



# 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 was part of Walsall's Building Resilient & Inclusive Communities & Schools (B.R.I.C.S) Project. This project was initially developed by Walsall Virtual School and Walsall Educational Psychology Service to support schools through a two-year action research process working towards achieving the Bronze, Silver, Gold & Platinum Attachment Aware Schools Award. Initially, schools participated in a pilot project from September 2019 – March 2020. Since this point, the project has been rolled out to over 40 schools within the Local Authority.

The Walsall Virtual Schools Attachment Aware & Trauma Informed Schools Project involves exploration of a settings strengths and areas of development with regards to supporting children who have experienced adversities and disruptions. Following this, schools will be supported to complete a piece of Action Research, which will focus on developing the areas where they have highlighted support was needed. They will have access to a personalised in-school training programme, alongside access to network meetings which enable connection between other settings who are on their 'Attachment Aware & Trauma Informed School' journey. A setting's hard work will be recognised through accreditation along the way, and criteria is set out later in this brochure to highlight how schools can become Bronze, Silver, Gold or Platinum accredited. Each level builds on the former level and we would expect schools to achieve Bronze within 6 months of starting the project, Silver at 9 months and Gold at 12 months.

Steps	Details of Project and Timescales
1	Schools are made aware of the Attachment Aware & trauma Informed (AATI) Schools project and are invited to become involved.
2	When schools are interested, further conversations occur between Walsall Virtual School and Head Teacher, Senior Leadership Team (SLT) and Governors, to outline the project and provide insight into research underpinning the approaches to becoming an Attachment Aware & Trauma Informed (AATI) school. As part of this meeting, we will discuss your readiness to participate and whether this project aligns with your aspirations. Schools will agree an Attachment & Trauma Lead (ATL) (or leads) who will be key liaison with Walsall Virtual School.
3	<ul style="list-style-type: none"> <li>• Half-day session for Head teachers, Senior Leadership and Designated Teacher. This will involve exploring your Attachment Aware &amp; Trauma Informed Schools Audit Tool (shared on pages 8-19) to explore your strengths and areas for development.</li> <li>• Considering the Action Research – Time will be allocated to allow schools to plan their individual projects and to develop a research question to explore.</li> </ul>
4	<p>Whole School Training – this can be provided over one whole day or 2-3 shorter sessions. This will include:</p> <ul style="list-style-type: none"> <li>• Understanding Attachment and Trauma, and the impact this can have on a child's development</li> <li>• Understanding behaviour as a communication</li> <li>• Approaches for supporting children with Attachment and Trauma needs through relational approaches and strategies including Emotion Coaching and PACE.</li> </ul>
5	Consultation Support from Virtual School's Specialist Support Service, to help embed principles learned through the training, and finalising the action research project.
6	CPD Network Meeting 1 – Attachment & Trauma Lead (ATL) or team from each school to connect with other schools to focus on the development of their Action Research Project. To problem solve and discuss ideas across settings.
7	CPD Network Meeting 2 – Developing Policies: How to develop a Behaviour Policy in line with Attachment and Trauma Awareness knowledge.
8	CPD Network Meeting 3 – Presenting Action Research Project so far and sharing learning and development. Once completed, Bronze Award will be accredited. This is usually around 6 months from the start of the project.
9	Schools can attend ongoing CPD through the Walsall Virtual School training offer and support from the Virtual School, Specialist Support Service. Training offers will be communicated with schools directly.
10	Ongoing accreditation will require schools submitting the AA&TI Audit with evidence to Walsall Virtual School for verification. Support will be available through Educational Psychologist consultation where required. We suggest schools aim for Silver at around 9 months from starting the project and Gold after around 12 months. The Platinum Award can be discussed following completion of Gold accreditation.

