

## WHAT IS A TRAUMA-INFORMED SCHOOL?

A trauma informed school is one that is able to support children and teenagers who suffer with trauma or mental health problems and whose troubled behaviour acts as a barrier to learning.





Many pupils have had traumatic experiences in their lives, trauma can impact on learning, behaviour and relationships at school.

Trauma can arise from a variety of sources, including factors such as; bullying, pressures of social media, domestic factors, environmental factors, discrimination and other significant life events.

In a trauma informed school, the adults in the school community are prepared to recognise and respond to those pupils who have been impacted by traumatic stress and relate in ways that enhance their self-esteem, confidence and develop their capacity to reflect and resolve.

The goal is not to only provide tools to cope with extreme situations but to create an underlying culture of respect and support.





→ **ACCOUNTABILITY**

We embrace and practice an ethos of shared responsibility for all pupils.

→ **ADAPTABILITY**

Our team are trained to anticipate and adapt to the ever-changing needs of our pupils.

→ **COMMUNITY**

Our school community aims to provide pupils with multiple opportunities to practice newly developing skills.

## → EDUCATION

Our dedicated team undergo continuous development and training to better understand the impact trauma has on learning.

## → SAFETY

Our team help pupils to stay safe physically, socially, emotionally and academically.

## → HOLISTIC

We work towards meeting our pupils' needs by taking into account their relationships, self-regulation, academic competence, physical and emotional wellbeing.





Our dedicated team possess a range of qualities and skills inclusive of:

- Compassion
- Warmth
- Empathy
- Emotional robustness
- A non-judgemental attitude
- The ability to stay stable and calm under stress
- Imaginative ways of exploring feelings

At IncludEd we offer a nurturing caring environment where all staff are prepared to recognise and respond to those young people who have been impacted by traumatic stress.

- Support young people to make sense of their experiences;
- Adapting to adversity and stress;
- Responding to ACEs and mental health;
- Building a culture of trust;
- Teach young people how to self-regulate and manage their emotions in a safe and calm manner;
- Intense work around trauma and crisis;
- Alleviate suffering, support learning and make young people feel cared for and appreciated;

*"Remember: everyone in the classroom has a story that leads to misbehaviour or defiance. 9 times out of 10, the story behind the misbehaviour won't make you angry. It will break your heart."*

(Annette Breaux)

