



# Enfield Trauma Informed Practice In Schools and Settings (E-TIPSS)

**Suzy Francis**

Principal Educational Psychologist

Strategic Lead for Children and Young People's Emotional Wellbeing & Mental Health

**Dr Leylla Mulisa**

Senior Lead Educational Psychologist for Emotional Wellbeing & Mental Health

**Mark Maidens**

Head of SWERRL / Enfield Primary Behaviour Support Service



Virtual School for LAC

ENFIELD ADVISORY SERVICE FOR AUTISM



BETTER COMMUNICATION FOR ALL



# Aims of the session

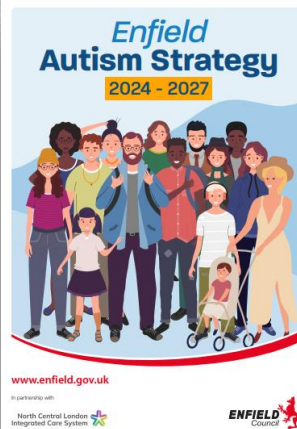
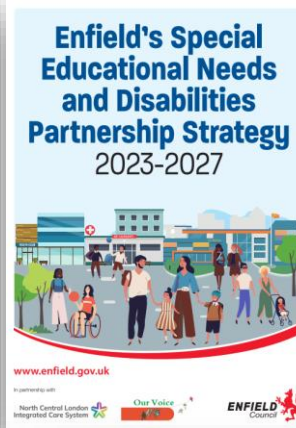
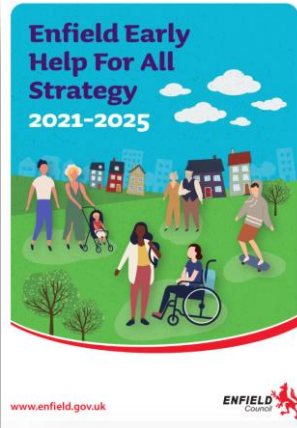
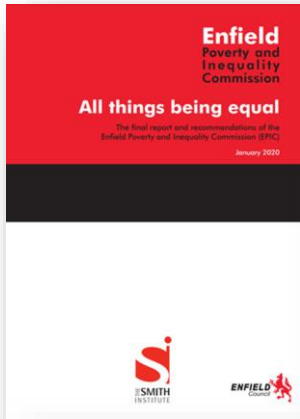


- Provide an overview of E-TIPSS: Enfield's approach to trauma informed practice and the implementation framework
- Discuss the process of becoming trauma informed...
- Successes, challenges and next steps

<https://youtu.be/xYBUY1kZpf8>



# Drivers & Influence



- Enfield Poverty & Inequality Commission Report (2020)
- Early Help for all Strategy (2021-2025)
- SEND Partnership Strategy (2023-2027)
- Fairer Enfield Equality, Diversity & Inclusion Policy (2021-2025)
- Enfield Inclusion Charter
- Ordinarily Available Provision (2022- 2025)
- Tackling Neglect Strategy (2022-2025)
- Draft Autism Strategy (2024-2027)
- Draft Health & Wellbeing Strategy (2024-2030)
- Draft Online Safety Guidance (2024)

## Trauma Informed Practice in Schools (TIPS)

Trauma Informed Practice in Schools is a whole system approach aimed at promoting the emotional wellbeing of every child and young person. The approach helps us recognise the signs and symptoms of trauma in children, young people, families, staff and others working across the system and address mental health problems.

It is essentially a training and implementation programme designed based on evidence-based knowledge and practice. It will help schools and the wider education settings to integrate this approach into their policies and everyday practices. It will help empower and enable key staff in schools to be able to respond effectively to mild to moderate mental health problems and actively prevent re-traumatisation.

Once implemented, this programme will help inform every interaction, action and decision relating to every child/young person in all schools in Enfield.

# Why schools?



A child spends

# 15,000 hours

In compulsory education

**Schools are a primary care-giving system**

and play a vital role in children's development.

For those affected by trauma, a supportive school can provide the right support and improve outcomes.



# The E-TIPSS Vision



Enfield is a **trauma-informed place** to grow up, where every child:

- Is understood in the context of their **environment and experiences** (*what's happened to you – not what's wrong with you*)
- Has a **safe caregiving environment** at school, at home and in the wider community.
- Has the support they need to **regulate and integrate** their experiences.
- Has the opportunities to **develop the skills** they need for a good life.

