

# TIS UK Award Visit Report

<b>School/Organisation</b>	Any school
<b>Headteacher/CEO</b>	Paul Todd
<b>Date:</b>	5 <sup>th</sup> March 2026
<b>Consultant:</b>	Tony Sammon

## 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)

## Protect

	Criteria	Evidence
1	Ensuring children feel psychologically safe in school due to an established culture of warmth and social engagement in staff-pupil interactions	From the moment of arrival it was clear that Lansdown Park Academy has created a culture where psychological safety is the foundation for learning. Staff interactions with pupils are consistently warm, relational and socially engaging. The school day begins with relational “meet and greet” interactions that communicate welcome, predictability and safety to pupils who often arrive with significant anxiety or dysregulation. Staff consistently demonstrate calm, emotionally attuned communication and pupils are spoken to with warmth, curiosity and respect. Behaviour is understood through a trauma-informed lens and responses prioritise regulation and connection rather than correction.  The physical environment of the school strongly supports pupils’ emotional safety and wellbeing. The school site makes excellent use of natural space with green areas, a forest school provision and outdoor learning environments that provide calm, sensory-rich opportunities for pupils to regulate. These biophilic elements are intentionally used to support emotional regulation and wellbeing. Classrooms include calm spaces, sensory resources and predictable
2	The environment supports and promotes the psychological safety of children and young people	
3	Key interventions implemented to support a culture of warmth and social engagement in staff-pupil interactions	
4	Staff trained in empathic and playful modes of interaction (attending specifically to use of their language and voice)	
5	Staff using empathic and playful modes of interaction (attending specifically to use	

	of their language and voice) PACEFUL approaches are used effectively.	routines that help pupils feel contained and safe. The environment communicates nurture and belonging.
6	Vulnerable children knowing when and where to find at least one specific and emotionally-available adult	A range of relational and regulation-based interventions underpin the culture of warmth and social engagement within the school. These include Thrive assessments and interventions, emotion cards, sensory regulation strategies, Zones of Regulation and structured relational support through mentors and key adults. Pupils also have access to creative and practical activities such as forest school, cookery and performance which provide safe opportunities to experience success and enjoyment in learning.
7	Vulnerable children having daily, easy access to at least one specific and emotionally-available adult	
8	The school community actively promotes equality and acceptance. It addresses discrimination in terms of race, culture, religion, sexuality and all forms of difference with rigour and compassion	There are different Pathways for different profiles of children and young people. These are tailored to need and there is a clear balance between really high expectations and relational trauma informed practice embedded in the curriculum.  Staff across the school have received significant training in trauma-informed practice and relational approaches. All staff have engaged in Trauma Informed Schools training and CPD and there is evidence of continued professional learning through webinars, coaching and reflective discussion. Staff demonstrate strong understanding of PACEFUL approaches and use tone of voice, body language and curiosity skilfully to support pupils when they are distressed.
9	Promote and value the development of the whole child to ensure that children understand that their self-worth and the worth of others cannot be measured simply by tests/exams. 'Educating the mind without educating the heart is no education at all' Aristotle	During the visit numerous examples were seen of staff using playful, accepting, curious and empathic interactions to support pupils. Behaviour that might previously have been interpreted as defiance is understood as communication of need. Staff respond calmly and compassionately, helping pupils feel understood and safe.
10	Continually provide experiences for the child 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.	It is clear that vulnerable pupils know exactly who they can turn to for support. Every pupil has access to emotionally available adults including mentors, teachers and support staff. Daily contact with these trusted adults is built into the structure of the school day through check-ins, relational conversations and mentoring support.
11	School staff adjusting expectations and practices around vulnerable children to correspond with those children's developmental capabilities and experience of traumatic stress and loss	The school actively promotes equality, inclusion and acceptance across the community. Pupils are encouraged to celebrate difference and develop respect and empathy for others. The relational ethos of the school ensures pupils experience belonging regardless of background, need or previous experiences of exclusion.
12	The emotional wellbeing of staff is a high priority that is reflected in policy and practice	The school places strong emphasis on developing the whole child rather than focusing solely on academic attainment. A structured personal development curriculum focuses on eight

