

Trauma Informed Practice?

Trauma Informed Practice (TIP) is a term used frequently to encompass all strategies, interventions and core values that support our vision of supporting our children and families. One of the main themes of the framework is to ensure that pupils at Ellesmere Port Catholic High School are supported to build resilience to stressful and traumatic experiences as well as ensuring a child is supported through the recovery process of a traumatic experience they may have experienced. We as a school start with the premise that school is not just a place to learn. We understand that the role of the agencies working with the child are tangible to ensure that all services work together to find the best possible support for the child and the family. We regularly lease with Family Intervention Workers, Social Workers, School Health and other external agencies to ensure the best possible support is provided to the family.

Here at Ellesmere Port Catholic High School, we started our journey to becoming a Trauma Informed Practice school in 2019. We have been working closely with external agencies such as Pivotal Education, Everton Football Club and the NHS in order to develop a coherent support network for the children at Ellesmere Port Catholic High School. [Pivotal Education](#) was started in 2001 'to dramatically improve behaviour training for teachers across schools and colleges' (Pivotal Education, 2020). Everton Football Club founded a charity called [Everton in the Community](#) in 1988 in order to provide social intervention across Merseyside and the surrounding areas. Everton in the Community works closely with Ellesmere Port Catholic High School to provide a range of services such as counselling, group social skills and community based projects.

Ellesmere Port Catholic High school employed two learning mentors in 2019 to provide support to children with Social and Emotional Mental Health difficulties. The Learning Mentors provide a variety of interventions such as friendship and social skills, support with self-esteem and confidence and also to understand the motivations and thought processes the behind behaviour of children. Here at Ellesmere Port Catholic High School, we pride ourselves on the fact that all the children at the school have access to the support whether they refer themselves, are referred by staff, external agencies or parents.

The school has three Emotional Literacy Support Assistants (ELSA's) as well as a school councillor. The role of an ELSA is to provide social skills, emotions, bereavement, social stories and therapeutic stories, anger management, self-esteem, counselling skills such as solution focus and friendship, The ELSA will have a supervision every term from a trained psychologist (ELSA, 2020). The support network for the ELSA's ensure that there is a shared space for trained ELSA's to discuss challenges and provide advice on supporting children through the process of developing emotional literacy. Some aspects of covered by our ELSA's is more important now then ever in the wake of the Covid emergency.

Regulation –

Many young people who experience trauma struggle to regulate their behaviour in school. Some come to school with impulsive behaviours. At Ellesmere Port Catholic High School, we work closely with some children who display dysregulation.

Interventions to support regulation

- Supporting children in developing an awareness of their emotions.
- Supporting students in developing strategies on coping with their emotions
- Enhancing a tolerant environment and skill building in emotional support

Competency -

To develop resilience in stress impacted populations to support in building capabilities for young people to cope with factors that affect their emotions.

Interventions to support competency

- Increasing opportunities to employ young people
- Identifying a range of aspects though self-identity through developing experiences and traumatic exposures

What does this mean for schools working practice?

At Ellesmere Port Catholic High School, we aim to understand that some of our children come to school not being able to meet the academic and social ability that a school normally demands. The school aims to provide a holistic approach to ensure that instead of only providing targeted interventions to support children, we change the ethos and experience of the school as a whole to create a trauma informed environment.

Adverse Traumatic Childhood Experiences

Adverse Traumatic Experiences can have a significant impact on a child's attainment and mental health. Did you know, if a child has 4 or more ACE's, they are 3 times more likely to develop a heart condition or type 2 diabetes. Click [here](#) to find out more about ACE's and their impact.

Next steps at Ellesmere Port Catholic High School

At Ellesmere Port Catholic High School, we have developed a tier system to help identify those who require support and the form the support will be in. The Learning Mentors will work with the pastoral team to identify those children that need support and triage the child to determine the level of intervention needed.

Recommended reading and clips

[Adverse Childhood Events](#)

[Emotional based non-attendance to school](#)

[Trauma Informed Practice](#)

[Attachment](#)

[ARC Model](#)

Works Cited

Works Cited

ELSA. (2020). *About Us*. Retrieved from Emotional Literacy Support Assistants: <https://www.elsa-support.co.uk/about-elsa-support/>

Pivotal Education. (2020). *About Us*. Retrieved from Pivotal Education: <https://pivotaleducation.com/about-us/>

West Cheshire Childrens Trust. (2019). *New Ways of Working*. Retrieved from West Cheshire Childrens Trust: <https://westcheshirechildrenstrust.co.uk/new-ways-of-working/>