

Celebrating the Trauma Informed Schools Award

A shared celebration of relational, inclusive and trauma-informed practice

Recognition of an Outstanding Achievement

Doubletrees School is proud to celebrate its recommendation for the Trauma Informed Schools Award. This significant achievement recognises a whole-school culture in which relational practice, psychological safety and ambitious expectations are woven through daily life. The reports portray a community where pupils are known, understood and welcomed, and where skilled adults respond thoughtfully to individual communication, sensory and emotional needs.

“It is a truly special place where children and young people are cared for and taught by compassionate, skilled adults who hold each child in mind at all times.”

■ A Warm Welcome and a Foundation of Safety

Visitors immediately recognised the warmth of the school and the genuine delight with which pupils are greeted. Thoughtful transitions into school help children and young people begin the day calmly, happily and ready to learn. This reflects leaders’ clear understanding that psychological safety is the essential foundation for engagement, learning and development.

“From the start of the day, there is a palpable sense of excitement as children arrive. Adults greet students with joy and genuine delight, helping them feel welcomed, valued and ready for the day ahead.”

■ Relationships at the Heart of Practice

Strong, trusting relationships are evident at every level of the school. Staff consistently use PACE and trauma-informed ways of being, not as isolated strategies but as an embedded approach. Adults validate pupils’ experiences, attune to their cues and respond with sensitivity. Shared play, laughter and connection demonstrate that pupils feel secure with the adults around them and experience a powerful sense of belonging.

“PACE is not only understood by adults across the school; it is lived out consistently in practice.”

■ Communication, Regulation and Inclusion

The school’s commitment to total communication ensures that every pupil, including non-verbal learners, is supported to express preferences, needs and feelings. Core communication boards and staff expertise were identified as examples of best practice. Calm, carefully considered indoor and outdoor environments further support sensory and emotional regulation, enabling pupils to participate, connect and learn.

■ Responsive Support and Shared Expertise

Well-organised systems ensure that specialist help is available when pupils need it. The ACE team, TIS practitioners and TIS Champions provide responsive support while building collective capacity across the school. Champions are enthusiastic, visible role models who help colleagues translate trauma-informed principles into consistent classroom practice. Staff understand pupils’ vulnerabilities while holding firmly to their potential for growth.

“TIS Champions are enthusiastic about their roles and model effective strategies, approaches and ways of being for other staff.”

■ Ambition, Wellbeing and Positive Impact

Trauma-informed practice at Doubletrees is closely connected to high aspirations. Staff carefully plan opportunities for academic, social, physical and personal development, encouraging pupils to make meaningful progress. This ambition is sustained by a strong commitment to staff wellbeing through supervision, wellbeing champions, emotional check-ins and visible leadership support. The impact is reflected in the school’s inclusive culture and in the absence of suspensions or exclusions during 2024–2025.

■ A Culture Worth Celebrating and Sharing

The Trauma Informed Schools Award celebrates far more than a collection of initiatives: it recognises a deeply embedded culture of compassion, consistency and hope. Doubletrees demonstrates how relational and inclusive practice can help pupils feel safe, communicate successfully and flourish. Its success offers a powerful example to other schools of the difference that can be made when leaders invest in relationships, shared expertise, responsive systems and the wellbeing of the whole community.

“As a result, children are well supported to live out the school’s core values: Achieve, Belong, Communicate, Develop and Enjoy.”

ACHIEVE

BELONG

COMMUNICATE

DEVELOP

ENJOY