# What is E-TIPSS?

Builds on years of **existing & good practice** that has developed across Enfield services and partnerships including:

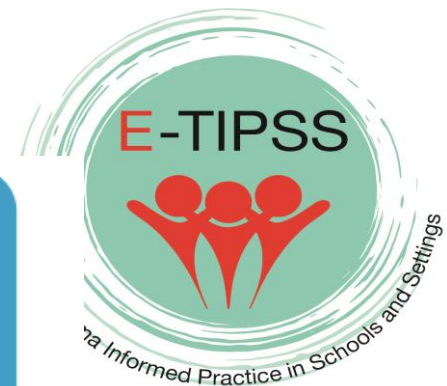
- Educational Psychology Service – *provides leadership & co-ordination*
- SWERRL
- EASA
- MYME
- ECASS
- SALT service
- Youth Justice Service
- School & Early Years Improvement Service
- Cheviots Children's Disability Service
- Early Years Partners and providers
- Virtual School for Looked After Children/CiN & CP
- Our Voice Parent/Carer Forum
- Early Help



Kati Taunt  
(ARC TIPS Consultant)



# E-TIPSS Offer



## UNIVERSAL



- Central E-TIPSS Briefing (1/2 day)
- Central E-TIPSS / ARC Framework Training (two days)

**2-day Central E-TIPSS Training:**  
6<sup>th</sup> of March 2025  
and 20<sup>th</sup> of March 2025

[Available free of charge to all schools/settings in Enfield]



## ENHANCED



- 'Train the trainer' workshop for the school's own E-TIPSS lead to deliver a brief E-TIPSS / ARC introduction session with their school community
- 'Next Steps' self-reflection & planning survey for schools to complete
- E-TIPSS PODS - community practice discussions (Half termly)
- E-TIPSS Workshops - further training on ARC Framework (4 sessions running annually)
- Access to E-TIPSS Audit Framework to carry out a whole school audit

[Available to schools/settings once a member of SLT has attended the two day Central ARC Framework Training]



## IMPLEMENTATION



Whole school community training on complex trauma and the ARC Framework with an 'planning meeting' prior to the training and a follow up 'audit and action planning meeting'. There is an expectation that data will be collected throughout

Half termly consultation sessions (3 hours). To be used flexibly:

- Support with E-TIPSS Audit Framework
- Support with the development of TIP implementation plan and identify initial outcomes for the school
- Further training and support for school staff or parents/carers
- Review/Evaluation

Summer term

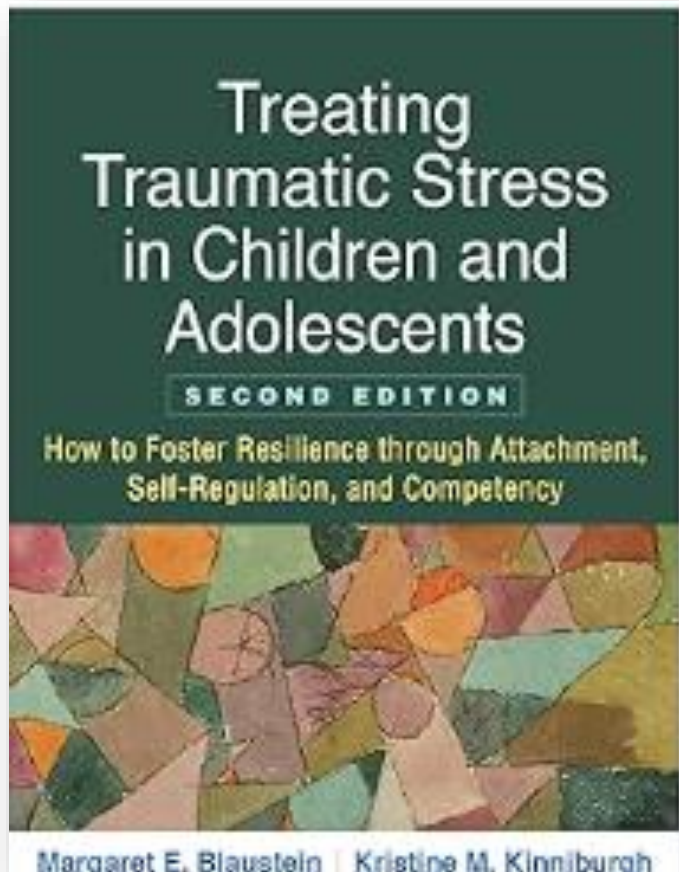
Autumn term

Autumn term

[https://www.enfield.gov.uk/\\_data/assets/pdf\\_file/0024/45339/E-TIPSS-Schools-Guidance-Final-2023.pdf](https://www.enfield.gov.uk/_data/assets/pdf_file/0024/45339/E-TIPSS-Schools-Guidance-Final-2023.pdf)



