



Beechcroft Infant School

Trauma-Informed Practice Policy

1. Purpose and Rationale

Beechcroft is committed to a whole-school, relational approach that recognises the impact of stress and trauma on children's development, behaviour, learning and relationships. We embed KCA's **Five to Thrive** (*Respond, Engage, Relax, Play, Talk*) into our practice to support co-regulation, secure attachments and recovery, in line with our safeguarding, SEND and behaviour duties.

This policy complements statutory guidance—Keeping Children Safe in Education (KCSIE), Working Together to Safeguard Children, DfE Behaviour in Schools, and Mental Health & Behaviour in Schools—and should be read alongside our Safeguarding/Child Protection, SEND, Behaviour, Attendance policies.

2. Definitions

- **Trauma:** Distressing experiences that overwhelm a person's ability to cope, potentially affecting regulation, relationships, cognition and sense of safety.
- **Trauma-informed:** A whole-school stance that prioritises safety, connection and regulation in everyday interactions, systems and environments.
- **Five to Thrive:** A KCA framework describing five relational activities—**Respond, Engage, Relax, Play, Talk**—that build healthy brains and support recovery from stress/trauma.

3. Policy Scope and Links

This policy applies to all staff, volunteers, supply staff and governors. It aligns with (and does not replace) existing trust/school policies.

Related policies: Safeguarding & Child Protection; Behaviour; SEND; Attendance; Online Safety; Data Protection/Privacy; Staff Mental Health & Wellbeing; Positive Handling; Anti-Bullying.

4. Principles

1. **Safety, connection, regulation first:** Adults create predictable, attuned, low-arousal environments; we regulate the adults to regulate the children.
2. **Relational consistency:** Staff use the **Five to Thrive** sequence in everyday interactions; co-regulation precedes correction.
3. **Do no harm:** Responses avoid re-traumatisation; de-escalation and restorative approaches are preferred and link to behaviour guidance.
4. **Inclusive and graduated support:** We use a graduated approach (Assess-Plan-Do-Review) and work within the SEND Code of Practice.
5. **Safeguarding is everyone's responsibility:** KCSIE and Working Together requirements are integrated across practice.
6. **Staff wellbeing matters:** We recognise compassion fatigue and provide supervision/support structures.

5. Roles and Responsibilities

- **Governing Body:** Ratify policy; monitor impact (attendance, exclusions, wellbeing, safeguarding trends). Ensure alignment with school policies.
- **Headteacher/SLT:** Lead and monitor implementation; ensure CPD and supervision; integrate with behaviour, safeguarding and SEND systems.
- **Designated Safeguarding Lead (DSL):** Ensure trauma indicators are recognised; align early help and referrals; maintain CP files per KCSIE.
- **SENDCO (part-time):** Coordinate graduated support; advise on reasonable adjustments; monitor APDR cycles and outcomes.
- **Children's Champion (pastoral role):** Coordinate universal nurture, safe spaces, Five to Thrive prompts, parent engagement.
- **Mental Health Lead:** Lead targeted intervention, staff coaching and fidelity to the model; oversee supervision and referral criteria.
- **All Staff:** Apply Five to Thrive routines; log observations; use de-escalation; follow safeguarding procedures.

6. Identification, Early Help and Referral

6.1 Universal (Wave 1)

- **Classroom routines** embed Five to Thrive (visual prompts/check-ins; calm corners; co-regulation scripts).
- Use observation and pastoral notes to notice patterns (sleep, separation distress, hypervigilance).

6.2 Targeted (Wave 2)

- **Drawing & Talking** 1:1 intervention (30 minutes weekly × 12 sessions) for children presenting with emotional distress; SDQ pre/post where appropriate.
- Parent/carer conversations; signpost to UK Trauma Council resources.

6.3 Specialist/External (Wave 3)

- DDSL/SENDCO lead early help, CAMHS/Ed Psych referrals or social care, following local pathways.
- Maintain safeguarding chronology and information sharing as per KCSIE.

7. Curriculum, Environment and Daily Practice

- **Curriculum:** PSHE/RHSE promotes emotional literacy and safe relationships; staff use co-regulation language and storying (Talk) to make sense of experiences.
- **Environment:** Predictable routines; sensory-considerate spaces; visual cues
- **Play and restorative approaches:** Structured play to process feelings; restorative conversations post-incident (Play → Talk).
- **Attendance:** Trauma-sensitive responses to anxiety-based absence, consistent with DfE attendance guidance.

8. Behaviour, Regulation and Safety

- **Behaviour policy alignment:** De-escalation, reasonable adjustments, relational responses and clear boundaries, in line with DfE behaviour guidance.
- **Positive handling:** Only where necessary and proportionate; staff trained; incidents reviewed with a restorative lens.
- **Peer-on-peer:** Respond in line with KCSIE part 5; prioritise safety and ongoing support.

9. Targeted Intervention: Drawing & Talking

- **Eligibility:** Children displaying ongoing emotional distress, grief, anxiety, or dysregulation not resolved by universal support.
- **Model:** 12 weekly 30-minute 1:1 sessions; non-directive; secure attachment with trained practitioner; symbolic resolution; SDQ optional.
- **Boundaries:** Not for 'digging' or interrogation; complements, not replaces, specialist therapy (e.g., CAMHS).
- **Supervision:** Practitioners receive regular supervision; safeguarding concerns escalate via DSL.

10. Staff Training, Supervision and Wellbeing

- **Induction:** KCSIE Part 1; safeguarding training; introduction to Five to Thrive routines and scripts.
- **CPD:** KCA updates, when relevant
- **Supervision & wellbeing:** Regular reflective sessions for Drawing & Talking practitioners, to mitigate secondary trauma.

11. Data, Monitoring and Evaluation

We will track:

- **Pupil measures:** attendance; behaviour logs; exclusions/suspensions; SDQ or equivalent pre/post for targeted work.
- **Process fidelity:** use of Five to Thrive routines (learning walks), intervention uptake/completion, supervision records.
- **Safeguarding:** timely referrals, early help engagement, and outcomes, as required by KCSIE/Working Together.

Reporting: Termly to SLT and Governors; annual summary with policy refresh recommendations.

12. Information Sharing and Record-Keeping

Safeguarding and intervention records are stored securely in line with KCSIE and data protection policies. Where necessary, we share information with partners to keep children safe.

13. Parent/Carer Engagement

We provide accessible information about Five to Thrive; offer workshops/coffee mornings; and co-produce support plans where appropriate.

14. Equity, Inclusion and Reasonable Adjustments

Our graduated approach follows the **SEND Code of Practice**; we make reasonable adjustments to ensure access, participation and progress for all.

REVIEW

The Governing Body reviews the policy every two years. The Governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the Governing Body receives recommendations on how the policy might be improved.