



Walsall Virtual School

Attachment Aware & Trauma Informed Schools Award

Walsall Attachment Aware & Trauma Informed Schools Award
Information, Audit Tool & Action Research Plan



Walsall Council

Supporting Mental Health and Behaviour through becoming Attachment Aware and Trauma Informed

Introduction

Welcome to the Walsall Virtual Schools Attachment Aware & Trauma Informed Schools Project which is part of Walsall's Building Resilient & Inclusive Communities & Schools (B.R.I.C.S) Project.



The project will support schools through a two-year action research process working towards achieving the Bronze, Silver, Gold & Platinum Attachment Aware Schools Award.

The Criteria for each award clearly maps out what you as a school need to do in order to gain an award at each level. Each level builds on the former level. The evidence you need to gather is over a period of 6 to 9 months from when you start the award.









There is an expectation that schools will achieve the Bronze award at 9 months, the Silver at 18 months and Gold at the end of the two-year project.

Thanks go to the schools that participated in this pilot project from September 2019 – March 2020. This work was completed with Imagine Inclusion Ltd who worked for the Walsall Virtual School and Walsall Educational Psychology Service.

Overview of B.R.I.C.S

| | | | |
|---|---|--|---|
|  <p>What we will do We will develop and embed attachment and trauma aware practice across Walsall</p> | <p>Our priorities</p> <ul style="list-style-type: none"> • Locality working • Strong partnership working across education, health and social care to ensure needs led and cost effective service delivery • Developing high quality practice and support in relation to SEMH • Develop a strong and stable workforce across all schools and services with specialist skills and knowledge • Promote inclusion across Walsall • Improve outcomes for children and young people identified as vulnerable | <p>How we will do it</p> <ul style="list-style-type: none"> • Organisational change approach, underpinned by evidence informed practice • Learn from our own past and from the experiences of other LAs • Ensure all stakeholders/partners take ownership and are fully engaged so that any change to practice and support is right for Walsall children and works for Walsall schools and communities • Review of current policy and practice in relation to SEMH, behaviour and exclusion • Ensure culture and actions are promoted at a leadership level • Support sustainable change through compulsory training and changes to induction processes for Walsall Council staff and school staff (including NQTs and new leaders) | |
| <p>How will we know we have made a difference?</p> | | |  <p>Our obsessions</p> <ul style="list-style-type: none"> • We develop quality connections, conversations and relationships • We know our children and families well • We are all champions for Walsall children |
| <p>What will children & families tell us</p> <ul style="list-style-type: none"> • I am happy and included at school • I know who to talk to if I don't feel included or think my needs are not being met • I think the people that work with me have a good understanding of my needs • I am supported to achieve my aspirations | <p>What will schools/settings tell us</p> <ul style="list-style-type: none"> • We know how to gain access from specialist services as/when required • We feel well supported to meet the needs of vulnerable children and families • We are confident in our knowledge, commissioning and delivery of evidence-based interventions | <p>What will services tell us</p> <ul style="list-style-type: none"> • Number of requests for EHC for SEMH reduced • Number of children EHE due to lack of confidence in school reduced • Number of children missing from Education reduced • Number of children excluded (fixed term and permanent) reduced • Number of children on reduced timetables reduced • Rate of persistent absence reduced • Academic outcomes improved for vulnerable groups • Number of children experiencing repeated managed moves reduced | |

