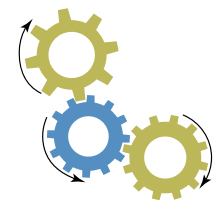


E-TIPSS SCHOOLS DASHBOARD

Priority 1: E-TIPSS is a sustainable Enfield wide partnership programme. This will be well-publicised and sustained by E-TIPSS Champions who will deliver the programme across schools & settings and through their own teams or services.

Priority 2: E-TIPSS has an appropriate and sustainable training offer which is inclusive of: core training, a full implementation programme, bite-sized and/or bespoke training offers and ongoing opportunities for reflective practice.

Priority 3: E-TIPSS has an impact on education outcomes and inclusion for children and young people in Enfield



14

E-TIPSS is referenced in 14 Enfield Strategies, Policies and Guidance



219

Partners across 16 teams have accessed E-TIPSS training



67

Early Years Practitioners across Enfield have accessed the E-TIPSS briefings to date



120

Professionals working with Children in Care, Children in Need and with a CP Plan across Enfield have accessed the E-TIPSS ARC 2 day training to date



84

Schools across Enfield have accessed the E-TIPSS programme to date



1694

School staff (in the implementation schools) have accessed E-TIPSS training



27

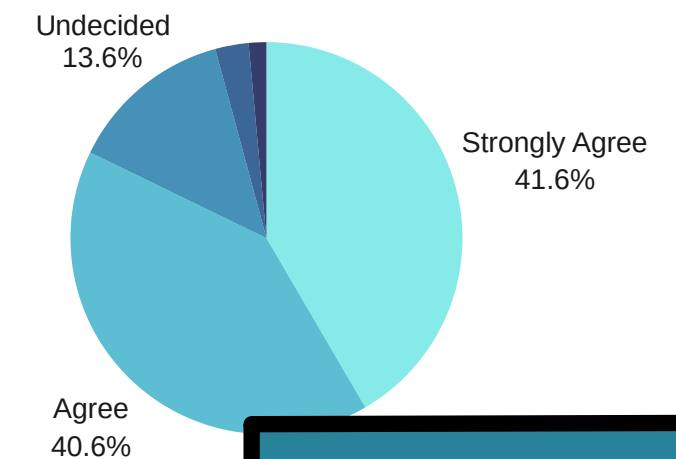
Implementation schools/services



11,193

Pupils reached through the E-TIPSS Implementation schools

82% staff in the implementation schools who completed the evaluation after the ARC training said they agreed or strongly agreed that their own knowledge about trauma-informed practice had improved.



I learnt that behaviour is communication and often reflects unmet needs rather than deliberate defiance.

It highlighted that trauma-informed practice is not a single strategy but a whole-school culture that needs to be embedded in everyday routines and expectations... This has reinforced the need for a consistent approach across the whole school. Trauma-informed practice only works if everyone responds in the same way

This training has changed how I interpret behaviour. I will approach children with curiosity rather than consequences and think about unmet needs before reacting... I will now pause and regulate myself before responding. I understand that my response can either escalate or support a child, and calm has to come before any learning or conversation

Leaders need to model trauma-informed practice with staff as well as pupils, and staff wellbeing must be prioritized"

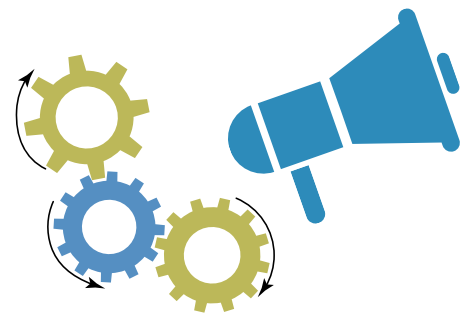
The training made me think about how our behaviour policy needs to align with trauma-informed principles rather than punishment... We need to review how consequences are used so that they do not shame or re-traumatize children...

I am more aware of how my tone, body language and language choices can either make a child feel safe or re-traumatize them... I will use the strategies and toolboxes more intentionally to support regulation, rather than expecting children to calm themselves without support

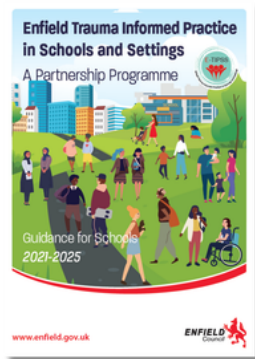
I will approach children with curiosity rather than consequences and think about unmet needs before reacting... I will now pause and regulate myself before responding. I understand that my response can either escalate or support a child, and calm has to come before any learning or conversation

Priority 1: E-TIPSS is a sustainable Enfield wide partnership programme.

