



The Thoughtful Schools Program Guidebook

A guide to using the Trauma-Informed Practice Principles

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THE UNIVERSITY OF
**WESTERN
AUSTRALIA**

Contributors; UWA; Dr Karen Martin, Madeleine Ford, Kate Fitzgerald, Sarah Falconer, Amanda Kasten-Lee, Rachel Parker, Dr Stephan Lund & Angela Gazey, ECU; Dr Helen Egeberg. Curtin University; Dr Rebecca Walker & Dr Madeleine Dobson. Monash University; Dr Emily Berger. University of Queensland; Dr Keane Wheeler.

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We acknowledge the Traditional Custodians of country throughout Australia and recognise their continuing connection to land, waters and community. We pay our respects to them, their cultures and to elders past, present and emerging. We extend this acknowledgement and respect to all Indigenous peoples worldwide.



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Background

What is a ‘trauma-informed school’?

A “trauma-informed school” provides an environment which is sensitive and responsive to the impact that trauma and adversity may have had on an individual. The school actively seeks to identify vulnerable children early and works to avoid re-traumatising children. By providing supportive policies, programs and communication the school becomes universally supportive of all children, parents/carers, staff and the wider community.

Why do we need trauma-informed schools?

Although most children have nurturing home environments, child maltreatment occurs at concerning levels in Australia [AIFS](#). Estimates indicate that 8.9% of children experience physical abuse, 8.6% sexual abuse, 8.7% emotional abuse and 2.4% neglect [Moore](#), however rates are hard to assess due to the difficulties in measuring maltreatment. Children may also experience trauma and adversity due to observed family violence, parent separation, incarceration of a parent, having a parent with a mental illness or grief from the loss of a loved one. Trauma can also occur due to a natural disaster, conflict, or war. Of concern, COVID-19 has led to higher amounts of traumatic experiences and adversity within households such as increased financial hardship [ABS](#), and the starting or escalation of family domestic violence [AIC](#). Already high levels of children’s anxiety are also increasing in the wake of the pandemic [UNICEF](#).

Children’s development and behaviour are often negatively impacted by trauma and adversity [CPManual](#), increased risk of other substantial negative outcomes in the immediate and longer term are also a consequence of childhood trauma and adversity. These include; depressed affect [Merrick](#), suicide attempts [Merrick](#), psychotic disorders [Morgan](#), moderate to heavy alcohol drinking and drug use [Merrick](#). It is important to note however, that not all children are negatively impacted by trauma, with some even experiencing posttraumatic growth [Myerson](#). There is a strong body of evidence [Bick](#) about the impact of trauma and adversity on brain structures linked to learning and control of emotions and behaviour. This in turn can make it difficult for children to learn, make friends and develop positive relationships with teachers [Perfect](#). Trauma and adversity can also disrupt children's impulse control in the classroom, in the playground, and when attending excursions [Perfect](#). Combined with home environments that may be unsupportive or unsafe, it is unsurprising that learning and behaviour at school can be problematic for many children experiencing trauma and adversity. With so many children affected, and evidence of its pervasive impact, school staff could benefit from having an adequate understanding of the impact of trauma and adversity on children. Teachers and leaders would also benefit from knowledge about trauma and adversity when responding to children’s challenging behaviours. In education, such understanding and techniques are known as "trauma-informed pedagogy".

Added to this rationale, recommendations from the Royal Commission into Institutional Responses to Child Sexual Abuse [RC](#), and advice following disaster events, such as Australia’s recent bushfires [Berger](#), indicate that schools need to be trauma-informed. The emergence and disruption of the COVID-19 pandemic further urges a trauma-informed approach in schools [UNICEF](#).

It is important to acknowledge that teachers and school leaders already have high demands on their time, and that adding another burden to their work is untenable. However, trauma-informed practice is not necessarily an add-on; it is a different way of working and communicating which also improves students' relationships with school staff, school engagement and learning.

What is the impact of becoming a trauma-informed school?

- We do know that by responding sensitively and reflexively to the impact of trauma, teachers and school leaders can aid children's school engagement and sense of belonging, and reduce disruptive behaviours and school suspension(Berger 2019).
- Trauma-informed practice in the school setting can also decrease student's posttraumatic stress and depression symptoms(Berger 2019).
- Research from the US Hearts Study shows trauma-informed training and processes in schools can improve staff knowledge and confidence in responding to children impacted by trauma and adversity(Dorado, Martinez et al. 2016).
- Providing school staff with evidence-based strategies will likely help them to effectively respond to the unique social, emotional, behavioural and learning challenges of children impacted by trauma(Berger 2019).
- Evaluations of trauma-informed practice intervention are showing promise of a positive impact, however rigorous research is lacking and more is required.

Looking through the trauma-informed lens....

*A service, such as a school, undergoes significant change when it starts practicing from a trauma-informed lens. The **cultural shift can be life-changing** for those who receive the service (students) as well as those who provide the service (school staff). Policies and practices shift from locating and assigning blame, to being **understanding** using **'thoughtful'** reflection.*

*In trauma-informed (Thoughtful) Schools, members of the school community ask **'what has happened to that child'** and **'how can we support them?'** rather than **'whose fault is this?'**, **'what is wrong with them?'** and **'what should be the consequence?'**.*



How to Use the Guidebook

This guide has been developed to provide strategies to assist schools to become trauma informed. Many schools are already using trauma-informed approaches; however, leaders, teachers and other school staff often experience barriers to embedding trauma-informed practice into the school. We have developed a framework to enable schools to i) explore how they respond to the impact of trauma and adversity and ii) identify aspects of trauma-informed practice they could strengthen and iii) plan strategies to embed trauma-informed practice in the school.

A large range of school trauma-informed practice programs and frameworks are available internationally. These programs appear to have common underpinning concepts and we extracted common themes to generate trauma-informed practice principles. These Principles were refined via a Delphi Study (a research method to obtain expert consensus) with Australian and international trauma informed practice experts. This resulted in four overarching and ten best practice trauma-informed Principles.

The Principles can be used for schools to self-assess and generate a plan to increase trauma-informed practice. To assist schools with planning we reviewed the education, health, psychology, and social work research literature to identify and summarise **evidence-informed strategies** to assist schools to increase their ability to align with the Principles. Due to shortage in the availability of evidence-based approaches, we also sourced and collated strategies from school trauma-informed practice experts to generate **expert-informed strategies**.

The Thoughtful Schools Program is a concept based on a 'Whole of School' philosophy, that is, the effort to become trauma-informed is the responsibility of the whole school community rather than just one group of people.

We recommend that schools complete a trauma-informed practice self-assessment using the [Thoughtful Schools](#) Checklist to ascertain their 'trauma-informed environment' and identify priority Principles. An adaptable [Thoughtful Schools Action Planning Template](#) has also been included in this guide to assist schools with their planning.

Please implement these strategies with care....

Sometimes the best-intended interventions can create unintended consequences.

It is thus important to review the impact of new strategies to ensure positive changes do occur and that there are no or minimal negative consequences from such changes (see [Principle 10](#) for ideas to assist you with reviewing the impact of strategies).

Interpreting the Principles, Strategies and Possible Actions

The 'what', 'why' and 'how' for each Best Practice Principle enables schools to understand what each Principle means, the relevance of the Principle and how the Principle can be achieved.

'What does this Principle mean?'

Information about what each Principle means has been provided by experts from within the Thoughtful Schools Research Team. This description has been generated from knowledge about existing programs and their domains/concepts, expert discussions about each Principle and community consultation.

'Definitions within this Principle'

These are important terms within each Principle which have been defined by experts from within the Thoughtful Schools Research Team. These definitions have been generated from knowledge about the meaning of the Principle which has been informed by expert discussions, input from international experts and community consultation.

'Why is this Principle important?'

Evidence is provided about the potential impact that application of the Principle is likely to achieve.

Explanation of 'How can this Principle be achieved?'

The strategies have been categorised as Policies, Programs and Communication domains although there is some overlap. The goal here is to help schools identify which domain/s they may like to prioritise in their planning. Two types of strategies to help guide schools to reach each Principle are provided, evidence-informed and expert-informed strategies. Each strategy has possible actions that the school may like to consider.

'Evidence-informed strategies' are denoted by an asterisk and include a reference to the source of the research that has informed the strategy. Although there has been minimal research about how trauma-informed strategies have impacted children and young people in the school setting, we have sought to provide strategies from multiple disciplines and fields that have some evidence of a positive impact (with no or minimal risk of negative unintended consequences). We have not graded the evidence and do not promote one strategy over another. Each strategy is linked with the peer-reviewed research from which the strategy was generated, please review the original research to obtain more information. Some strategies are not supported by strong evidence.

'Expert-informed strategies' are listed without a source reference (although a link to a program or website may be provided). These strategies are suggested by experts who have worked in this field for at least five years. The strategies must be implemented with awareness that no evidence could be found to support the suggested strategy.

NOTE: Please use caution and review the impact of any intervention on school community members, including potential unintended negative consequences. Our team would appreciate any feedback about positive, no, or negative impacts of your implementation of strategies.

'Extra Resources'

Additional information with links has been provided for assistance and further information for some Principles. Please note the Thoughtful Schools Project Team have not evaluated any additional resources for accuracy, however we encourage feedback including any issues with resources, broken links or additional links that can be added.

Best Practice Principles for Trauma-Informed Schools

Best Practice Principles for Trauma-Informed Schools

Authors: UWA; Dr Karen Martin, Madeleine Ford, Kate Fitzgerald, Sarah Falconer, Amanda Kasten-Lee, Rachel Parker, Dr Stephan Lund & Angela Gazey, ECU; Dr Helen Egeberg. Curtin University; Dr Rebecca Walker & Dr Madeleine Dobson. Monash University; Dr Emily Berger

These principles were derived from an analysis of 20 international school-relevant existing trauma informed programs, and revised in consultation with international experts. They are provided to assist schools to be trauma-informed.