Year 1 Project Timeline

| Steps to | | Details of Project and Timelines to follow |
|---|---|--|
|  | 1 | <ul style="list-style-type: none"> Emails sent out to all school outlining the details of the Attachment Aware & Trauma Informed project and inviting them to be involved. Criteria: currently supporting at least 2 Looked After children within their setting. |
|  | 2 | <ul style="list-style-type: none"> Half Day Briefing for Head teachers & Governors who will receive details about the project as well as gain an insight into the background research underpinning the approaches to become an Attachment & Trauma Aware School. |
|  | 3 | <ul style="list-style-type: none"> Full Day training for two members of staff (DT & Senior staff) who will receive training about the impact of Attachment and Trauma on Learning and how to support these individuals using specialised approaches. A large amount of the content of the day will be developing knowledge and skills in relation Action Research Approaches; Time will be allocated to allow schools to plan their individual projects. Outcome: the development of a research question. |
|  | 4 | <ul style="list-style-type: none"> Whole School Emotion Coaching Training - whole day or 2x twilight sessions. Consultation Support from Specialist Service to help embed the principals learned through the training. Time will be allocated with schools to develop individual action plans to begin the research process. |
|  | 5 | <ul style="list-style-type: none"> CPD Workshop 1: Development of Action Research projects, peer support networks and analysis of case studies to support increasing knowledge and skills. |
|  | 6 | <ul style="list-style-type: none"> CPD Workshop 2: Continued Development of Action Research Project including problem solving using group support through group consultation. Development of tools including: learning walks, qualitative and quantitative methods of data collection and sharing of interventions. |
|  | 7 | <ul style="list-style-type: none"> CPD Workshop 3: Developing Policies. How to develop a Behaviour Policy in line with Attachment & Trauma Awareness Knowledge. Finalising Action Research projects through group consultation. Attachment Aware School Bronze Award Accreditation. |
|  | 8 | <ul style="list-style-type: none"> For ongoing accreditation schools will need to submit the Attachment Aware – Trauma Informed Audit two years for Platinum Award after Gold Completion. |

Criteria Checklist

| Bronze Award Criteria | Evidence (9 months) To be completed by Virtual School | Completed Y/N |
|--|--|------------------|
| At least one named Attachment & Trauma Aware Lead (ATL) in setting (one person to be Designated Teacher for Looked After and Previously Looked After children and young people.) | | |
| Attachment & Trauma Aware Lead/s (ATL) in setting have attended initial one day or two half day workshop / training to include information about: <ul style="list-style-type: none"> • Whole School Audit Tool & Action Research Planning. • Impact of Attachment & Trauma on Learning. • Introduction to Emotion Coaching. | | |
| Setting have completed and sent Whole School Attachment & Trauma Aware Audit Tool for Baseline Data (can use Word Version and / or Online Version). For the link to the online version click here: Online | | |
| Completed Action Research Action Project. | | |
| Whole School Setting have completed a training day or two half day sessions on Emotion Coaching. | | |
| Attachment & Trauma Aware Lead/s (ATL) have attended one out of three CPD Sessions. | | |

Criteria Checklist

| Silver Award Criteria | Evidence (18 months) To be completed by Virtual School | Completed Y/N |
|---|---|------------------|
| Action Research Project Evidence Gathering, for example photos or paperwork of Attachment Aware & Trauma Informed activities completed (this can include evidence of training). | | |
| Update Behaviour Policy in line with Attachment & Trauma Awareness Knowledge. | | |
| School development plan linked to mental health and wellbeing plans. | | |
| Attachment & Trauma Aware Lead/s (ATL) have attended two out of three CPD Sessions. | | |
| Evidence of training / support for parents and carers in relation to Trauma & Attachment and Emotion Coaching. | | |
| Evidence of peer review and paired work with another setting. | | |

Criteria Checklist

| Gold Award Criteria | Evidence (24 months) To be completed by Virtual School | Completed Y/N |
|---|---|------------------|
| There is further evidence of partnerships and good relationships between settings via Peer Review or paired work. | | |
| Attachment & Trauma Aware Lead/s (ATL) has attended three out of three CPD Sessions. | | |
| Evidence of further staff training around the following areas: <ul style="list-style-type: none"> • Emotion Coaching • Attachment & Trauma Awareness • Understanding Stress • Mental Health / Wellbeing | | |
| Action Research Project and Plan Complete. | | |
| Action Research Project summary report complete. | | |
| Whole School Attachment & Trauma Aware Audit Tool Completed to sign off on Gold Award. | | |
| Setting have completed Whole School Attachment & Trauma Aware Audit Tool to Review Baseline Data (Phase 2) and to evaluate progress (can use Word Version and / or Online Version). For the link to the online version click here: Online | | |

| Platinum Award Criteria | Evidence (24 months) To be completed by Virtual School | Completed Y/N |
|---|---|------------------|
| Provide evidence of relevant training to other school settings in relation to Attachment Aware & Trauma Informed activities. | | |
| Develop a further 2-3 year Action Plan based on the Whole School Attachment & Trauma Aware Audit Tool Review of Baseline Data (Phase 2). | | |

We will then invite you to take part in a two-year review to show your ongoing dedication to embedding Attachment Awareness & Trauma Informed approaches into Schools.

| Platinum Plus to show Ongoing Commitment | Evidence (2-3 years) To be completed by Virtual School | Completed Y/N |
|---|---|------------------|
| Two Year Review | | |
| Provide ongoing evidence of work completed and work carried in schools. | | |

Introduction to Walsall Virtual Schools Attachment Aware & Trauma Informed Audit Tool-Ten important themes

The ten themes for the Walsall Virtual Schools Attachment Aware & Trauma Informed Audit Tool are developed from the Mental Health Charter Mark (Aston 2012, 2017, 2019, 2020). The Mental Health Charter Mark bestows an ecological approach to mental health promotion (Aston 2012, 2014, 2019) and was used for the pilot project to formulate necessary themes for an Attachment Aware and Trauma Informed School.

