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Developing trauma informed practice to support social, emotional and mental health in an infant school

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How can a consistent approach support children with trauma and SEMH needs?

Developing trauma informed practice to support social, emotional and mental health in an infant school

Professional Development Group

JMAT

School: Thurcroft Infant School
Your name: Amy Thompson
Role: SENCo

How can a consistent approach support children with trauma and SEMH needs?

Where we were at the start of the year ...

- Before we started the Case Study we had training with Cheryl around Zones of Regulation with all staff.
- We had Trauma informed Training with Clare Hopkins from CAMHs/With me in Mind - all staff found this really useful.
- We had self- regulation areas in all classrooms.
- We recognised the need for children to identify their feelings and introduced the colour monster in the Foundation Stage. As a school, we soon recognised that this needed to develop further and rolled out across school.

Gathering evidence

We gathered evidence to see where we were on our Trauma Informed journey:

I collected data from ALL staff in school to find out how confident and informed staff felt about trauma and SEMH needs, including:

- Understanding how SEMH needs may present
- The impact that trauma, bereavement, separation and transition can have on a child.
- Do staff feel confident when working with children who have SEMH needs?
- Knowing who is the right person to work with individual children.

I used the Competencies and Self-Assessment Tool
- In together: Early Years Enhanced Competencies

Competency	Outcomes	Yes	No	Partial	My Notes
I have a clear understanding of child development, including Special Educational Needs (SEN) and protective factors for emotional wellbeing, and can use this understanding to underpin behaviour and interactions with children.	E1: I understand what is included in the key stages of physical, intellectual, linguistic, social and emotional growth and development of a child to enable observation and judgement of changes to 'normal' behaviour. I know when developmental and transitional milestones are coming up. I understand the contribution that family and social networks make to the development of children and young people.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	E2: I understand behaviours associated with ADHD and autism and can develop strategies to work with children who have these.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Prevention: I am aware of the importance of resilience and can work to support and develop this within remit of my role.	E3: I have a solid understanding of resilience, the role it plays and how it can be developed within an education setting.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	E4: I understand the basics of attachment theory and behavioural characteristics of different attachment styles. I am aware of the impact that loss, trauma, bereavement, separation & transition can have on a child.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Prevention: I am aware of vulnerable groups, their risk factors to social emotional mental health and can adapt my ways of working to support these children.	E5: I am aware of factors that can contribute to a child being vulnerable to developing social emotional mental health difficulties.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	E6: I understand the links with Safeguarding responsibilities and ways of working.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Early Intervention: I am able to recognise the signs and symptoms of common social emotional mental health conditions and can adapt my ways of working to support these. I am not expected to diagnose or treat	E7: I show respect and understanding of the child's situation and subsequent emotional wellbeing needs.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	E8: I have a basic knowledge of what the local offer for social emotional mental health support is, including websites. (Note: Sign posting is an early intervention. This can include websites or leaflets. EYFSECH factheets include early intervention strategies.)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Findings from the questionnaire were positive and showed that:

- Staff felt they understood trauma and how this can impact a child.
- Most staff felt they were good at recognising changes in behaviour.
- Most staff felt like they knew how to support children - including adapting how they communicate.

Findings from learning walks from SLT showed that:

- The language used in school wasn't consistent, however the same message was being given.
- We needed more 'positive noticing' throughout school. 'Praise in Public, remind in private.'
- Children were using the self regulation areas but some children need a safe space away from the classroom.
- Some children needed more support in order to regulate.

How we have supported our children :

We have created 'The den' in the only area of school that we had available. This is a quiet space that is used for children who are dysregulated, sensory circuits and ELSA time.

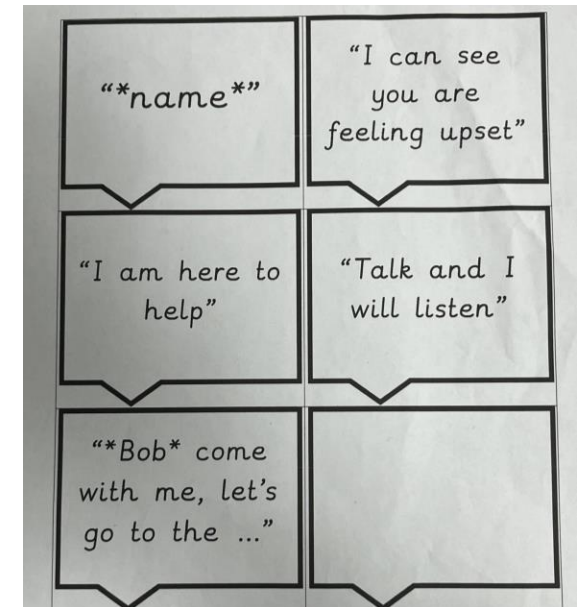


How we have supported our children :

We have developed our restorative practice - basing this on the language provided by Emma Booth (Team Teach training)

The help script is aimed at lowering/ defusing anger or anxiety.