## Project Timeline

Bronze Award Criteria	Evidence (6 months) To be completed by Virtual School	Completed Y/N
The setting has at least one named Attachment & Trauma Aware Lead (ATL) in setting (one person to be Designated Teacher for children in and previously in care)		
Attachment & Trauma Aware Lead/s (ATL) and appropriate senior leadership members of staff in setting have attended initial session where Whole School Attachment Aware & Trauma Informed Schools Audit Tool has been completed to provide baseline data. This can be completed on the Word Version and / or editable PDF version).		
Whole School Attachment Aware & Trauma Informed Schools Audit Tool has informed the setting's Action Research project and training package.		
Whole School Setting have completed full training day (or separated into 2-3 shorter sessions) including: <ul style="list-style-type: none"> <li>Understanding Attachment and Trauma, and the impact this can have on a child's development</li> <li>Understanding behaviour as a communication</li> <li>Approaches for supporting children with Attachment and Trauma needs through relational approaches and strategies including Emotion Coaching and PACE.</li> </ul>		
Completed Action Research Action Project.		
Attachment & Trauma Aware Lead/s (ATL) have attended the first CPD session		

Silver Award Criteria	Evidence (9 months) To be completed by Virtual School	Completed Y/N
Setting has achieved Bronze Award		
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 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.		

Gold Award Criteria	Evidence (12 months) To be completed by Virtual School	Completed Y/N
Setting has achieved Bronze and Silver Awards		
There is further evidence of partnerships and good relationships between settings via Peer Review or paired work.		
Attachment & Trauma Aware Lead/s (ATL) have attended three CPD sessions.		
<p>Evidence of further support for staff and local community around the following areas:</p> <ul style="list-style-type: none"> <li>• Emotion Coaching</li> <li>• Attachment &amp; Trauma Awareness</li> <li>• Understanding Stress</li> <li>• Mental Health / Wellbeing</li> </ul> <p>This could involve refresher workshops and CPD opportunities for staff, additional training for staff in school or considering additional training and workshops for parents.</p>		
Continued evidence of paired work with another setting. Strong partnerships are developing to share best practice.		
Whole School Attachment Aware & Trauma Informed Schools Audit Tool has been completed again to provide data to review and evaluate progress over the 12 months. This can be completed on the Word Version and / or editable PDF version).		
Action Research Project and Plan completed. School have created a summary report, outlining their project and the impact to share with VS.		

Platinum Award Criteria	Evidence (18 months) To be completed by Virtual School	Completed Y/N
Setting has achieved the Gold Award		
There is further evidence of training to other schools & settings in relation to the Attachment & Trauma informed activities.		
School have developed a further 2–3 year Action Plan based on the whole school Attachment & Trauma Audit Tool		
Continuous evidence of school staff attending Walsall Virtual School training around Trauma and Attachment		

# Introduction to Walsall Virtual Schools Attachment Aware & Trauma Informed Schools Audit Tool

The themes for the Walsall Virtual Schools Attachment Aware & Trauma Informed Audit Tool have been developed from the Mental Health Charter Mark (Aston 2012, 2017, 2019, 2020), Public Health England's guidance on principles of a whole school or college approach to promoting mental health and wellbeing (2015) and The Attachment Research Community's (ARC) Attachment Aware Schools and Settings Audit.

## **An Attachment Aware & Trauma Informed School values:**

- Engagement & Participation
- Effective Leadership, Strategy and Systems
- Knowledgeable & Skilful Adults
- Teaching & Learning Experiences
- Inclusive Physical Environments
- A Safe & Nurturing Ethos
- Effective Partnerships
- Student Voice
- Relationships
- Ongoing Development Through Monitoring & Reviewing

## **What is the purpose of completing the audit?**

The School Audit Tool is designed to help ensure the support you receive is tailored to the strengths and needs of your school. It is a self-assessment exercise which supports us to focus on developing your settings capacity for supporting children with attachment needs and trauma. This will allow us to celebrate your strengths and ensure we tailor your package of support to be most beneficial for your needs. Initially, this provides a starting point and helps to draw up an action plan to address areas for development. The School Audit Tool can then be used as a way of monitoring and adapting your programme of support throughout the project, to help you work towards 'bronze', 'silver', 'gold' and 'platinum' accreditation, where your school as a whole is recognised for how attachment aware and trauma informed you are.



## Completing the audit

As mentioned above, this is a self-assessment exercise, which you can use as frequently as you would like within your setting to monitor your developments over time. It is helpful to complete this audit alongside the Educational Psychologist as part of the initial consultation. Completion of the audit should involve your senior leadership team and appropriate members of staff who have oversight and responsibility for supporting your vulnerable pupils, for example, the SENDCo, Pastoral leads, Safeguarding leads, Designated Teacher.