An Attachment Aware & Trauma Informed School values:

| | |
|----------|--|
| Theme 1 | Listening and Participation |
| Theme 2 | Emotional Wellbeing |
| Theme 3 | Knowledgeable & Skilful Adults |
| Theme 4 | Teaching & Learning Experiences |
| Theme 5 | Inclusive Physical Environments |
| Theme 6 | A Safe, Friendly Ethos |
| Theme 7 | Effective Leadership, Strategy and Systems |
| Theme 8 | Partnerships |
| Theme 9 | Resilience |
| Theme 10 | Relationships |



Scoring

When you complete the School Audit Tool please use this scoring system. You can add comments, evidence and dates if you want to, it's up to you. There is an online Walsall Attachment Aware & Trauma Informed School Audit Tool at Imagine Inclusion (click on the link below:



[Imagine Inclusion](https://www.imagineinclusion.co.uk/walsall-attachment-aware-trauma-informed-award)

<https://www.imagineinclusion.co.uk/walsall-attachment-aware-trauma-informed-award>

| Not in Place | Planning to do this | Talking about doing this | This is in Progress | Yes, fully in Place | Comments, Evidence and Dates |
|--------------|---------------------|--------------------------|---------------------|---------------------|------------------------------|
| 0 | 1 | 2 | 3 | 4 | |

| 1. Listening and Participation | | | | | Comments, Evidence and Dates |
|--|---|---|---|---|------------------------------|
| 0 | 1 | 2 | 3 | 4 | |
| There is at least one named Attachment & Trauma aware Lead (ATL) in the setting. (One person to be the Designated Teacher for Looked After or Previously Looked After Children and Young People.) | | | | | |
| The ATL has attended and participated in Walsall Virtual School workshops and networking meetings (evidence of attending three out of three meetings.) They have had training on: <ul style="list-style-type: none"> • Whole School Audit Tool & Action Research Planning. • Impact of Attachment & Trauma on Learning. • Introduction to Emotion Coaching. | | | | | |
| There is an open-door policy in the school for parents/carers of young people with trauma and/or attachment and/or loss related needs. | | | | | |
| Young people are involved in written plans such as PEPs and have a voice that is listened to. | | | | | |
| 2. Emotional Wellbeing | | | | | Comments, Evidence and Dates |
| 0 | 1 | 2 | 3 | 4 | |
| There is a Well-being and Inclusion policy that is visible and understood by everyone; it includes Equality Act (2010) and SEND Code of Practice (2015). | | | | | |
| The setting and community have access to resources, websites and useful, relevant services regarding emotional wellbeing, mental health, anxiety, stress, attachment, trauma and loss. | | | | | |
| There is a focus on staff wellbeing, stress related staff needs. Adults are aware of stress and the impact of stress related illnesses including effects of secondary or vicarious trauma and burnout. | | | | | |
| The wellbeing of staff is taken seriously. Adults have time, regular support and resources to meet their needs. | | | | | |
| 3. Knowledgeable and Skilful Adults | | | | | Comments, Evidence and Dates |
| 0 | 1 | 2 | 3 | 4 | |
| All adults have training to develop knowledge, skills and understanding regarding the impact of attachment and relational, developmental trauma on child and adolescent development, including neurological development. Relevant whole school training in Attachment & Trauma Awareness has been completed. | | | | | |
| Adults feel skilful and confident to support young people who have experiences of trauma, loss or insecure attachments as adults have knowledge and skills to de-escalate situations and to support regulation through co-regulation and an attuned relationship. | | | | | |
| Adults can understand and manage their personal responses to a young person under stress in a way that helps the young person to feel safe. Adults are able to reflect on their own responses to stress, including recognising when they have gone into 'fight, flight or freeze' responses. | | | | | |
| Adults can work within their own competence and ask for help if they need it. | | | | | |

