



Trauma-Informed Communication and Reporting Policy (Revised)

School: Newark Primary School Date of Issue: October 2025

Date of Next Review: October 2026

1. Foundational Principles

This policy is built on the core principles of trauma-informed practice, ensuring that all communication is rooted in respect for the child and their family, and is aligned with the United Nations Convention on the Rights of the Child (UNCRC).

- **Safe and Respectful:** All communication both written and verbal will be respectful and free from judgment. We will avoid language that could be shaming or blaming. (UNCRC Article 19: Protection from Harm).
- **Transparent and Timely:** We are committed to providing clear, consistent and timely information to all stakeholders. (UNCRC Article 3: Best Interests of the Child).
- **Collaborative and Empowering:** Communication will be a two-way process valuing the voice of parents and staff as partners in a child's education. (UNCRC Article 12: Respect for the Views of the Child).

2. Communication with Parents

- **Welcoming Advocates:** Parents are welcome to bring an advocate or a supportive family member to any meeting at the school. We ask that the school be informed in advance where possible to ensure appropriate arrangements can be made. (UNCRC Article 5: Parental Guidance).
- **Accessible Information:** We will make reasonable efforts to have emails and other key documents translated and, if possible, provide a translation service for meetings. We will also utilise simple, jargon-free language. (UNCRC Article 17: Access to Information).
- **Utilising Visual Supports:** We will use Boardmaker communication-friendly signs throughout the school to create a universally accessible and predictable environment. (UNCRC Article 23: Children with Disabilities).
- **Digital Communication Channels:** We will use a variety of digital platforms (Class Sways, Newsletters, Daily Social Media Updates) to keep parents informed and engaged.
- **Trauma-Informed Language:** Staff will use language that promotes a "what's happened to you?" approach rather than a "what's wrong with you?" approach. This applies to discussions and written reports.

3. Trauma-Informed Reporting and Documentation

To align reporting procedures with trauma-informed principles and ensure dignity is preserved in documentation:

- **Focus on Observation, Not Interpretation:** Written reports and documentation of student behaviour will focus strictly on observable, measurable facts (e.g., "Student left the classroom at 10:15 am") rather than on subjective labels or interpretations (e.g., "Student was defiant and seeking attention").



- **Strengths-Based Language:** All progress reports will highlight student strengths, lagging skills and supportive interventions used rather than dwelling solely on deficits or perceived failures. The goal is to report progress and potential for growth.
- **Minimising Disclosure of Trauma:** When sharing information about a child's known history or trauma with relevant staff only the minimum necessary information will be disclosed to support safety, planning and specific interventions. General, sensitive information will be shared via secure school channels on a strict need-to-know basis.
- **Dignity in Incident Reporting:** When reporting an incident the documentation will focus on the systemic or environmental factors that may have contributed to the student's reaction and will outline clear restorative steps for repair and support rather than focusing on punitive measures.

4. Communication within the School Staff

- **Protecting Personal Time:** Staff are not expected to check or respond to emails outside of their contracted working hours or during designated holidays.
- **Respecting Privacy:** Staff will never be contacted via their personal mobile phone numbers or social media accounts. All official communication will be conducted through school-provided channels.
- **Check-in Opportunities:** All staff meetings will begin with a brief voluntary check-in to foster a sense of community and allow for peer support.
- **Reflective and Non-Judgmental:** Communication between staff members will be reflective and non-judgmental encouraging a culture of open dialogue and collaborative problem-solving.

5. Review and Monitoring & Staff Development

- **Annual Policy Review:** This policy is a living document that will be reviewed annually in collaboration with the school's leadership, staff and parent council ensuring it continues to uphold trauma-informed practice and the UNCRC.
- **Mandatory Staff Training:** All new and existing staff including teaching, administrative, and support staff are required to complete annual mandatory training on:
 - The core principles of trauma-informed care.
 - Practical strategies for using trauma-informed language in written and verbal communication.
 - Secure protocols for sharing and documenting sensitive student information in line with this policy.