



Hyb ACE Cymru
ACE Hub Wales

Trauma and Adverse Childhood Experiences (TrACE)-informed Schools in Wales – A Case Study

Contents

Introduction	3
Background and context	4
Adverse Childhood Experiences (ACEs) and the Education sector	4
Trauma-Informed Wales Framework	5
Trauma and ACE- (TrACE)-informed practice in schools	7
The Schools	8
Ysgol Pen Rhos	8
School Context	8
Ysgol Pen Rhos and the Self-Assessment Domains	10
Whitmore High School	14
Whitmore High School and the Self-Assessment Domains	15
Trauma-informed Principles in practice at the schools	19
Acknowledgements	21
Further Resources	21
References	22

Introduction

This case study highlights the approach taken by a primary and secondary school in Wales towards becoming trauma and ACE-informed schools. Each school has embarked on their own journey and have used the *ACE Hub Wales Trauma and ACE (TrACE)-informed Organisations Toolkit* to reflect on, and learn from, their progress so far.

This case study showcases the good practice examples and the tremendous work that is already going on,

providing learning for schools across Wales to consider in their own settings. Some examples or ways of working may not have been labelled 'trauma-informed' at the time, but viewed through the lens of the TrACE Toolkit, contribute to a positive trauma-informed organisational culture, and an approach that is rooted in empathy, kindness and compassion.

The case study demonstrates how the TrACE Toolkit can support the education system to reflect and review what we do, how we do it, and to continue to positively support the health and well-

being of the whole school community, our learners and their families, but also teachers and teaching assistants, support staff, school leaders and governors. We hope this work celebrates the innovative projects and ideas, commitment and knowledge in the participating schools, to recognise their work and impact, and provide encouragement to any school considering their own journey to become TrACE-informed.



Background and context

Adverse Childhood Experiences (ACEs) and the Education sector

Many individuals who experience ACEs can overcome their potentially harmful effects by drawing on the protective factors available to them. However, for some people, who are unable to access the support they need, ACEs can have lasting impacts throughout their lives. Research shows that ACEs can specifically affect brain development, attachment and emotional regulation in babies and children under two (Danese and McEwen, 2012 cited in Bellis et al, 2015). At school age these impacts increase the risk of various challenges for learners, including early child development issues and educational setbacks, such as higher risks of school absence, low engagement, and low achievement; and health and behavioural concerns, including a greater likelihood of health-harming behaviours, and poor mental health (Bellis et al, 2023). This, along with other research, shows how a trauma-informed approach in a school setting can support staff, parents and communities and continues to provide a strong context for the development of trauma-informed education system in Wales.



Since 2017, the ACE Hub Wales has worked with primary and secondary schools across Wales, including parents and pre-school settings, to co-develop guidance and tools, including training, to prevent and mitigate ACEs and support children and families who may be experiencing them. Part of this work included the development and delivery of a train-the-trainer model with schools, to help raise awareness and understanding of ACEs and trauma across the whole school. It also highlighted the important role school communities have in providing safe, nurturing, and trusted relationships for children and young people experiencing adversity and trauma, as well as for their families and the wider community as a whole. The training was offered, free of charge, to all primary and secondary schools in Wales.

“Considerable work has also taken place in recent years in relation to the impact of adverse childhood experiences (ACEs), which has been built on in education by the ACE Support Hub, which has equipped teachers and other school staff with the tools to identify and address the impact of ACEs” (Welsh Government, 2021 p18)

Between 2017 and 2020, staff from over 600 Welsh schools took part in the national training programme. As part of this, 432 members of education staff were also trained to deliver the training to others. This work was considered fundamental to the development of the [Framework on embedding a whole-school approach to emotional and mental well-being](#) supporting anyone in the school community who are experiencing trauma and adversity in their lives.