This will be well-publicised and sustained by E-TIPSS Champions who will deliver the programme across schools & settings and through their own teams or services



Strategic Alignment & Publicity



- E-TIPSS Brochure (2021-25) completed detailing strategic rational and programme delivery
 - [All Age Autism Strategy \(2025-2030\)](#)
 - [Early Help for All Strategy \(2021-2025\)](#)
 - [Emotionally Based School Non Attendance School Guidance \(2024-2027\)](#)
 - [Enfield Parenting Directory](#)
 - [Empowering Young Enfield \(2021-2025\)](#)
 - [Equality and Diversity Annual Report \(2024\)](#)
 - [Fairer Enfield Strategy \(2021-2025\)](#)
 - [Health and Wellbeing Strategy \(2024-2023\)](#)
 - [Inclusion Charter \(2022\)](#)
 - [Keep your child safe online guidance \(2024\)](#)
 - [Ordinarily Available Provision \(2022-2025\)](#)
 - [SEND Partnership Strategy \(2023-2027\)](#)
 - [Transition to Reception Guidance \(2025\)](#)

- E-TIPSS page on EPS Website
- Link on new Public Health Website



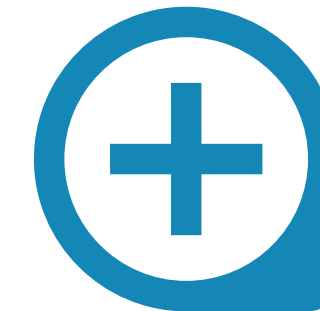
E-TIPSS Champions

Across 10 services

- Educational Psychology Service
- SWERRL
- Enfield Advisory Service for Autism
- Enfield Communication Advisory Support Service (via EPS SLA)
- Youth Justice Service (via EPS SLA)
- My Young Mind Enfield
- SEYIS
- Virtual School for LAC (via EPS)
- Our Voice Parent Carer Forum

New Champions:

- Service for CiN/CP (via EPS SLA)
- Speech and Language Therapy Service
- CaMHS
- Cheviots Children's Disability Service



Additional reach

- Training for Neurodiversity Under6's and SALT Teams on Trauma Informed Practice by E-TIPSS champions (Autumn 25).
- Refresher sessions for partner services, such as MYME, the Virtual School. Early Help
- Two-day central training attended by 37 professionals from 16 settings/services (Mar 2026).
- E-TIPSS invited to be part of a Panel Discussion at City Hall as part of Launch Event for Research into developing Trauma Informed London Project (Nov 25).

Priority 2: E-TIPSS has an appropriate and sustainable training offer.

This is inclusive of core training, a full implementation programme, bite-sized and/or bespoke training offers and ongoing opportunities for reflective practice.



Core Training

Central 2 Day Training held once per year in the Spring Term.

Day 1: 5th March

Day 2: 6th March

Additional E-TIPSS

Leadership training, two half-days.

Day 1: 8th October

Day 2: 5th November



PODS

Reflective practice support through network meetings

- Champions Network has been meeting since July 2021 with a membership of **30** Champions. These are now facilitated by E-TIPSS partnership.

PODS:

- **Primary, Secondary and Special PODS** have now been amalgamated.
- Facilitated by an E-TIPSS Champion from the EPS.
- Schools given CPD on topics such as; Restorative Practice, Sensory Processing and Caregiver Affective Management, WIN language & Emotion Coaching



Implementation across educational settings and services

27

Implementation schools/ services

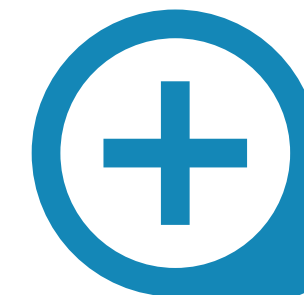
- 14 Primary Schools
- 4 Secondary Schools
- 7 Special Schools
- 1 Alternative Provision
- 1 Service (Cheviots)

Implementation school offer:

- 1 Day Training for all members of staff
- Support with completing the Audit and setting goals
- Champion allocated to support the school with their E-TIPSS goals
- 3 hours of Champion support per 1/2 term

Service example - EPS:

- Developing ARC aligned advices
- Champions in the EPS Team
- CPD sessions with Kati Taunt



