Actions for developing trauma-informed practice

There are 6 key principles of trauma-informed practice

This resource draws on the work of schools involved in the Belonging Matters Charter Mark, who have taken practical steps to create environments where all students feel safe, included, and supported especially those affected by trauma. It offers a set of trauma-informed actions designed to help schools reflect on their own practices and consider how they might strengthen their approach.

These actions are rooted in the core principles of trauma-informed practice: safety, trust, choice, collaboration, empowerment, and cultural awareness. By using this resource, schools can explore ways to embed these principles into everyday routines, relationships, and decision-making, helping to build a more trauma informed school environment.

Sub-area and definitions
Safety - physical, emotional and psychological safety of pupils and parents.
Trust – School staff explain what they are doing and why and they don't overpromise. Expectations are explained clearly.
Choice – Pupils and families are supported in shared decision making they are given choices to increase their inclusion such as choices about how they participate.
Collaboration - The value of parents and children's user experience is recognised in overcoming challenges and contributing to system development whole – being involved in the project
Empowerment - Efforts are made to share power and give parents and CYP a strong voice in decision-making, at both individual and organisational level. Including listening and validating feelings and concerns of parents and pupils and understanding that people who have or are experiencing trauma may feel powerless to control what happens to them, isolated by their experiences and have low self-esteem.
Cultural Considerations – Supporting the healing values of traditional cultural connections Incorporating policies, protocols and processes that are responsive to the needs of the community served – time and celebration in schools for important times in the calendar

Possible actions

- Staff will help children and families in their school community identify what enhances their wellbeing – Timetabled periods during the week for staff to get to know CYP/parents to help understand the day-to-day things that enhance their wellbeing (for an example see reflective activities session 5 slide 7).
- School to help pupils and parents to access classes and activities which they have identified enhances their wellbeing, this could include community signposting, linking families together and organising clubs.
- To increase feelings of safety for pupils and families in school by challenging racism and misinformation. Links for EP/AP to explore before the action planning meeting to develop strategies for school –
  - https://educationhub.blog.gov.uk/2024/08/30/speaking-children-young-people-about-violent-disorder-southport-attack/

- Faith in Us: Educating Young People about Islamophobia - EqualiTeach (Islamophobia focus Key Stage 2- 5)
- Handling conversations and preventing racist bullying in schools: A blog for school staff (anti-bullyingalliance.org.uk) (Helpful conversations in school)
- Home | Maslaha - who presented 'Radical Safeguarding' at our conference. Have some educational resources.
- Tackling Islamophobia: A Children's Rights Resource for Secondary Schools in Wales - Children's Commissioner for Wales (childcomwales.org.uk) (Islamophobia focus and Rights of The Child which is more for High Schools)
- Looking after your child following a trauma (parents & carers)
- A guide to understanding and managing trauma (CYP)
- A guide to managing anxiety in uncertain times (CYP)
- Taking care of yourself in difficult times (adults)
- Short video – advice for coping with a traumatic event
- After the Event – resources to support children and young people recover after potentially traumatic events

- Involving pupil and parent voice in building and evaluating anti racism and antibullying policy and processes. Then sharing antibullying and antiracism policy and process within the community.
- Staff to develop scrips to help communicate safety to pupils (see slide 15 session 5 – communicating safety).
- Pupils to have timetabled opportunities to check in with trusted staff member throughout the day.
- Staff to be trained in active listening skills (listening, clarifying and repeating words) – see slides 19-21 session 5)
- Pupils and parents have input in setting up a peer support groups for themselves or their child e.g. choosing the activity, the people, the time of day etc.
- Having a newly arrived group or shared language group. Allowing children to pick who they work with.
- School to involve parents and pupils in creating opportunities to celebrate home cultures and religion e.g. display boards, assemblies and class discussions.
- School provide opportunities to allow parents and/or pupils to speak about things they like and enjoy e.g. All About Me profiles ,identity mind maps or tree of life are completed when children arrive and are updated regularly. This could be included as part of the school assessment cycle (see session 5 slide 23/24)
- Staff to identify existing resilience factors and any gaps in resilience which could be supported e.g Young Mind resiliency cards (see slide 26/27 session 5) – ym-resilience-cards-primary-web.pdf (youngminds.org.uk) (primary), ym-resilience-cards-secondary-web.pdf (youngminds.org.uk) (secondary) and involve children in planning for their future provision
- Parents and pupils to be involved in the selection of refugee role models who can be openly discussed and celebrated as part of school culture e.g. Literature, in assemblies, on displays.
- Practice acknowledges that people who have experienced or are experiencing trauma may feel a lack of safety or control over the course of their life which can cause difficulties in developing trusting relationships e.g. offering a flexible approach to

meetings and prioritising feelings of safety and relationship building, offering choices of venue, staff, time of day and continuing to show you care and are interested if parents find it hard to engage at first. There may need to be additional information in school policies around how to support parents who are finding it hard to engage.

- Staff to ask parents and pupils how best to include them in school based decision making. This information should be used to support the inclusion of INA parents in governing bodies and INA pupils in school councils, where they can share their experiences, and these can contribute to whole school decision making.
- Asking parents about key cultural celebrations and then including these in the school calendar.
- Staff develop individual support plans for children who are frequently dysregulated or have experiences trauma these should be co-constructed with the CYP and parents and follow the regulate, relate, reason and repair model, this would include discussing and testing out body-based strategies to help children with regulation (see slides 19+20 session 6)
- Staff to set up safe spaces based on the 5 keys from Tina Rae (see slide 22 session 6)
- Staff to use the flipping my lid model (Dan Siegel) to help children understand trauma responses and how their body and brain can work together to help them. Pupils should be involved in selecting trailing and evaluating strategies that support regulation (see slides 16-18 session 6)
- Adults in school to work with different communities to understand different cultural narrative around mental health and wellbeing and use this to inform future conversations and support.
- Staff implement the trauma responsive triangle and the applied trauma responsive classroom framework and observation schedule to plan individualised trauma responsive support to ensure children access a trauma responsive classroom and monitor individual need.