When you complete the School Audit Tool , please use this scoring system:

1	2	3	4	5
Not in place /New area to consider	We have emerging awareness/ competence/ effectiveness	We are competent, aware, effective	We are consciously competent and effective*	We are cutting edge**

Put the numbers where they fit best when considering your school as a whole e.g. for questions where you feel that some of your staff are cutting edge but there are others who are still at the beginning of their understanding, consider this as a 'whole school' and rate this as a 1 or a 2. It is helpful to add comments or evidence for each point to clarify where you are on your journey, for example, 'Our DT has attended 3 training sessions on offer with the Virtual School's Specialist Support Team (Senior Mental Health Practitioner or Educational Psychologists), and could train others'. Evidence could include data such as 'We have 0% PEx for 10 years' .

It can be helpful to add comments, evidence and dates to support with discussions with the Educational Psychologist throughout the project as you gather evidence for the certification process.

Helpful definitions:

- 'Child/children' - used as a universal term for anyone aged 0-18
- 'Setting' – any school, college, educational provision, alternative provision.
- 'Adults'- refers to all staff within school, including reception staff, caretakers, lunch time supervisors etc. Anyone who comes into contact with children and families.
- 'Carers'- refers to parents, carers and support networks around the family
- 'Stress' - The brains response to challenge, where challenge produces stress hormones. Stress can be healthy if regulated e.g. teacher helps child with challenge of learning something new but toxic if unregulated e.g. child is neglected or abused.
- \* 'Consciously competent' – good at it and can explain it to others
- \*\*'Cutting edge' – Really skilled and feel we could share practice usefully with others

1	2	3	4	5
Not in place /New area to consider	We have emerging awareness/ competence/ effectiveness	We are competent, aware, effective	We are consciously competent and effective*	We are cutting edge**

Engagement & Participation	1	2	3	4	5	Comments, Evidence & Dates
There is at least one named Attachment & Trauma aware Lead (ATL) in our setting. This person or these people will take responsibility for overseeing your settings involvement in the project.						
Your Attachment & Trauma Lead (ATL)/ A&T team have met with the Virtual School Educational Psychologist and have agreed a programme of support based on completion of the School Audit Tool. They commit to ongoing conversations and review of our progress along your journey, and all agree on a piece of action research.						
All setting staff have attended and participated in Walsall Virtual School trainings. How this programme of support will look, will be bespoke to your setting.						
Engagement within ongoing CPD is evident. This could be through: <ul style="list-style-type: none"> <li>Your named ATL will have accessed all network meetings as part of this programme.</li> <li>The ATL having accessed additional CPD sessions available through Walsall Virtual School, to disseminate within your school.</li> <li>Accessing additional, appropriate Attachment and Trauma related training through your external professionals (e.g. Educational Psychologist, VS's Senior Mental Health Lead etc).</li> </ul>						
Subtotal for engagement & participation						=

\* 'Consciously competent' – good at it and can explain it to others    \*\*\*'Cutting edge' – Really skilled and feel we could share practice usefully with others

Effective Leadership, Strategy and Systems	1	2	3	4	5	Comments & Evidence
A whole setting audit has been completed using this 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.						
The systems and structures encourage inclusion and support everyone to learn attend and behave in positive ways. The Senior Leadership Team (SLT) focus on the reducing exclusions and internally supporting social, emotional based needs of your cohort of pupils. <i>Consider your data for timely admissions, attendance, attainment and progress for children, especially those who may have unmet attachment needs and trauma. Also consider your data for internal isolations, suspensions for your cohort and how these could be adapted to best support your children.</i>						
The SLT 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). <b>A Behaviour Policy is in place in line with Attachment &amp; Trauma Awareness knowledge.</b> <i>Support will be available through network meeting attendance for this.</i>						
An Action Research Project has been completed, and evidence is available.						
There is a focus on staff wellbeing and support for all staff (including SLT). Staff wellbeing and stress related needs are taken seriously. Adults have time, regular support and resources to meet their needs. <i>Consider your strategies for staff supervision and support packages available. With this also consider the accessibility of these support networks and how clearly this information is shared.</i>						
There is an open-door policy in the school for parents/carers of children with trauma and/or attachment and/or loss related needs. Our families are comfortable in connecting with us and seeking support when needed.						
Connections with local and/or national support are evident, where best practice is shared between your local school networks.						
Subtotal for effective leadership, strategy and systems						=

