Kings Meadow Primary School

Attachment & Trauma Informed Practice Policy

Purpose and Scope

This policy sets out Kings Meadow's commitment to The Kings Meadow Way: a trauma-informed, rights-respecting, relationship-centred approach rooted in participation and high expectations. It ensures all children (including Nursery and Two-Year-Old provision), staff, governors, volunteers and partner agencies understand how we create safe, predictable and compassionate environments so children who have experienced adverse childhood experiences (ACE), attachment difficulties or trauma can feel safe, heard and empowered to learn. This policy complements Safeguarding, SEND, Behaviour, Mental Health & Wellbeing, Equality and Curriculum policies and aligns with statutory guidance.

Core Principles (The Kings Meadow Way)

- Relationship-centred practice: connection before correction; children are known, valued and welcomed without judgement.
- High warmth, high expectations: kindness and consistency underpin clear, fair expectations delivered by emotionally available adults.
- Behaviour as communication: adults respond with curiosity and empathy, recognising dysregulation often signals unmet need.
- Participation and pupil voice: children are supported to express views and meaningfully shape practice and decisions (Shier's Pathways to Participation).
- Predictability and emotional safety: routines, visual timetables, quiet and sanctuary spaces support regulation.
- Positive identity and belonging: celebrate effort, growth and contribution so children see themselves as capable members of the Kings Meadow family.
- Reflective practice: staff continually evaluate "what is this child communicating?" and adapt practice accordingly.
- Rights-respecting approach: children's dignity and agency are prioritised in interventions and decision-making.

Leadership and Responsibilities

- SLT: model The Kings Meadow Way, ensure policy implementation, appropriate resourcing, monitoring, CPD and partnership working; produce an action plan after reviews.
- DSL: coordinate safeguarding, advise on referrals, ensure timely information-sharing with relevant agencies and maintain secure records.
- Inclusion Lead / SENDCo: lead identification, holistic assessment, Individual Support Plans (ISPs), liaison with families and external agencies (EP, CAMHS, SALT, virtual school for LAC).

- Class teachers and support staff: build trusting relationships, implement classroom strategies, use emotion coaching and restorative approaches, record observations and contribute to ISPs.
- Pastoral/regulation staff: maintain calm/sanctuary areas, offer targeted regulation interventions and support reintegration.
- Governors: receive termly updates on outcomes, resources and policy effectiveness; hold leaders accountable for The Kings Meadow Way in practice.

Identification and graduated response (Universal → Targeted → Specialist)

Universal (All children)

- Establish predictable routines, visual timetables, classroom scripts and consistent responses across settings.
- Embed emotional literacy, restorative language and daily check-ins.
- Ensure curriculum access through differentiation (Cracking Curriculum principles), classroom scaffolds and sensory supports.
- Use pupil voice (school council, Eco-reps, Attendance Avengers) to inform practice.

Targeted (Children with emerging needs)

- Gather holistic information: developmental history, attendance, behaviour/logs, academic progress, family context and pupil voice.
- Convene timely Team Around the Child (TAC) or staff discussion; co-produce an ISP with measurable, time-bound targets and clear responsibilities.
- Implement regular regulation plans, planned breaks, mentoring, small-group interventions and curriculum adaptations linked to strengths and interests.
- Monitor progress using attendance, behaviour incidents, wellbeing checklists and curriculum outcomes; review ISP termly or sooner.

Specialist (Complex or persistent needs)

- Refer to appropriate agencies (CAMHS, Educational Psychology, SALT, social care) using clear evidence from monitoring and ISP cycles.
- Use multi-agency plans (EHCP, CIN/CP plans, PEPs for LAC) and ensure school contributions align with The Kings Meadow Way.
- Ensure timely statutory reviews, appropriate resourcing and named key adults for stability.

Classroom and School Strategies (What the Kings Meadow Way looks like in practice)

- Predictable environments: visual timetables, clear transitions, consistent adult responses and classroom routines.
- Emotion coaching scripts and de-escalation language (appendix A) used across settings.

- Calm and sanctuary spaces: accessible regulation areas with sensory tools, chill zones and planned recovery time.
- High-expectation pedagogy: 'Cracking Curriculum' adaptations ensure purposeful, inclusive learning with creativity, choice, real-life links and celebration of progress.
- Participation: children routinely contribute to class decisions, projects and whole-school initiatives.
- Positive reinforcement: public and private celebration (assemblies, social media Instagram: Kingsmeadow_Primary, certificates) focused on effort, growth and contribution.
- Reflective routines: brief review questions embedded in practice (What worked? What next?) and team reflection meetings.