# The ARC Framework



<https://arcframework.org/what-is-arc/>



# Building Resilience: The ARC Framework

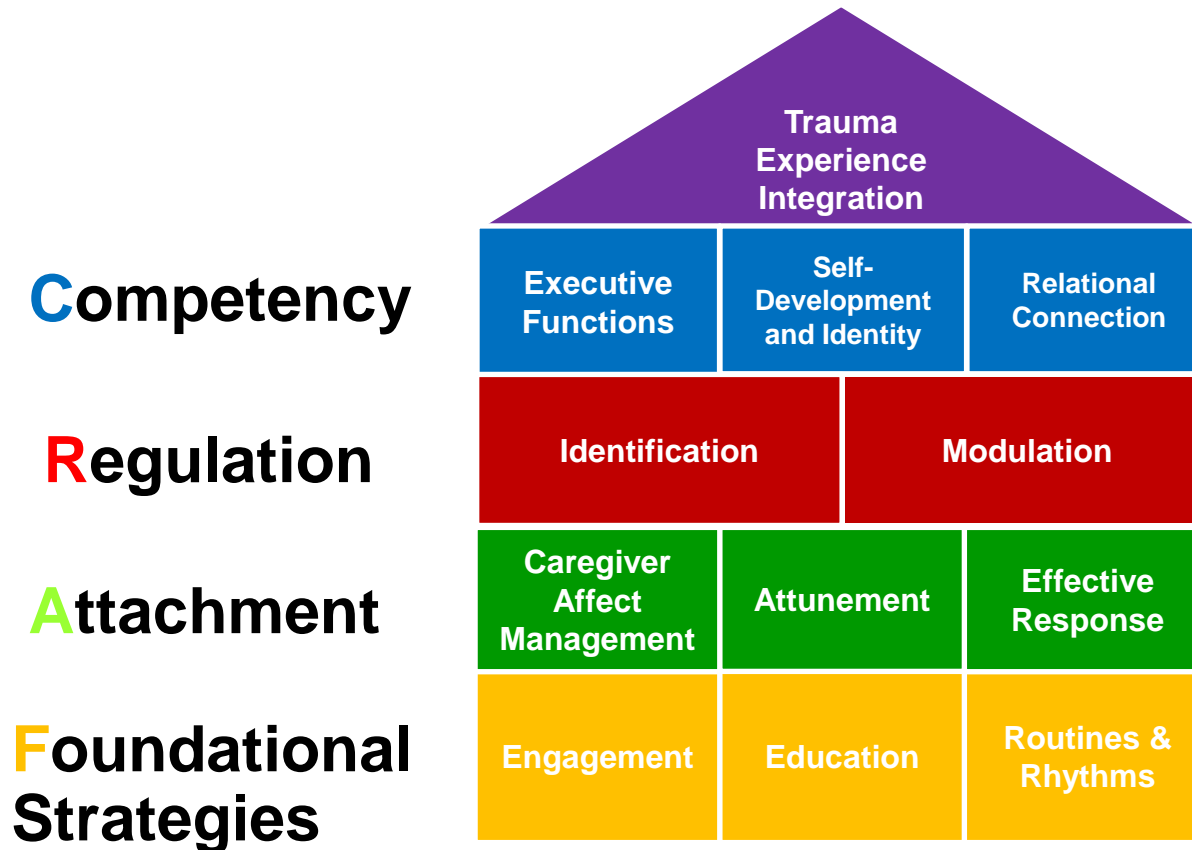


Treating youth and caregiving systems that have been exposed to varying levels of complex trauma requires an intervention model that:

