

Model for whole school development of a trauma-informed approach

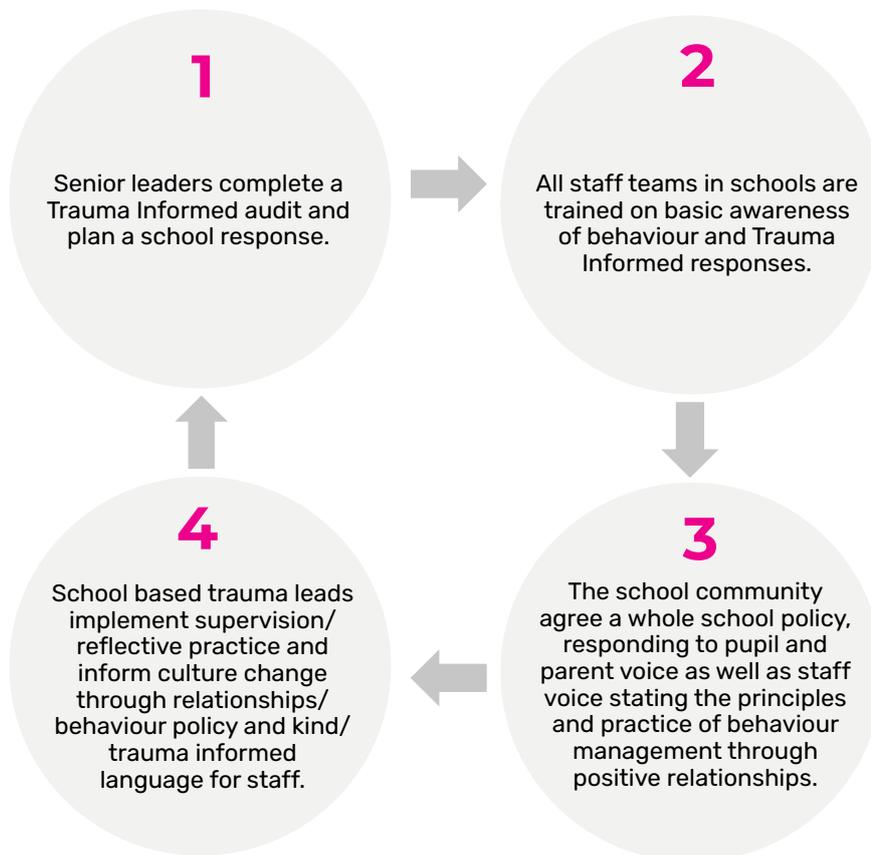
Introduction and Rationale

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 champions 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 moulding practice in response

2. Trauma-informed practice

Responding appropriately to lessons from lived experience

Strategic buy-in

Champion role established

Ongoing and regular whole school CPD

Policy development

3. Commitment to staff well-being

Reflective Practice model established

Training on work-related trauma

Development Model

Each school considers the extent and needs of TI provision in each of the three levels of in school support as shown below and prepares an action plan.

Levels of in-school behaviour support, and personal development provision.

Tertiary

Specialist providers, alternative provision units

Secondary

Withdrawal/ small group/
individual provision

Universal

Classroom practice, school
ethos, policy and practice

Implementation

Each school action plan 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 whole school understanding of trauma, attachment, nurturing, trauma informed principles.

Workshops to understand and develop classroom/ whole school strategies to support positive attitudes, behaviour and personal development.

Development of resources to support in class/ pupil learning. Development of whole school behaviour/ relationships policy

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.

Assistance to implement emotional coaching for staff at front line delivery level – Universal/ secondary/ tertiary, as required. (Links to emotional regulation materials)

Materials/ resources to inform school community.

Meetings to coach/ support in school trauma champions.

Assist in development of monitoring/ evaluation systems.

Signposting to agencies supporting the contextualised programmes of workshops/ talks – Knife Crime – Police and Lived Experience contacts, SOC – lived experience groups, VAWG and healthy relationships – Everyone's Welcome.

Coaching for school leads/ Champions, advice on workspace design Education Lead LVRN

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/ Tutor 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
- Programmes that meet contextual needs as identified by data sets eg recognising criminal exploitation and grooming behaviour
- CYP consulted about school and class experience/ levels of well-being/ optimum classroom environment, feedback used to inform strategic and class based planning

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 and workshops on trauma informed approaches and language
- Ongoing individual support/ coaching conversations from peers/ school trauma champion
- 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.
- Community information available on Trauma in communities - what is trauma, how does it impact on individuals, families and communities
- School publicity and marketing materials 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

- Trustees/ Governor awareness/ information
- Trauma informed practice evident in strategic planning documents and evaluation systems
- A Trauma informed lead/ champion 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.