Behaviour, Repair and Exclusions

- Behaviour is addressed through restorative and teaching-led responses: repair conversations, skills teaching, reparation and reintegration into the learning community.
- Responses are proportionate, contextualised and focused on future prevention. Consequences are explained, restorative and accompanied by learning and support.
- Exclusion is a last resort, lawful and reasonable, and only after alternative supports have been tried; exclusions must be accompanied by an ISP review, reintegration plan and follow-up support.
- Record and monitor exclusions and escalation patterns; governors receive termly summary.

Physical Contact and Supportive Touch

Adults avoid non-necessary physical contact; where supportive touch is used it must be appropriate, consensual (where possible), culturally sensitive, recorded and in line with safeguarding guidance. Staff receive training and clear guidance on boundaries.

Children who are Looked After / have a Social Worker

- Share information promptly with social care and the Virtual School; align Individual Support Plans (ISPs) with care plans, Personal Education Plans (PEPs) and recommendations from social workers and other professionals.
- Prioritise stability by providing consistent key adults, carefully planned transitions and regular review meetings involving carers, social workers and relevant professionals.
- Track attendance, progress, wellbeing, behaviour and exclusions closely, escalating concerns at the earliest opportunity. Ensure attendance at statutory meetings and the timely completion of all required documentation.
- Ensure that every Looked After Child has an individual Memory Book or equivalent record of their journey. This should celebrate achievements, significant experiences, relationships and milestones during their time at Kings Meadow, helping to strengthen their sense of identity, belonging and connection to the school community.

- Recognise that entry, transition and exit points can be particularly significant for children who have experienced attachment difficulties, trauma or instability. The school will provide enhanced support during these periods through carefully planned transition arrangements, opportunities to build trusting relationships with key adults, personalised visits, visual supports, social stories and regular emotional check-ins. Where a child joins or leaves the school, staff will work collaboratively with carers, social workers, previous and receiving settings to ensure continuity, minimise anxiety and promote a sense of safety and belonging.
- Where a Looked After Child leaves the school, leaders and staff will carefully consider the impact on both the child and their peers. Appropriate opportunities will be provided for children to say goodbye, celebrate shared experiences and process change in an age-appropriate and sensitive manner. Staff will support classmates who may experience feelings of loss, uncertainty or worry following the departure of a friend, helping them to understand and manage their emotions through discussion, reflection and restorative approaches. This ensures that both the individual child and the wider class community are supported compassionately through periods of transition and change.

Engaging Families and Confidentiality

- Work collaboratively and non-judgementally with families; seek consent for non-statutory interventions and offer flexible meeting options (in person, phone, virtual).
- Use strengths-based language and involve families in ISP reviews and curriculum connections (e.g., EYFS Expert Weeks).
- Maintain secure records and share information on a need-to-know basis; prioritise child safety where disclosure is required.

Staff Training, Reflective Supervision and Wellbeing

- Induction for all staff on The Kings Meadow Way, attachment, trauma responses, safeguarding and classroom strategies.
- Ongoing, role-specific CPD (emotion coaching, restorative practice, sensory regulation, curriculum inclusion). Subject/phase CPD time is protected for reflective practice and curriculum development.
- Regular reflective supervision for staff working with high-need children and access to wellbeing support. Leaders recognise staff need time for reflection and learning, not purely administrative tasks.

Inclusion, Equality, Rights and Resourcing

- Practice is culturally responsive and makes reasonable adjustments for children with protected characteristics or disabilities.
- The Kings Meadow Way underpins inclusion: curriculum, assessment and behaviour systems are adapted where required.

- Resources and staffing are allocated to sustain sanctuary spaces, targeted interventions and curriculum adaptations; funding options (Pupil Premium, SEND funding, targeted grants) are considered and applied. SLT will seek adequate budget and external support where needed.

Monitoring, Evaluation and Accountability

- Routine monitoring: attendance, behaviour incidents, exclusions, targeted pupils' academic and wellbeing progress, pupil and family voice.
- Termly case reviews for targeted children; outcomes reported to SLT and governors with an action plan and named leads.
- Use data alongside qualitative evidence (pupil voice, staff reflection) to adapt provision and CPD.
- The policy will be reviewed annually or sooner if statutory guidance changes; reviews produce an action plan with clear success criteria and review dates.

Links to Curriculum and School Life (Kings Meadow Way)

- Curriculum design and delivery actively support vulnerable pupils through purposeful learning, differentiation, creativity and embedded social-emotional learning.
- Practical, real-world links and choice ensure engagement and help children find strengths and passions ('find their element').
- Celebration of progress and integration with wellbeing strategies reinforce belonging and motivation.

Kings Meadow Primary School is committed to The Kings Meadow Way: children feel safe enough to learn, relationships repair rather than rupture, strengths and passions are uncovered and nurtured. This policy operationalises those commitments through consistent, relationship-centred practice, a reflective culture and curriculum designed so every child can thrive.

Reviewed	June 2026
Approved by Governing Body	June 2026
Next Review	June 2028 or sooner if required.