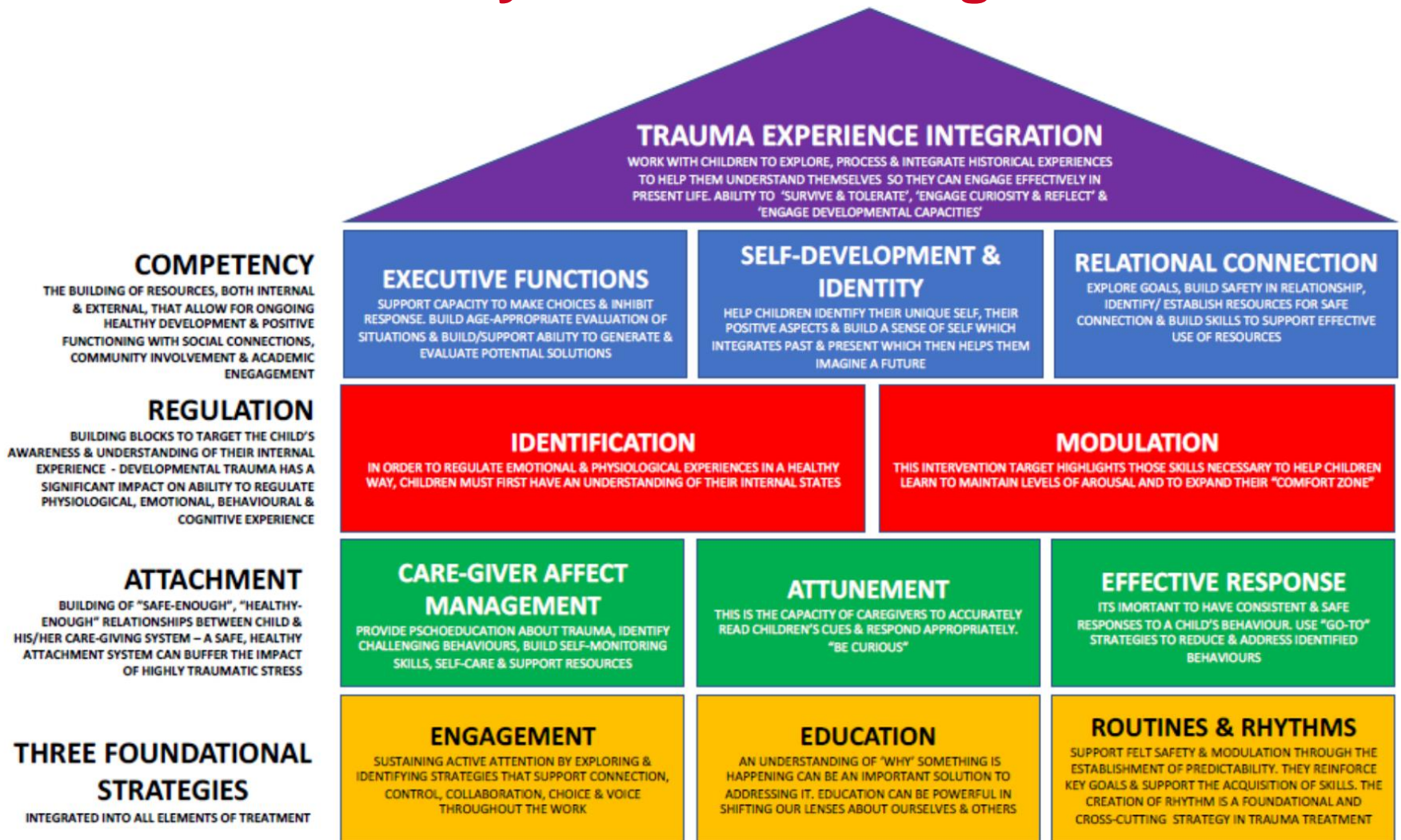
- Can address the **continuum of trauma** exposures (layers of chronic and acute), including ongoing exposures
- Is embedded in a **social/contextual** framework
- Is sensitive to **individual developmental competencies and vulnerabilities**, and is flexible in its approach
- Can address **individual, familial and systematic** needs and strengths.

# Three Primary Domains

## 8 Primary Skills: Building Blocks



# 8 Primary Skills: Building Blocks



**THE ARC FRAMEWORK – A COMPONENTS BASED MODEL**

# Using ARC to Effectively Support Transition in the Early Years

## Trauma Experience Integration

### Executive Functions

- Identify ways to support the child to develop their executive functioning skills (e.g. flexibility of thinking, problem solving, impulse control, organisation, understanding of memory) when they are showing signs of being emotionally regulated and developmentally ready through activities, such as imaginary play, storytelling, movement games, matching and sorting activities.