	across the school. The school demonstrates proactive and high quality interventions in discharging its duty of care	key personal skills including confidence, resilience, communication, teamwork, interpersonal skills, problem solving and leadership. These skills are explicitly taught, modelled and reflected upon across the school.
13	Ensuring that school staff feel valued and highly respected by Senior Leads, with frequent feedback from Senior Leads on what they are doing well with specific reference to how they are enhancing the children's wellbeing.	<p>Experiences that nurture pupils' curiosity and enjoyment of learning are prioritised. Activities such as forest school, practical learning, creative arts and enrichment opportunities enable pupils to rediscover a love of learning and develop a sense of competence and purpose.</p> <p>Staff show strong awareness of the developmental needs of pupils who have experienced trauma. Expectations are carefully adapted to reflect pupils' emotional development rather than chronological age. This ensures pupils experience success and avoid repeated experiences of failure.</p> <p>The wellbeing of staff is also clearly prioritised within the school culture. Leaders recognise the emotional demands of working within a specialist setting and have established systems that support staff wellbeing. Staff have access to supervision, opportunities for reflection and strong leadership support. This contributes to a stable and compassionate working environment.</p> <p>Senior leaders demonstrate genuine appreciation for the work of staff and actively recognise their contributions. Daily briefings, informal recognition and supportive leadership practices reinforce a culture where staff feel valued, respected and trusted</p>

Relate		
	Criteria	Evidence
14	A Relationship Policy or protocol (for staff) alongside Behaviour Policy (for pupils) is in place.	Relationships are at the heart of practice at Lansdown Park Academy. The school has established a strong relational framework which ensures that staff prioritise connection before correction. Alongside the behaviour policy, there is a clear relational approach that guides how adults interact with pupils and how relationships are repaired when difficulties occur.
15	Staff trained in interventions that help them get to know children better on an individual basis	Staff have been trained in a range of approaches that help them understand pupils on an individual level. Thrive assessments,

16	Staff using interventions that help them get to know children better on an individual basis	ongoing observation and relational conversations enable staff to develop deep understanding of pupils' emotional needs, experiences and triggers. This knowledge is used to personalise support and build meaningful relationships.
17	A whole-school approach to supporting vulnerable children to see themselves, their relationships and the world more positively	Staff consistently use these relational approaches in practice. During the visit it was evident that adults know pupils extremely well. Conversations between staff and pupils demonstrate familiarity, trust and mutual respect. Staff show genuine curiosity about pupils' lives and interests which strengthens relational bonds.
18	18 Helping vulnerable children shift from 'blocked trust' to trust, and from self-help to help-seeking	The school takes a whole-school approach to helping pupils see themselves more positively. Many pupils arrive having experienced repeated failure, rejection or exclusion from previous settings. Staff work intentionally to rebuild pupils' sense of identity, competence and belonging. Pupils are supported to experience success and to recognise their own strengths.
19	Provision of repeated positive experiences for children with key emotionally-available adults	
20	Staff work within an environment and culture that supports them to have daily repeated positive relational experiences	<p>Staff are particularly skilled at helping pupils move from "blocked trust" to trusting relationships with adults. Pupils who initially struggle to accept help are gradually supported to seek support through consistent, reliable and compassionate interactions. The predictability and reliability of adult responses enable pupils to begin trusting relationships again.</p> <p>Repeated positive relational experiences are embedded throughout the school day. Pupils experience multiple opportunities for positive interaction with emotionally available adults through mentoring, classroom engagement, informal conversations and structured support sessions.</p> <p>Staff themselves work within a relational culture that mirrors the expectations placed upon them. Leaders model relational practice and ensure staff feel supported and connected. This creates a community where positive relationships are experienced at every level of the organisation.</p>

## Regulate

	Criteria	Evidence
21	A variety of evidence-based interventions designed to bring down stress levels in vulnerable children from toxic to tolerable	Supporting emotional regulation is a central focus of the school's work. A range of evidence-based interventions are used to help pupils move from states of high stress and dysregulation towards calmer, more manageable emotional states.
22	Evidence-based interventions that may go some way to repair brain damage caused by painful life experience where there was no social buffering	Thrive practice is embedded across the school and used to identify pupils' emotional development needs and plan targeted interventions. Thrive assessments provide a baseline understanding of pupils' emotional development and guide support strategies. Individual interventions, small group work and whole class strategies are used to support emotional regulation.
23	Whole-school training has been undertaken in the evidence-based research on emotional regulation	
24	School Staff apply knowledge gained in training to ensure that there is a whole school approach to regulation using PACE (play acceptance curiosity and empathy) PRRR, Key Relational Skills and cues of safety including when working with distressed/stressed parents, staff and other adults so the whole school community feels calmed, heard, connected with and valued	Additional regulation strategies include Zones of Regulation, sensory tools, emotion cards and structured opportunities for movement and calming activities. Pupils are supported to recognise and understand their emotional states and develop strategies for managing them.  The relational nature of regulation is strongly understood within the school. Staff consistently provide co-regulation through calm voice, reassuring presence and predictable routines. These repeated experiences of being soothed and supported by trusted adults help pupils develop their own internal regulation over time.  Training in emotional regulation and trauma informed neuroscience has been delivered across the whole staff team. Staff demonstrate strong understanding of how trauma affects brain development and behaviour. This knowledge is clearly applied in practice and informs both classroom approaches and wider pastoral support.
25	Senior Leaders to be aware of high stress states in staff	Staff consistently use relational approaches such as PACE, PRRR and cues of safety when supporting pupils. These approaches are also used when working with parents and carers to ensure that interactions across the school community remain calm, respectful and supportive.  Senior leaders are attentive to the emotional wellbeing of staff and recognise when staff may be experiencing high levels of stress. Leaders maintain open communication and provide opportunities for staff to access support when needed.
26	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	

Reflective supervision and wellbeing initiatives provide staff with opportunities to process the emotional demands of their work. Staff reported feeling supported and valued and described a culture where it is acceptable to seek help when needed.