| 4. Teaching & Learning Experiences | | | | | | Comments, Evidence and Dates |
|--|---|---|---|---|---|-------------------------------------|
| Timetables, learning opportunities and strategies for learning are adapted and differentiated to support the individual needs of young people with attachment and trauma needs. | 0 | 1 | 2 | 3 | 4 | |
| Staff are aware of any specific extra help young people with insecure attachment / trauma needs may have e.g. access to a computer, extra time and support for home learning, sensory needs, movement breaks. | 0 | 1 | 2 | 3 | 4 | |
| Staff have skills to support young people with learning based on knowledge and experience. | 0 | 1 | 2 | 3 | 4 | |
| Adults have knowledge regarding young people with attachment and/or trauma needs and know how this may impact their learning and development. This is inclusive of knowledge of the young person's internal working model. | 0 | 1 | 2 | 3 | 4 | |
| 5. Inclusive Physical Environments | | | | | | Comments, Evidence and Dates |
| The environment is physically safe e.g. visitor book, safe entry, medical facilities, physical accessibility. | 0 | 1 | 2 | 3 | 4 | |
| School has predictable and safe spaces that consider individual sensory needs and transitions such as regulation stations, calm corners, transition plans, hydration stations and water bottles available. | 0 | 1 | 2 | 3 | 4 | |
| There are Individual Plans and Risk Assessments informed by de-escalation and based on understanding of underlying functions of behaviour. | 0 | 1 | 2 | 3 | 4 | |
| There is a designated place (or places) for chilling out, rest and relaxation, self-calming and individual worship. All staff and young people know who can access the space and to know the protocol for accessing the space, including young people with attachment difficulties and trauma. | 0 | 1 | 2 | 3 | 4 | |
| 6. A Safe, Friendly Ethos | | | | | | Comments, Evidence and Dates |
| The atmosphere in the setting is confident and calm as adults are aware of the positive features of a calm, inclusive classroom and school climate. | 0 | 1 | 2 | 3 | 4 | |
| When faced with challenges or working with young people with attachment, trauma or loss needs, adults have on-going support and / or supervision from someone with the correct training. | 0 | 1 | 2 | 3 | 4 | |
| Safeguarding procedures are in place and working that are specific to attachment and trauma. There is a Critical Incident Protocol. | 0 | 1 | 2 | 3 | 4 | |
| There are small group and 1-1 therapeutic approaches and relevant supportive interventions for young people to enable young people to understand and manage emotions and keep safe. | 0 | 1 | 2 | 3 | 4 | |

| 7. Committed Leadership, Effective Strategy and Systems | | | | | | Comments, Evidence and Dates |
|--|---|---|---|---|---|-------------------------------------|
| A whole setting audit has been completed using Attachment & Trauma Awareness Audit Tool and a school strategy for supporting learning of children with attachment and trauma needs is in place. Governors and parents/carers are involved in this strategy and training. | 0 | 1 | 2 | 3 | 4 | |
| The systems and structures encourage and support everyone to learn attend and behave in positive ways. The Senior Leadership Team (SLT) focus on the reducing exclusions and social, emotional based needs. | 0 | 1 | 2 | 3 | 4 | |
| The SALT support all staff to learn and implement relational approaches to behaviours that may be challenging to understand manage emotions and behaviour through relationships (as opposed to relying on external rules and sanctions). A Behaviour Policy that is in place in line with Attachment & Trauma Awareness Knowledge. | 0 | 1 | 2 | 3 | 4 | |
| An Action Research Project has been completed and evidence is available. | 0 | 1 | 2 | 3 | 4 | |
| 8. Partnerships | | | | | | Comments, Evidence and Dates |
| The setting has good internal and external partnerships with specialist services, organisations and agencies (statutory, voluntary and third sector) that provide support and advice to the setting and young people and for family partnerships, particularly for young people with attachment and trauma needs to plan, implement and review strategies to support them. | 0 | 1 | 2 | 3 | 4 | |
| There are opportunities for young people to be socially included in and out of school hours. | 0 | 1 | 2 | 3 | 4 | |
| There are invitations for parents/carers of young people with attachment and trauma needs to attend meetings and training relevant to understanding and supporting their needs demonstrating good partnerships. | 0 | 1 | 2 | 3 | 4 | |
| A Team Around The Child / Young Person approach is in place. | 0 | 1 | 2 | 3 | 4 | |
| 9. Resilience | | | | | | Comments, Evidence and Dates |
| Young people are encouraged and supported by adults to be confident and aware of their own talents, strengths and personalities. | 0 | 1 | 2 | 3 | 4 | |
| There is effective identification of young people's needs completed via a pathway process to ensure that young people are supported as soon as possible and that appropriate services are signposted. | 0 | 1 | 2 | 3 | 4 | |
| Young people are prepared and supported to manage, cope and plan for future life changes and transitions. Moving on and transitions are taken seriously with detailed transition plans. | 0 | 1 | 2 | 3 | 4 | |
| Adults are aware of the importance of resilience and how adverse life experiences & trauma can impact on social, emotional, physical, personal development and communication. | 0 | 1 | 2 | 3 | 4 | |
| 10. Relationships | | | | | | Comments, Evidence and Dates |
| Whole School Emotional Coaching Training has taken place. | 0 | 1 | 2 | 3 | 4 | |
| SLT support key staff to have time and training to ensure they develop a safe, trusting and attuned relationship with the young people they support to ensure staff can apply practice to knowledge of how attachment and trauma can affect young people's sense of self and development. | 0 | 1 | 2 | 3 | 4 | |
| Key staff are specifically responsible for supporting young people with trauma and attachment needs at any point in the day, staff and young people know who this is and there are effective plans in place that are known by all. | 0 | 1 | 2 | 3 | 4 | |
| There is evidence of good relationships between settings via Peer Review and attendance at networking meetings or paired work. The ATL has attended and participated in Walsall Virtual School workshops and networking meetings (evidence of attending three out of three meetings.) | 0 | 1 | 2 | 3 | 4 | |