Overarching Principles

A. Student focused



The School responds to the needs of children and young people first and foremost

B. Understanding and responsive



The School is culturally, socially and emotionally understanding and responsive

C. Models compassion and generosity



The School models and honours compassion, empathy, caring and generosity

D. Ethos incorporates First Nation's peoples



The culture and experiences of the First Nation's peoples of the land on which the School resides are incorporated into the School's ethos

Practice Principles

1. Prioritises safety and wellbeing



The School prioritises physical, social and emotional safety and wellbeing

2. Models positive relationships



The School values and models positive relationships, communication and interactions

3. Provides a positive culture and connects



The School provides a positive school culture that acknowledges and respects diversity, and builds connectedness

4. Consults and collaborates



The School works with families, community and services to identify and respond to trauma

5. Supports vulnerable students



The School identifies vulnerable children and young people early and provides individualised attention and support

6. Teaches social and emotional learning



The School teaches social and emotional learning to promote emotional intelligence and resilience

7. Provides trauma training



The School offers a range of learning opportunities to staff, students and the broader community about trauma and its impact

8. Is predictable yet flexible



The School provides a structured and predictable environment that is flexible to individual children and young peoples' needs

9. Identifies and nurtures strengths



The School identifies and nurtures young peoples' strengths to ensure they feel valued and challenged

10. Reflects, changes and grows



The School reflects, changes and grows in response to the integration of trauma-informed practices



The Thoughtful Schools Program

E: thoughtfulschools@uwa.edu.au
thoughtfulschools.org.au



THE UNIVERSITY OF
WESTERN
AUSTRALIA



ECU
EDITH COWAN
UNIVERSITY

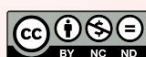


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Martin KE, et al 2020, International Trauma-Informed Practice Principles for Schools, Perth, Western Australia. This document may be copied and distributed freely on the condition it is not modified.

Best Practice Principles for Trauma-Informed Schools (Thoughtful Schools) Checklist



	Principle Self-Assessment (tick one) <small>Definitions below</small>					Priority	Planning
	<i>Not commenced</i>	<i>Starting/ Investigating</i>	<i>In part</i>	<i>Integrating</i>	<i>Embedded</i>	#	Notes
Overarching Principle A: The School responds to the needs of children and young people first and foremost							
Overarching Principle B: The School is culturally, socially and emotionally understanding and responsive							
Overarching Principle C: The School models and honours compassion, empathy, caring and generosity							
Overarching Principle D: The culture and experiences of the First Nation peoples of the land on which the school resides are incorporated into the school's ethos.							
Practice Principle 1: The school prioritises physical, social and emotional safety and well-being							
Practice Principle 2: The school values and models positive relationships, communication and interactions							
Practice Principle 3: The school provides a positive school culture that acknowledges and respects diversity, and builds connectedness							
Practice Principle 4: The school works with families, community and services to identify and respond to trauma							
Practice Principle 5: The school identifies vulnerable children and young people early and provides individualised attention and support							
Practice Principle 6: The school teaches social and emotional learning to promote emotional intelligence and resilience							
Practice Principle 7: The school offers a range of learning opportunities to staff, students and the broader community about trauma and its impact							
Practice Principle 8: The school provides a structured and predictable environment that is flexible to individual children and young peoples' needs							
Practice Principle 9: The school identifies and nurtured children and young peoples' strengths to ensure they feel valued and challenged							
Practice Principle 10: The school reflects, changes and grows in response to the integration of trauma-informed practices							

Not commenced = Not previously identified as required, Starting/ Investigating = Assessing relevant strategies & planning implementation, In part = Have begun implementing strategies, Integrating = Preliminary review completed, and strategies implemented across whole school, Embedded = School's values and pedagogy embody this principle

Definitions

Adversity

In this context, adversity means experiences and environments surrounding a child and/or young person that prevent or harm growth, learning, physical, mental and social health.

Adverse experience

An adverse experience is an experience or multiple experiences that may harm growth, learning, physical, mental and social health for a child or young person.

Children and young people

In this context children and young people means the students who attend the school from early childhood up until the final year of study at the school.

Community members

Community members are a more extensive group of people who have a connection to the school in ways such as a service provider, families living in the local area, extended families of students.

Cultural safety

Understanding and identifying the individual's safety and cultural needs (Rigney R 2020)

Overarching Principle

Experts who with knowledge about trauma-informed practice have identified these four principles as being essential within a trauma-informed school. It is important to attempt to achieve these overarching principles whilst working towards the practice principles. It should be noted, many strategies in the Practice Principles will strengthen the school's alignment with the Overarching Principles.

Parents/carers

Parents/carers are those who provide care for the children and young people who attend the school including carers who may be providing short-term care for children and young people.

Practice Principle

Experts who with knowledge about trauma-informed practice have identified these ten principles as underpinning a trauma-informed school. Each Principle serves as the foundation for a trauma-informed school.

Re-traumatisation

Re-traumatisation occurs when a person who had been traumatised in the past is exposed to further trauma or responds to [even an] ordinary life event in a traumatic fashion. One's reaction to traumatic exposure that is coloured, intensified, amplified or shaped by one's reactions and adaptational style to previous traumatic experiences (Danieli 2010).

School staff

School staff is defined as all those who are employed or volunteer at the school. This includes (but is not limited to) school leaders, teachers, educational assistants, psychologists/counsellors, chaplains, nurses, administrative staff, gardeners and cleaning staff.

School

In this context, the school means the leaders and staff of the school who provide the environment for the children and young people.

School community

In this context the School Community includes all staff, students, their parents /carers and anyone directly involved with the school.

School culture

Also known as School Climate. The term culture best denotes the complex elements of values, traditions, language, and purpose and is somewhat better and will be used throughout this book. Culture exists in the deeper elements of a school: the unwritten rules and assumptions, the combination of rituals and traditions, the array of symbols and artefacts, the special language and phrasing that staff and students use, the expectations for change and learning that saturate the school's world (Hargreaves 1995).

School environment

The school environment includes all aspects of the school including the physical, social and policy structures and practices within the school.

Trauma

Trauma is the response to exposure to a stressful or traumatic event, or a series of such events or adverse experiences (World Health Organization 2018)

Trauma-informed practice

Trauma-informed practice is a strengths-based framework used by organisations and individuals that understands and is responsive to the impact that traumatic and adverse experiences may have on individuals. Practice includes recognising the importance of physical, social and emotional safety for all.

Unintended consequences

Unexpected outcomes of an intervention action usually unforeseen.

Wider community

In this context, the wider community includes services and individuals who have a 'stake' in or involvement with the school. This may include, for example, external services that provide a program, service/s (e.g. sports program) or people living near the school.

Overarching Principle A; The School responds to the needs of children and young people first and foremost

What does this Principle mean?

This Principle guides the school to ensure that the school prioritises the needs of children and young people. There are often different perceptions by various school community members about appropriate ways to teach and respond to children and young people, and how to provide a supportive school environment. In these instances, it is important that the needs of the children and young people are put ahead of the opinions and needs of other members of the school and wider community. This Principle also means ensuring proposed or existing policies and practices do not negatively impact the needs of children and young people.

Definitions within this Principle

'Responds' means actively seeking ways to react critically, intelligently, compassionately, effectively and efficiently.

'Needs of children and young people' means the provision of physiological, safety and social requirements of children and young people.

'First and foremost' means acknowledging that although the needs of all school community members are important, priority is given to the needs of children and young people, particularly when needs compete.

Why is this Principle important?

- ❖ This is necessary for two overarching reasons, firstly the vulnerability of children and young people and secondly their lack of power and control over many aspects of their education and lives. The United Nations convention of the Rights of the Child (United Nations 1989) outlines that every child has the right to safety, education, healthcare, shelter and nutrition. Schools play a vital role in ensuring that these innate needs are met. When children are at school they are separated from their primary carer/s and thus it is the responsibility of the school to ensure these needs are met.
- ❖ Maslow's Hierarchy of needs is a well-known physiological theory that indicates that the deficiency needs of children and young people (physiological, safety, love and belonging, and esteem needs) need to be adequately met before they will be motivated by growth needs (for example, learning achievements). (Noltemeyer, Bush et al. 2012)
- ❖ Research has suggested that responding to non-academic related needs of students (for example, mental, physical and emotional health and safety) can result in positive academic outcomes. (Malecki and Demaray 2006, Noltemeyer, Bush et al. 2012)
- ❖ By engaging collaboratively with children and young people to identify and respond to their needs, schools can increase student motivation and encourage individual aptitudes. (Noddings 2005)

How can this Principle be achieved?

Policies

Strategy 1; The School embeds a systematic strategy to incorporate student perspective and voice in identifying and responding to needs of children and young people*

Possible actions:

- Revise policies to ensure that students are actively included, and their voices heard, when identifying needs and setting priorities within the school such as in strategic planning. (Simmons, Graham et al. 2015)
- Assign a person responsible for ensuring there is always an active student representative council/group/committee representing and consulting with all students. (Simmons, Graham et al. 2015)
- Ensure student representatives are included on school councils. (Simmons, Graham et al. 2015)
- Regularly engage students in focus groups and discussions to identify the needs of children and young people needs. (Simmons, Graham et al. 2015).
- Allow students the opportunity to evaluate and give feedback to teachers, about their learning and learning needs (Barile, Donohue et al. 2012). For example, provide students with a questionnaire that allows them to give confidential feedback on their learning and school experience. (Barile, Donohue et al. 2012)
- Use a 'suggestions' box to encourage students to submit issues that need to be addressed

Strategy 2; The School revises policies or practices that could compromise the emotional safety of children and young people or have the potential to re-traumatise children and young people*

Possible actions:

- Assign a staff member to review behaviour support practices and identify practices that have the potential to humiliate or denigrate children and young people (López-Castro, Saraiya et al. 2019) (for example 'benching' children who misbehave).
- Revise/change existing and proposed policies or practices if they have the potential to compromise emotional safety or re-traumatise children and young people.
- Seek feedback from students about the existing policies or practices in the school that could compromise emotional safety or re-traumatise children and young people.