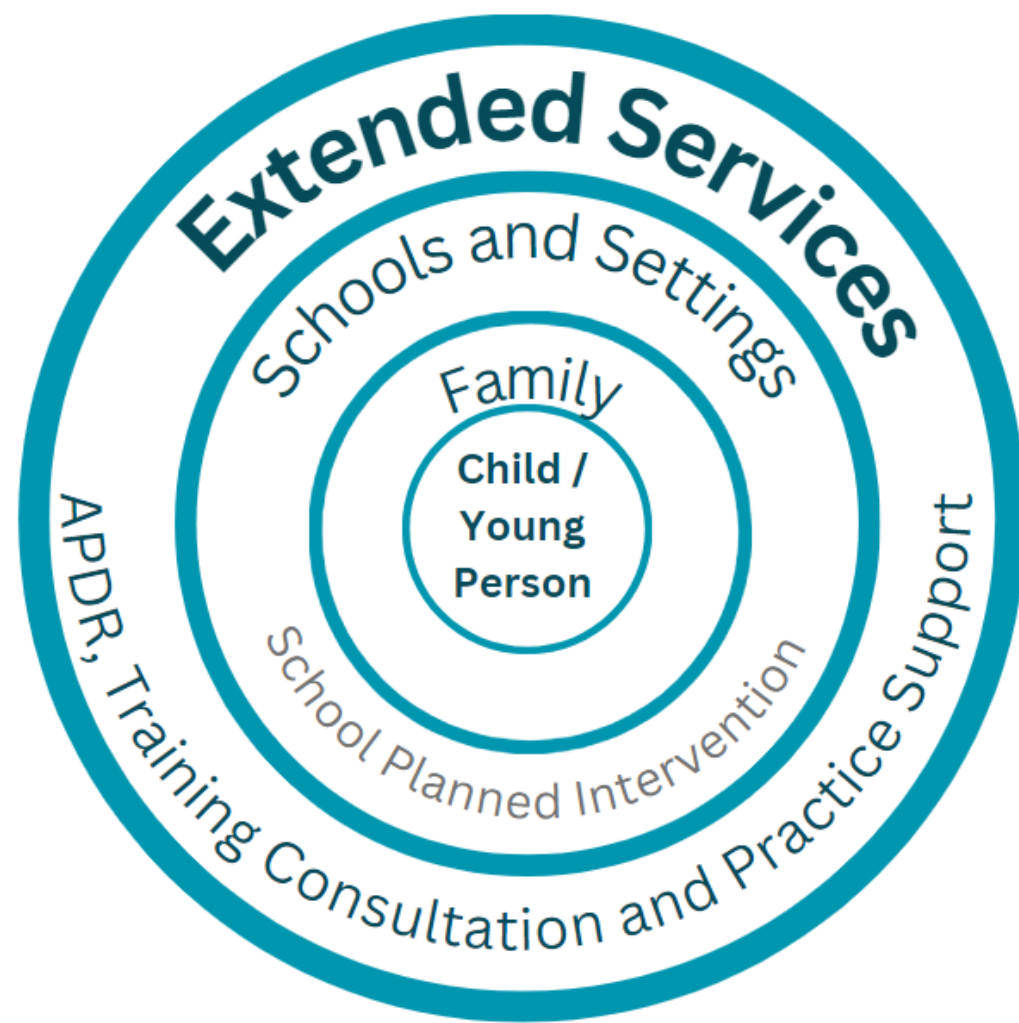
Additional reach

- Early Years Practitioners receive 1/2 day E-TIPSS training on ARC and a follow-up workshop on reflective practice.
- Training and reflective practice sessions delivered to social workers and professionals from the Virtual School by an E-TIPSS Champion.
- E-TIPSS Champions offering Introduction to EBSNA workshops to parents.
- Parent workshops at implementation schools, e.g. Waverley, Durants, Russet House

