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What is a Trauma-Informed School?

We regulate before we reason



We see behaviour as a communication



A sense of safety is the foundation of learning



All emotions are recognised



We are curious about each child's experiences



Relationships are prioritised



SAFE ENVIRONMENTS

Children feel safe so they can learn and explore.



POSITIVE RELATIONSHIPS

Children feel valued, seen and supported.



COMPASSIONATE UNDERSTANDING

We recognise children's emotions and experiences.

2

Trauma-Informed Behaviour at Leigh Primary

A calm, consistent and relational approach through every step of the school day.



CONNECT

A calm adult helps me feel safe.

"We're here to help."



REGULATE

We help children become calm before expecting them to reason.

"Let's get you ready to talk."



REFLECT

Once calm, we help children understand what happened.

"What happened? What were you feeling?"



REPAIR

Children are supported to put things right.

"What can we do to make this better?"



RETURN

Every child gets the opportunity to reconnect and succeed.

"Let's start again."



Trauma-informed does not mean there are no consequences.

We combine clear boundaries with high expectations and calm, consistent and relational responses.



Be Ready



Be Respectful



Be Safe

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How can we work together at home?

The same approaches that we use at school can help at home.



1. REGULATE

Calm first. Talk second.

A calm brain can make better choices.



Take deep breaths



Give space



Use a calm tool



2. CONNECT

Acknowledge the feeling while keeping the boundary.

"It's okay to feel angry. It's not okay to hit."



Listen



Show empathy



Be clear and consistent



3. REPAIR

Talk about what happened and what could happen differently.

Put things right and move forward together.



What happened?



How did you feel?



Who was affected?



What could you do next time?



Children need boundaries and relationships.



Be Ready



Be Respectful



Be Safe