Assessing- Scoring & Interpretation

| Scoring | 0 | 1-4 | 5-8 | 9-12 | 13-16 |
|-------------|---------------------|--|--|---|---|
| Des | NIP | Eme | Dev | Est | Adv |
| Description | Not In Place | Emerging There is a clear focus on the future development of this area | Developing Beginning to implement in some areas within the setting | Establishing In place and spreading across all areas of the setting | Advancing In place, effective we are confident to share good practice with other settings |

| Scoring and Interpretation | | | | | | Scaling Number and Interpretation PHASE 1 | | Scaling Number and Interpretation (Optional) | | Scaling Number and Interpretation PHASE 2 | | Scaling Number and Interpretation (optional) | |
|---|-----|-----|-----|------|-------|---|-----|--|-----|---|-----|--|-----|
| Themes | NIP | Eme | Dev | Est | Adv | Baseline Date: | | Review Date: | | Review Date: | | Review Date: | |
| | 0 | 1-4 | 5-8 | 9-12 | 13-16 | Score | Des | Score | Des | Score | Des | Score | Des |
| 1. Listening and Participation | | | | | | | | | | | | | |
| 2. Emotional Wellbeing | | | | | | | | | | | | | |
| 3. Knowledgeable & Skilful Adults | | | | | | | | | | | | | |
| 4. Teaching & Learning Experiences | | | | | | | | | | | | | |
| 5. Inclusive Physical Environment | | | | | | | | | | | | | |
| 6. A Safe, Friendly Ethos | | | | | | | | | | | | | |
| 7. Effective Leadership, Strategy and Systems | | | | | | | | | | | | | |
| 8. Partnerships | | | | | | | | | | | | | |
| 9. Resilience | | | | | | | | | | | | | |
| 10. Relationships | | | | | | | | | | | | | |
| Overall Total (Optional) | | | | | | | | | | | | | |

Action Research is a process of Assess Plan Do Review

Action Research Project

Once you have completed the Walsall Virtual Schools Attachment Aware & Trauma Informed Audit Tool the information you have gathered about your school will be used to develop an Action Research Project.

The Audit Tool will highlight what you are doing well and what you would like to focus on for future development.

One area of future development will be used to formulate an Action Research Project. You will be supported with the Action Research as part of the Walsall Virtual Schools Attachment Aware & Trauma Informed Schools Project. This Action Research Project forms part of the criteria for Bronze, Silver, Gold and Platinum Awards and will be used to share ideas and practice with others.

The Action Research Planning Tools and Action Research Plan Documents will help you to develop ideas, turn ideas into goals and create workable actions.

