

## Trauma Informed Schools

### A model for whole school development of positive approaches to behaviour management

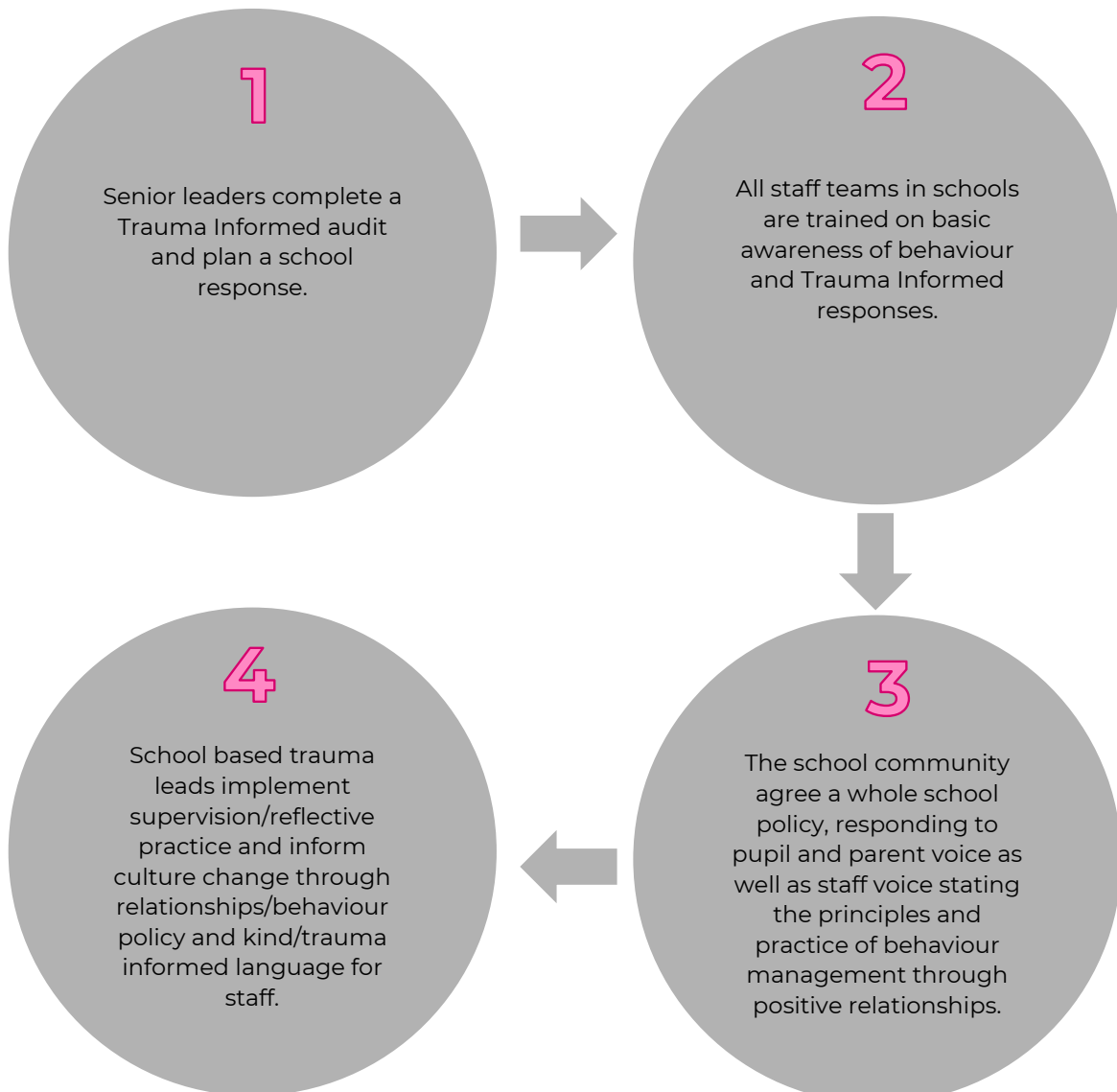
#### Introduction and Rationale

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:



Through the Trauma Informed Lancashire website and local/regional school support systems, schools can access assistance to refine and develop trauma informed/ positive approaches to behaviour across their whole school at a universal, secondary, and tertiary levels of Trauma informed support - system design and implementation.

