

# Model for whole school development of a trauma-informed approach

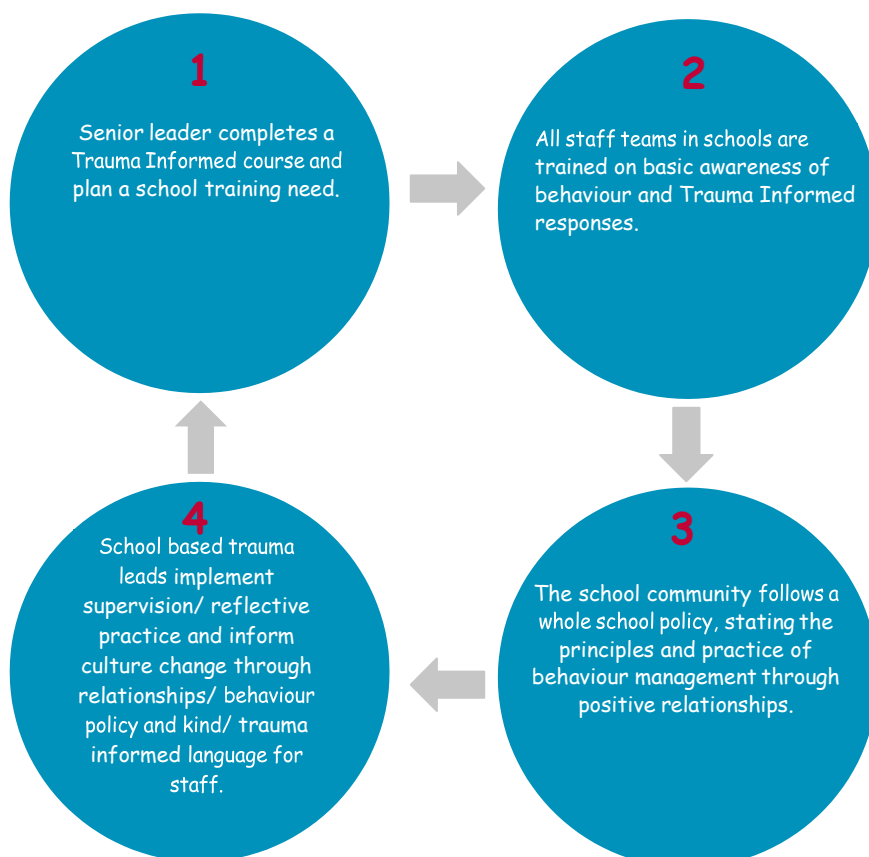
## Introduction and Rationale

Positive approaches to the management of behaviour requires that schools/ colleges become Trauma Informed adopting a 'Me with You' approach, which means that they recognise relationships should be maintained at all times. They know that discipline is to teach rather than punish.

Becoming a trauma informed school requires a commitment to culture change and ongoing policy and practice development, alongside training and a CPD programme. It is not possible to achieve through a one-off training session.

Schools becoming trauma informed commit to being fully trauma informed and work to embed practice in a top down, bottom-up development programme. In house trauma leads are identified in school to spearhead culture change within their organisations and ensure sustainability of changes/ developments.

An example of how this is achieved is as follows:



## Golden Strands of Practice

### 1. Lived Experience

- Listening to and connecting.
- Co-developing.
- Evaluating and molding practice in response.