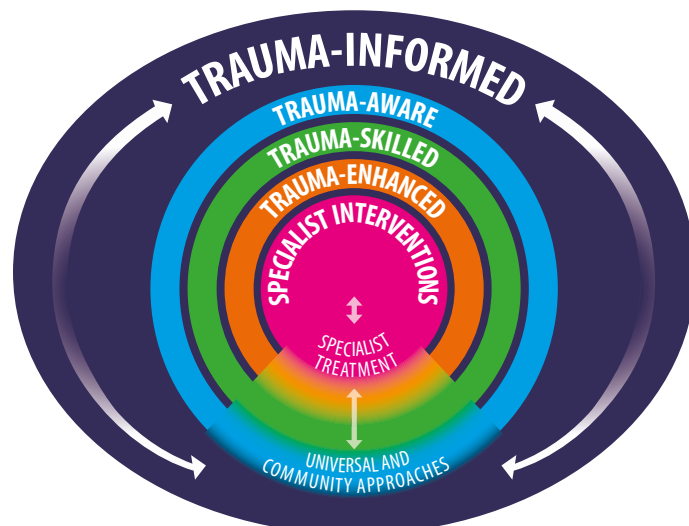


"ACE Support Hub training in education settings, ... forms a foundation upon which to build whole-school approaches." (Welsh Government, 2021 p19)

ACE Hub Wales moved the training on-line during the COVID-19 pandemic and these resources are hosted on the Welsh Governments digital teaching support platform 'Hwb'. The resources have been updated and a playlist of resources are now available to schools, in English and Welsh languages, to support the delivery of and ACE-informed organisational approach. The resources are available to support both Primary and Secondary school staff and can be found here [Playlists - Hwb](#)

Trauma-Informed Wales Framework

The [Trauma-informed Wales Framework](#) (2022) is an all age, all society framework, co-produced by people and organisations across Wales, and supported by the Welsh Government. The Framework publication was an important milestone in our journey towards becoming a trauma-informed nation. It provides a definition of what taking a trauma-informed approach means in Wales. It describes four practice levels, underpinned by five practice principles, which reflect the understanding people may need to support people who have experienced adversity and trauma. The Framework provides a consistency of language and clarity of approach for universal trauma awareness, more skilled and enhanced levels of knowledge and practice, and to specialist therapeutic interventions for people based on their needs.



THE 5 PRACTICE PRINCIPLES

A universal approach that does no harm, proactively supports and encompasses community-led approaches, prevention initiatives and specialist therapies to enable transformation within systems.



Person centred: the person is always at the centre of a trauma-informed approach. It takes a co-productive, collaborative cross-sector approach to identifying, understanding and supporting the person's needs. It promotes psychological and physical safety by promoting choice, collaboration and transparency.



Relationship-focused: safe, supportive, empathic, compassionate and trusting relationships are central to a trauma-informed approach.



Resilience and strengths-focused: a trauma-informed approach builds on the natural resilience of individuals, families and communities.



Inclusive: a trauma-informed approach recognises the impact of diversity, discrimination and racism. It understands the impact of cultural, historic and gender inequalities and is inclusive of everyone in society.



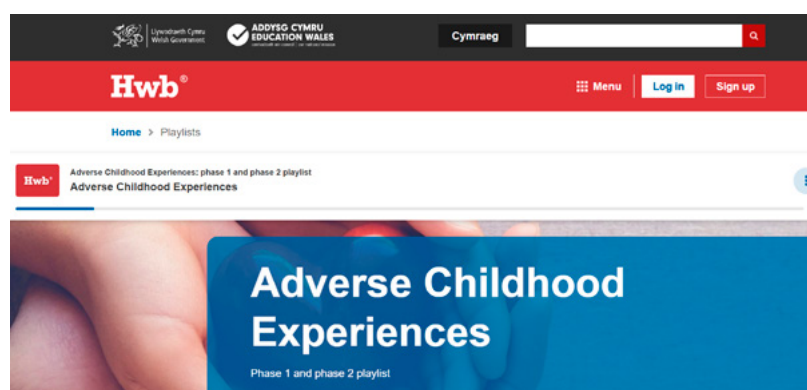
The Trauma-informed Wales Framework remains a priority for the Welsh Government and has been supported by Ministers since it began development, including the Cabinet Secretary for Education in this and her previous ministerial roles. The effectiveness of taking trauma-informed approaches in education to benefit promoting positive behaviours in secondary schools has been referenced in recent reports from Estyn. (Estyn, 2025).

Trauma and ACE (TrACE)-informed practice in schools

Organisations providing services to the Welsh population have an important role to play in contributing to Wales becoming a trauma-informed nation. Schools across Wales are the trailblazers of a TrACE-informed approach. An evaluation of three secondary schools in Wales (Public Health Wales, 2019) found that there was a need to develop a more comprehensive tool to support schools to self-assess and be ready to begin the work needed to become TrACE-informed. Move forward to 2025, and ACE Hub Wales is now successfully working with a range of organisations and sectors, on their journey to become TrACE-informed, using the [Trauma and ACE-informed Organisations Toolkit](#).