All staff are using this consistent language across school.



Class teachers have given time to talk about emotions rather than just naming them and created documents for children to understand what can make them feel certain ways.



Happy	Sad	Angry	Calm	Scared
Joyful	Unhappy	Angered	Relaxed	Frightened
Happiness	Upset	Stomping	Settled	Horried
Excited	Tearful	Cross	Chilled	Terrified
Playful	Scared	Grumpy	Sleepy	Petrified
Loved	Embarrassed	Moody	Good	Lost
Excellent	Cry	Frustrated	Nice	Anxious
Proud	Blue	Raging	Comfortable	Shocked

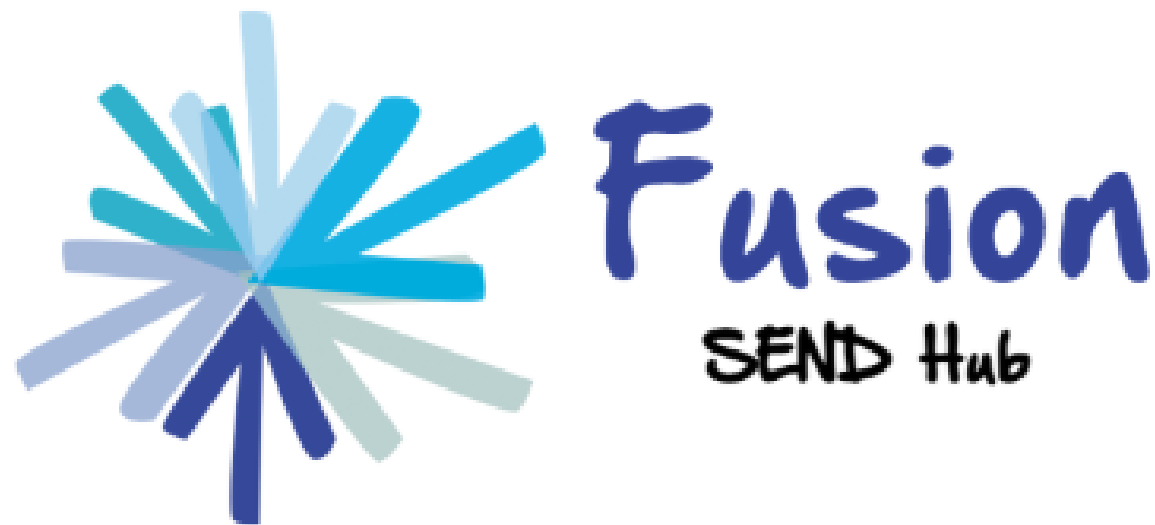
How we have supported our children :

Toolkits have been created with children so they have strategies they can use when feeling dysregulated.



How we have supported our children :

We have worked with Fusion to support children with SEMH needs. This has included teacher drops ins, observations and reports.



- Emotional wellbeing support sessions with Elsa trained 'Pupil wellbeing and family support worker' Gemma has completed 'Senior mental Health Lead' training with Andrew Hall
- Sarah, one of our Early Years Practitioners has done the Mental Health First Aid training to support children and adults across school.



Things to be proud of at Thurcroft...

Steve Baker from 'When the adults change' came into school he made some lovely comments...

'Adults at Thurcroft set a consistent positive example, and the behaviour of the children is first rate'

'I saw countless interactions between adults and children that were warm and friendly'

'The adults here understand that by being stable, reliable adults they are enriching children's lives'

**WHEN THE
ADULTS
CHANGE
EVERYTHING
CHANGES** PAUL DIX
SEISMIC SHIFTS IN SCHOOL BEHAVIOUR

Problems we faced and areas to further develop:

- Teaching Assistants/SMSAs don't attend all staff meetings so messages have to be passed on via teachers and on the staff notice board.
- We are going to use Twilight sessions to train Teaching Assistants to further develop a consistent approach.