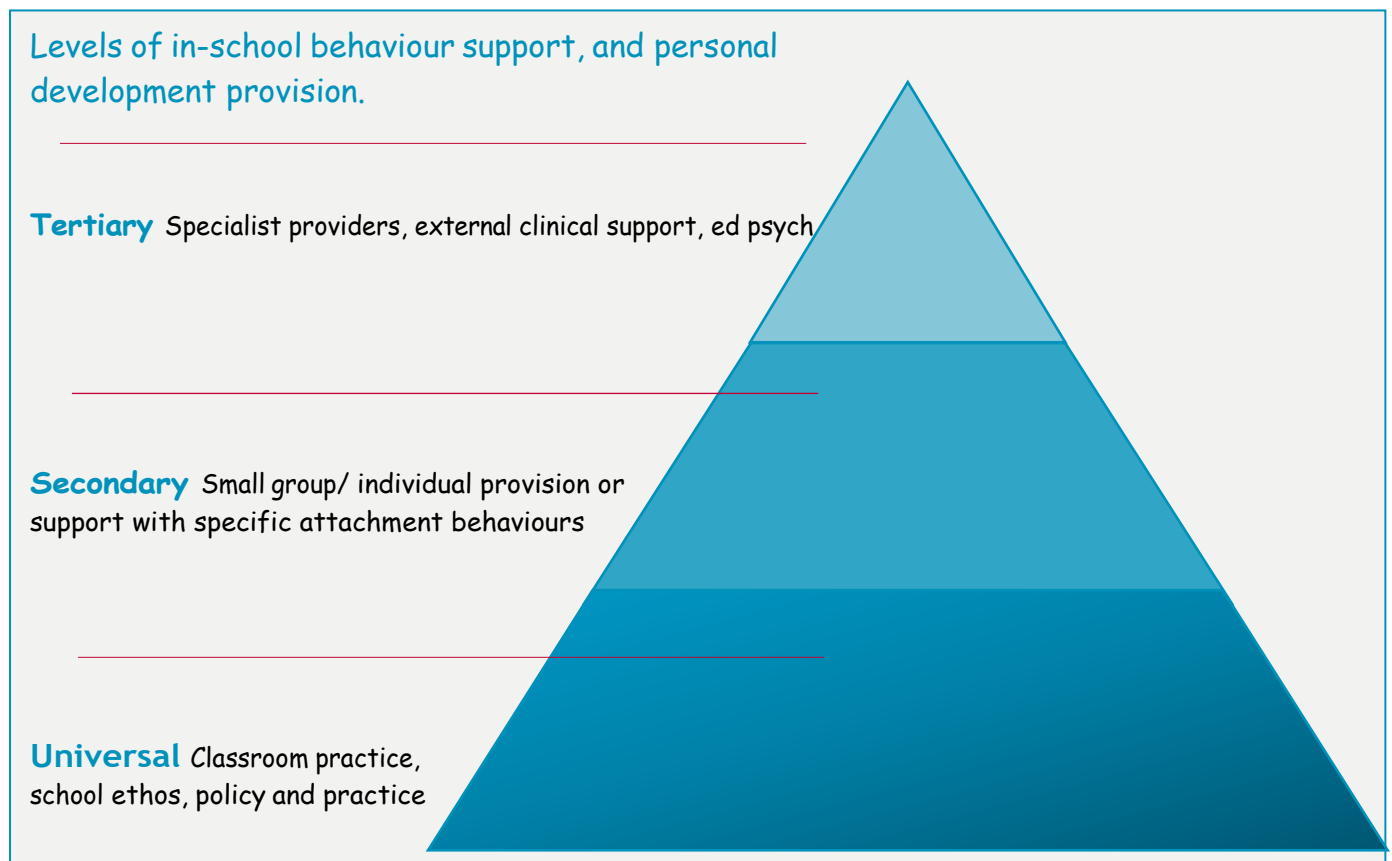
### 2. Trauma-informed practice

- Responding appropriately to lessons from lived experience.
- Strategic buy-in.
- Trauma lead role established through school council.
- Ongoing and regular whole school CPD.
- Policy development.

### 3. Commitment to staff well-being

- Reflective Practice model established.
- Training on trauma.

## Development Model



The school considers the extent and needs of TI provision in each of the three levels in school support as shown below.

## Implementation

Each set of training includes support drawn from the following list, making reference to resources, developed and shared by schools in the Trauma Informed Schools network.

**Training delivered** in person or through narrated PowerPoint slideshows delivered to ensure school understanding of trauma, attachment, nurturing, trauma informed principles by identified SLT.

**Workshops/reflective practice sessions** to understand and develop classroom/ whole school strategies to support positive attitudes, behaviour and personal development. This has been organized to be entwined with the MHST reflective sessions.

**Development of resources** to support in class/ pupil learning/1:1 session, debrief, teachers' meetings, INSET times for resource making for trauma informed ELSA's and school staff.

**Workshops and resources** provided to train and embed trauma informed language across school teams evident in behaviour logs/ reports/ referrals.

**Assistance/ resources** to implement reflective practice systems for school staff through debrief, training and reflective sessions.

**Assistance to implement** emotional coaching for staff at front line delivery level - Universal/secondary/ tertiary, as required.

**Materials/ resources** to inform school community.

**Meetings to coach/ support** in school trauma support staff eg ELSAs - clinical supervision, LA psychology service.

**Assist in development** of monitoring/ evaluation systems where appropriate.

**Signposting** to agencies supporting the contextualised programmes of workshops/ talks through HSBC.

**Coaching for school leads** if required.

## Universal Level

Universal adoption of a positive culture of response to pupil behaviour could include the following elements for all the following groups - Child/ YP, Staff teams, Strategic level, wider school community.