We now have the opportunity now to work together towards a TrACE-informed education system, to further the ambition of a Trauma-informed Wales. We have developed specific resources and guidance to support primary and secondary schools to become TrACE-informed and all these resources are available on [Hwb](#). There you will find the TrACE Toolkit; a four-stage process starting with a **Readiness Review**, followed by the **Self-Assessment** that focusses on capturing and celebrating the existing good practice and areas where improvements could be made. These improvements are captured in an **Action Planning** stage, embedding **Evaluation and Monitoring** from the beginning of any changes to measure impact.

There is specific guidance for primary and secondary including free, recorded training. There are also opportunities to access wider support through membership of the ACE Hub Wales community of practice, and TrACE Space ([TrACE - ACE Hub Wales](#)), which support connection and integration of the education system with wider sectors and organisations.



Schools are at the forefront of this work; and the education system offers an important opportunity to work in a primary prevention space, to support children and young people, their families and communities before harm happens, or as early as possible. So, let's see what this looks like in practice!

The Schools

The two schools involved in this case study are **Ysgol Pen Rhos Primary School**, in Llanelli, Carmarthenshire, and **Whitmore High School**, in Barry, Vale of Glamorgan.

The examples highlighted in the following sections are based on the schools' own self-assessment of their journey so far, using the TrACE-informed Toolkit's Self-Assessment tool; and with the additional knowledge about the definition, practice principles and practice levels outlined in the Trauma-informed Wales Framework. They highlight how important it is to recognise and celebrate the successful approaches, initiatives, progress made, and inspirational people who through the work in their school contribute to the transformation of the system; and the ambition of the education system from pre-school to Further and Higher Education, to becoming TrACE-informed.

Ysgol Pen Rhos

"Implementing trauma-informed practices at Ysgol Pen Rhos is essential for fostering a safe and supportive environment. Everyone in the school knows why this work is critical to our success... that is a key corporate understanding of trauma and what to do about it."- Joe Cudd, Headteacher

School Context

Ysgol Pen Rhos is a primary school in Llanelli, Carmarthenshire, that opened in 2016 following the amalgamation of two existing schools. With 463 learners, Ysgol Pen Rhos is a dual stream primary school where learners can learn



through Welsh or bi-lingually (through Welsh and English). There are at least 2 classes for each year group and every space within the school is used to make learning fun and to help all learners to be the best that they can be.

The aim at Ysgol Pen Rhos is to *"Realise our children's dreams"* by promoting a happy and safe learning environment, where values and respect are encouraged within the

school community and beyond. In their school vision, Ysgol Pen Rhos emphasises the values of friendship, kindness, honesty, trust and respect, all of these are fundamental to the relationship-focused, person centred and inclusive practice principles of the Trauma-informed Wales Framework.

"In this school our children have chosen the statements they want, and these are corporately displayed ensuring that everyone in our school exemplifies these rights and values."

The school recognises the specific challenges that the community faces in the area where high levels of deprivation are seen. It ensures that, despite having above national average rates of free school meals and special educational needs, that each learner has the most appropriate support to achieving their potential. This is recognised in their last Estyn Inspection (2020) where it is noted that

"During their time in school, most learners, including those with special educational needs, make strong progress from their individual starting points. Generally, there is no significant difference between the progress of learners eligible for free school meals and their peers." (Estyn, 2020 p.4)

"We benefit from the learners feeling happy & safe at Pen Rhos. This has an impact on their well-being and consequently their learning outcomes. Staff also feel supported by each other as we are all consistent in our message to the children."



The school is implementing a 'Learning through Landscapes' approach, connecting the community to nature through the physical environment, and takes a trauma-informed lens to the physical environment of the school. As a new build school with a developing outdoor space, the school brings this to life with **Pen Rhos Garden and Bee Meadow** as well as encouraging outdoor sports with two **Multi Use Games Areas (MUGAs)** and a **3G football pitch**. All of these outdoor spaces are not only for the use of the school but also the local community too.



"Staff well-being is being addressed, and it is important to note that a school with high staff well-being fosters a positive culture, which benefits our children."

