

# Golden Thread of Trauma Informed Approaches

<b><u>ADMISSIONS MEETING</u></b> Induction Lead Safeguarding SENCO, Social Worker	<ul style="list-style-type: none"> <li>• <b>Student and parents/guardian's views sought</b> – Strengths and areas of need to be identified.</li> <li>• <b>Support of Safeguarding Lead and Special Educational Needs Coordinator (SENCO)</b> - As needed.</li> <li>• <b>Team around the child/family approach</b> – Support to recognise and meet holistic needs.</li> <li>• <b>Need for targeted interventions identified</b> – Need for input directed by Therapeutic Intervention team.</li> </ul>
<b><u>Induction</u></b> Transition support Analysis and Action Plan	<ul style="list-style-type: none"> <li>• <b>All about me work undertaken</b> – The voice of the student is central to all support and interventions.</li> <li>• <b>Pupil passport</b> - Individual needs identified, educational and wellbeing needs profile created and shared with relevant staff. Personalised transition timetable developed, based on needs.</li> <li>• <b>Transition report commenced</b> – Identifying strengths, needs and known successful interventions.</li> <li>• <b>Introductions made to key staff and peers</b> – Promoting a sense of belonging within the school.</li> </ul>
<b><u>LOCKERS</u></b> Breakfast Routines to prepare for the day ahead	<ul style="list-style-type: none"> <li>• <b>Clear and consistent habits and routines</b> - Removing barriers, promoting a sense of security through knowledge of what will happen and when.</li> <li>• <b>Uniform provided</b> – Promoting a sense of belonging in the school community.</li> <li>• <b>Breakfast and emotional regulation time</b> – Staff support the identification and meeting of basic needs promoting readiness for learning.</li> <li>• <b>Positive relationship building with staff</b> – Shared experiences to promote positive relationships.</li> </ul>
<b><u>TUTOR SESSION</u></b> Oracy Regulation Habits Assembly Rewards	<ul style="list-style-type: none"> <li>• <b>Building trusting relationships – developing “emotional currency”</b> - Feeling secure and safe in school.</li> <li>• <b>Tutor programme</b> – Promoting wellbeing, whilst developing shared knowledge and sharing successes.</li> <li>• <b>Habits and routines</b> – Implementation of 3 P's (People, Place and Purpose), promoting independence through an understanding of expectations.</li> <li>• <b>Weekly assembly to address school information &amp; discuss world issues</b> – Promoting understanding of our place in wider world.</li> <li>• <b>Supporting attendance</b> – Positive relationships to identify and reduce barriers to learning.</li> <li>• <b>Tutor boards</b> – Promoting belonging, celebrating achievements, promoting a positive sense of identity.</li> <li>• <b>Regulation activities</b> - In each session, supporting self-awareness of needs and how to meet these.</li> <li>• <b>Oracy and regulation activities</b> – Developing communication skills to promote emotional wellbeing.</li> </ul>
<b><u>LESSONS</u></b> Phased Learning Behaviour Toolkit Positive Intervention Habits / Routines Big Question Rewards Zones of Regulation Do Now Activity	<ul style="list-style-type: none"> <li>• <b>Phases of learning</b> – Task sheet detailing regulation activities, promoting autonomy in learning.</li> <li>• <b>Strategies in place to provide support to Phase 1, 2 and 3 learners simultaneously</b> - Teaching staff aware of individual needs and provide support for each phase.</li> <li>• <b>Behaviour toolkit, setting positive expectations and rewarding with praise</b> – Consistent application of 3 P's Behaviour Policy, celebrating positive behaviours and achievements.</li> <li>• <b>Regulation activities planned on task cards</b> – Planned considering needs and differentiated as needed.</li> <li>• <b>Application of self and co-regulation strategies</b> – Use of Zones of Regulation / PACE (Playfulness, Acceptance, Curiosity and Empathy) model / Chimp Paradox to promote awareness of self.</li> <li>• <b>Clear start and end of lesson</b> – Promoting a sense of safety through ability to anticipate now and next.</li> </ul>
<b><u>REWARD &amp; SANCTIONS</u></b> Behaviour Intervention Trauma Informed Interventions Individual Sessions SALT (Speech and Language Therapy) / PACE	<ul style="list-style-type: none"> <li>• <b>Application of 3 P's</b> – Redirection of behaviours through positive language and positive routines.</li> <li>• <b>Recognising positive choices</b> – Reinforcing positive behaviours through recognition and reward.</li> <li>• <b>Sanctions for learning</b> – Application of behaviour toolkit, providing targeted interventions to connect and correct, educating and supporting understanding to change future behaviours.</li> <li>• <b>Pupil passports updated with positive interventions / strategies</b> – Removing barriers to learning.</li> <li>• <b>Positive phone calls home</b> – Promoting positive family relationships, whilst building self-esteem.</li> <li>• <b>Shared interventions across home / school</b> – Reinforcing learning through application across contexts.</li> <li>• <b>Targeted interventions with the therapies with interventions team</b> - Developing support strategies for pupils to promote empowerment, choice and control to achieve outcomes and self-efficacy.</li> </ul>
<b><u>PARENTAL ENGAGEMENT</u></b> Relationships / Feedback Phone Calls Home (Positive)	<ul style="list-style-type: none"> <li>• <b>Parent consultation days</b> – Collaboration with parents/guardians to share positive interventions.</li> <li>• <b>Daily / Weekly Phone calls home</b> – Consistent updates between home and school to promote consistent support across home and school promoting shared knowledge and learning.</li> <li>• <b>Parental information sessions (online)</b> - Supporting families, building confidence and knowledge to implement consistent support strategies.</li> </ul>
<b><u>SCHOOL / HOME</u></b> Regular Feedback Report / Strategies Transition Plan Outreach / In-reach Exit Reports / Sanctions	<ul style="list-style-type: none"> <li>• <b>Student voice on exit</b> – Ensure student engagement in decisions about them.</li> <li>• <b>Parental engagement in transition planning</b> – Parents/guardian's involved in transition plans to school.</li> <li>• <b>Transition report reviewed and maintained during placement</b> – Feedback provided to home/new school, to include key support strategies.</li> <li>• <b>Exit strategy (Outreach)</b> - Supporting the use of identified strategies for a positive transition.</li> <li>• <b>Working closely with behaviour leads from schools</b> – Support for schools in utilising therapeutic practices to promote students' wellbeing.</li> </ul>