

Evaluation of the Becoming Trauma Informed Network (pilot) Summary Report: February 2022

The intervention launched in September 2021. Designed to run across the academic year the model incorporates:

- A session for school leaders nationally to support the embedding of whole-school approaches
- Six expert-led sessions designed to promote knowledge of trauma informed practice
- Five facilitated network sessions to support participants in growing trauma-informed practice.

In total, there are 17 Primary networks and one Secondary (national), each with its own facilitator.

The network model can be seen to provide an action-oriented, affirmative and reflexive space where there is a strong focus on collaborative learning. The expert-led sessions provide access to accessible, practice-relevant content, supported by evidence. There is an emphasis on understanding the child's perspective, possible misconceptions and how adults can more helpfully respond.

Participants are challenged to take steps to ensure that this learning translates into whole-school changes. Participants' discussions suggest that the model works as a process of sense-making, informed by the material from the expert-led sessions.

Early evidence suggests that some participants are already taking their learning back into their school contexts with actions identified in the network sessions including such things as:

- Taking up of the recommended resources and sharing these with other staff
- Re-using the expert led sessions as part of whole-school training sessions
- Applying some of the theory and ideas presented (eg. by reminding staff of the need to give children "the gap" that staff want for themselves)
- New practices such as setting up support groups for targeted children.

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