

To Feel Loved Checklist

Does our school . . .	✓	Comments/ Evidence
1. Create a safe and supportive environment where students can be themselves?		
2. Meet and greet students – say good morning, communicate we are pleased to see them, smile at students?		
3. Prioritise the value of nurturing relationships between staff and students?		
4. Provide a trusted key adult who can help the students' 'emotional cup' to stay full – especially those who have attachment needs?		
5. Keep protected time for the key adult and student to build up a strong attachment relationship?		
6. Ensure basic needs are met for example safety, housing, food (e.g. breakfast club), clothing, transport, cleanliness, equipment etc.?		
7. Give students their own secure base or space (time out/safe haven/sanctuary)?		
8. Ensure teachers are allowed flexibility in their role, for example recognising where they can go the extra mile?		
9. Use nurturing, respectful and valuing language?		
10. Use emotion coaching and ensure that feelings are validated and talked about?		
11. Accept that students can move on, wipe the slate clean and have a 'second chance'?		
12. Show an interest in students – get to know them?		



13. Ensure there is time for students to feel listened to and respected?		
14. Ensure school staff have a knowledge and understanding of developmental vulnerability, attachment and trauma?		
15. Praise, look for things students are doing well?		
16. Train key adults in emotional literacy skills, for example Emotional Literacy Support Assistant (ELSA) training?		
17. Have school systems that promote staff well-being, reflecting care between adults and positive adult interaction?		
18. Ensure clear and consistent rules, routines, and boundaries are in place?		
19. Promote relationships between school and families, for example the use of home-school liaison books, Families and Schools Together (FAST)?		
20. Allocate a protected, consistent, nurturing space for pupils, for example Nurture Group or similar?		
21. Have approachable staff who use gestures/body language, words, touch, voice that convey caring?		
22. Ensure attention and support is given to all transitions in school, for example that goodbyes are managed well, use transitional objects etc.?		
23. Have flexibility and differentiation around how behaviour is managed?		
24. Have an understanding of the need for a vulnerable pupil to practice dependency before negotiating independence?		
25. Demonstrate kindness, sensitivity and respect?		



To Feel Empowered Checklist

Does our school . . .	✓	Comments/ Evidence
1. Identify and highlight student's areas of strength/interests so students know what they are good at?		
2. Value and show an interest in all areas of strength not just academic, for example playing sport, outdoors, nature, wildlife, the arts?		
3. Enable students to understand their own character strengths and virtues?		
4. Involve students in creating school/class rules?		
5. Believe in the student – have high expectations?		
6. Use solution-focused approaches, for example NSPCC Toolkit?		
7. Provide students with opportunities to organise school activities?		
8. Advocate the student's perspective and voice and ensure this is central to meetings, plans and outcome setting?		
9. Enable young people to solve problems?		
10. Give responsibilities and roles in the classroom, for example ambassadors?		
11. Encourage students by using appropriate and relevant rewards and praise?		
12. Ensure there is time in the school day to talk with students, listen to and acknowledge their views?		

13. Use empowering marking policies, for example 'a star and a wish'?		
14. Provide support for students to map out their goals, hopes and aspirations (sense of future)?		
15. Empower students to communicate and promote their own needs, for example pupil passports/blog/videos?		
16. Recognise student achievements outside of school?		
17. Promote decision-making – ask students to decide how they would do something?		
18. Encourage self-organised learning?		
19. Involve students in school policies, for example via school council?		
20. Prepare students for meetings?		
21. Involve the voice of the child in learning – facilitate negotiation of students' ideas so they are possible?		
22. Ensure students feel a sense of enjoyment in school?		
23. Make sure there is something for everyone to excel at in school every day?		
24. Celebrate young people's success, for example verbally or via pictures on the wall?		
25. Promote values and understand young people's own values?		



To Feel Engaged Checklist

Does our school . . .	✓	Comments/ Evidence
1. Provide a curriculum that is rich, diverse and meaningful, so that all pupils can follow their interests and passions and 'find their element'?		
2. Use student strengths/what's important to students to engage them – make learning relevant, interesting and meaningful to them?		
3. Make learning fun and enjoyable for students, for example engage students through popular culture, technology, internet, practical subjects?		
4. Have a creative curriculum that captures students' imagination?		
5. Provide a full range of activities and help all students to access these, for example lunchtime/after-school clubs?		
6. Ensure learning is experiential and multi-sensory?		
7. Use 'active learning' approaches to motivate students and prevent boredom?		
8. Embed sport, music, drama and the arts fully within the curriculum?		
9. Ensure lessons are fully differentiated, that is academically, socially and emotionally?		
10. Ensure learning tasks are appropriate and that literacy/language levels are understood and supported by teachers to remove barriers to learning and promote engagement?		
11. Promote equal opportunities for engagement and provide activities or enrichment opportunities all students can participate in no matter what confidence level?		
12. Provide mentors and adult support to make learning accessible, for example pre-prepare students for learning?		