Strategy 3; The School aligns school policies and practices with the [United Nations Declaration of the Rights of the Child \(United Nations 1989\)](#)

Possible actions:

- Generate a staff and student group to actively review each of the rights and identify any policies or practices that need to be revised in line with each of the Children's Rights.

Strategy 4: The School reviews existing and new policies and practices that may impact the meeting of the needs of children and young people in the school.

Possible actions:

- Revise the following to identify needs that may not be met:

Physical needs

- Students need adequate physical activity sessions or morning or lunch break
- Students need food and drinks, particularly those who are vulnerable
- Students need exposure to sunlight
- Students need adequate space per child in classrooms
- Students need adequate space for physical activity

Emotional needs

- Students need to feel safe from ridicule or humiliation
- Students need to feel safe with school staff
- Students need comfort when distressed

Social needs

- Students need opportunity to socialise
- Students may need assistance with developing socially appropriate behaviour and skills

Programs

Strategy 5: The School creates a (or reviews their) school breakfast club*

Possible actions:

- Establish a school breakfast club run by school staff and/or volunteers (may include student volunteers) that can assist to support students learning by meeting some of their basic physiological needs. (Littlecott, Moore et al. 2016, MacDonald 2019)
- Invite all students to attend. This removes any shame and stigma for students who are not able to eat at home. (MacDonald 2019)
- Design the breakfast club to specifically to best meet the needs of their students. For example:
 - Sit down communal breakfasts
 - Grab and go
 - Classroom breakfasts. (MacDonald 2019)

Strategy 6; The School provides specific opportunities to create a sense of belonging to the school, and/or create opportunities for students to 'give back' (altruism).

Possible actions:

- Generate a 'call out' to students, parents/carers and/or wider community for opportunities for service work for students. For example, service work with a local Not-For-Profit or aged care home.
- Create a 'service work student group' to develop and implement the plan and evaluate its impact and effect.

Communication

Strategy 7; The School promotes and displays the [Child Friendly Declaration of the Rights of the Child](#)

Possible actions:

- Display the Child Friendly Declaration of Rights of the Child in every classroom and the school office
- Discuss the UN Rights of the Child at the first assembly each year
- Communicate to families that the Schools aligns its practices with the UN Rights of the Child

Strategy 8; The School communicates clearly to the whole school and wider community that the school is trauma-informed and that the needs of children and young people are put first and foremost.

Possible actions:

- Include in the school mottos/goals/songs etc and correspondence (e.g. newsletters, event correspondence) that the school put the needs of children and young people first.
- Request teachers and other school staff provide this statement when liaising with parents who indicate any dissatisfaction with school decisions which clearly put children first and foremost.

Overarching Principle B: The School is culturally, socially and emotionally understanding and responsive

What does this Principle mean?

When the diversity of children and young people's identities, backgrounds, experiences and capabilities are viewed as assets, this can lead to the development of positive learning communities. Further this can create powerful educational experiences where diversity is respected and celebrated, and connection to the school community encouraged. For this to occur, the school community needs to understand and be responsive to students' social and emotional needs and demonstrate cultural competence.

Definitions within this Principle

'Culturally understanding and responsive' means to be aware of the cultural diversity and to appreciate how cultural differences can enhance learning and engagement.

'Socially understanding and responsive' means to understand the importance of social interactions and be able to develop and maintain positive relationships.

'Emotionally understanding and responsive' means to be aware of your own emotional needs as well as those of the people around you, and to be able to readily respond to these needs.

Why is this Principle important?

- ❖ School communities bring together staff and students from diverse cultural backgrounds. The cultural identity of children and young people are an important factor that can be used to improve learning and engagement (Gay 2002).
- ❖ Teachers' social and emotional responsiveness has been identified as a significant contributor to the development of supportive teacher-student relationships (Jennings and Greenberg 2009).
- ❖ Staffs' own social and emotional wellbeing has been shown to affect their reactions to student behaviour (Buettner, Jeon et al. 2016). Evidence suggests that school staff with poor social and emotional capacity are more likely to react negatively (including distress, punitive and minimisation reactions) (Buettner, Jeon et al. 2016). While staff with strong social and emotional capacity (especially those using healthy coping mechanisms) are more likely to respond with positively focused reactions (including emotion- and problem-focused reactions) (Buettner, Jeon et al. 2016).
- ❖ When teachers can cope with stress effectively, they are less likely to suffer from burnout and exhaustion and are therefore able to teach more effectively (Flook, Goldberg et al. 2013)
- ❖ It is important for children and young people developing these skills to appreciate and understand their capabilities for their own lives and wellbeing.

How can this Principle be achieved?

Policies

Strategy 1; The School reviews or creates a policy that assists students with transitions (e.g., primary to secondary)

Possible Actions:

- Involve children and young people in the planning of transitions as they leave or enter a new school (Victorian Council of Social Service 2016)
- Create comfortable and personalised classrooms
- Promote learning opportunities related to children and young people's interests (Victorian Council of Social Service 2016)
- Review the [Education Transitions](#) report on Victorian Education Department and government schools support of children and young people transitioning between early childhood education, primary and secondary schools.

Strategy 2; The School teaches social skills and emotional skills and regulation*

Possible actions:

- See [Practice Principle 6: The school teaches social and emotional learning to promote emotional intelligence and resilience](#)

Programs

Strategy 3: The School implements Responsive Circles, a coaching program to build teachers restorative practice skills and receive feedback*

Possible actions:

- Review the Responsive Circles Program which is based on restorative practice. Further information here: [Green 2017](#) (Wang and Lee 2018)

Strategy 4: The School supports practices such as meditation and yoga to support and develop staffs' understanding, compassion and emotional regulation* (Kemeny, Foltz et al. 2012, Flook, Goldberg et al. 2013)

Possible actions:

- Implement a whole school Mindfulness Based Stress Reduction program (Dunning, Griffiths et al. 2019). It could include formal practices such as body scans, sitting meditations, loving-kindness meditations and yoga as well as informal practices such as reminding staff of loving-kindness mantras and mindfulness throughout the day. (Flook, Goldberg et al. 2013)
- Implement a Mind-Body Group for Teacher Stress (MBGTS) program. This program involves a group of teachers, school leaders, and an external expert coming together for three 60 minute sessions over three consecutive weeks (Eyal, Bauer et al. 2019). Topics of stress, trauma-related stress and self-care are discussed along with mind-body (mindfulness) strategies (Eyal, Bauer et al. 2019).

Communication

Strategy 5; The School provides resources and training to staff on how to practice culturally responsive teaching*

Possible actions:

- Conduct a staff meeting around one of the following resources:
 - [Koori curriculum](#) provides guidance on how to include Australian Aboriginal perspectives in early childhood curriculums.
 - The [Stronger Smarter Approach](#) is a framework that has been developed to support improved educational outcomes for Indigenous Australians.

- The Western Australian Department of Education's [Culturally Responsive Schools Framework](#) provides a basis for assessing and improving the cultural responsiveness of a school.
- Education Northwest (USA) has put together an evidence-based [Culturally Responsive Teaching Guide](#) which provides a number of strategy ideas.
- Incorporate different cultures and relevant world events and problems into teaching plans and activities (Ford, Stuart et al. 2014)
- Include multi-cultural viewpoints and ways of understanding (Ford, Stuart et al. 2014)

Strategy 6; The School encourages staff to critically examine their own socio-cultural identities and biases by providing resources

Possible Actions:

- Provide the [Cultural Proficiency Receptivity Scale](#) – a self-reflective questionnaire that can be completed before and after learning about culturally responsive teaching. This was developed by Lindsey, Roberts and Campbell Jones for their book '[The culturally proficient school](#)' (Lindsey, Roberts et al. 2013).
- Provide the [Culturally Responsive Classroom Management Self-Efficacy Scale](#) (CRCMSE) (see page 881) – assesses teachers' beliefs in their capability to successfully practice culturally responsive classroom management (Siwatu, Putman et al. 2015).

Strategy 7; The School encourages staff to reflect on and improve their own social and emotional well-being by providing resources

- Provide the [Professional Quality of Life Scale](#) and related resources which include links to non-profit organizations and for-profit organizations.
- Provide staff with [ProQOL "Pocket Card"](#) – a quick reference guide to encourage Self-Care
- Provide current information about support options available to staff.

Overarching Principle C: The School models and honours compassion, empathy, caring and generosity

What does this Principle mean?

This Principle guides schools to promote and demonstrate compassion, empathy, caring, and generosity. This includes engaging the school community in positive and respectful relationships and supportive learning experiences. Compassion, empathy, caring, and generosity is also applied to engagement with the wider community. Communication is premised on the use of kind, respectful, and appreciative language and interactions that are open and honest. This Principle guides schools to ensure children and young people are honoured as citizens of the school and wider community and are recognised for their capabilities and contributions. This Principle encourages school staff to be exemplars in modelling compassion, care, empathy, and generosity in their communication and interactions. In addition, school staff are guided to encourage children and young people to share in this modelling – thus co-contributing to the leadership and the culture-building of the school community. Learning experiences are focused on, and responsive to the rights, identities, and needs of all learners. Learning environments are holistically representative of care and compassion – this is apparent visually and behaviourally and is positively reinforced by school staff using a strength-based approach.

Definition within this Principle

‘Models’ means exhibiting or demonstrating specific behaviour/s to support imitation by others.