## Golden Strands of Practice

### **1. Lived Experience**

Listening to and collecting

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

Trauma informed language promoted and developed

Whole school and Classroom practice is trauma informed

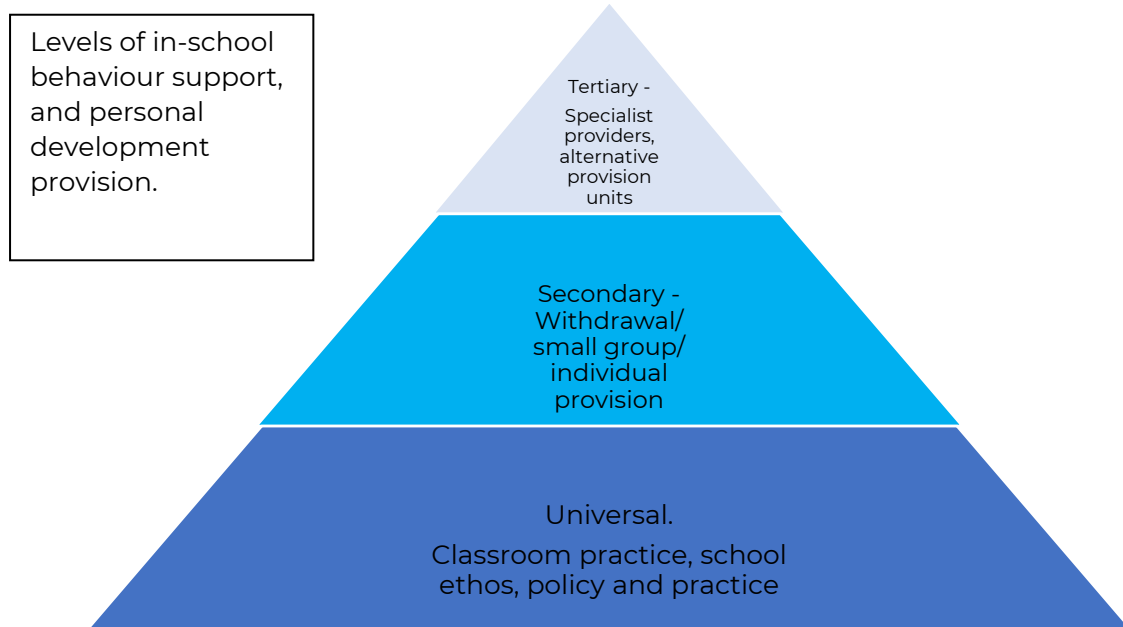
### **3. Commitment to staff well-being**

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.