13. Personalise learning as much as possible?		
14. Promote a growth mindset, rather than a fixed mindset in relation to learning and life?		
15. Create opportunities for students to try new or more challenging activities with support?		
16. Provide opportunities for outdoor learning and outdoor experiences/ challenges?		
17. Use the PASS survey (Pupil Attitude to Self and School Survey) to elicit pupil views of engagement?		
18. Recognise that individuals remember things in different ways?		
19. Ensure students know routines and can manage change, for example through visual schedules and task boards?		
20. Ensure school teaches a range of skills and provides a range of roles for students to adopt?		
21. Promote ownership in learning – encourage children to generate the questions that interest them before starting a topic?		
22. Follow children and young people's lead with their learning?		
23. Consult with children to ensure they have a voice which is included and valued, for example via school councils, person-centred planning including PATHS, MAPs?		
24. Bring in motivational speakers, for example 'Wow days'?		
25. Link with the community – private/public organisations?		

To Feel Connected Checklist

Does our school . . .	✓	Comments/ Evidence
1. Provide a wide range of opportunities to encourage social connections and friendships?		
2. Ensure classrooms have layouts that promote pro-social connection and friendships, for example seating plans/sociograms?		
3. Ensure a wide range of clubs at lunchtime and after school to promote friendships?		
4. Use positive playground interventions, for example friendship stops/positive play activities?		
5. Teach social skills through interventions such as PALS, Zippy's Friends?		
6. Provide peer mentoring and opportunities to support each other?		
7. Use buddy systems and 'Circle of Friends'?		
8. Create primary/secondary school links?		
9. Create an inclusion unit or 'base' to support students who find break times/ lunchtimes more difficult to manage socially?		
10. Reward students for specific pro-social behaviour?		
11. Use peer massage/story massage to encourage nurturing touch versus aggression?		
12. Use restorative approaches to tackle bullying and promote positive social interaction?		



13. Teach empathy (Danish model/Roots of Empathy) and how to understand others' feelings?		
14. Provide opportunities for vertical grouping and/or peer tutoring?		
15. Encourage inter-generational activities?		
16. Provide cross-curricular opportunities?		
17. Model healthy social interactions across the school as a whole?		
18. Consider ways to promote shared identity: uniform, houses, rules, codes of conduct, tutor groups?		
19. Consider whole-school celebrations like bonfire night, balls, parties, proms, community projects?		
20. Measure how much students feel 'they belong' in school?		
21. Involve families and run nurturing parenting programmes?		
22. Teach social communication skills for example use Comic Strip conversations and Social Stories?		
23. Use peer mediation?		
24. Teach conflict resolution skills?		
25. Enlist the support of agencies/organisations and role models from the community to promote wider community connections, for example Young Carers?		



To Learn to Cope Checklist

Does our school . . .	✓	Comments/ Evidence
1. Ensure there are therapeutic provisions in place in school, for example THRIVE, Emotional Literacy Support Assistant (ELSA), Nurture Group etc.?		
2. Provide students with a safe place to go and a 'way out', for example reading corner, enclosed tent, relaxing areas in school?		
3. Teach students how to calm themselves down including teaching about stress management ('stress bucket' metaphor)?		
4. Monitor stress or anxiety, for example using the 'Incredible Five Point Scale', 'Zones of Regulation' and timetable 'downtime' for more vulnerable students?		
5. Promote relaxation/self-regulation strategies, for example 'calm boxes' in the classroom, yoga, meditation, mindfulness?		
6. Use stories and metaphors within stories for particular topics such as bereavement, and for understanding feelings such as anxiety and anger, for example <i>How Monsters Wish to Feel and Other Stories</i> ?		
7. Use creative therapeutic approaches as outlets for stress and distress, for example art, writing, drawing, drama, storytelling, Therapeutic Storywriting, Lego, sandplay?		
8. Use Cognitive Behavioural Therapy, Acceptance and Commitment Therapy, mindfulness and other approaches to promote emotional agility, resilient thinking and personal resilience?		
9. Ensure there is somewhere for students to go to talk and be listened to (e.g. to a learning/therapeutic mentor, ELSA or trained counsellor)?		
10. Ensure staff are trained in emotional well-being, for example provide ELSA training and offer supervision?		
11. Provide children and young people with places to sit quietly, for example in library/in corner of classroom?		
12. Teach students it is ok to make mistakes – and failures or upsets are part of life?		

13. Role model good coping skills?		
14. Teach problem-solving and group problem-solving (e.g. The Class's Hour – Danish Model)?		
15. Use Life Story Therapy work with a young person to help them make sense of change?		
16. Use co-regulation, for example adult calming alongside child or young person?		
17. Use worry monsters, dolls and puppets to access difficult feelings?		
18. Allow students time for self-care and self-help (personal reading/online/self-help)?		
19. Use relevant therapeutic apps, for example Calm Harm?		
20. Provide alternatives to self-destructive behaviours, for example in PSHE lessons?		
21. Operate an 'open-door' policy to students to defuse stress or anxiety?		
22. Provide students with a 'time out' pass for when they are unable to cope in the classroom?		
23. Provide young people with clear information about health promotion, for example the benefits of exercise, sleep, diet, fresh-air, leisure ('Facts for Life')?		
24. Offer trauma-sensitive and trauma-specific therapeutic support?		
25. Specifically teach students about the concept of resilience, for example, using Go Strengths (Jain), The Resilient Classroom (Hart et al.), The Resiliency Rainbow Toolkit (Ttofa)?		