Knowledgeable & Skilful Adults	1	2	3	4	5	Comments & Evidence
There is a 'Well-being and Inclusion' policy that is visible and understood by everyone. This includes the Equality Act (2010) and the SEND Code of Practice (2015).						
All adults have training to develop knowledge, skills and understanding regarding the impact of attachment and relational approaches, developmental trauma on child and adolescent development, including neurological development. All adults are aware of how children's brains develop and the implications of this within support offered and teaching and learning.						
Adults have a clear understanding of the effect of stress (both healthy and toxic stress) on the brain of children as well as themselves.						
Adults are aware of the impact of stress related illnesses including effects of secondary or vicarious trauma and burnout.						
There is effective identification of children's needs completed via a pathway process to ensure that children are supported as soon as possible and that appropriate services are signposted to.						
All adults feel skilful and confident to support children who have experiences of trauma, loss or insecure or disrupted attachments through helping children to talk about and reflect on their feelings, stress and behaviour.						
All 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 child under stress in a way that helps the child 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 and feel confident in how to adapt support with this in mind, or the need to seek support from others when they are unable to lead on this themselves.						
Adults can work within their own competence and ask for help if they need it.						
Adults recognise the effectiveness of working collaboratively, and there are clear processes for seeking additional support where required. This should include awareness of how to seek support both within your school network, as well as accessing external professional support						
Subtotal for knowledgeable & skilful adults						=

Teaching & Learning Experiences	1	2	3	4	5	Comments & Evidence
The curriculum content is considered through the lens of attachment and trauma, in order to ensure this is appropriate and accessible for all, based on the understanding of children's individual stories and experiences.						
Timetables, learning opportunities and strategies for learning are adapted and differentiated to support the individual needs of children with attachment and trauma needs.						
Adults have knowledge regarding children with attachment and/or trauma needs and know how this may impact their learning and development. This is inclusive of knowledge of the child's internal working model.						
Staff are aware of any specific extra help children with disrupted attachment / trauma needs may have e.g. planning requirements extra time, access to a computer etc and sensory needs, movement breaks, access to safe spaces, targeted relational interventions and support for families with regards to both emotional literacy development and development in learning.						
Staff have skills to support children with learning based on knowledge and experience.						
Subtotal for teaching & learning experiences						=

Inclusive Physical Environments	1	2	3	4	5	Comments & Evidence
The environment is physically safe e.g. safe entry systems, visitor book, medical facilities, physical accessibility etc.						
Your setting has predictable and safe spaces which consider individual sensory needs and transitions, such as regulation stations, calm corners, calm/safe spaces, transition plans, hydration stations and water bottles available.						
There are Individual Plans and Risk Assessments informed by de-escalation and based on understanding of underlying functions of behaviour. Understanding the purpose or driving forces of 'behaviour' (both externalised and internalised behaviours) is central to these.						
There are easily accessible designated places for chilling out, rest and relaxation, self-calming and individual worship. All staff and children understand the protocol for accessing these spaces, including children with attachment difficulties and trauma. Consider safe spaces for staff to access too in order to self-regulate.						
Subtotal for inclusive physical environments						=

A Safe & Nurturing Ethos	1	2	3	4	5	Comments & Evidence
The atmosphere in the setting is calm and confident, as adults are aware of the positive features of a calm, inclusive classroom and school climate.						
When faced with challenges in working with children with attachment, trauma or loss needs, adults have on-going support and / or supervision from someone with the correct training and expertise.						
Staff wellbeing and stress related staff needs are taken seriously. Adults have time, regular support and resources to meet their needs.						
Safeguarding procedures are in place and working that are specific to attachment and trauma. There is a 'Critical Incident Protocol' within your setting and you understand where support can be sought.						
There is a whole school approach towards understanding children's experiences which surrounds empathy, acceptance, curiosity and restorative approaches. We are clear that our role as adults involves teaching, modelling and guiding children to develop their social and emotional skills.						
There are small group and 1-1 therapeutic approaches and relevant supportive interventions for children to enable children to understand and manage emotions and remain safe.						
Subtotal for a safe & nurturing ethos						=

