

Trauma Informed Practices

www.traumainformedschools.co.uk

Trauma Informed Schools UK

Trauma Informed Schools UK is a registered Community Interest Company, aiming to:

- address the child mental health crisis in schools and communities
- alleviate the high stress levels in staff
- support parents to enhance their own and their child's mental health.

Trauma informed approaches are not the absence of rules, expectations, boundaries, limits or natural consequences.

Without these we have an environment of chaos in which no one feels safe.

Trauma informed approaches hold boundaries, limits and expectations firmly but are gentle and relational with the child or young person.

‘No significant learning occurs without a significant relationship’.

‘It is the positive relationships and sense of belonging that a good school culture provides that give these children the comfort, confidence, competence and motivation to learn.’

Dr James P Comer
Professor of Child Psychiatry, University of Yale
2005

Staff at Beecroft Academy understand:

- the impact of trauma or adverse child experiences on learning, behaviour, relationships, mental and physical health and longevity.
- the theory of mind, mental health and child Development.
- the role of the emotionally available adult.

The affects of trauma

Toxic stress can be caused by trauma and can damage the developing brain and body. It can impact our relationships, self-esteem and behaviour.

Trauma:

- can impact neurological, biological, psychological and social development.
- replaces social engagement with defensive behaviours.
- halts our capacity to learn.

Schools have a vital role to play in supporting all children.

At Beecroft Academy we ensure our staff are emotionally available to our pupils.

The Emotionally Available Adult:

- creates psychological safety by their presence
- creates an environment that is physically safe - predictable, consistent, structured
- holds boundaries and limits gently
- bears what is not bearable for the child
- listens to understand
- compassionate, connected and kind
- supports the child to develop a coherent narrative
- displays unconditional positive regard – no matter what
- steady, regulated – ‘I’ve got this’

ACEs (Adverse Childhood Experiences)

- Separation of parents
- Family bereavement
- Multiple school moves
- Physical, emotional, sexual abuse

These experiences do not define a child IF they are supported by an emotionally available adult and have protective factors in their life.

Protective Factors

- Affection at home
- Clear rules and boundaries at home and at school
- Regularly attend school
- A sense of belonging at home and at school
- Positive friendships and relationships

At home

- Routines and boundaries – safety
- Emotionally available adult
- Listen
- Unconditional
- Predictable
- Steady and regulated – ‘I’ve got this’