### Self-Development & Identity

- In partnership with caregivers, support the child to identify their unique self (e.g. strengths, interests, experiences, challenges) and record to share with staff working with the child (e.g. one page profile, All About Me).

### Relational Connection

- Plan ways of building a safe relationship and connection between settings throughout the transition process. Additional family meetings, transition visits and settling in sessions may be needed.
- Identify strategies to support the child to develop the skills to build, maintain and repair relational connections with others.

### Identification

- Encourage caregivers to name feelings and emotional states as they see them in their children and themselves.
- Support the child with understanding endings and beginnings at a developmentally appropriate level (e.g. through stories, role play, small world, discussions) and talk about the emotions that we can feel during transitions (e.g. excitement, fear, anxiety).
- Identify strategies for helping the child to read body clues (e.g. rate of breathing, heart rate, muscle tone, body temperature) and to identify and label emotions.

### Modulation

- During the transition process, support caregivers with understanding the importance of co-regulation to help the child to feel safe, secure and regulated emotionally. Promote that a young child who is experiencing overwhelming emotions can be calmed down by being close to an adult who is in a calm state themselves.
- Identify strategies to support the child with learning developmentally appropriate regulation techniques that are external to the body (e.g. writing or drawing, noticing what they see, hear and feel).
- Consider how the child processes and responds to sensory information (e.g. assess using the AET Sensory Preference Profile) and identify individual strategies and adaptations to the environment to support the child with learning to tolerate and manage sensory input.

### Caregiver Affect Management

- Promote the importance of self-care and support resources for caregivers (parents and staff) throughout the transition process to enable them to have the emotional capacity to take care of the child and to provide a sense of safety, calm, connection, control and hope.
- Provide space for caregivers to reflect on how they can understand and manage their emotional responses to the transition. Their responses can be linked to current challenges that they are experiencing or beliefs and assumptions about school based on their own experiences.

### Attunement

- Be curious about reading the child's emotional cues and what their behaviour might be communicating during the transition process (e.g. are they feeling excited, nervous, anxious) to help you to identify ways of responding appropriately and compassionately.
- Consider that the child may have had very different experiences of relationships and have made sense of what to do and how to respond in a different way.
- Identify one or two key people in the new school that the child can build a trusted and safe relationship with. When the key person is not available, provide a familiar person to give a sense of comfort and safety.

### Effective Response

- Caregivers interpret what needs are being communicated through the child's behaviour and respond effectively to create a sense of safety in a developmentally appropriate way that the child understands e.g. they do not put in rewards/sanctions to try to teach children who are too young to understand.
- Identify consistent, predictable and safe responses to the child's emotions and behaviour across home and both settings throughout the transition process to help the child to feel safe understood by trusted adults.

### Engagement

- Be curious about previous experiences and current factors that might be affecting the child and family's emotional responses to transition and their engagement in the process. Think together about factors that might get in the way.
- Plan ways to support the child and family with engaging with the new school to help them to feel welcomed, connected, safe and supported. Find out what is needed to help them to feel that their child is in safe hands.
- Collaboratively explore the best ways to engage their child with the transition process e.g. what are their motivations and interests and how can they be given a voice and sense of choice and control.

### Education

- Staff understand that children show us if they are feeling safe or scared through their behaviour and they work together with parents to explore what they are struggling with and what is getting in the way. Parents are viewed compassionately and seen as trying their best in challenging circumstances.
- Identify training needs of school staff to enable them to best meet the needs of the child as they transition e.g. ETIPSS, AET, ECASS.

### Routines and Rhythms

- All staff understand that routines promote a sense of safety.
- Staff ensure that they are routine in their engagement with families e.g. clear about when visits are and their purpose. Provide photographs of where the meetings and visits will be held.
- Support families and staff with understanding the importance of keeping rhythms and routines consistent and predictable at home and at nursery/school throughout the transition process to help the child to feel safe and secure.
- Identify resources to help the child to make sense of changes, new routines and expectations e.g. objects of reference, photographs, visual timetables, social story, transition booklet, etc.

# Becoming trauma informed is a process

## Trauma aware:

- Staff understand trauma, its effects and that behaviour is the adaptation that children needed to make to survive.

## Trauma sensitive:

- The workplace can operationalise some concepts of a trauma-informed approach.

## Trauma responsive:

- Individuals and the organisation recognise and respond to trauma enabling changes in behaviour and strengthening resilience and protective factors.

