



Title	:	Trauma Care Policy
File Name	:	HOPE/ADMIN-TCP/018
Date of Issue	:	1st April 2025

PURPOSE

Children in our classroom have experienced or are experiencing ongoing trauma. The impacts of trauma can be far-reaching, long-lasting, and can impact students' ability to access their education.

There are simple ways, however, that we can make our classrooms more friendly and supportive of students managing the impacts of trauma.

As with many strategies to support a sub-group of students, these can positively support most students with or without a history of trauma.

INTERVENTION

At The Hope English School, we support to the students with trauma and challenging time by mentally or physically by proper supporting system with help of counselors, medical teams, and School Management Team. We plan for the effective work as a team as given below.

STEPS OF INTERVENTION

1. Communicate with counselors. Besides providing specific information about your students, these are great resources for more information about recognising and understanding the impacts of trauma.
2. Provide structure and consistency. Write the agenda on the board. Use entry and exit routines. When a student knows what to expect, it can help him/her to feel safe.
3. Ease transitions. Give timely alarms ahead of activity transitions ("3 minutes until we switch groups..."). Intimate in advance, before doing something unexpected, such as turning off the lights or making a loud sound. If possible, prepare students for fire drills.
4. Provide choice. Children with trauma history experience a lack of control. Provide safe ways for students to exercise choice and control within an activity and within the environment (choice of seats, choice of book, etc.).
5. Develop strengths and interests. Focus on an area of competence and encourage its development to contribute to positive self-concept.
6. Be there. A lot of people working with students with trauma history are just showing up, every day, and accepting the student no matter what behaviour emerges. Be an adult in that student's life who is going to accept him/her and believe in him/her, no matter what. Children can never have too many supportive adults in their lives.



7. Make an 'out' plan. Create a way for a student to take a different space, if he/she feels triggered or overwhelmed during class. Designate a space in the school building or outside where you will know where to find him/her if she needs to take time for a sensory break or to regulate her emotions. You can also provide a box or kit of sensory calming tools a student can use (Silly Putty, colouring, puzzles).

8. Take care of yourself. One of the most important things to remember. If you work with even just one student who experienced trauma, you can experience vicarious trauma or compassion fatigue. Use your own support system and make time to do things that fill your tank.

Additional resources for supporting students who have experienced trauma:

TRAUMA RELATED TO COVID-19 ISOLATION

Teachers can build strong relationships with and between students to help them get through this very challenging time.

The Covid-19 pandemic has had a detrimental impact on many students' mental health. All that indicates that educators need to be attuned to indicators that a student is struggling.

They also need to embrace new strategies to support the social and emotional well-being of students during distance learning.

Revision

Revision Date	File Name	Revision
1-April 2026	HOPE/ADMIN-TCP/018	New policy

Approvals

Principal	Admin Manager	Chairman