



## Supporting TRUST in Schools

TRUST in Schools: Trauma, Understanding & Sensitive Teaching.

TRUST in Schools is the trauma sensitive schools program from the Australian Child & Adolescent Trauma, Loss & Grief Network (ACATLGN). Trauma sensitive schools programs were initiated in the United States of America. TRUST in Schools is an Australian adaptation that incorporates elements of these initial programs.

### Components of a trauma sensitive school

Trauma sensitive schools take a whole of school approach to creating safe and supportive environments that benefit all children, but are particularly positive for children who have experienced adversity and trauma.

The TRUST in Schools program focuses on five key components that form the basis for a whole of school approach to trauma sensitive practices. These components are: **Belonging**; **Routine**; **Attachment**; **Capacity**; and **Emotions**.

These components come together to form BRACE. To brace is to give support, or to make stronger or firmer. TRUST schools support all students and provide them with a stronger base from which to succeed.

### BRACE

The key components of BRACE can be broken down further to identify values and attributes that schools can utilise in transforming to a trauma sensitive school.

#### Belonging

- Students are connected to staff.
- Students are connected to peers.

- School is a safe and secure environment.
- Schools engage with all students and families.

#### Routine

- School and classroom routines are predictable.
- There is a consistent approach to learning and behaviours across the school.
- Classrooms and schools have rituals embraced by all staff and students.

#### Attachment

- All school staff work to develop relationships with all students and their families.
- School staff are attuned to the needs, emotions and behaviours of students.

#### Capacity

- Competency is promoted for all students.
- Capacity for mastery is built for all students.
- Students are assisted to be successful.
- All students strengths are identified and promoted.

#### Emotions

- All school staff recognise and regulate their emotions.
- School staff model and assist students to self regulate.
- Emotional skills in recognition, expression and regulation are promoted.

### For more information:

» [earlytraumagrieff.anu.edu.au](http://earlytraumagrieff.anu.edu.au)

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