‘Honours’ means respecting and upholding.

‘Compassion’ means having concern for the sufferings or misfortunes of others.

‘Empathy’ means understanding the feelings of others.

‘Caring’ means feeling or conveying genuine kindness and concern.

‘Generosity’ means being liberal/plentiful in giving of support, assistance, resources and any other relevant attribute that supports children and young people, staff and community members.

Why is this Principle important?

- ❖ Compassion is an important aspect of both ethical behaviour and inter-personal responsibility (Knafo, Zahn-Waxler et al. 2008) and should be exchanged and shared during all interactions with members of the school community (Al-Ghabban 2018).
- ❖ According to Rogers (Rogers 1969) “a high degree of empathy in a relationship is possibly the most potent factor in bringing about change and learning;” declaring, “When the teacher has the ability to understand the student’s reaction from the inside, has the sensitive awareness of the process of how education and learning seems to the student....the likelihood of learning is significantly increased.” (pp. 157–158)
- ❖ Empathy and compassion provide the foundation for building and maintaining positive social relationships (Schonert-Reichl 1993) and are important developmental attributes supporting positive cultural functioning, understanding and cohesion (Schonert-Reichl 1999, Barr 2010, Barton and Garvis 2019); yet there is limited research on how we can teach compassion and empathy in schools (Barr 2010).

- ❖ It is important to show compassion and empathy towards school staff in supporting their capacity to complete their complex deliverables (Barton and Garvis 2019) in order to avoid burnout (Luthar and Mendes 2020).
- ❖ Empathic school staff facilitate the foundations for a positive learning environment (Swan and Riley 2015). Teachers who are empathetic are more positive about themselves and more likely to self-disclose to their students, increase response to students' feelings, provide more praise, are more responsive to student's ideas. They also lecture (reprimand) less often (Rogers 1969).
- ❖ Children and young people are observational learners and therefore need exposure to environments where adults interact with compassion, empathy, generosity and kindness to their peers and children and young people.

How can this Principle be achieved?

Policies

Strategy 1: The School supports wellbeing through positive behaviour and restorative practices*

Possible actions:

- Implement a whole-school evidence-informed Social Emotional Learning (SEL) program that encompasses empathy, compassion, generosity, caring and resilience and aligns with the needs of the school community to create and maintain a supportive and safe learning environment (Taylor, Oberle et al. 2017) (See Principle 6)
- Use restorative justice practices such as peer mediation, community service, and Circle Time (Latisha 2014) (Brown 2017)

Strategy 2: The School engages and involves students in generating inclusive environments

Possible Actions:

- Assess classroom aesthetics to increase engagement and create ownership and belonging. For example, think about flexible seating and student-centred classroom design, lighting, colours and personalised design. (Latisha 2014, Luthar and Mendes 2020)

Strategy 3: The School celebrates inclusivity by supporting personal expression and identity

Possible Actions:

- Celebrate inclusion: Inclusivity makes for a warm and welcoming environment for those who are marginalised in society and in schools. Classroom walls can communicate to students, with posters and colours conveying strong messages of encouragement, care, safety, and inclusion.
- Explore alternate perspectives through personal expression and the creative arts (Çelimli and Higdon 2019); including but not limited to; journal and reflective writing, story time, role play, dance (Ribeiro and Fonseca 2011), theatre productions, literature, history or language class.

Programs

Strategy 4: The School implements activities from Harvard University's [Making Caring Common Project](#)

Possible actions:

- Circle of Concern – to develop empathy by discussing inclusion, exclusion, stereotypes
- Relationship Mapping – mentoring between adults and students

Strategy 5: The School encourages student engagement and involvement in opportunities related to generosity, giving back, and making a ‘difference’*

Possible Actions:

- Provide opportunities for children and young people get to know one another through peer-to-peer mentoring programs such as the Buddy Program (Petosa and Smith 2014). This program facilitates the identification of individuals’ similarities and differences, allowing for contemplation, acknowledgment and acceptance of differences (Noble and McGrath 2008).
- Provide opportunities for children and young people to make authentic decisions and behaviour expectations in areas that affect them, enhancing ownership.
- Implement evidence-based empathy promotion programs, for example Roots of Empathy (Schonert-Reichl, Smith et al. 2012) (Latisha 2014, Luthar and Mendes 2020) <https://rootsofempathy.org/>
- Random Acts of Kindness curriculum (Woodbridge, Rouspil et al. 2014)
- Review the *Not-so Random Acts of Kindness: A Guide to International Kindness in the classroom* (framework on page 6) (Binfet 2015)

Communication

Strategy 6: The School encourages compassion and empathy through personal expression and role modelling*

Possible Actions:

- Entwine discussions of empathy and empathic feelings with everyday activities and conversations.
- Explore alternate perspectives through personal expression and the creative arts (Çelimli and Higdon 2019); including but not limited to; journal and reflective writing, story time, role play, dance (Ribeiro and Fonseca 2011), theatre productions, literature, history or language class.

Strategy 7: The School shares resources about compassion, empathy, caring and generosity

Possible Action:

- Promote resources such as The Importance of Empathy <https://www.youtube.com/watch?v=UzPMMSKfKZQ>

Overarching Principle D: The culture and experiences of the First Nations peoples of the land on which the school resides are incorporated into the school's ethos

What does this Principle mean?

This Principle guides the school to meaningfully embed the knowledge and perspectives of First Nations peoples' into the heart and soul of the school. The cultural understandings and practices of First Nations peoples must be embedded through genuine and reciprocal partnerships with Elders, Knowledge Holders and community. Embedding trauma-informed First Nations knowledge and perspectives is everyone's business and a whole-of-school approach will achieve high-impact community-level outcomes in partnership with community.

The school's built environment needs to incorporate First Nations peoples' cultural symbols, languages and visual arts to make a clear statement of reconciliation to community and promote a reflective learning environment and cultural safety for First Nations students, families and community. Partnerships must be formed with First Nations peoples with deep understanding of cultural kinship structures to better align key school strategies and decision-making.

Elders and community leaders are key stakeholders in the conceptualisation, implementation, and review of significant school events. These key cultural stakeholders are then given the opportunity to share their ways of being, knowing and doing during the school's events and that they are acknowledged and compensated for their significant cultural knowledge. An understanding that engagement with First Nations peoples must be consistent, long-term and centred around community and the role that the school plays as part of that community.

Trauma-informed and culturally safe and responsive schools build partnerships in learning with staff, First Nations students, their parents and carers, family, Elders and community to empower the self-determination of students. Schools engage through strong listening to the parents, families, Elders and community of First Nations students to improve educational outcomes, promote socioemotional wellbeing and build career aspirations. Trauma-informed culturally responsive schools build on the considerable cultural capital that First Nations students bring with them to the classroom to ensure learning is reflective, connected and appropriate to achieve education success and nurture the development of a strong self-identity placed within a wrap-around cultural framework. The school makes connections between each student's home and school experiences and values through a range of culturally responsive learning experiences that make schooling more culturally reflective for First Nations students.

Definitions within this Principle

‘Culture and experiences’ means understanding the way of living that has been constructed by First Nations’ peoples regarding origin, language, Country, lore and law, and understanding First Nations peoples’ context past, present and future.

‘First Nations peoples’ means the Traditional Custodians of the land, water and air in which the school is located.

‘Embedded into the school ethos’ means included and adhered to within the values and beliefs of the school including for example the school values, policies, built environment, and practices.

Why is this Principle important?

- ❖ First Nations peoples are the Traditional Custodians of many of the most socially and biologically diverse territories in the world. First Nations peoples are responsible for great diversity in the world’s linguistics, educational practices and cultural understandings, and this Traditional knowledge continues to be of invaluable richness to humans (United Nations 2009)
- ❖ First Nations peoples are survivors of colonisation which has had a devastating impact on community through a lack of access to education as well as geographic and political marginalisation (United Nations 2009)
- ❖ Colonisation has meant that First Nations children can have lower school enrolments, poor school performance, low literacy rates, high dropout rates, and are behind other groups in terms of academic achievements (United Nations 2009)
- ❖ The Traditional knowledges, values and understandings of First Nations peoples are rarely reflected in education services which leads to disengagement (Larsen 2003)
- ❖ The design of curricula and pedagogical approaches often do not represent First Nations peoples’ ways of being, knowing and doing. Embedding First Nations perspectives is a foundational element of many curriculum resources but teaching content alone does not reflect a culturally responsive learning environment (United Nations 2009)
- ❖ Education governance leaders and systems often do not partner with First Nations children, families, Elders and community in decision-making and the design and staffing of culturally safe and responsive schools (United Nations 2009)
- ❖ The UN Declaration on the Rights of Indigenous peoples (2007) (United Nations General Assembly 2007) Articles 12 (1) and 13 (1) also emphasise education, recognizing First Nations peoples’ right to manifest, practice, develop and teach spiritual and religious traditions customs and ceremonies and their right to revitalise, use develop and transmit to future generations their histories, languages, oral traditions, philosophies, writing systems and literatures. (Harslett, Harrison et al. 2000)
- ❖ Embedding trauma-informed First Nations peoples’ ways of knowing, being and doing within the school curricula and engagement strategies is fundamental to addressing the impacts of colonisation and promote collective healing (United Nations General Assembly 2007)
- ❖ In Australia, making schools culturally safe and responsive will foster socioemotional wellbeing and sense of belonging for students but also build the capacity of community in self-determination. Schools must develop the cultural responsiveness of staff and teachers to better empower First Nations students who may have experienced racism in the education system as well as significant trauma stemming from colonisation, including intergenerational trauma from forced removals. The school is a key stakeholder in fostering a positive sense of identity for First Nations students and must partner with community in student learning and engagement.

How can this Principle be achieved?