## Trauma-informed:

- The culture of the whole system, including all work practices and settings reflects a trauma-informed approach.

(Miesler and Myers, 2013)



# Implementation

## Case Study – Enfield School



### Trauma awareness

- Whole staff training
- Bespoke training to lunch time supervisors
- Targeted training for identified year group

### Trauma sensitive

- Walk through by governors identified positive introductions of a trauma- informed approach

### Trauma responsive

- Aspects of trauma-informed practice implemented in school through supportive modelling interventions

### Trauma informed

- Changes to policies involving input from pupil and parent voice

**IMPLEMENTATION**

Whole school community training on complex trauma and the ARC Framework with an 'planning meeting' prior to the training and a follow up 'audit and action planning meeting'. There is an expectation that data will be collected throughout

Half termly consultation sessions (3 hours). To be used flexibly:

- Support with E-TIPSS Audit Framework
- Support with the development of TIP implementation plan and identify initial outcomes for the school
- Further training and support for school staff or parents/carers
- Review/Evaluation

# Successes

## Engagement and education:

- Increase in strategic partnership work
- Greater awareness of child's development in early years

## Routines and rhythms:

- Understanding where the routine causes problems
- Policies and operating procedures being ARC-aligned

## Caregiver affect management:

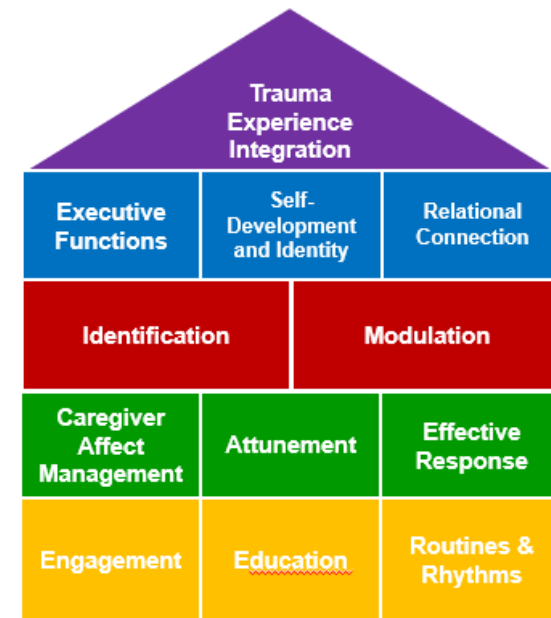
- Containment for the container – all interventions have a commitment for strategic consultation
- Staff wellbeing
- Impact of secondary trauma

## Attunement:

- Referrals now referring to “What has happened to you?” not what is wrong with you

## Effective response:

- Increase in confidence to respond to challenges in a trauma-informed way





# Challenges

## Dominant societal narratives:

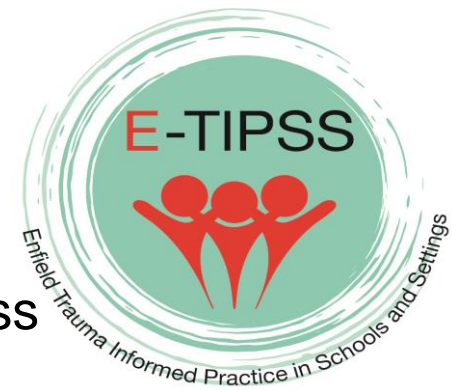
- Labelling and pathologizing behaviours at times of stress
- Behaviourist values of society,
- Child needs to change not the system

## Systems in survival states:

- Financial pressures for schools and services
- Socio-economic factors impacting on families and pupils

## Misunderstanding the process of change:

- Trying to change too much at once in different areas
- Thinking you have achieved it
- Trauma informed care takes time not a one stop destination (isomorphy with recovery journeys of young person)



## Next Steps

- **The partnership is developing our Early Years E-TIPSS offer targeting settings with LAC and where there are poorer outcomes for PSED (EPS / Virtual School / SEYIS)**  
(in line with Enfield's Joint Health and Wellbeing Strategy)
- **Supporting schools and services to build continuity of trauma-informed systems**
- **Further development of transitions and cross-phase working**
- **Increased confidence of leaders in driving Trauma-informed practice**



# E-TIPSS DASHBOARD



**Priority 1:** E-TIPSS is a sustainable Enfield wide partnership programme. This will be well-publicised and sustained by E-TIPSS Champions who will deliver the programme across schools & settings and through their own teams or services.

