

Trauma-Informed Practice

Education

What the approach proposes, and why its evidence base is thinner than its popularity.

An approach that treats behaviour as communication, prioritises safety and relationships, and asks what happened to a pupil rather than what is wrong with them.

UNDERLYING IDEA
well motivated

PROGRAMME EVIDENCE
contested

- Adverse childhood experience scores predict at group level.
- They predict poorly for any individual pupil.
- Whole-school programme evaluations are mostly weak.
- Relational practice overlaps with good practice generally.
- Screening pupils for adversity is not recommended.
- Teachers are not therapists and should not act as them.

LOOK FOR IT

The uncontroversial part is consistency, warmth and predictability. The contested part is that a branded programme delivers measurable gains.

Educational reference only, not clinical guidance. Contested.
Safeguarding concerns follow your setting's policy and designated