

2022 - 2024

MEDWAY COUNCIL & KENT AND MEDWAY VIOLENCE REDUCTION UNIT

BY ANISHA GADHIA



THE CHALLENGE

Medway Council, in collaboration with the Kent and Medway Violence Reduction Unit, launched the Trauma Informed Schools (TIS) programme to foster an inclusive culture in education. Local education leaders aimed to bring Medway in line with the national average of children with an Education, Health, and Care Plan (EHCP) being educated in mainstream schools, ensuring specialist placements are reserved for those with the most complex needs.

The vision was to create an integrated Special Educational Needs and Disabilities (SEND) and alternative provision system, focusing on early intervention and developing school expertise. Trauma and Adverse Childhood Experiences (ACEs) often hinder educational outcomes, so the TIS programme was introduced to build trauma awareness and supportive practices.

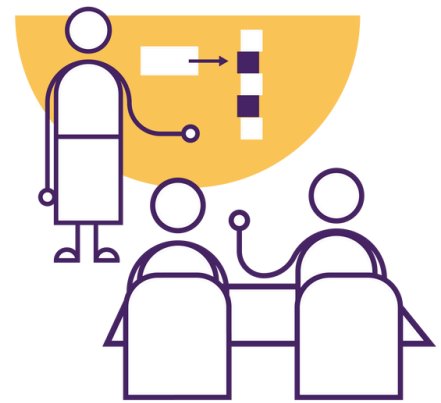


OUR APPROACH

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The Medway trauma informed schools programme, launched in April 2023, was delivered in partnership with Knowledge Change Action (KCA) to build staff capacity by focusing on:

- 1 understanding trauma and ACEs.
- 2 applying relational approaches to manage challenging behavior.
- 3 strengthening pupil-teacher relationships.
- 4 boosting staff resilience.





OUR APPROACH

Key initiatives included:

- 1 Collaborative Enquiry:** A survey showed 57% of staff lacked trauma training, highlighting the need for a whole-school approach.
- 2 Workshops for the Senior Leadership Team and Pastoral Leads:** Workshops supported Senior Leadership Teams in implementing evidence-based Trauma Informed Practice, adjusting systems and policies, and supporting staff resilience during change.
- 3 Whole School Training:** Schools committed to half-day sessions to build trauma awareness.
- 4 Self and Peer Evaluation Tool:** A strengths-based framework was developed to track and assess the embedment of trauma-informed practice.



THE IMPACT

The programme engaged 69 schools, with 100% recommending the training. Schools reported increased staff confidence in creating trauma-informed environments, a shift in understanding the pupil experience, and commitment to fostering inclusive communities—supporting children to remain in mainstream education wherever possible.