Effective Partnerships	1	2	3	4	5	Comments & Evidence
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 children and for family partnerships, particularly for children with attachment and trauma needs to plan, implement and review strategies to support them.						
The setting and community have access to resources, websites and useful, relevant services regarding emotional wellbeing, mental health, anxiety, stress, attachment, trauma and loss. Consider how these are communicated with families and where families require an individualised approach to accessing support.						
There are opportunities for children to be socially included in and out of school hours.						
Our setting utilises the skills of all around the child to effectively problem solve when exploring what might be driving children's 'behaviours' (both externalised and internalised) and any unmet attachment/trauma needs. A 'Team Around The Child' approach is in place.						
There are invitations for carers of children with attachment and trauma needs to attend meetings and training relevant to understanding and supporting their needs, demonstrating good partnerships.						
Strategies to support children with unmet attachment needs and trauma are planned with the team that will implement them (including the child (as appropriate) carers/ parents, external agencies including Educational Psychologist, Virtual Schools Senior Mental Health Practitioner, health professionals, CAMHS etc.).						
Your school is aware of what support is available through Walsall Virtual School including, Education Support Workers, access to advice through the Inclusion Hub, advice from the Specialist Support Team (Walsall School Senior Mental Health Practitioner and Educational Psychologist.						
There is commitment in the actions agreed collaboratively, where all involved feel confident in implementing the appropriate support, consistently and effectively.						
Links with other schools have been created to share resources and expertise.						
Subtotal for effective partnerships						=



Student Voice	1	2	3	4	5	Comments & Evidence
Children are involved in written plans such as IEPs, One Page Profiles, PEPs and have a voice that is listened to.						
Children are encouraged and supported by adults to be confident and aware of their own talents, strengths and personalities.						
Children feel safe in seeking support from adults and feel confident that their views and wishes will be listened to and taken seriously.						
Children have an identified 'support person' when they need one. They understand how to seek help from a range of adults when this is needed.						
Subtotal for Student Voice						=

Relationships	1	2	3	4	5	Comments & Evidence
A relational approach is prioritised within our setting. We understand the importance of relationships in supporting those who have experienced disruptions and trauma to ensure they feel safe and secure. 'Connection' is key before 'correction'.						
Whole School training has occurred to support with effective relationships building, to include Emotional Coaching, PACE and understanding the role of the Key Adult, so that all adults feel confident in building relationships with children.						
SLT support key staff to have time and training to ensure they develop a safe, trusting and attuned relationship with the children they support to ensure staff can apply practice to knowledge of how attachment and trauma can affect a child's sense of self and development.						
Key staff are specifically responsible for supporting children with trauma and attachment needs at any point in the day, staff and children know who this is and there are effective plans in place that are known by all.						
There is evidence of good relationships between settings via Peer Review and attendance at networking meetings or paired work. The ATL (and other staff wherever possible) have attended and participated in Walsall Virtual School workshops and networking meetings.						
Adults are aware of the importance of resilience and how adverse life experiences & trauma can impact on social, emotional, physical, personal development and communication.						
Subtotal for relationships						=

Ongoing Development Through Monitoring & Reviewing	1	2	3	4	5	Comments & Evidence
Our setting is committed to regular reviews of our Attachment Aware & Trauma Informed schools project. We recognise that this is a journey where we will adapt along the way, where required.						
We have built links with other schools in our community and across the city, and are sharing resources and expertise in order to develop our practices further.						
We understand the importance of gathering the voice of all who are part of our community and gather regular feedback from adults in school, our children and our families in order to consider where adaptations would be beneficial.						
Subtotal for Ongoing Development Through Monitoring & Reviewing						=

## Assessing – Scoring and Interpretation

Step 1: Add your scores in the table above for each individual area/value measured. Place this in the table below.