### PSHE sessions/ Circle time used to teach:

- Emotional Literacy and regulation training.
- Understanding trauma and impact.
- Understanding how to support those who are impacted by trauma.
- Understanding of whole school policy and expectation.

### Staff Development:

- Whole Staff training - What is trauma, how to identify, impact on brain and cognitive development.
- Attachment Theory - impact and identification
- Ongoing staff CPD.
- Participation in policy development in LMT and training on trauma informed approaches and language.
- Ongoing individual support/ coaching conversations from peers/ school trauma lead.
- Opportunities for reflective practice systemised and regularly accessed.
- Staff appointment and induction procedures support trauma informed practice.

### Community Understanding and support:

- Guest speakers - 3rd sector/ Lived experience groups contribute to learning programmes for pupils.
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- School publicity and external materials when/if appropriate and newsletters make reference to/ inform about school approach to TIP.
- Appropriate multiagency and sector support is available to meet needs of children/ families and staff.

### Senior leadership commitment:

- Governor awareness/ information.
- Trauma informed practice evident in strategic planning documents (SIP), trauma informed policy and evaluation systems.
- A Trauma informed lead is identified and supported in carrying out role
- Trauma informed spaces are created and resourced.
- Monitoring and evaluation systems are in place with clear and appropriate success criteria.
- Trauma needs of individuals and cohorts are identified and shared as appropriate.



## Secondary Level

Support to implement Secondary interventions include the following:

Materials and coaching /support for staff delivering secondary interventions.

Trauma Informed Language training.

Reflective Practice templates.

Emotional Coaching training - Ed Psych/ Well Being.

Secondary Level Provision across schools/ colleges include the following.

In Practice Secondary level interventions may be considered trauma informed if they include the following for all groups:

### PSHE sessions/ Circle time used to teach:

- Participate in small group interventions to meet specific needs eg learning catch up, time out/ reflection spaces, learning mentor support.
- If appropriate time given to reflect on behaviour, impact on self, peers and teacher/ adults.
- Helped to consider steps to repair and restore.
- Supported to understand emotions, how they are experienced and how they impact themselves and others.

### Staff Development:

- Trauma informed language workshops.
- Emotional coaching principles.
- Reflective Paractice implemented.
- Restorative conversations - training and resources.
- Specific resources prepared and collected eg: emotional literacy, coping with grief, anger management, academic catch up.

### Community Understanding and support:

- Third sector and community groups. deliver workshops in response to group need eg: exposure crime/abuse etc.
- Parents/ carers are consulted and informed re admission and assessments.
- Parents/ carers are informed of coverage and involved in progress of their child.

### Senior Leadership commitment:

- Admissions criteria identified and clear.
- Success criteria understood.
- Sufficient resource made available.
- Rationale understood by Governors.



## Tertiary Level

Support to implement tertiary level interventions include the following: Ed Psych or equivalent support.

Nurture International/ Nurture UK provide training/ specialist coaching and support on Boxalls/ Development Portraits, assessments, individualised planning formats and content. Assistance to develop systematic approach to reintegration or signposting to long term specialist provision.

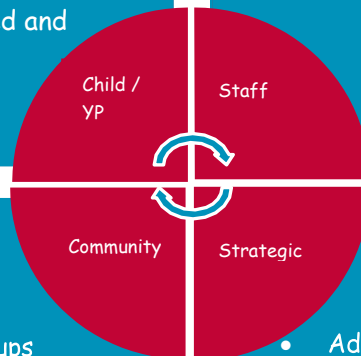
Tertiary level interventions include the following:

### PSHE sessions/ Circle time used to teach:

- Participate in alternative provision/ Nurture Group provision to meet specific needs in response to Boxall or equivalent assessment.
- Individual programme of support focused on developmental stage rather than chronological age.
- Small group provision with minimum of two appropriately trained and experienced staff .
- Alternative curriculum, engaged and relevant.
- Reintegration programme carefully provided.

### Staff Development:

- Trauma informed language workshops.
- Emotional coaching principles.
- Reflective Paractice implemented.
- Restorative conversations - training and resources.
- Specific resources prepared and collected eg emotional literacy, coping with grief, anger.



### Community Understanding and support

- Third sector and community groups deliver workshops in response to group need eg exposure crime/abuse etc.
- Parents/ carers are consulted and informed re admission and assessments.
- Parents/ carers are informed of coverage and progress.

### Senior leadership commitment:

- Admissions criteria identified and clear.
- Admissions and next steps are attended by member of SLT, LA and where possible Ed Psych resources made available to support staff.
- Success criteria understood.
- Sufficient resource made available.
- Rationale understood by Governors.
- Commitment to whole school support and understanding.