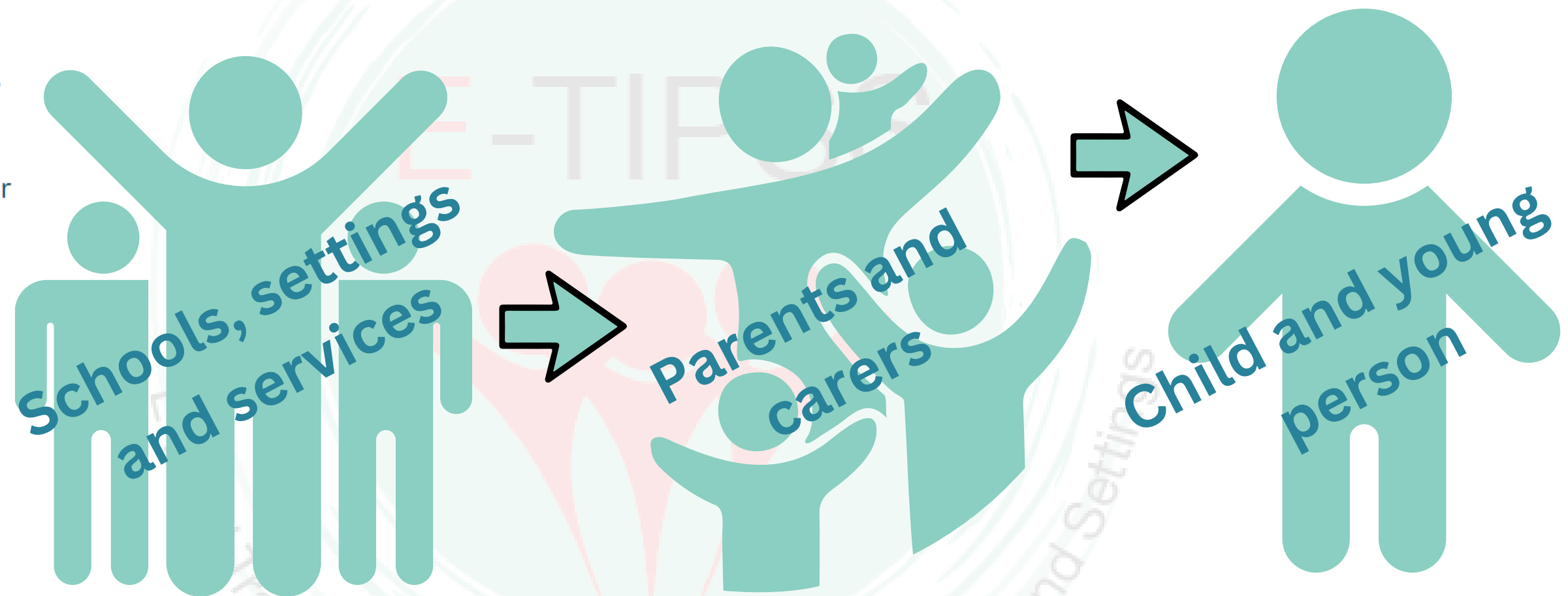
Priority 3: E-TIPSS has an impact on education outcomes and inclusion for children and young people in Enfield



Evaluation (using Ofsted/CQC Judgement Statements)



Wider
Community
Support:
Housing,
Family Hubs,
Community
Activities
& VSCE Sector



Evaluating the effectiveness of developing a trauma informed system: schools, professional networks, supporting families so together we can make a difference to every individual child in Enfield.

Key question: what do we know about the lived experience of the child or young person (our end user)?

Priority 3: E-TIPSS has an impact on education outcomes and inclusion for children and young people in Enfield



Evaluation (using Ofsted/CQC Judgement Statements)

Leaders create an environment for effective practice and multi-agency working to flourish [aligned with the ARC model]

Judgement

E-TIPSS Champions are ambitious for children and use the ARC framework throughout their practice and in collaboratively supporting the roll out of the approach.

Impact

There are regular meetings in place that ensure E-TIPSS Champions are reflecting and developing the programme and looking for opportunities to work in partnership and support our schools/ settings, parents/carers & children using the framework.

Evidence

As of July 2026, there are 61 E-TIPSS Champions have been trained across 10 services/teams. All E-TIPSS Champions demonstrate strong leadership skills and work as a partnership to increase alignment and strengthen the approach across Enfield.

A few initiatives include training and ongoing support for the Early Years Settings, Foster Carers, the Corporate Parenting Board and taking a team around a school partnership approach when identifying an organisational need.

Good Practice Example

EP in a specialist team noticing the stressed state of a staff group when providing training on the ARC model and flagging this with the school EP. Emphasising the importance of offering staff the chance to develop self care & modulation strategies so that they are better able to support the children.

November 2023

Corporate Parenting board

"I am embarrassed to think about how many times I went in and ran social skills type groups to a group of YP in the past when none of the foundations were in place. I can see that now but you just didn't think about it then."

November 2023

Foster Carers

"That young people don't do things deliberately, it's because they don't understand or not thinking in the same way."

October 2023

"I was surprised at recognising behaviours/reactions in myself that could possibly have made a situation worse!"

October 2023



Priority 3: E-TIPSS has an impact on education outcomes and inclusion for children and young people in Enfield



EPS ARC Workshop

Evaluation (using Ofsted/CQC Judgement Statements)

Children's needs are identified accurately and assessed in a timely and effective way [using the ARC framework]

Judgement

EPs are increasing their use of the trauma informed/ARC Framework to identify children's needs through the EHC Needs Assessment Process.

Schools request help from the E-TIPSS programme to improve their knowledge, confidence and skills so that they can meet children's needs.