## 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. (Links to Trauma Informed schools, Lancashire website)

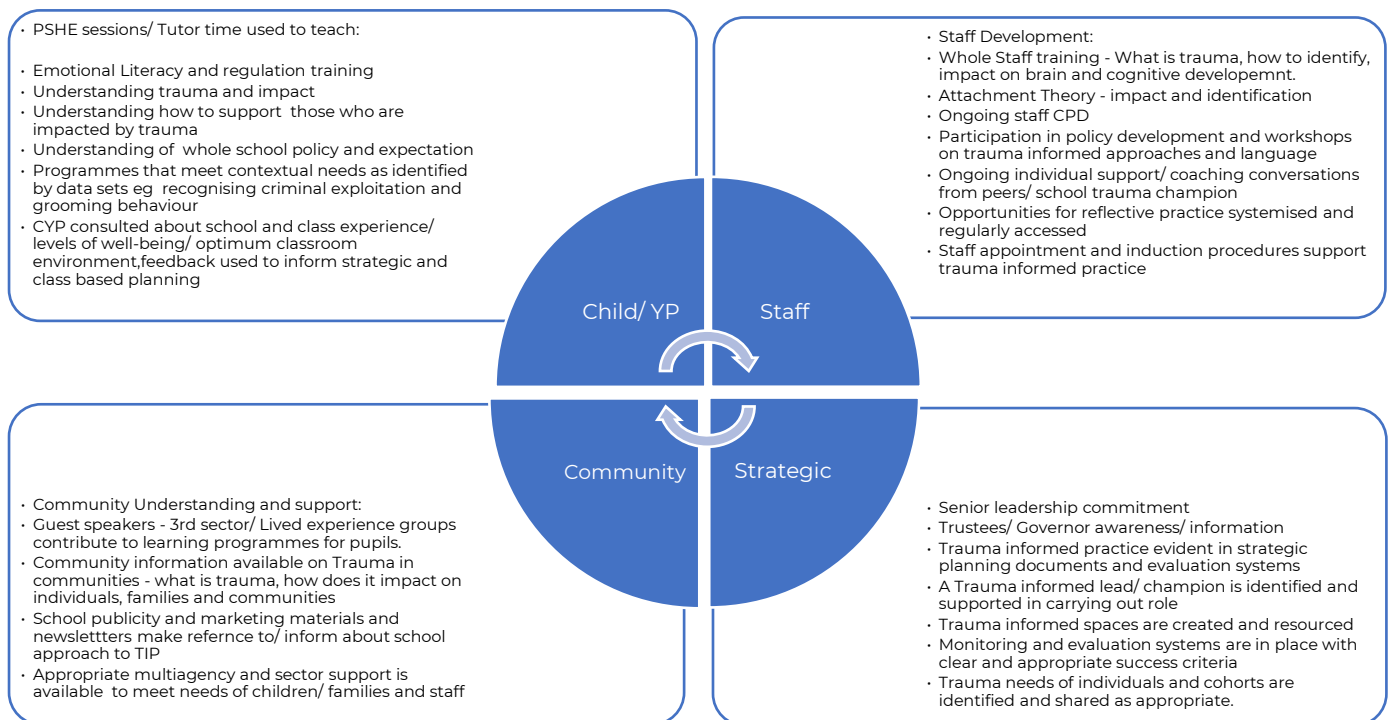
Assist in development of monitoring/ evaluation systems.

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.



## **Secondary Level**

Support to implement Secondary interventions include the following:

Materials and coaching /support for staff delivering secondary interventions, further support from peers through TIS network and TI Lancashire website.

Trauma Informed Language training – LVRN Education Lead/ Narrated PowerPoint materials on TI Lancashire website.

Case Studies to exemplify and parental information letters available through network of TIS on TI Lancashire website