Policies

Strategy 1; The school embeds First Nations peoples' ways of knowing, being and doing into the curriculum and learning environments

Possible Actions:

- The School co-designs the embedding of First Nations ways of knowing, being and doing with First Nations students, families, Elders and community
- Build capacity in delivering First Nations people's knowledges and understandings through Universal Design for Learning approaches and Indigenous learning frameworks.
- The school adapts teaching plans to include cultural input points.
- The School learns about First Nations peoples' experiences, culture and languages of First Nations students' backgrounds*
- The school supports the #LearnOurTruth in School initiative By NIYEC (National Indigenous Youth Education Coalition)
 - https://www.chuffed.org/project/learnourtruth?fbclid=IwAR0URcNCa24xeqDe4U6RwZDIBs2eIXeKmdexSEOd5KwzylvD9oRFMkq_EOM

Strategy 2; The School incorporates cultural reflection and values into teaching and environments*

Possible Actions:

- Cultural reflection in learning design is essential to keeping First Nations children engaged. Cultural values must be reflected through curriculum and the classroom environment (Harslett, Harrison et al. 2000).

Strategy 3; The School enacts First Nations declarations as part of the school ethos.

Possible Actions:

- In Australia for example the Alice Springs (Mparntwe) Education Declaration (Australia) <https://docs.education.gov.au/documents/alice-springs-mparntwe-education-declaration>

Strategy 4: The School is culturally responsive*

Possible Actions:

- Being culturally responsive involves staff questioning their own beliefs and privileges (Lewthwaite, Owen et al. 2013) and school leaders role modelling inclusive education built on reciprocity and partnership.

Programs

Strategy 5; The School builds a First Nations workforce that can be role models to children as they develop their strong sense of self and place within community.

Strategy 6; The School understands that colonisation has led to widespread trauma amongst First Nations community members including children. The School acknowledges the role of the teacher is to nurture the child through culturally responsive approaches and in partnership with community.

Strategy 7; The School ensures high visibility of First Nations peoples' cultures, understandings and values in the school.

Communication

Strategy 8; The School engages with local First Nation peoples*

Possible Actions:

- Engage meaningfully with First Nations families, Elders, knowledge holders and community (Lonsdale 2013). Multidisciplinary teams led by community partnerships are essential in engaging students in learning, for example in Australia Children's Ground <https://childrensground.org.au/>

Strategy 9; The School partners with First Nations students, families, Elders and community as key stakeholders in the school to promote self-determination

Strategy 10; The School demonstrates through culturally responsive practice different engagement approaches to cater for the diversity of First Nations students

Practice Principle 1: The school prioritises physical, social and emotional safety and well-being

What does this Principle mean?

This Principle guides the school to provide a physically, socially and emotionally safe environment for all community members including children and young people, school staff, parent/carers and the wider community. This incorporates emphasising the importance of safety in physical activity, treating students with respect at all times, being sensitive to individual differences, and providing an inclusive learning environment that recognises and respects the diversity of all students and accommodates individual strengths, needs, and interests. This Principle also guides the school to ensure the safety of school staff is considered and attended to, including staff wellbeing, job satisfaction and reduced risk of burnout.

Definition within this Principle

‘Prioritises’ means designating an order to deal with tasks/ issues dependent on relative importance.

‘Physical safety and well-being’ means prioritising protection, comfort and happiness of everyone by being free from violence, abuse and hazards.

‘Social safety and well-being’ means relationship protection, comfort and happiness through healthy communities and positive interactions.

‘Emotional safety and well-being’ means prioritising protection, comfort and happiness through individualised strategies to regulate thoughts, feelings and behaviour.

Why is this Principle important?

- ❖ The United Nations convention of the Rights of the Child (United Nations 1989) outlines that every child has the right to safety, education, healthcare, shelter and nutrition. It is important that schools play a vital role in ensuring that these innate needs are met
- ❖ Maslow’s Hierarchy of needs is a well-known physiological theory that indicates that the deficiency needs (physiological, safety, love and belonging, and esteem needs) of children and young people need to be adequately met before they will be motivated by growth needs (for example, learning achievements). (Noltemeyer, Bush et al. 2012).
- ❖ In addition to its relevance to individual staff, their wellbeing is also important to enable the development of positive teacher-student relationships, to increase teaching excellence and achievements and generate a positive school/classroom environment.

How can this Principle be achieved?

Policies

Strategy 1: The school uses Check-in/Check-out Meetings*

Possible Actions:

- A brief meeting morning and afternoon with a trusted adult gives a student a chance to review their social and emotional goals (Converse and Lignugaris/Kraft 2009).

- Each day the child determines 3 goals and 0/1/or 2 points given for each goal at the end of each day, self-assessed with guidance (Converse and Lignugaris/Kraft 2009).
- Develops a mentor-mentee relationship which allows a chance for any problems to be identified and addressed quickly, with the student engaged in solution (Converse and Lignugaris/Kraft 2009).
- Allow the chance for every child to feel someone is glad to see them every day.
- An example of this strategy is available at 4:52 of this video. Video: Fall Hamilton Elementary: Transitioning to Trauma-Informed Practices to Support Learning
<https://www.youtube.com/watch?v=iydalwamBtg>

Strategy 2; The School has a check out place for children (a quiet place in school), e.g. Calm Corner

Strategy 3; The School considers the classroom environment for any triggering material or experiences (e.g., A child seated with their back to the door, or the classroom door being closed)

Strategy 4; The School considers children's access to food and adequate sleep

Programs

Strategy 5: The School uses Mind-Body Group for Teacher Stress*

Possible Actions:

- Mind-Body Group for Teacher Stress (MBGTS) is a group intervention program specifically designed to serve teachers experiencing trauma-related stress (Eyal, Bauer et al. 2019).

Communication

Strategy 6; The School allows sufficient physical activity to assist with emotional regulation

Strategy 7; The School adds briefing and debriefing among colleagues to determine if children have experienced an adversity over the weekend or overnight

Strategy 8; The School schedules in breaks for children throughout the day to encourage emotion regulation

Practice Principle 2: The school values and models positive relationships, communication and interactions

What does this Principle mean?

Positive relationships in schools are central to the well-being of both students and staff and underpin an effective learning environment. Developing positive relationships between a teacher and student is a fundamental aspect of quality teaching and student learning. This Principle guides the school to assist with supporting the generation of positive teacher-student relationships to promote a sense of school belonging and encourage the entire school community to participate, communicate and interact cooperatively.

Definitions within this Principle

'Values and Models' means upholding with unreserved importance and exhibiting specific behaviour/s to support imitation by others.

'Positive Relationships' means personal connections that establish trust and support.

'Positive Communication' means the exchange of thoughts and ideas clearly, succinctly and without error.

'Positive Interactions' means beneficial reciprocal action between individuals which build upon existing positive relationships.

Why is this Principle important?

- ❖ Positive relationships are mutually beneficial for both teachers and students, and when harmful to either should be considered negative. (McGrath and Van Bergen 2015)
- ❖ Positive relationships, communication and interactions between teachers and students have been associated with improvements in social, behavioural and academic outcomes, as well as increased student engagement. (Pianta and Steinberg 1992, Baker 2006, O'Connor and McCartney 2007, McGrath and Van Bergen 2015, Nguyen, Cannata et al. 2018)
- ❖ Positive relationships have also been shown to improve job satisfaction and wellbeing for teachers. (Lavy and Bocker 2018)

How can this Principle be achieved?

Policies

Strategy 1: The School embeds a practice of teacher evaluations*

Possible Actions:

- Provide students with the opportunity for open communication - the active incorporation of student voice increases the likelihood of forming positive relationships. (Barile, Donohue et al. 2012)
- Allow students the opportunity to evaluate and give feedback to teachers with confidential evaluation forms

Strategy 2: The School develops or reviews a building relationship policy to assist teachers in building positive relationships with students. *

Possible Actions:

- Base the Schools relational policy around the Establish – Maintain – Restore (EMR) practice
 - **Establish:** Teachers initially try to establish positive relationship with each student.
 - Scheduling individual time with each student (baking time)
 - Promoting student-led activities
 - Positive and welcoming greetings
 - Positive and open communication and discussions with students. (Cook, Coco et al. 2018)
 - **Maintain:** Relationships are maintained to avoid deterioration over time through continuing positive and purposeful communication.
 - Ensuring positive innervations with students out number negative ones (aim for a 5 to 1 ratio).
 - Positive interactions include acknowledging prosocial behaviour, general compliments, regularly checking in on student’s wellbeing. (Cook, Coco et al. 2018)
 - **Restore:** When negative interactions occur (for example, conflict, misunderstanding or criticism) they need to be acknowledged and addressed so the relationship can be restored.
 - Teachers letting go and giving student a chance to start fresh each day.
 - Teachers taking responsibility for their involvement in the interaction rather than placing all the blame on the student and apologising when necessary.
 - Showing empathy for students and validating their feelings.
 - Working collaboratively to find a solution.
 - Criticise the behaviour but not the student; separate the deed from the doer and avoid labels like ‘problem students’. (Cook, Coco et al. 2018)

Programs

Strategy 3: The School runs staff reflection groups to promote discussion around relationship building using specific examples and challenges*

Strategy 4: The School embeds a whole of school Social and Emotional Learning program* (see Principle 6)

Possible Actions:

- Identify and implement a social and emotional learning program for example:
 - <https://education.nsw.gov.au/student-wellbeing/attendance-behaviour-and-engagement/student-behaviour/positive-behaviour/pro-social-behaviour/social-emotional-learning#Five0>
 - <https://casel.org/what-is-sel/>
 - <https://www.pbslearningmedia.org/collection/social-emotional-learning/>

- <https://www.weareteachers.com/21-simple-ways-to-integrate-social-emotional-learning-throughout-the-day/>



Communication

Strategy 5: The School communicates and encourages the practice of its building relationship policy by modelling and explaining it

Practice Principle 3: The school provides a positive school culture that acknowledges and respects diversity, and builds connectedness

What does this Principle mean?