Step 2: Calculate the average score for each of the 10 values using the table below. i.e. if your subtotal for Teaching and Learning Experiences was 7, in the final column write 1.4 ( $7 \div 5 = 1.4$ ). Round your average to 2 decimal places.

Values	Total score in this section (taken from audit subtotals)	Calculation	Average Score (round to 2 decimal places)
Engagement & Participation		Total $\div$ 4	
Effective Leadership, Strategy and Systems		Total $\div$ 7	
Knowledgeable & Skilful Adults		Total $\div$ 10	
Teaching & Learning Experiences		Total $\div$ 5	
Inclusive Physical Environments		Total $\div$ 4	
A Safe & Nurturing Ethos		Total $\div$ 6	
Effective Partnerships		Total $\div$ 9	
Student Voice		Total $\div$ 4	
Relationships		Total $\div$ 6	
Ongoing Development Through Monitoring & Reviewing		Total $\div$ 3	

Scoring	$0 < s \leq 1$	$1 < s \leq 2$	$2 < s \leq 3$	$3 < s \leq 4$	$4 < s \leq 5$
Description	Not in place / New area to consider	<b>Emerging</b> There is a clear focus on the future development of this area	<b>Developing</b> Beginning to implement in some areas within the setting	<b>Established</b> In place and spreading across all areas of the setting	<b>Advanced</b> In place, effective we are confident to share good practice with other settings
Des	<b>NIP</b>	<b>Eme</b>	<b>Dev</b>	<b>Est</b>	<b>Adv</b>

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	0 ≤ 1	1 ≤ 2	2 ≤ 3	3 ≤ 4	4 ≤ 5	Baseline Date:		Review Date:		Review Date:		Review Date:	
	NIP	Eme	Dev	Est	Adv	Score	Description	Score	Description	Score	Description	Score	Description
Engagement & Participation													
Effective Leadership, Strategy and Systems													
Knowledgeable & Skilful Adults													
Teaching & Learning Experiences													
Inclusive Physical Environments													
A Safe & Nurturing Ethos													
Effective Partnerships													
Student Voice													
Relationships													
Ongoing Development Through Monitoring & Reviewing													
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**

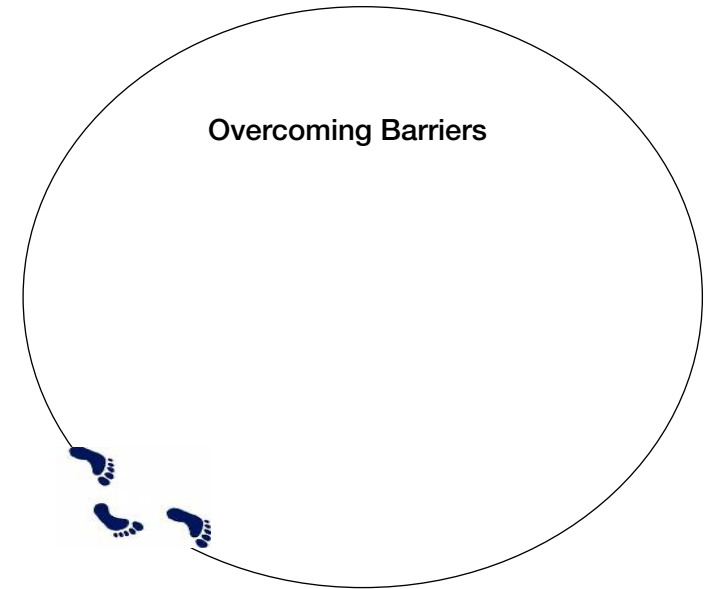
**CONs**



**Review** (How well did each part go?)



Overcoming Barriers



**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				



<b>ASSESSMENT PHASE</b>	
<b>What we are doing well and what we are proud of.</b>	
<b>Identification of need.</b>  <b>What the Audit has highlighted we need to improve or work on.</b>	
<b>PLANNING PHASE</b>	
<b>What differences we want to see</b>	
<b>Ideas about how we can make changes.</b>	

# Doing Phase- Results from Baseline Data

<b>Areas of Need, Focus and Related Goals:</b>					
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

# Reviewing & Reflecting

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

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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

What has been the impact for the Action Research Project

What do you plan to do next?

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