Action Research Planning

Planning Ideas

Purpose (What is the problem? Why do you want to investigate it?)



Strategy (How I want to go about it: What needs to be done to address the problem?)

Outcome (What I plan to Achieve: What are the pros and cons of your ideas?)

PROs

CONs

Review (How well did each part go?)



Barriers



Dr Laura Kirven: Senior Educational Psychologist (2019)

ACTION RESEARCH PLAN

| | | | |
|---|-------------------------|--|---|
| Name of setting: | | | |
| Nature of setting (e.g. Primary school): | | | |
| People involved in creating this action plan | | | |
| Name | Designation/role | | |
| | | | |
| | | | |
| | | | |
| | | | |
| Dates of Audit | Baseline Data: | | Review or Phase 2 (Tick appropriate) |
| Dates of Goal Review | | | |
| Final Evaluation Date | | | |
| Phase 2 Start & End Dates | | | |

ASSESSMENT PHASE

What we are doing well and what we are proud of.

Identification of need.

What the Audit has highlighted we need to improve or work on.

PLANNING PHASE

What differences we want to see

Ideas about how we can make changes.

Doing Phase- Results from Baseline Data- Audit Phase 1

| Areas of Need, Focus and Related Goals: | | | | | |
|---|--------------------------|-----------------------|---------------------|--|--------------------------------------|
| 1. | | | | | |
| 2. | | | | | |
| 3. | | | | | |
| Action(s) Steps to reach Goals | Person(s) responsible | Timeline – By when | Resources/time/cost | How will we know we have been successful? | Review and Evaluation Comments |
| | | | | | |
| | | | | | |
| | | | | | |

Action Research Project- Goal

| Area of Need and Focus For Action Research | | | | | |
|--|--------------------------|-----------------------|---------------------|--|--------------------------------------|
| GOAL 1: | | | | | |
| Action(s) Steps to reach Goal | Person(s) responsible | Timeline – By when | Resources/time/cost | How will we know we have been successful? | Review and Evaluation Comments |
| | | | | | |
| | | | | | |
| | | | | | |

Reviewing & Reflecting

| Reflection Diary of Action Research | | | |
|-------------------------------------|---------------------------|-------------------|---------------------|
| Date of Diary Entry | Action(s) Steps detail | Outcome of Review | Changes Implemented |
| | | | |
| | | | |
| | | | |
| | | | |

Reviewing & Reflecting

| Reflection Diary of Action Research | | | |
|-------------------------------------|---------------------------|-------------------|---------------------|
| Date of Diary Entry | Action(s) Steps detail | Outcome of Review | Changes Implemented |
| | | | |
| | | | |
| | | | |
| | | | |

End Of Year 1 Evaluation and Impact For Action Research Project

What went well?

What were the challenges?

What has been the impact for the Action Research Project?

How will you tell others about your Action Research and Share your success?

What do you plan to do next?

Reviewing and Reflecting- Attachment Aware & Trauma Informed

Phase 2 Templates

Review of Areas of Need, Focus & Related Goals

What we achieved

What went well

The challenges / barriers and how we overcome them

What we will work on next

Complete the Attachment Aware & Trauma Informed Audit Review Of Baseline

What the completion of the Attachment Aware & Trauma Informed Audit Phase 2 has highlighted

| ASSESSMENT PHASE 2 | |
|--|--|
| What we are doing well and what we are proud of. | |
| Identification of need. What the Audit has highlighted that we need to work on and/or maintain. | |
| PLANNING PHASE 2 | |
| What differences we want to see | |
| Ideas about how we can make changes. | |

Doing- Phase 2

| Areas of Need, Focus and Related Goals: | | | | | |
|---|--------------------------|-----------------------|---------------------|--|--------------------------------------|
| 1. | | | | | |
| 2. | | | | | |
| 3. | | | | | |
| Action(s) Steps to reach Goals | Person(s) responsible | Timeline – By when | Resources/time/cost | How will we know we have been successful? | Review and Evaluation Comments |
| | | | | | |
| | | | | | |
| | | | | | |

Phase 2- Reviewing & Reflecting

| Reflection Diary of Action Plan | | | |
|---------------------------------|---------------------------|-------------------|---------------------|
| Date of Diary Entry | Action(s) Steps detail | Outcome of Review | Changes Implemented |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |

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Attachment Aware Schools Audit:

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The Attachment Research Community (ARC) <https://the-arc.org.uk>.

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