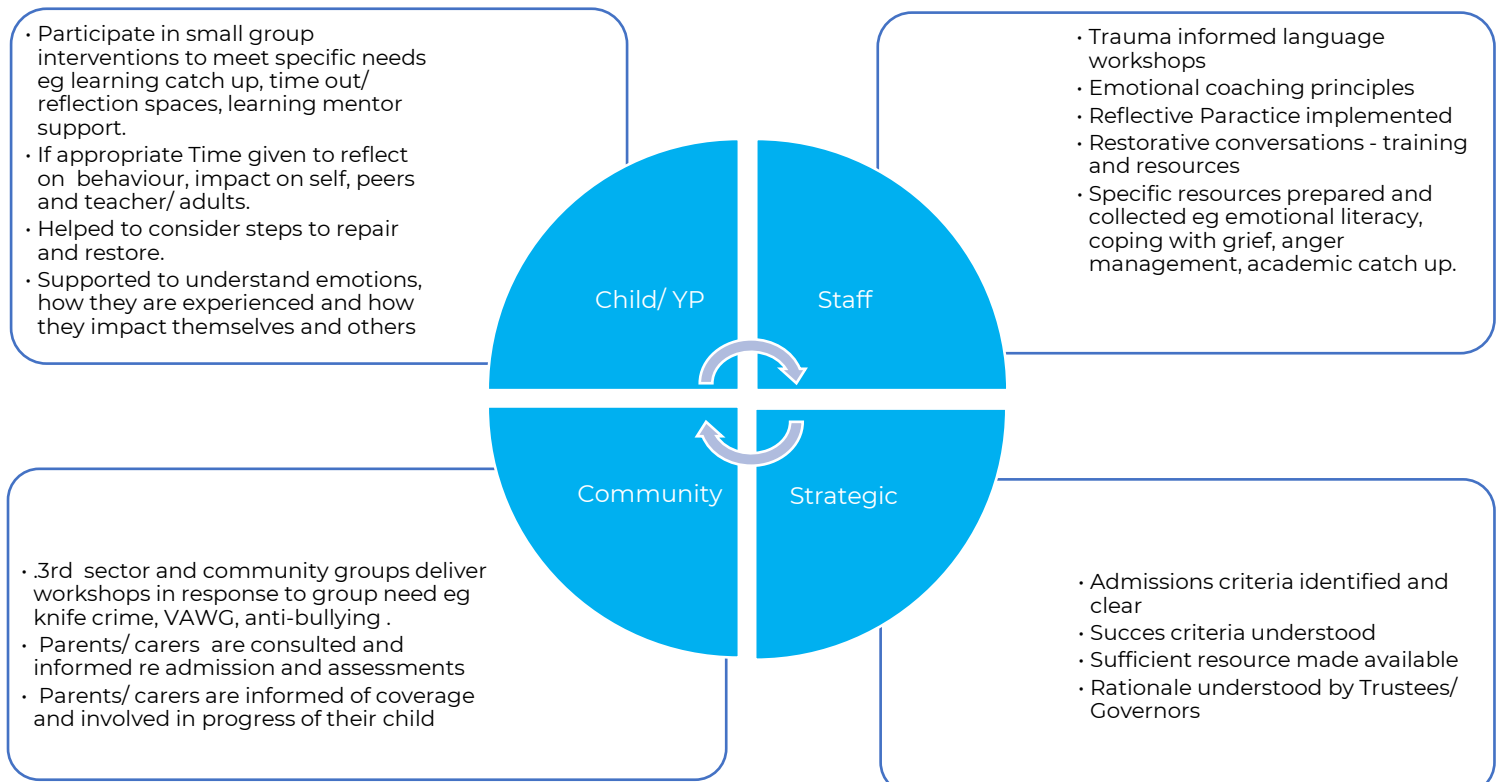
Reflective Practice templates with case study descriptions to exemplify available on website.

Emotional Coaching training – Ed Psych/ Well Being Service (Lancs)

Restorative Practice training - Ed Psych/ Well Being Service (Lancs), Materials for use with CYP available through TIS network on TI Lancashire website.

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:

TI Lancashire website provides examples of case studies and resources assisting schools/ colleges on the planning and implementation of tertiary level provision including where to access training, room layout and safety requirements, timetables and curriculum coverage, coaches and supports through initial cycle of admission, implementation and reintegration.

Ed Psych or equivalent support eg Lancs Well Being Service assist in planning and assessments and admissions panel.

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:

- 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.

- Nurture group or equivalent training
- Emotional coaching principles practiced
- Admissions Panel participation to oversee admissions and reintegration.
- Assessment and monitoring resources are used to track progress sighted on reintegration
- Specific resources prepared and collected eg emotional literacy, coping with grief, anger management, academic catch up.
- Ed Psych advises regularly re assessments and admissions/ reintegrations



- 3rd sector and community groups deliver workshops in response to group need eg knife crime, VAWG, anti-bullying .
- Parents/ carers are consulted and informed re admission and assessments
- Parents/ carers are informed of coverage and progress
- Parents participate in information workshops.

- Admissions criteria identified and clear
- Admissions and Reintegration Panels are attended by member of SLT and Ed Psych resource made available to support staff.
- Success criteria understood
- Sufficient resource made available
- Rationale understood by Trustees/ Governors
- Commitment to whole school support and understanding

### **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.