This Principle guides the school to acknowledge and respect all its members regardless of their backgrounds, experiences, and capabilities. This also includes that there is a shared understanding of diversity in all its forms and an understanding of what respect means.

Definition within this Principle

'Provides' means supporting, promoting, advocating, encouraging and endorsing

'Positive school culture' means an atmosphere where every individual is valued, cared for and respected as led and modelled by leaders and other school staff

'Acknowledging diversity' means recognizing and accepting the importance of differences and similarities through the dimensions of race, ethnicity, gender, sexuality, language, culture, mental ability and physical ability.

'Respecting diversity' means generating high esteem, positive feeling and actions towards the differences and similarities regarding the dimensions of race, ethnicity, gender, sexuality, language, culture, mental ability and physical ability.

'Building connectedness' means forming cohesive relational foundations and meaningful links.

Why is this Principle important?

There is now a wealth of research on the importance of connectedness in schools and on the specific qualities of in-school relationships that promote effective education.

How can this Principle be achieved?

Policies

Strategy 1: The School adopts the Virtues Framework Project and resources* (Newstead, Dawkins et al. 2019) (<https://virtuesproject.com/virtues.html>)

Programs

Strategy 2: The School supports a Peer Mentoring program* or positive role model program

Possible Actions:

- Engage with a local and appropriate mentoring program or establish an internal buddy mentor program.
- Evaluate its impact on school engagement, student aspirations and early school leaving (Curtis, Drummond et al. 2012)
- Examples:
 - Menslink mentoring program
 - Big Brothers Big sisters

- The University of Western Australia UniMentor program

Strategy 3: The School implements a community building program for example Random Acts of Kindness* (Flook, Goldberg et al. 2015) <https://www.randomactsofkindness.org/kindness-ideas>

Strategy 4: The School promotes shared lunches between staff and students

Possible strategies:

- Staff and students prepare or purchase shared lunches in form of a “Pot-Luck” (Neely, Walton et al. 2015). Caution needed for families who are unable to provide a shared lunch thus creating shame or embarrassment for students (possible option to provide spare shared lunches for these students)
- Teachers or students decorate tables, rearrange seating into a large circle around the food or into smaller groups like a restaurant as a break from class structure (Neely, Walton et al. 2015).
- Teachers join the seating arrangement along with the students (Neely, Walton et al. 2015).
- Shared lunches can be during class or lunch break, before or after school, depending on the occasion being celebrated. They may take the form of lunch or breakfast (Neely, Walton et al. 2015).
- Shared lunches can be arranged for: beginning or end of term, birthday or farewell celebrations, finish of a learning unit or tied to curriculum content (Neely, Walton et al. 2015).

Practice Principle 4: The school works with families, community and services to identify and respond to trauma.

What does this Principle mean?

As part of building and sustaining a caring and trauma-informed school community, school leaders and educators work in respectful and collaborative ways with families, communities, and services to identify and respond to trauma. Through this process, partnerships are built and sustained. The identification of trauma is free from stigma and informed by a strong understanding of the evidence in this area, and an appreciation of the significance and worth of a trauma-informed approach. Responses to trauma are collaborative and supportive of all involved.

Definitions within this Principle

‘Works’ means a task to be undertaken to accomplish a goal, purpose or vision.

‘Families, Community and Services’ means diverse family structures, local groups and members, and beneficial external organisations and workplaces.

‘Identify and respond to trauma’ means actively seeking ways to react critically, intelligently, compassionately, effectively and efficiently to trauma.

Why is this Principle important?

- ❖ Embedding an awareness of trauma and adversity in the school environment requires support from the whole school community and thus involving families, communities and services is a core feature of trauma-informed practice in schools. (Langley, Nadeem et al. 2010, Jaycox, Stein et al. 2014, Kataoka, Vona et al. 2018)
- ❖ Strong communication between parents and schools is an important aspect of parent engagement and is a core component of creating a positive school culture. (Kaplan Toren and Seginer 2015, Rattenborg, MacPhee et al. 2019)
- ❖ Research has found that when parents and caregivers are actively engaged in their child’s education and school community it can lead to improvements in academic, social and behavioural outcomes for students. (Emerson, Fear et al. 2012)
- ❖ Research has found that collaborating with existing services can help schools engage parents and work together to support vulnerable students. (Rah, Choi et al. 2009)
- ❖ Specialised services are needed to assist with therapeutic interventions (Langley, Nadeem et al. 2010).

How can this Principle be achieved?

Policies

Strategy 1; The School engages with or employs a Family and Community Liaison Officer*

- The Liaison’s role is to communicate and engage with families and the broader community. (Rah, Choi et al. 2009)
- Having a bilingual officer who can act as a mediator between schools and the community may help schools overcome barriers in engaging refugee or CALD families. (Rah, Choi et al. 2009)The Liaison Officer will also be able to facilitate targeted strategies to engage ‘hard to reach’ families. (Rah, Choi et al. 2009)

Strategy 2; The School maps relevant trauma-related services* so staff are aware

- Youth Focus is an example of an existing service that can be utilised in Western Australian schools. They assist schools in identifying and addressing mental health issues by providing evidence-informed mental health programs for students, teachers and parents. You can visit the Youth Focus website by clicking here: <https://youthfocus.com.au/>

Programs

Strategy 3; The School engages with an existing trauma-related services to deliver a community workshop around trauma, its impact and how to respond

Communication

Strategy 4; The School reviews its use of language around trauma*

Actions:

- Review the language used when engaging with parents and discussing trauma. (Langley, Santiago et al. 2013)
- Consider when talking about trauma using the terms of 'stress' or 'stressful situations' to make it easier for parents to understand and thus facilitate a more open and comfortable discussion. (Langley, Santiago et al. 2013)

Strategy 5; The School increases direct and positive staff-parent/carer communication to build trust and engagement*

- Encourage teachers to regularly communicate with families as a whole class and individually when necessary
- Teachers provide opportunities for parents to meet with them outside of formal teacher and parent/carer interviews (meetings)

Practice Principle 5: The school identifies vulnerable children and young people early and provides individualised attention and support

What does this Principle mean?

Children or young people's behaviour in the family or school setting may change following adversity or traumatic event. These behavioural changes may be indicators of the child or young person's underlying or ongoing distress and uncertainties. Children and young people respond to adversity and trauma in a range of ways, including changes in capacity for learning and physical and psychological wellbeing. They may become withdrawn or display challenging behaviours or moodiness, regression or requiring more attention or direction than usual. A range of support processes and strategies are likely to be beneficial for children, young peoples, families and members of the school community. A continuum of responses within schools is necessary to address both the variety of student needs and the staff capacity to work with student's issues around adversity and trauma.

This Principle guides the staff and other school community members to understand signs and symptoms of vulnerability and be aware of response pathways to address these issues in children and young people.

Definition within this Principle

'Identifies' means actively discovering

'Vulnerable children and young people' means those at risk of lacking adequate care and protection.

'Provides' means delivering, giving, supporting, and encouraging

'Individualised attention and support' means targeted communication, intervention and additional supports.

Why is this Principle important?

- ❖ Many school staff do not acknowledge the role of trauma when responding to students' behaviours (Craig 2016, Cummings, Addante et al. 2017) resulting in the use of punitive measures (Substance Abuse and Mental Health Services Administration 2019)– such as classroom exclusion or even suspension or expulsion (Perry 2009); negatively impacting student outcomes (Souers and Hall 2016) creating a cycle of systemic trauma.
- ❖ Providing individualised attention and support for vulnerable students can facilitate school engagement by enhancing their learning and wellbeing (Bowden, Belfield et al. 2015)
- ❖ Teachers and school staff interact with children and young people daily, providing repeated opportunities for the acknowledgment and recognition of adverse behaviour change (Cohen and Mannarino 2011, Terrasi and Galarce 2017)
- ❖ Educators are increasingly expected to identify and address childhood trauma (Bell, Limberg et al. 2013) therefore, need skills and resources to enable positive and effective interactions with children and young people affected by trauma (Terrasi and Galarce 2017)
- ❖ "Regardless of specific knowledge about individual trauma experiences among children, teachers can build awareness of trauma, so they are better able to respond to specific issues that might arise" (Cummings and Swindell 2018 pp. 140)

- ❖ School staff are perfectly positioned to be able to recognise trauma symptoms and follow a school-specific trauma response plan (Bell, Limberg et al. 2013)
- ❖ Schools provide an opportune setting to deliver whole-school approaches and targeted interventions to trauma exposure, accessing students who would not otherwise have been able to access such resources and supports (Fondren, Lawson et al. 2020)

How can this Principle be achieved?

Policies

Strategy 1: The School develops clear whole-school trauma response guidelines*

Possible Actions:

- Guidance is given to develop clear response guidelines which are visible and easily accessible to assist staff, students, parents and other school community members.
- For example, Using the SAMSHA Tiers of Support guidelines, at a school level to “create policies for how to handle disciplinary procedures for youth affected by trauma that are sensitive to their trauma exposure such as not removing school resources for problematic behaviour” and at an individual level, “deliver intervention and prevention programs for students that are sensitive to their level of trauma exposure and symptomatic presentation” (Fondren, Lawson et al. 2020).