**Priority 2:** E-TIPSS has an appropriate and sustainable training offer which is inclusive of: core training, a full implementation programme, bite-sized and/or bespoke training offers and ongoing opportunities for reflective practice.

**Priority 3:** E-TIPSS has an impact on education outcomes and inclusion for children and young people in Enfield



9

E-TIPSS is referenced in 9 Enfield Strategies, Policies and Guidance



111

Partners across 16 teams have accessed E-TIPSS training



58

Early Years Practitioners across Enfield have accessed the E-TIPSS briefings to date



64

Professionals working with children Looked After, Children in Need and with a CP Plan across Enfield have accessed the E-TIPSS ARC 2 day training to date



70

Schools across Enfield have accessed the E-TIPSS programme to date



880

School staff (in the implementation schools) have accessed E-TIPSS training



20

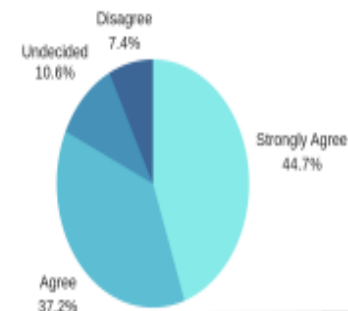
Implementation schools/services



6,222

Pupils reached through the E-TIPSS Implementation schools

**82%** staff in the implementation schools who completed the evaluation after the ARC training said they agreed or strongly agreed that their own knowledge about trauma-informed practice had improved.



30

E-TIPSS Champions have been trained across 10 services

"I learnt that children need routine, engagement and feel safe or secure, then then they'll be able to learn self regulation and skills to cope." (March 2023)

"I'm surprised how much I can do to take a more trauma informed approach when working with children, young people and parents." (March 2023)

"I learned that small changes can make a big difference in bringing a trauma informed approach into school." (June 2022)

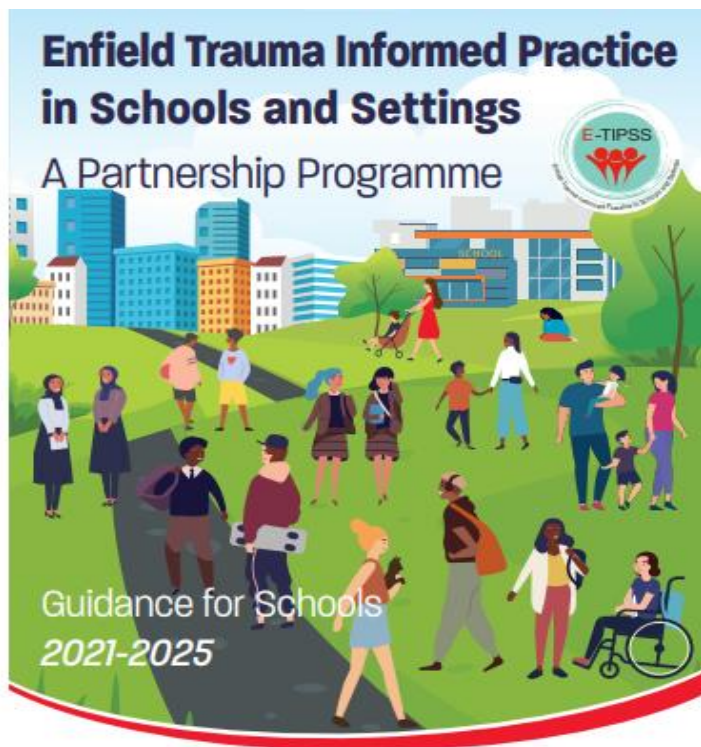
"The ARC framework fits into all services." (June 2023)

"How simple ARC is. The three principles are easy to understand and the building blocks are all something we can use." (March 2023)

"I learned lots of about the brain and the difference between survival brain and thinking brain and how those who experience trauma are often in survival brain." (June 2022)

"How positive relationships are the key to pretty much everything in life." (March 2023)

# For More Information



[E-TIPSS@Enfield.gov.uk](mailto:E-TIPSS@Enfield.gov.uk)



<https://www.enfield.gov.uk/educationalpsychologyservice/enfield-trauma-informed-practice-in-schools-and-settings>

[www.enfield.gov.uk](http://www.enfield.gov.uk)

