatic experiences individual students may have had; it is recognised that there may be others that are not known about.	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's values have been carefully thought through: positivity, equality, resilience and love – which includes 'tough love' and recognises the importance and value of relationships. The promotion and value placed on the development of the whole child is clear to see across the school. At the Nest, where all staff are Thrive trained, each child has at least one 1:1 and 3 x small group sessions of Thrive a week. Each child has a book which acts as a record of their work in this area – filled with photographs and comments illustrating their improvements and achievements. Children at the Nest have access to a range of outdoor learning opportunities including forest school and outdoor classroom (a bespoke programme developed by the school to include learning about nature). At City HQ, Bristol Futures Academy and Kingswood, the pupils were learning a range life-skills including cooking, learning how to launder clothes, self-care as well as being supported to apply for college placements – all under the guidance of supportive and knowledgeable staff. Each pupil has support and interventions that are identified and well-matched to their individual needs – staff recognise these may change and so are adaptable in their approach.	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	Staff across the school feel that their work is valued and that their emotional well-being is of importance to	3
10	Interventions and implementations showing that the emotional well-being of staff is high priority/ to carry out duty of care to staff		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		3

Protect

	Criteria	Evidence	Score
	they are enhancing the children's wellbeing.	the SLT. Senior leaders were observed providing positive feedback and support to staff and celebrating positive achievements. Staff were able to articulate clearly how they know that they are doing a good job – with many of them sitting feedback directly from pupils as being the most satisfying and, in particular, past pupils who had sought them out to thank them for the help they had given them. Staff's wellbeing is supported through a number of ways including the provision of staff-only areas, regular yoga sessions with the school's wellbeing practitioner and peer-to-peer support amongst the staff team.	

Relate

	Criteria	Evidence	Score
12	A Relationship Policy (for staff) alongside Behaviour Policy (for pupils)	There is a school-wide relationship policy in place, and this is reflected in the behaviour policy. Staff have had formal training in PACE, WINE and the impact of trauma on relationships. Much of the training is delivered by the TIS practitioner and it is planned that the Academy Council will also receive some in order that they are better informed and able to support the school's work. The staff are skilled at getting to know the pupils quickly and have strategies in place to support this process; this is particularly pertinent as the pupils join at varying times throughout the school year and at differing points in their education. Staff support this notion by sharing non-teaching times with students. This was observed in action at breakfast time and breaktimes where staff joined in, played games, kicked a football around, talked, joked and shared positive meaningful engaging times with the students. It was evident that the students quickly form positive attachments to the adults. Students value the attachments made with their key adults – one was eager to share some good news from home. The positive relationships extend to the parents and carers. Daily phone calls are made home in the mornings to check that the more vulnerable pupils are on their way to school – these check-ins happen with students and/or parents/carers; they are appreciated and are helping improve attendance whilst also supporting a sense of belonging and unity. The students appreciate being held in mind. The consistency shown from the adults through relationship and the use of safety cues helps the pupils move from blocked trust to trust. A student described one of his key workers as his 'school-mam' – she looks after my needs in school.	3
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		2
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

The school has worked hard to foster supportive and trusting relationships with the wider school family. During lock-down some of the most vulnerable families felt even more vulnerable and the delivery of food parcels (and other essential items like cleaning products) by school staff helped to further improve relationships.

Pupils spend their day with adults who not only teach them but also eat with them, play with them, explore the World with them and take an interest in them as individuals. In this way, the children are provided with repeated positive experiences.

Senior leaders aim to ensure staff have positive experiences. They have breakfast together, spend time doing fun things together and support one another. Staff look out for each other. Inset always starts with doing something together that is enjoyable such as yoga or a local walk.

Regulate			
	Criteria	Evidence	Score
19	A variety of evidence-based interventions designed to bring down stress levels in vulnerable children from toxic to tolerable	<p>The school has worked hard to create an environment that reduces stress levels for students. Each school has appropriate ‘therapy’ rooms and student spaces. At Kingswood a room is set aside for students to access at any time should they need a calm and quiet space. Adults are always available to support students with regulation. The Nest has outside space that is utilised well for a range of formal curriculum learning and other experiential learning as well as for supporting regulation. Staff are calm and use appropriate PACEful approaches and language to support students – they are listened to.</p> <p>A range of interventions are used and available including sand tray, big empathy drawings, mindfulness activities, story boards, PAT dog, and emotions cards. Young people at City HQ were using plasticine, modelling clay and kinetic sand during morning break and were able to talk about how it helped them relax.</p> <p>Snowdon Village is part of a DfE funded project called the AP Taskforce. The school has been selected in recognition of the fact that they are in one of the UKs hot spots for serious youth violence. This is a two year project and will involve partnership working with social care, mental health specialists, the youth offending team, speech and language therapists and careers coaches. The school aims to provide a rich service for students, parents and families which will include a youth club for the local community and provide support accessing the benefit system. The team is being led by the school trauma informed practitioner and there is a strong focus on supporting children who have experienced extreme trauma.</p> <p>The school have just been successful in recruiting their first parent governor; a voice that is much welcomed. Senior leaders are aware of the stress levels staff are under and operate open door policies to staff. All adults take a shared responsibility for their own wellbeing and that of others. Staff have access to the Employees Assistant Programme which provides advice and counselling. It is recognised that staff may need to take time out for a few minutes during the day following difficult or stressful situations – this is accommodated and supported.</p>	2
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		3
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		2