Programs

Strategy 2: The School screens for impact of adversity and trauma*

Strategy 3: The School includes targeted group-based cognitive behavioural skill building for students who are at risk for trauma exposure or impact *

Possible Actions:

- Example of a Tier 2 Program: [RAP Club](#) an evidence-based cognitive-behavioural and mindfulness strategies
- Responsive Circles (Wang and Lee 2018)
- DRUMBEAT (Martin and Wood 2017).
- Provide interventions to select students who have experienced significant trauma and /or have been affected, such as facilitating cognitive behavioural therapy, community-based services, and wrap-around care

Strategy 4: The School provides school staff with professional development in how identify and respond to vulnerability*

Possible Actions:

- School staff receive regular, evidence-informed professional development in how to respond to vulnerability and can identify and use strategies to address different issues that arise. https://www.ecmhc.org/tutorials/trauma/mod3_1.html

Strategy 5: The School sources an Art or Music expert as a guest or volunteer for lessons or demonstrations

Practice Principle 6: The school teaches social and emotional learning to promote emotional intelligence and resilience

What does this Principle mean?

Children and young people are better able to thrive in school and in life when they are taught skills beyond academics. Teaching social and emotional skills to children and young people empowers them to feel secure in themselves, build relationships with others, and navigate transitions and change.

Definitions within this Principle

‘Teaches’ refers to instruction, guides and assists.

‘Social and emotional learning’ means learning to regulate one’s thoughts, feelings and behaviours in response to situations within a specific context.

‘Emotional intelligence’ means regulation and management of emotions to positively affect mental output, interpretation and interaction.

‘Emotional resilience’ means the ability to makes sense of, cope with and recover from negative events, difficult situations, challenges and adversity.

Why is this Principle important?

- ❖ Schools have an important role in teaching not only academic skills but also skills that enable emotional intelligence and resilience.
- ❖ It is important for children and young people to be able to be emotionally understanding and able to self-regulate.
- ❖ Building the social and emotional skills improves children and young peoples’ ability to form positive relationships with teachers, friends and family (Durlak, Weissberg et al. 2011).
- ❖ A meta-analysis reviewing 213 different social emotion learning interventions found student participants had significantly increased social and emotional skills, attitudes, behaviour, and academic performance when compared to the control groups (Durlak, Weissberg et al. 2011)

How can this Principle be achieved?

Policies

Strategy 1: The School incorporates an evidence-informed social and emotional learning (SEL) program into the school curriculum*

Possible Actions:

- The School finds a programs that uses SAFE practises which have been shown to be most effective.(Durlak, Weissberg et al. 2011). The acronym SAFE refers to:
 - Sequenced: step by step training
 - Active: forms of learning
 - Focused: sufficient time on skill development
 - Explicit: use of learning goals

- The School identifies methods to assist successfully incorporating an SEL program into the school curriculum including:
 - Using weekly dedicated lesson from the program (Noble and McGrath 2018)
 - Linking the themes and topics from the SEL program with other school initiatives (Noble and McGrath 2018)

Program

Strategy 2: The School implements programs that assist with social and emotional learning*

Possible Action:

- Review programs available and select one appropriate for the School context and needs

Australia based:

- [DRUMBEAT](#) a music and talking therapeutic 10-week program (Martin and Wood 2017)
- [Bounce Back!](#) has been developed by two educators and educational psychologist to promote wellbeing, resilience and SEL for primary school children (Noble and McGrath 2018)
- [FRIENDS for life](#) builds social skills and resilience to prevent anxiety in children. It has been evaluated as an effective intervention option (Iizuka, Barrett et al. 2015)
- [Be You](#) provides resources for school and educators to promote positive mental health in children and young people.
- Secret agent society
- For more information see; Social and emotional learning programs evidence review https://education.nsw.gov.au/content/dam/main-education/student-wellbeing/mental-health-and-wellbeing/schools-user-evidence-guide_monash/Evidence_Brief_Final.pdf

International:

- [Random Acts of Kindness curriculum](#) (Woodbridge, Rouspil et al. 2014)
- RAP Club – uses psychoeducation, cognitive behavioural therapy and mindfulness techniques and has been positively evaluated (Mendelson, Tandon et al. 2015)
- [Evidence review of SEL programs](#) (Grant, Hamilton et al. 2017)

Communication

Strategy 3: The School encourages whole of school acceptance and engagement with social and emotional learning*

Possible Actions:

- School leadership support is a crucial factor in the successful implementation of a school wide social and emotional wellbeing program (Noble and McGrath 2018)
 - Leaders take an active role in introducing and modelling a trauma informed approach to developing the SEL in the school.
 - Whole of School Meditation
 - Staff/leadership invited to join school breakfast
- Link the program with school values, behaviour management policy and assembly awards (Noble and McGrath 2018)

Strategy 4: The School informs parents and communities about social and emotional learning*

Possible Actions:

- Evidence shows that keeping parents informed about social and emotional learning programs through newsletters and meetings increases the sustainability of and engagement with SEL programs (Noble and McGrath 2018)

Practice Principle 7: The school offers a range of learning opportunities to staff, students and the broader community about trauma and its impact

What does this Principle mean?

It is well documented that a child's reaction to trauma can "commonly" interfere with brain development, learning, and behaviour - all of which have a potential impact on a child's academic success as well as the overall school environment. By understanding and responding to trauma, school administrators, teachers, and staff can help reduce its negative impact, support critical learning, and create a more positive school environment. Programs should be supported with a quality professional development program based on up-to-date, relevant, evidence based best practice. Relevant education and training programs for schools include the effects of adversity and trauma for children and young people and the processes that may facilitate their healthy adaptation and when referral systems may be needed. Professional development and training should be available across a range of levels within the education system and be designed to address the challenges integral to experiences of adversity and trauma. Professional development should be appropriate to the context of the school and the relationship that school personnel have with students and their families, as well as having core elements relevant to all staff, with additional levels of expertise as required.

Definition within this Principle

'Offers' means provides opportunities for engagement, training and learning.

'Range of learning opportunities' means the school realises the breadth of learning abilities, and styles, within its community and provides relevant, thorough and diverse resources and content related to trauma-informed practices.

'Trauma and its impact' means that the school delivers accurate and relevant information the evidence of adverse experiences and its effect on those who have experienced those events.

Why is this Principle important?

- ❖ Blitz, Yull and Clauhs (2016) explain that "professional development for school personnel is needed to promote deeper understanding of the role of trauma and structural inequities to help school personnel effectively utilise school discipline" (p. 24).
- ❖ Trauma-informed teaching is associated with reduced trauma symptoms in students, with youth self-esteem functioning as a moderator of student trauma reduction(Crosby 2016)
- ❖ More direction and support about trauma-informed practice needs to be provided to assist schools; research with staff from over 80 primary, secondary and specialist schools in Victoria found teachers would like more professional development and ongoing support to assist with the challenges faced by students who have been exposed to trauma. (Berger 2019)
- ❖ Research from the US [Hearts](#) Study shows trauma-informed training and processes in schools can improve staff knowledge and confidence in responding to children impacted by trauma and adversity(Dorado, Martinez et al. 2016).
- ❖ By developing knowledge about the impact of trauma on children, teachers are likely to develop stronger relationships, a greater sense of confidence in working with these children

and lower classroom disruption, which in turn can lead to increased job satisfaction and reduced risk of burnout(Dicke, Parker et al. 2014)

- ❖ More effective instruction strengthened school cultures, and better outcomes for students” (Nordengren, 2020 p. 3).

How can this Principle be achieved?

Policies

Strategy 1: The School assesses and addresses the current professional learning needs of workforce and community remaining cognisant of differing levels of exposure and experience with trauma and trauma-informed practice

Possible actions

- Identify current level of knowledge, understanding as well as current practice level of staff
- Provide opportunities for experiential and observational learning, providing opportunities for staff and community members to see and experience trauma-informed practice in action
- Seeking training and professional learning that suits the school and your community eg remaining cognisant of the differing experiences of different cultural groups and seeking specific training
- Seeking support from community leaders to build community, trust and relationships
- Build in lessons for students that specifically teach the skills required to develop their own understanding, resilience, self-regulation and practice skills

Strategy 2: Regularly provide professional development sessions to all school staff that are transformational as well as traditional (include teaching and non-teaching staff)

Possible actions

- Use transformational combined with traditional PD to teach about the impact of trauma. Transformational PD incorporates deep-seated change in beliefs; this transforms the lens by which adults understand traumatised students and their behaviours. This is an example of the type of adult transformational learning that has the potential to positively impact educator dispositions, adult student interactions, and relationships(Goodwin-Glick 2017).
 - School Champion Group are will become a valuable resource, to deliver relevant information to other staff
- In-service professional development is most effective when it included trainer introduction, demonstration, and explanation of the benefits of mastering content knowledge or practice, active and authentic teacher learning experiences, opportunities for teachers to reflect on their learning experiences, coach or mentor supports and feedback during the in-service training, extended follow-up supports to reinforce in-service learning, and in-service training and follow-up supports of sufficient duration and intensity to have discernible teacher and student effects”. (Dunst, Bruder et al. 2015) (p.1731)

Programs

Strategy 3: The School organises professional development sessions for staff and the community

Possible Actions:

- Use transformational combined with traditional PD to teach about the impact of trauma. Transformational PD incorporates deep-seated change in beliefs; this transforms the lens by which adults understand traumatised students and their behaviours. This is an example of the type of adult transformational learning that has the potential to positively impact educator dispositions, adult student interactions, and relationships(Goodwin-Glick 2017).
 - Parent / community information night
 - School newsletter - Sharing of relevant Podcasts, readings and research.
 - Visiting “Public Speakers”

Communication

Strategy 4: The School supports staff to move from knowledge and understanding to practice change

Strategy 5: The School responds to the difficulties teachers experience when participating in professional learning and transferring the learning into the classroom by providing support, resources and access to professional advice

Strategy 6: The School actively engages community leaders to support and facilitate collaborative work between the school and community members to develop and maintain trauma-informed spaces

Practice Principle 8: The school provides a structured and predictable environment that is flexible to individual children and young peoples' needs

What does this Principle mean?

