

Emotion Works Recovery Programme - EXPECTED OUTCOMES: TRAUMA PRINCIPLES & PRACTICES

STAFF AWARENESS & CONFIDENCE

In our school we recognise that the Pandemic has resulted in

- significant changes in lifestyle and routine for staff and pupils over a prolonged period
- additional health and wellbeing worries and impacts
- increased economic concerns for many families
- experiences of personal loss and bereavement

We therefore acknowledge the need to follow Trauma Principles & Practices in our school during the Recovery Period so that staff, pupils and families are supported to adjust and settle back to life and learning in school in positive ways.

Some pointers to support your rating:

- ✓ Staff are trauma aware (using the 3Rs or a similar approach)
- ✓ Are confident following universal trauma principles and practices for all pupils
- ✓ Are able to plan and take a more targeted approach when required

RATING BEFORE STARTING THE PROGRAMME



RATING AT THE END OF THE PROGRAMME



RELATIONSHIPS

- ✓ Positive staff-pupil relationships are seen as important vehicles to learning and wellbeing in our school and approaches are in place to facilitate this.
- ✓ Staff know the pupils we work with well and feel a mutual sense of connection and positive regard towards them.
- ✓ Where connections are proving harder to establish or there are relationship concerns for particular pupils, an individualised approach to relationship building is in place.

RATING BEFORE STARTING THE PROGRAMME



RATING AT THE END OF THE PROGRAMME



REGULATION

- ✓ Keeping pupil (and staff) stress levels regulated is recognised as an important vehicle to learning and wellbeing in our school and approaches are in place to facilitate this.
- ✓ Whole school ideas and activities are identified that help us take a 'pro-active' approach to regulating pupil stress levels. Class teachers incorporate these into their daily planning.
- ✓ Pupils who require a more targeted approach to emotional regulation have been identified and all staff who work with these pupils are aware of helpful strategies.

RATING BEFORE STARTING THE PROGRAMME



RATING AT THE END OF THE PROGRAMME



RELEVANCE

- ✓ In our school we recognise that pupils will be more motivated to engage in learning when activities are relevant to their interests and concerns, and class planning for the term ahead reflects this.
- ✓ Staff know the pupils we work with well in terms of their interests, people in their lives and their learning strengths/needs so that an ad-hoc approach to relevance can be utilised when needed.
- ✓ Teachers make use of the principle of relevance (or familiarity) in their planning for groups and individuals when learning tasks seem more challenging.

RATING BEFORE STARTING THE PROGRAMME



RATING AT THE END OF THE PROGRAMME

