

### Intent

To develop a consistent, trauma-informed approach across the school, enabling staff to better understand behaviour, support pupils with SEMH needs, and improve inclusion, engagement, and outcomes. The training is grounded in the Neurosequential Model in Education (based on the work of Dr Bruce Perry) and is underpinned by the principle that **behaviour is a communication of need**.

### Implementation

The training is delivered to **all staff** as a whole-school approach and is split into **two one-hour sessions**.

#### Session 1: Understanding Trauma and Development

Staff develop an evidence-informed understanding of:

- How the developing brain comes “online” sequentially
- The impact of early childhood trauma on emotional regulation, attachment, behaviour, and learning
- Why children with SEMH needs may experience heightened stress responses and rapid dysregulation
- The link between hypervigilance, attachment, and classroom engagement

This shared understanding ensures consistency of approach across the school and supports staff to respond appropriately to

#### Session 2: Translating Understanding into Practice

Using the learning from session one, staff explore **practical strategies** to support children effectively. This session is underpinned by the **6 Rs (Core Elements)**: Relational, Relevant, Repetitive, Rewarding, Rhythmic, Respectful

Key areas include:

- *Regulate, Relate, Reason*
- Co-regulation and regulation strategies
- Interoception and self-awareness
- Predictability and structure
- Validation and reflective conversations

Staff are given time to reflect on children within their own settings and collaborate to embed approaches consistently.

**Impact** The training supports schools to:

- Improve emotional regulation and readiness to learn
- Reduce dysregulation, exclusions, and behaviour-related incidents
- Strengthen relationships between staff and pupils

- Increase staff confidence, consistency, and shared language
- Support inclusion and improved outcomes for vulnerable learners

*By embedding a trauma-informed, developmentally appropriate approach, schools are better equipped to meet pupils' needs, improve engagement with learning, and promote positive long-term outcomes*