This Principle guides the school to provide a balanced environment that is predictable yet flexible and responsive. This includes a focus on being structured and predictable, to ensure continuity and stability for all learners, but with opportunity for flexibility to ensure that everyone can thrive. This Principle guides the school to generate and teach an understanding and appreciation of the value of this approach for their whole school community, including those children and young people who have experienced and/or who may be living with trauma. This Principle means the school is dynamic in prioritising what the young people must have to flourish physically, socially, emotionally, and academically and seeing that structured and predictable environments are crucial to this. The school accommodates all children and young people with recognition of their rights, identities, and the impact of trauma on children and young people. The school further implements its plan, as purposed, to satisfy students' expectations and negate apprehension.

Definition within this Principle

'Provides' means supporting, promoting, advocating, encouraging, and endorsing.

'Structured' means planned and organised, supported by a framework.

'Predictable' means regular patterns and consistency understood by all. This also means avoiding deviations and effective communication of proposed activities, actions etc.

'Environment' means the surroundings or conditions in which the person operates.

'Flexible' means being capable of changing to the present circumstances

'Children and young people's needs' means the safety, education, healthcare, shelter and nutrition of children and young people.

Why is this Principle important?

Children who have experiences of trauma and adversity have higher vulnerability during transition times. Stress is higher for many students and this can be expressed as lower prosocial and healthy behaviours. Predictable environments help children and young people to feel safe, secure and more comfortable. However, ensuring there is some flexibility, especially in times of high stress, ensures that children and young people are not disadvantaged by stringent requirement and expectations. It is important to have clear boundaries in place during both standard school terms and days, and during transition periods.

How can this Principle be achieved?

Policies

Strategy 1; The School provides opportunities for children to share their voice and make choices over their preferred ways of learning

Possible Actions:

- Give opportunity for children to make safe and supported choices regarding their learning

Programs

Strategy 2; The School provides safe environments for children and young people struggling to self-regulate their emotions:

Possible Actions:

- Calm corner – an area of the classroom with activities and sensory objects (e.g. puzzles, pipe cleaners, headphones and music) to help soothe children and young people who are distressed.

Communication

Strategy 3; The School provides opportunities for students to learn the classroom structure and routine:

Possible Actions:

- Clear communication of classroom routine – verbal and visual representation
- Give notice and communicate to children and young people when the routine needs to change

Practice Principle 9: The school identifies and nurtures children and young peoples' strengths to ensure they feel valued and challenged

What does this Principle mean?

A resilience-based approach to youth development is based upon the Principle that all people can overcome adversity and succeed despite their life circumstances. Resilience is a strengths-based construct, meaning its focus is on providing the developmental supports and opportunities (protective factors) that promote success, rather than on eliminating the factors that result in failure. The strengths-based approach is a move from a focus on deficits to a focus on abilities and strengths (i.e. competencies, resources, personal characteristics, interests and motivations) of individuals, family or community.

The benefit of a strengths-based model for education is that it builds upon the personal competencies associated with healthy development that everyone has. A strengths-based approach identifies the resourcefulness and resilience that exists in all students. The underlying philosophy in strengths-based practice is that each individual is an expert in their own life and should be central in decision making about any changes that impact on them. In focusing on the positive (but not ignoring risks), this approach helps teachers to reframe how they see students and to view behaviour from a different perspective, as well as to recognise the incredible resilience of students, especially those facing immense challenges in their lives.

Definition within this Principle

'Identifies' means actively discovering

'Nurtures' means caring for and protecting

'Children and young people's strengths' means positive competencies and personal characteristics that define who they are.

'Feel valued and challenged' mean a sense of worth plus growth through encountering both positive and negative situations and experiences

Why is this Principle important?

- ❖ Character strengths interventions have increased engagement, hope (Madden et al. [2011](#)), life satisfaction (Proctor et al. [2011](#)), well-being and social skills, and academic performance, and improved problem behaviour (Rashid et al. [2013](#)).
- ❖ Promoting strengths is associated with higher positive affect, classroom engagement, class cohesion, relatedness and autonomy need satisfaction, strengths use (Quinlan et al. [2015](#)),

How can this Principle be achieved?

Policies

Strategy 1: The School encourages high expectations and allows students to set individual learning goals*

Possible Actions:

- Teacher-student meeting or questionnaire used to set individual learning goals for each student. Teacher to monitor these and give strength-based feedback. Note: Have high, but realistic expectations of student involvement and achievement in all school activities.

Strategy 2: The School creates policies and builds relationships using a strengths-based framework

Possible Actions:

- Include students in decision making about their lives e.g. student participation in school governance
- Encourage and model positive language between all members of the school community
- Assist students' reframe negative self-image to encourage identification of strengths and positive achievements
- Communicate to school community with openness and transparency

Programs

Strategy 3: The School implements the Quinlan's Strengths Program* (Quinlan, Vella-Brodrick et al. 2019)

Possible Actions:

- Participate in the programs 6 sessions:
 - 1) Learning to recognise strengths in oneself
 - 2) Learning more about your activity strengths
 - 3) How character strengths support your activity strengths
 - 4) Learning more about your character strengths
 - 5) How will you use your strengths to make a difference?
 - 6) Using strengths in our relationships(Quinlan, Vella-Brodrick et al. 2019)

See Table 2 by following the link [Quinlan's Strengths Program](#) for more details

Communication

Strategy 4: The School allows and encourages students to pursue subjects or topics of interest*

Possible Actions:

- Enable students to pursue subjects of genuine interest and assist where students are unsure.

Strategy 5: The School empowers school community members to be able to recognise that children and young people are experts in their own lives

Strategy 6: The School encourages children to be involved in extra-curricular activities that build on strengths. Support resource for this strategy <https://www.viacharacter.org/character-strengths>

Practice Principle 10: The school reflects, changes and grows in response to the integration of trauma-informed practices

What does this Principle mean?

Becoming Trauma Informed is an ongoing process that requires the staff to first assess the needs of their school, identify and adopt innovative, evidence-based trauma informed strategies and then reflect on the impact of these strategies. Once the impact has been evaluated and the needs reassessed, the process begins again. Effective strategies may result in a change in student needs, ineffective strategies would be replaced by other, evidence-based practices.

Definitions within this Principle

'Reflects, changes and grows' means thinking about, enacting innovative ideas, and continuing to become competent in the application of trauma-informed practices.

'Response' means actively seeking ways to react critically, intelligently, compassionately, effectively, and efficiently.

'Integration of trauma-informed practices' means actively adopting trauma-informed policy and practices.

Why is this Principle important?

- ❖ The high prevalence of trauma amongst students has resulted in the need for schools to adopt a trauma-informed approach. (Bloom 2006, Hendricks, Conradi et al. 2011)
- ❖ Continuous evaluation and reflection are an essential step in implementing a system wide, whole-school, trauma-informed approach. (Bloom 2006)
- ❖ Ongoing evaluation and reflection allows the school to demonstrate their success and strengths, while also identifying barriers and areas that may need further attention. (Hendricks, Conradi et al. 2011)

How can this Principle be achieved?

Policies

Strategy 1: Use the Thoughtful Schools International Trauma-Informed Practice Principles Checklist to monitor changes to the school environment*

Possible Actions:

- Track changes in environments, policies and practices by regularly completing the Thoughtful School Checklist

Strategy 2; Use existing school data to track achievements in relation to trauma-informed practice. *

Possible Actions:

- School census data

- Attitudes to school survey data
- Parent and staff opinion survey data
- Mental health workforce data
- Caseload reporting data
- School attendance data
- Critical incident data
- Student NAPLAN data
- Behaviour, attendance, engagement, suspension, and exclusions

Programs

Strategy 3: The school uses the Attitudes Related to Trauma-Informed Care (ARTIC) Scale to measure change

Possible Actions:

- The ARTIC scale is a validated and widely used instrument that schools can use to measure change because of implementing trauma-informed practices. (Baker, Brown et al. 2015)
- The ARTIC scale offers schools an object way to assess their progress towards becoming trauma-informed. (Baker, Brown et al. 2015)
- For more information on the ARTIC Scale, including pricing, you can visit: <https://traumaticstressinstitute.org/the-artic-scale/>

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Appendix 1; Example Thoughtful Schools Action Planning Template

Develop a Thoughtful Schools Action Plan to demonstrate how the Principles identified by the School Champion Group will be achieved. This is a working document and should be referred to and amended when necessary.

NAME OF SCHOOL	Example School		
TIPPS ASSESMENT DATE	02/02/21	REVIEW / REVISE DATE	02/06/21
PERSON RESPONSIBLE FOR PLAN	School Psychologist	PLAN LAST UPDATED	02/02/21

PRINCIPLE	Overarching A; The school responds to the needs of children and young people first and foremost					
Strategies	Target Area /Group	Resources /Budget	Time allocation	Performance indicators	Responsible person / people	Due date
<p>The School embeds a systematic strategy to incorporate student perspective and voice in identifying and responding to needs.</p> <p>Possible actions;</p> <p>Annual planning includes responding to annual student questionnaire.</p>	All	None	2 hours per week	New task incorporating including student voice is embedded in school planning and strategy.	Deputy Principal	02/05/21

Appendix 2; Mental Health Support Resources

Services;

- **For emergency support please call 000.**
- WA Department of Education Employee Assistance Program
- Lifeline 13 11 14 <https://www.lifeline.org.au/>
- Beyond Blue 1300 224 636 <https://www.beyondblue.org.au/get-support/get-immediate-support>
- Blueknot; If you have experienced childhood trauma, you can speak with a Blue Knot Helpline trauma counsellor including for support and applications around national redress [1300 657 380](tel:1300657380), 7 days between 9am - 5pm AEDT or via email helpline@blueknot.org.au

Additional resources;

- WA Mental Health Commission Website <https://www.mhc.wa.gov.au/getting-help/>
- Curtin's Thrive at Work Program <https://www.thriveatwork.org.au/>