Reflect		
	Criteria	Evidence
27	All staff trained in the art of active listening and have the words to say it' for empathic response to pupils, staff and parents	Reflection is embedded throughout the culture of the school. Staff demonstrate excellent listening skills and consistently respond to pupils with empathy and understanding. Pupils are given the space and time to express their thoughts and feelings and staff are skilled in helping them articulate emotions and experiences.
28	Key staff trained in reflective conversations to enable vulnerable children to edit the inaccurate narratives they have told themselves and move towards trauma recovery.	Key staff including mentors and senior leaders are trained in reflective conversations that support pupils in making sense of their experiences. These conversations help pupils challenge negative self-beliefs and develop more hopeful narratives about themselves and their future.
29	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.	The school ensures that no pupil is left without support when they need to process difficult experiences. Pupils have access to trusted adults who will listen, validate their experiences and help them understand what has happened to them.  Creative approaches are also used to support reflection and emotional expression. Opportunities for art, drama, creative writing, sensory exploration and practical activities provide pupils with ways to communicate experiences that may be difficult to express in words.
30	Children provided with the means (e.g. through poetry/music/art/sandplay/drama) to symbolise painful life experiences through images not just words	The personal development curriculum plays an important role in helping pupils understand emotions, mental health and relationships. PSHE lessons explore emotional literacy, wellbeing, relationships and resilience. Pupils are supported to understand both the causes and effects of emotional distress and develop strategies for maintaining positive mental health.
31	Through the teaching of PSHE (Personal, social, and health education) the wider curriculum and other opportunities children and young people are well informed by the latest research on the neuroscience and psychology of emotion and mental health and ill-health (causes as well as symptoms).	The curriculum also helps pupils understand healthy and unhealthy relationships. Through discussion, reflection and experiential learning pupils learn how relationships can both harm and heal, and how they can develop positive connections with others.  Staff also have opportunities to reflect on their own experiences through supervision and reflective discussions. These forums provide safe spaces for staff to talk openly about the emotional impact of their work and to support one another.
32	Through the teaching of PSHE (Personal, social, and health education) the wider curriculum and other	

	opportunities children and young people are informed by the latest research on the neuroscience and psychology of relationships that harm and relationships that heal and on how to use life well.	
<b>33</b>	Senior Leaders to provide staff with a forum to talk in confidence about their feelings and particular stress triggers from their work	

Reflect		
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The following strengths were evident:

Areas to consider developing:

While Lansdown Park Academy demonstrates highly embedded trauma informed practice, there are a small number of areas that may provide opportunities for further development as the school continues to strengthen and share its excellent work.

The school has developed strong relationships with parents and carers and feedback from families is overwhelmingly positive. Parent voice gathered during the visit highlighted the significant impact the school has had on children’s confidence, emotional wellbeing and ability to re-engage with learning. As the school continues to develop its relational work with families, there may be opportunities to explore how parents could be further supported to develop their own understanding of trauma informed approaches. This might include workshops or informal sessions that share strategies used in school, for example supporting emotional regulation, encouraging independence and self-care skills, or using play and sensory activities to strengthen relationships at home.

Reflective supervision is already valued within the staff team and contributes positively to staff wellbeing. As the school continues to grow its expertise as a trauma informed setting, there may be opportunities to further strengthen these reflective spaces so that **all** staff consistently access opportunities for reflection, learning and emotional processing. At the moment some choose not to take up the offer and it may be prudent to explore the reasons for this and to offer some alternatives. This would support the sustainability of the school’s relational work and ensure staff feel continually supported in their roles.

Finally, Lansdown Park Academy is clearly developing significant expertise in trauma informed practice and is already having a positive influence beyond its own setting. As this work continues to develop, there may be opportunities to expand the school’s outreach offer and share its learning more widely across the Trust and the wider education community. The school’s practice has the potential to support other settings in developing trauma informed approaches and could contribute significantly to improving outcomes for vulnerable pupils across the wider system.

