Trauma Informed Policy			
Date	Review Date	Owner	Nominated Governor
October 2025	October 2027	Jane Maclennan	Daniel Childerhouse

This policy uses the Trauma Informed Approach to Mental Health policy template.

Policy aims:

- Basic physiological and emotional needs must be met before a student feels safe enough to relax and learn.
- All staff need to consistently demonstrate that they care and can be trusted.
- All staff need to be well regulated as raised voices, angry faces and body language create fear and stress.
- All staff understand the components of trauma informed and mental health school through protect, relate, regulate and reflect.

Our school is invested in supporting the very best possible relational health between

- Parent and child
- Child and child
- Parent and school staff
- School staff
- School staff and senior leaders
- School staff and external agencies.

To this end our school is committed to educational practises with Protect, Relate, Regulate and reflect.

Protect.

- Increased safety cues in all aspects of the school day – e.g. meet and greet at the school entrance.
- School staff are trained in PACE 'modes of interaction' (Hughes 2015) being warm, empathetic, playful and curious (proven to shift children out of fight or flight and freeze positions)
- School to ensure that interactions with children are socially engaging and not socially defensive in order to decrease the chance of children relating defensively (fight, flight, freeze)
- A whole school commitment to cease to using harsh voices, shouting, put downs, criticisms (proven to be damaging psychologically and neurologically)
- School staff will 'interactively repair' the occasions when they themselves move to defensiveness.
- The Implementation of pedagogic interventions to help the teacher get to know the students better on an individual basis 'I wish my teacher knew' (what matters to them, who matters to them, their dreams and their hopes) This is the key to enabling children to feel safe enough to want to talk if they so wish, about painful life experiences which are interfering with their ability to learn and their quality of life.
- All vulnerable children have easy access on a daily basis to at least one named emotionally available adult and these children know when and where to find them. If the child does not wish to connect with this adult then an alternative person is found.

- School staff adjusting expectations around vulnerable children to correspond with their developmental capabilities and experience of traumatic stress. This will include removing vulnerable and traumatised children in a kind and non-judgemental way from situations that they are not managing well.
- Provision for children of a clear confidential and non-shaming talk time.
- The nurturing of school staff in such a way that they feel truly valued and emotionally regulated enough to be able to interact throughout the school day with social engagement rather than defensiveness.

Relate

- All staff trained in emotional coaching and in relating to children in terms of the four key relational needs for secure attachment: affect attunement, empathy, soothing and containment.
- A whole school commitment to enabling children to see themselves, their relationships and the world more positively, rather than through a lens of threat, danger or self-blame.
- Relational opportunities for vulnerable children with emotionally available adults in school to enable them to make the shift from 'blocked trust' (not feeling psychologically safe with anyone) to trust and from self-help to help seeking.

Regulate

- The implementation of interventions designed to bring down stress hormones (e.g. from toxic to tolerable) in vulnerable children, enabling them to feel calm, soothed and safe. This is to support learning, quality of life and protect against stress induced physical and mental illness, now and in later life.
- Evidence-based nurturing and regulatory interventions that aim to repair psychological damage and brain damage caused by traumatic life experiences, through emotionally regulating and playful enriched adult-child interactions.
- The emotional wellbeing and regulating of staff is treated as a high priority in order to prevent stress related absence or leaving the profession, through stress related illness, feeling undervalued, blamed or shamed.

Reflect

- Staff educated in the art of good listening, dialogue, empathy and understanding (instead of asking lots of questions, questioning and giving lectures)
- The provision of skills and resources to support parents and staff to have meaningful and empathetic conversations with vulnerable children who want to talk about their lives in order to empower children to better manage their home situations and life in general.
- Within the context of an established and trusted relationship with a member of staff, children are provided with the means to symbolise painful life experiences through images rather than solely everyday words, should they wish to do so as a key part of 'working through' and memory re-consolidation. To this end there is a provision of different modes of expression e.g. art/play drama/music/sand play emotion worksheets.
- PSHE (personal, social health and education) informed by current research (psychology and neuroscience) on mental health, ill mental health (a full range of specific conditions) relationship health: family, parenting, intimate relationships and tools to help navigate life.
- Curriculum content to enable children to make informed choices about how they relate to others and how they choose to treat their brains bodies and minds now and in the future.
- Staff trained to help children move from 'behaving their trauma/painful life experiences to reflecting on those experiences through empathic conversation in order to address negative self-referencing and help them to develop coherent narratives about their lives
- A behaviour policy which is not based on punishment sanctions and isolation but one that models enquiry resolution and interactive repair (e.g. restorative conversations)