Ysgol Pen Rhos and the Self-Assessment Domains



Governance, Leadership and Organisation Culture

The whole school ethos is around the understanding and centring the experience of trauma, but within the context of the local community. As the school is within an area of high deprivation, the community faces some challenging social issues, including substance use. The school understands that members of their community may need additional support and identify as having a higher-than-average number of learners with special educational needs. The school's senior leadership team exemplifies the trauma-informed ethos; all are trained practitioners, including the Business Manager and the Head Teacher who has a distinction level Post Graduate Certificate in Therapeutic Counselling. There is also a Trauma-Lead Governor to support this work.

Ysgol Pen Rhos have a committed budget to ensure all staff are trained and resourced to acknowledge and then deal with trauma before they develop learners learning. Leadership invests in its people such as the Personal Growth Programme and regular supervision to support staff well-being.



Policies and Procedures

The school has a strong commitment to prevention through their safeguarding process and policies. Investing in the 'My Concern' model of recording and sharing information that could impact a learner's well-being. Training and guidance on this is provided to all staff and is built into the induction of new staff. Adopting the culture of understanding and commitment to trauma and ACE-informed values has seen a reduction in well-being referrals for learners as well as an improvement in attendance.

The school ensures that engagement with everyone who experiences trauma is prioritised and has their voice heard. The children at the school have expressed how they would like their rights and values embedded in the school and these are displayed around the school as a daily reminder to everyone.



Workforce Training and Support

Staff across the whole school have received Trauma-Informed resources and training. The school has also commissioned outside support with a supervision model that staff can access.

The school is currently piloting a Personal Growth Programme with all staff to support personal reflection, build resilience, and explore how their own adult experiences can shape their approaches to teaching. This is unique to the school.

Ysgol Pen Rhos has developed a process by which to understand the practice levels of support needed for students, aligned to the practice levels of the Trauma-informed Framework, ensuring needs led, appropriate support for individuals by staff with appropriate skills and knowledge. The Personal Growth Programme and Trauma Team support staff to reflect, develop their resilience and recognise the emotional stress of their work, with the school being a place of safety to do so.

The school includes an ACEs and trauma lens through the recruitment process; interviews allow space to capture candidates' knowledge and understanding and all new staff spend dedicated time with the internal trauma team to understand 'My Concern' - the safeguarding portal used to capture issues raised by staff.



Physical Environment

The school Business Manager is a trained trauma practitioner and the first point of contact with the community at the school's reception. Taking a 'trauma lens', the need to change the front office's format was identified, so that a member of staff is facing the window to greet visitors, to provide a safe, welcoming and relational first encounter with the school. Whilst a seemingly small change, it demonstrates the type of improvement that can be made to help facilitate a supportive environment for all that experience the setting from the moment people enter it.

Ysgol Pen Rhos adopts green prescribing principles and has been given a green space in the community to develop. The school has partnered with Cardiff University's 'Pharmabees' project to promote well-being through beekeeping, learning about the importance of bees to the environment and making valuable connections with nature. The school hosts on-site hives and a bee corridor, with 28 staff trained in beekeeping. The school aims to extend this resource to parents, integrating it into the local green prescribing framework to support community health and well-being.



Service Design and Development

Ysgol Pen Rhos recognises the importance of relationships for promoting healing and recovery, and they have a significant focus on relational work. For example, the school have developed a Learner Experience Access Programme (LEAP): This is a bespoke intervention that was developed in response to the challenges faced by learners and their families. Parents or school staff can refer into the programme and a dedicated staff member links with parents to establish a relationship that lasts if it is needed.

The school operates with the core principle of the well-being of the child and staff are developing self-supporting approaches within each other in structured conversations using Wonder, Imagine Notice, Empathy (WINE) and Playfulness, Acceptance, Curiosity, Empathy (PACE) strategies from trauma-informed practice training. Examples include:

- Connecting Youth, Children and Adults (CYCA) Child Promoting Welfare framework: holistic view of child's strengths and difficulties, and parent and wider family context. Thus, working with the family can help support and signpost.
- The Trauma Expression and Connection Assessment (TECA): tool used to profile behaviours and support emotional regulation

Trust and relationships are central to the delivery of all the programmes and are facilitated by a relationship with a trusted adult, as well as improving the relationship between school and home.

School staff frequently share and present their approach to multi service partners to promote system level learning and are always open to also bringing back learning from other models across Wales and beyond. The core goal is that shared learning leads to improved support for learners and their families.