Evidence of Impact (e.g., attendance/exclusions/learner engagement/learner outcomes/staff absence/retention etc)

The impact of the trauma informed approach at Lansdown Park Academy is clearly evident in the experiences of pupils, staff and families. Pupils who have often experienced significant adversity and disruption in previous educational settings are able to quickly develop a sense of safety and belonging within the school. Staff described how many pupils who initially arrive highly anxious or disengaged

begin to settle rapidly once they experience the predictable routines, relational warmth and consistent emotional support that characterise the school environment.

Attendance data shared during the visit demonstrates strong engagement from pupils who have previously struggled to attend school regularly. Staff reported attendance levels reaching 98% for pupils currently placed within the provision, which is particularly significant given the complex needs and previous educational experiences of many of the young people attending the school.

A particularly strong indicator of impact is the school's success in supporting pupils to reintegrate back into mainstream settings when appropriate. Staff described a carefully planned reintegration process which prioritises emotional readiness and relational support. Pupils are gradually reintroduced to mainstream environments through a phased approach, beginning with small amounts of time in their previous school and increasing this as confidence and emotional stability grows. The school reported that approximately 90% of pupils successfully reintegrate into mainstream provision following their placement, demonstrating the effectiveness of the relational and regulatory work undertaken at Lansdown Park Academy. This is something similar schools could learn from as this is no mean feat.

Parental feedback gathered by the school provides further compelling evidence of impact. Parents consistently described the school as transformative for their children. Comments from families highlighted the way in which pupils have developed confidence, emotional regulation and a renewed willingness to engage in learning. Parents described how staff "really understand the needs of my child", how pupils feel "safe, happy and accepted", and how the school has helped children build confidence and self-esteem. Several parents also commented on the strong communication between school and home, noting that staff listen carefully to their concerns and work collaboratively with families.

During the visit, it was evident that pupils feel valued and respected within the school community. Staff know pupils extremely well and demonstrate a deep understanding of their emotional needs and experiences. Pupils were observed engaging positively with adults and peers, showing increasing confidence and willingness to participate in learning activities.

The school's personal development curriculum is also having a positive impact on pupils' emotional and social development. Through explicit teaching of key personal skills including confidence, resilience, communication and leadership, pupils are supported to develop a stronger sense of identity and capability. These skills are embedded across the curriculum and reinforced through daily interactions with staff.

Staff wellbeing is another area where positive impact is evident. Staff described feeling supported, valued and trusted by senior leaders. The relational culture within the school extends to the staff team, creating an environment where adults feel able to reflect on their practice, seek support and continue developing their professional skills.

Overall, the evidence gathered during the visit strongly demonstrates that the trauma informed approach at Lansdown Park Academy is having a significant and sustained positive impact on pupils, families and staff.

## Overall Assessment:

Lansdown Park Academy is a very special place. It consistently demonstrates a deeply embedded and highly authentic trauma informed culture that permeates every aspect of the school's work. The principles of Protect, Relate, Regulate and Reflect are not simply referenced within policy but are clearly evident in the daily interactions, systems and structures that shape the experience of pupils and staff.

Throughout the visit it was clear that trauma informed practice is understood and owned by the entire school community. Staff demonstrate a sophisticated understanding of the impact of trauma on learning and behaviour and consistently respond to pupils with empathy, curiosity and compassion. The relational warmth and emotional attunement observed across the school create an environment in which pupils feel safe, valued and able to re-engage with education. It was a joy to watch staff engaging with students in this way.

The leadership team have played a crucial role in embedding this culture. Their commitment to relational practice, staff wellbeing and continuous professional development has enabled trauma informed principles to become fully integrated into the life of the school. Leaders model the values of the approach and ensure that staff feel trusted, supported and respected in their work.

The school environment, curriculum and pastoral systems all reinforce the trauma informed ethos. Pupils experience consistent opportunities to build trusting relationships with emotionally available adults, develop emotional regulation skills and reflect on their experiences in a safe and supportive setting.

The impact of this work is clearly evident in pupil engagement, attendance, successful reintegration into mainstream education and the overwhelmingly positive feedback from parents and carers. This is a model PRU and other schools should learn from its exceptional practice.

Lansdown Park Academy therefore fully meets the criteria for the Trauma Informed Schools UK Award. The depth of understanding, consistency of practice and demonstrable impact observed during the visit indicate that trauma informed practice is firmly embedded across the school.

Furthermore, the quality of practice observed suggests that Lansdown Park Academy is well positioned to act as a **Beacon setting**, sharing its expertise and supporting the development of trauma informed practice across the wider education system.

### Trauma Informed School Award:

- Recommended
- Deferred pending further evidence

### Copies sent to:

- Headteacher
- Rachel Toller (TISUK)

Reported completed by:	Tony Sammon
Date:	5 <sup>th</sup> March 2026