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>Staff respond to pupils positively and take time to listen. Empathy is used as positive communication and staff have had training in ways to do this. Students are encouraged to reflect on a daily basis, talking about a range of things including what has happened during their day as well as other more serious life events as appropriate. Thrive is used to support reflection. At the Nest regular small group sessions are used to scaffold learning and support individual's targets. The use of animals in the school supports reflection. At the Nest, the children were reflecting on how the hamsters had learned to trust the children; how their own careful and caring actions had supported the hamsters to feel safe.</p> <p>Pupils have time, space, and support to help them reflect on the issues affecting them. One child at the Nest commented that he had been helped to 'manage his feelings'.</p> <p>Adults have been trained to support children through a range of creative medium to symbolise their painful life experiences. They understand that not all pupils can find words to do this and so a range of supportive ways are used including art, music, woodwork, sand play and story boards. Reflective spaces are available, and children are always supported by a key adult.</p> <p>For most, PHSE is covered daily; discreetly, incidentally, and as needed. The curriculum is tailored to suit the particular needs of each cohort, reflecting local and cultural needs. The school adapted and tailored sessions for a pregnant student to ensure she was supported, helped and prepared.</p> <p>The programmes used for PHSE include Jigsaw and older pupils also study Citizenship as a core subject; some pupils were sitting their mock exams in this subject. The PHSE curriculum explores the development of the latest neuroscience and psychology of emotion theories as well as mental health. Other topics covered include sleep, healthy eating, knife crime, gangs, body image and substance misuse. Pupils are also taught about the brain and how it works and a range of strategies to support and promote wellbeing and positive mental health.</p> <p>The school SENCO is currently working on developing a tool, Progress Star, to measure, record and target SEMH for each pupil in a meaningful way. This is an ongoing project that once in operation is hoped will help children understand more about themselves and give them direction, raise self-awareness, and guide them to achieve success.</p> <p>Staff have opportunities to talk about their feelings through supervision, with the mental health lead or with senior leads. They are encouraged to complete the school's Wellbeing Action Plan.</p>	3
26	Key staff trained in reflective conversations to enable vulnerable children to edit the inaccurate narratives they have told themselves		2
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		2
29	PSHE (Personal, social, and health education) informed by the latest research on the neuroscience and psychology of emotion 28		3
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		3
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

One pupil's response when reflecting on what he would change about his school, 'Nothing, seriously, I mean it, nothing!'
 At the end of the visit a parent came running towards the principal and stopped her to say, 'Thank you! The work you lot do is amazing. Thank you, you have transformed my son'.

Minimum-maximum scores

Protect	0-33
Relate	0-21
Regulate	0-18
Reflect	0-27
Total	0-99

School scores

Protect	33
Relate	20
Regulate	15
Reflect	25
Total	93

The following strengths were evident:

Positive relationships across all schools are a clear and evident strength - those between staff/staff, staff/pupils and where observed, between staff/parents & carers.
 Staff's knowledge of pupils' individuality is positively exploited to create opportunities to bolster their self-esteem and give them positive experiences that support their emotional development.
 There is a clear understanding and use of PACE by staff to support pupils. PACE displays are informative, relevant and supportive across the school.
 Meet and greet is used effectively at all schools.
 Pupils know how and where to find support from the adults in their schools.
 Pupils' achievements are celebrated, recognized and shared.
 The skills and knowledge of the TIS practitioner have been used positively to support staff training; in particular, with the understanding of ACEs and PACE.

Areas to consider developing:

- Protect:** Senior staff to ensure all staff get regular feedback on how well they are doing; in particular with specific reference to how they are enhancing the children's wellbeing.
- Relate:** Continue to ensure staff receive relevant training in the understanding and effective use of the language / terminology of the PRRRs – especially new staff.
- Regulate:** To further develop the outdoor spaces and consider how these can be used to effectively support regulation of pupils (Grant funding has been sought to develop these areas including a sensory garden)
- Reflect:** Continue the work started by the Principal and SENCo to develop a school-wide system to support and measure SEMH (Progress Star); involve the pupils in the development to make it relevant and meaningful.

Best practise / case study requests: (if applicable)

Further support discussed/required:

(Suggested possible funding/support for school projects may be available through Greggs and Halfords)

Overall Assessment:

Snowdon Village provides a warm caring and compassionate environment in which vulnerable children from across the city and surrounding area are supported by empathic staff to flourish. Due to the positive relationships between the staff and young people that are consistent and PACEful, there is a shared joy and celebration of learning and achievement. The students form lasting and trusting connections with the staff from their school and return to seek out those trusting adults who supported and helped them. The School's TIS practitioner is highly skilled, passionate and dedicated to the work she does within Snowdon Village. PHSE is taught effectively and with flexibility both discreetly and throughout the curriculum to support all pupils. Mental health is also taught, and the value of psycho education is recognised. Snowdon Village has good links with other agencies and local schools and use these to ensure pupils have access to a range of support and development opportunities. The school is led by a dedicated and trauma aware principal who, with the support of the Academy Council, ensure both the pupils' and staff 's mental health needs are supported and given priority.

Trauma Informed School Award:

- Recommended
- Deferred pending further evidence

Copies sent to:

- Headteacher
- Rachel Toller (TISUK)

Reported completed by:	Lindsay Winterbourne
Date:	12.11.21