Evaluation and Monitoring

Any provision implemented within the school has a rubric, an assessment tool linked to learning outcomes, in which outcomes of trauma-informed work can be included and measured to inform ongoing work. Examples of these rubrics include:

- National Foundation for Educational Research (NFER) emotional screening tools,
- Strengths and Difficulties Questionnaires.
- The school has created a bespoke Family Construct model which considers the family dynamics and relationships to foster and promote early intervention and prevention specifically where there is a high prevalence of ACEs.

Pupil perception data is regularly gathered using in-house measures and surveys based on pupil feedback. School staff also use standard emotional screening tests to measure progress and effectiveness of their work, and this is used to plan interventions and further training of the team.

Whitmore High School

"A TrACE informed school is a school in which the core values are those that place the child at the centre of all decisions. Both pastoral and academic areas of the school are focused on giving all children a range and breadth of experiences in a culture of high aspirations, kindness and empathy"
– Maria Prosser, Head of School.

Whitmore High School is a new build secondary school in Barry, Vale of Glamorgan that opened in 2021. The school's philosophy is based on four pillars:

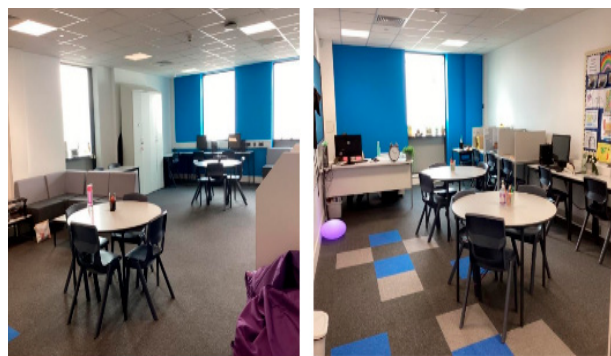
1. Students are treated individually and are listened to.
2. Outstanding teaching and learning based on strong positive relationships is at the heart of everything we do.
3. Students are enabled to achieve the very best results they can.
4. Extensive opportunities outside of the classroom support and nurture the passions and talents of each individual.

These pillars align with the Trauma-Informed Wales Framework Practice Principles by ensuring that learners are supported in a compassionate, relationship-focused environment that recognizes their individual strengths. This creates a sense of safety, trust, and empowerment that enables learners, who have experienced trauma, to thrive both inside and outside the classroom.

There are 1,170 learners on roll with 29% of children eligible for free school meals. The school ensures that, despite this being a higher and national average rate, each learner benefits from the school's inclusive and supportive culture which results in positive impacts for different groups of learners (Estyn, 2022). Whitmore High School's approach to integrated care, learning and well-being provision has significantly benefited those who require additional support.

"We have seen a change in behaviour, a change in systems and a change in relationships between learners and staff. We have changed the pastoral structure so that form tutors and heads of year move with their learners. This helps form close relationships with staff learners and parents. The continuity of care has had a positive impact on outcomes. Behaviour is improved and resilience amongst learners has increased. Key conversational skills from staff continue to have such a positive effect. The role of a form tutor is crucial, and more importance has been placed on this key available adult. We have seen a reduction in behavioural logs in school. Knowing our learners is a key priority for us as a school" – Staff Member

Whitmore High School Specialist Autism Resource opened in September 2021 and is the first of its kind in the Vale of Glamorgan. 'The Base' provides support for learners with a diagnosis of autism and enables them to access continued education. The aim of 'The Base' is to give learners a mainstream school experience within a setting which has a high level of specialism, and empathy and understanding embedded into every decision that is made for the learners. This work has been instrumental to a culture of professional learning, reflection, and continuous development for staff at the school.



Whitmore High School and the Self-Assessment Domains



Governance, Leadership and Organisation Culture

At Whitmore High School, their whole school ethos and culture is based on a clear understanding of TrACE-informed practice. The senior leadership team (SLT) clearly expresses the vision for this approach and ensures it remains a strategic priority. In their assessment for this domain, school staff report feeling valued and supported by SLT and everyone has a similar outlook for the school. This has raised the level of well-being and inclusion within the school.

There is a strong focus on relationships with staff and learners, with staff reporting "without relationships there is no education". Interpersonal relationships between staff are prioritised over email communication.

