

"Becoming a trauma informed school goes beyond identifying and referring students with traumatic stress to outside services; taking a passive role will not bring about the steps necessary to assure every student will meet their full potential."

Perry, 2004

What are trauma informed approaches?

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In 2001, Harris and Fallot developed traumainformed care to improve clinical practice and service delivery. To be trauma-informed is to understand the ways in which violence, and other traumatic experiences, may have impacted the lives of those involved. Trauma-informed organisations use their understanding of the impact of trauma to inform the design of systems and provision of services in a way that addresses the needs of trauma survivors.

A trauma-informed approach in schools can support pupils who have specific needs due to past or ongoing trauma. Without a trauma-informed approach, there is a risk that pupils who have been impacted by trauma could be retraumatised and not have opportunities to reach their full potential.



Classroom strategies

Offer space and opportunity for self-calming techniques, such as mindfulness and grounding.

Create an environment of respect and establish yourself as a safe individual. Speak with the child about safety and what steps you will take to help the student to feel (and be) safe.

Speak slowly, use a lower pitch for your voice, and use simply constructed sentences. Avoid the use of body movements.

Allow children to make choices and to collaborate in decision making, as this can be incredibly empowering.





CPD: Developing Trauma-Informed Approaches

Supporting Young People With Traumatic Events Guide (dealing with trauma)



Disclaimer: Every child's needs are different and so the recommendations in this resource may not be suitable for every child. It is for you to consider whether it is appropriate to use these classroom strategies within your class. The indicators mentioned are not an exhaustive list, if you are concerned about a child please seek advice from the SENCo.