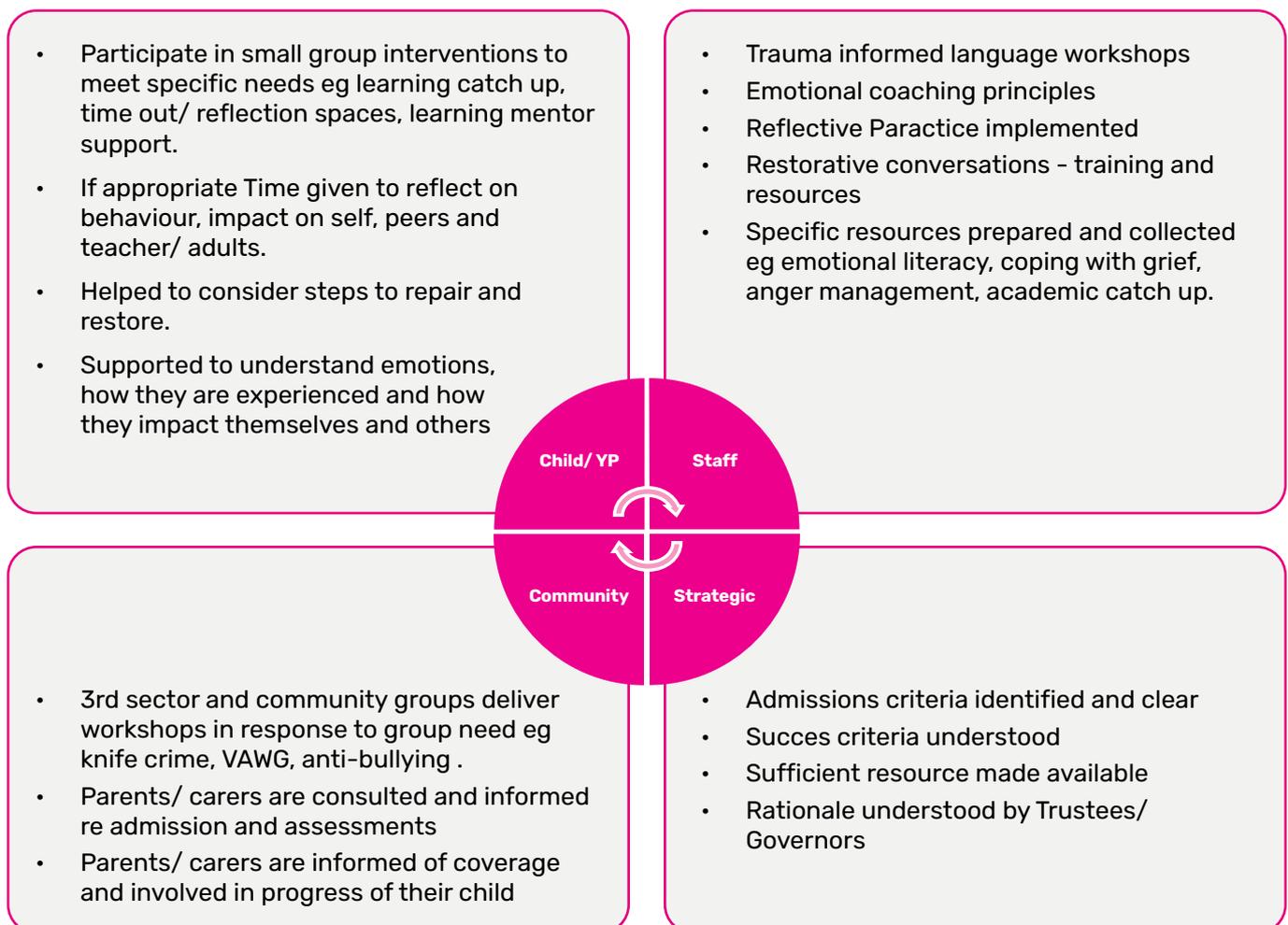
Reflective Practice templates.

Emotional Coaching training – Ed Psych/ Well Being Service

Restorative Practice training - Ed Psych/ Well Being Service.

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.



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:



Trauma Informed Schools in practice

Examples of how schools have interacted with the Trauma Informed Schools programme are included below.

School 1

Identified the need to ensure strategic level commitment to trauma informed practice, to fully embed practice.

The school Trauma Lead ensured that trauma informed principles were embedded in the development of school culture and ethos by:

- Consulting parents on existing school values and asking them to identify key values. (Collaboration, choice, trust and empowerment)
- Sharing this information with Governors and parents. (Collaboration, trust, empowerment)
- Considering Governor's Written Statement of Behaviour Principles to embed trauma informed practice within LVRN training materials will support Governors to understand Trauma informed principles. (Emphasize staff well-being, emotional safety and trust in clarity and consistency of practice)
- Embed trauma informed principles into School Behaviour Policy and Vision statement. (Emotional safety and security, trust in school priorities and values, trust in consistent understanding of practice)

School 2

The school team reported huge impact of Covid on the pupils, around 10% of the school population have been affected adversely in terms of social and emotional behaviour, based on an increase in behaviour incident logs on CPOMS.

Trauma Champion worked alongside LVRN education lead to action plan using the LVRN Toolkit audit tool and reports that the school has made tremendous progress in adopting trauma informed responses to children's behaviour separating behaviour from the child.

Trauma Informed basic awareness training input was delivered for all staff covering the types and rates of trauma alongside the whole life course neurobiological, metacognitive, and associative impact, and was followed up by regular CPD input using some of the short films compiled by the Trauma Informed Schools network.

School Behaviour Policy was updated using guidance and templates from school network to assist.

Following shared template being modelled with staff, Reflective Practice embedded as a means of enhancing staff confidence around behaviour hot spots.

There are high levels of commitment and practice within the leadership team, and this has had significant impact with some very challenging behaviour from children who have been inducted into the school, in turn this has been instrumental in helping staff across the school to commit to and develop nurturing, trauma informed practice.

The school is now gathering evidence to apply for Silver Level accreditation with One Small Thing Trauma Informed award scheme.