The impact of this can be seen in the results of pupil surveys; the whole school averages for feeling as though "teachers care about them as a person" and "that their ideas are treated seriously" are higher than the national averages. Similarly, the percentage of students who agree or strongly agree that there is support for students who feel unhappy, worried or unable to cope is higher than the national average across all year groups.



Policies and Procedures

Staff are supported through HR systems in place. Support through line management meetings, coaching sessions, aspirational leaders training and referrals through HR for Occupational Health. Supervision is offered to all staff through an external agency.

The School Improvement Plan (SIP) identifies the development of pastoral work. The school is committed to ensure that 'Staff Voice' suggestions around their well-being are taken forward and considers the impact that working with learners' trauma experiences may have on staff.



Workforce Training and Support

The school training strategy incorporates all staff, and the SIP ensures the maintenance of training is a priority for the school. Staff receive external trauma-informed practice training and consideration is given to students impacted through class rationales. The Local Authority also runs ongoing training for a trauma-informed approach.

The school's professional development opportunities are extensive, and staff are supported on this journey. The training offer to staff includes Sand Tray training, Tree of Life, Big Empathy and Autism Spectrum Conditions (ASC) strategies, which is documented within staff files.

There is emphasis on professional development and training of teaching assistants, which includes peer mentoring and peer observation. Regular check-ins allow for the identification of challenges and development of solutions.

Supervision opportunities are offered to staff via an external agency which staff can self-refer to. The local authority provides ongoing sessions on trauma-informed practice which staff are encouraged to attend where possible and the school actively seeks out additional professional learning opportunities for staff.



Physical Environment

The school's physical environment considers the differing needs of the learners; it is accessible, has no school bell, there are sensory rooms, soft lighting in certain rooms, and an outdoor learning space.

The alternative learning classroom is designed to be a calming environment with whiteboard playing different scenes e.g. sea scenes and meditation music. It also has reading books, weighted blankets, fidget toys, connect four and jigsaws, which are aimed at helping the learners to regulate themselves and be able to return to their usual classroom.

The intervention room is a space in which can be offered a bespoke teaching experience meeting the needs of students with needs relating to neuro-divergence. Students have individual timetables where they do their own work relevant to their abilities. There is no expectation for them to remain sat at tables. One student stated the alternative learning space was "nice and quiet".

The garden currently has a polytunnel, potting shed and raised beds for growing fruit/vegetables/herbs. There are goals to also have a mini orchard and beehive and expand the use of the garden with benches and firepit. All students can access the garden when needed and for specific, relevant lessons e.g. biology and art.



Service Design and Development

The school has identified staff who have knowledge and skills to provide support for people experiencing trauma and recovering from it. They also work collaboratively with agencies and external services to support families, young people or anyone who may need support, creating a wider team around the learners. For instance, Barnardo's provide a counselling service twice a week. All services recognise the importance of positive relationships and respect to gain a positive outcome for the person.

Whitmore High School is developing an Emotionally Based School Avoidance (EBSA) student provision. It is planned to offer this service to learners from other schools. Learners will be able to access the classroom without going to the main school building. The aim is for learners to attend the provision for as long as they need to support them to return to school. There is a strong focus on relationship building; staff for the pupil's school will join the sessions, to facilitate consistency when the pupil returns to school. Thus, the provision is part of the school, rather than a separate provision. There are also plans to support learners transitioning from primary school who are on the cusp of EBSA or already showing EBSA and/or significantly reduced attendance.

The school employed a family liaison officer in September 2024. The aim is to involve parents and build trusting relationships with them. Activities will include home visits by school staff, regular communication with parents, offers for parents and students to visit the school ahead of starting, and coffee mornings for parents.

Whitmore High offers a range of well-being services. There is provision of a therapy dog, which helps learners regulate and build connections and relationships. They provide support to learners during transition from primary to secondary school, identifying those that need additional support. Learners who have previously received this support



now lead the 'transition walk' along with the therapy dog. There is also a breakfast club and food provision available throughout the day from the well-being room, to ensure no pupil goes hungry.

Where needed, learners have a bespoke timetable and access an alternative learning class for specific lessons. Learners drop in during the morning and are given time to debrief with class staff and go through their timetable if needed. The focus is on building relationships with the learners and starting the day right. They can also have access to the garden and well-being time.

There is a mentoring programme between learners which reduces stigma, for example sixth formers provide mentoring, and year 9 learners who have accessed well-being support work with year 7 learners accessing the service. Furthermore, Elevate is an external solutions-focused coaching service which young people can access, which supports them to identify goals and solutions and helps break down steps needed to get there.

Whitmore High School recognises the risk to pupil well-being over the summer holidays and offers continuous services over e.g. online chat service, youth services and community-based counselling services.





Evaluation and Monitoring

Whitmore High School regularly gathers evidence of the learners' voice through School Health Research Network (SHRN) data, the school council, and through other feedback. They also conduct staff and parent questionnaires.

Outside agencies provide evaluations and feedback. For instance, during a recent Estyn review of the alternative learning needs provision, the school received top feedback from learners on how dedicated staff are and how they feel listened to. (Estyn, 2022)



Trauma-informed Principles in practice at the schools




It was evident from the self-assessments completed by each school that the approach they have taken to TrACE has brought to life the five principles of the Trauma-informed Wales Framework. Below outlines some of the high-level commitments against the five principles:

Principle	
 <p>A universal approach that does no harm - proactively supports and encompasses community-led approaches, prevention initiatives and specialist therapies to enable transformation within systems</p>	<p>This principle is adopted by both schools, recognising any of the learners at their school or anyone who is part of their school community (such as teaching staff, administration staff, cleaners, maintenance staff, governors and parents) may be affected by trauma and adversity. The physical environments of both schools are thoughtfully designed to prevent re-traumatization and avoid causing any additional harm to those who use the spaces. The case studies show how the whole school community has benefitted from the TrACE-informed approach.</p>
 <p>Person-centred - the person is always at the centre of a trauma-informed approach. It takes a co-productive, collaborative cross-sector approach to identifying, understanding and supporting the person's needs. It promotes psychological and physical safety by promoting choice, collaboration and transparency</p>	<p>Both schools have utilised person-centred approaches, for instance alternative learning classroom arrangements, and different frameworks and tools to work one-on-one with learners and their families to support them and improve their well-being.</p>

Trauma-informed Principles in practice at the schools

It was evident from the self-assessments completed by each school that the approach they have taken to TrACE has brought to life the five principles of the Trauma-informed Wales Framework. Below outlines some of the high-level commitments against the five principles:

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 <p>Person-centred - the person is always at the centre of a trauma-informed approach. It takes a co-productive, collaborative cross-sector approach to identifying, understanding and supporting the person's needs. It promotes psychological and physical safety by promoting choice, collaboration and transparency</p>	<p>Both schools have utilised person-centred approaches, for instance alternative learning classroom arrangements, and different frameworks and tools to work one-on-one with learners and their families to support them and improve their well-being.</p>

Principle	
 <p>Relationship-focussed - safe, supportive, empathic, compassionate and trusting relationships are central to a trauma-informed approach.</p>	<p>Central to the good practice exemplified by the schools is being relationship-focused and building trust. Both schools articulate how important this approach is between staff and learners, and the importance of relational working between staff and recognising the impact work can have on staff well-being.</p>
 <p>Resilience and strengths-focused - a trauma-informed approach builds on the natural resilience of individuals, families and communities</p>	<p>Both schools have supervision provision to support staff well-being and development. They have both set the conditions for learners to build resilience and emotional regulation skills and build upon their strengths</p>
 <p>Inclusive - a trauma-informed approach recognises the impact of diversity, discrimination and racism. It understands the impact of cultural, historic and gender inequalities and is inclusive of everyone in society</p>	<p>Both schools are inclusive to all learners and through their Strategic Equality Plan commitments, are committed to ensure that equality and human rights are protected and strengthened by proactively reducing barriers to services.</p> <p>In practice, each school truly understands the link between poverty and trauma, and this is built into their strategic approaches. Both schools provide inclusive, person-centred approaches to supporting learners with neurodivergence, ensuring that their education needs are fully met and can thrive and progress.</p>

Acknowledgements

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Further Resources

If you would like to learn more about the TrACE-Informed Organisations Toolkit and how it could support your organisation to adopt and sustain trauma and ACE informed practice, please head to our website: <https://acehubwales.com/trace-toolkit/>

The [Welsh Government Hwb](#) website has a suite of resources available for schools to support a TrACE-informed approach which can be found here: [Playlists - Hwb](#)



Hyb ACE Cymru
ACE Hub Wales

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