Impact

The provision in EHCPs is increasingly trauma informed and has a direct impact on providing the right support for children's emotional wellbeing and mental health so they can achieve good education outcomes.

Evidence

- All EPs have had training and additional workshops with a ARC aligned QA process in place for EP statutory advices.
- 84 schools have attended the central training.
- 11,193 children have been reached through implementation school training and E-TIPSS Champion support.

'Revisiting useful as reminder of 'flow' of ARC principles going bottom left to top'
(EP, September 2023)

"Very clear on how autism and trauma is impacting child's day to day life."
(EPS Quality Assurance Team, Dip Sampled EP Advice , October 2023)

"ARC framework explicit throughout report, needs, OAP and outcome/provision section."
(EPS Quality Assurance Team, Dip Sampled EP Advice, November 2023)

Priority 3: E-TIPSS has an impact on education outcomes and inclusion for children and young people in Enfield



Evaluation (using Ofsted/CQC Judgement Statements)

Children's are well prepared for their next steps and achieve strong outcomes

Judgement

Primary Inclusion Team has integrated the ARC Framework into how all members of the multi-disciplinary team work with schools, parents/carers and children. This provides a robust, coherent and consistent approach to meeting needs and providing the right support for children presenting with emotional needs & behaviours of concern

Impact

Children are able to make a successful transition to secondary school and enjoy good educational, social and life outcomes.

Evidence

A Year 6 child in an Enfield primary school was at risk of permanent exclusion. He was provided with a multi-agency package of support (delivered by Primary Inclusion Team specialist teachers & EP). This involved an ARC aligned system of support with the school and parent including individual child therapeutic support. The child made a successful transition to an Enfield secondary school and continues to thrive 2 years on.

"[Child's name] has excelled from the start and is progressing extremely well. He had a great year 7 having the most positive achievement points week in throughout year 7. He has managed to get no behaviour points in his first year and also the first term of year 8. He has represented the school in a variety of school showcases, football, steel pan and cross country to name a few. Even being chosen as 2 children to speak in front of 1500 perspective parents on open evening. [Child's name] has also been signed on a 2 year contract with Cambridge united. [Child's name] is such a happy boy, liked by his peers and on track to a bright future!! I would just like to say a huge thank you to you all for the support you provided to [child's name] which was and will always be invaluable.' (Parent email, dated 6/12/23)



Priority 3: E-TIPSS has an impact on education outcomes and inclusion for children and young people in Enfield



Evaluation (using Ofsted/CQC Judgement Statements)

Children and young people receive the right help and support at the right time [help is aligned with a trauma informed framework]

Judgement

ELSA programme has integrated complex trauma, the ARC Framework and culturally responsive practice into the training and supervision offer with signposting to additional ARC training.

Impact

Enfield children who need help with their emotional development can access trauma informed help in their own school by trained school staff who receive regular supervision. This reduces the need for specialist services.

Evidence

There are now 63 ELSAs practising in Enfield across 33 schools. The EPS has anonymous data relating to 113 children which provides evidence of positive impact. See the film for testimonials providing further evidence of impact. [Click here](#)*

Surprises during Introduction to Trauma Informed Practice training:

*“How much we incorporate already through our ELSA practise.”
(ELSA, November 2023)*

Take home messages:

*“To establish a connection first with the child. Even the worst behaved children have an underlying need.”
(ELSA, November 2023)*



*there are more children but, as they are not children referred to the EPS, parental consent has not been granted to share data with the LA



Priority 3: E-TIPSS has an impact on education outcomes and inclusion for children and young people in Enfield



Evaluation (using Ofsted/CQC Judgement Statements)

Children and young people with SEND are valued, visible and included in their communities

Judgement

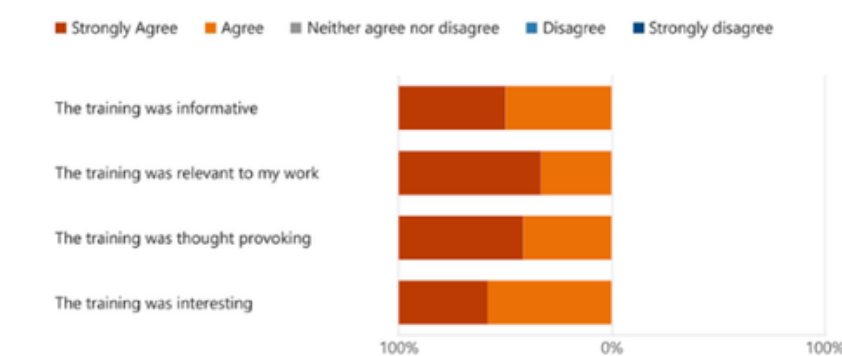
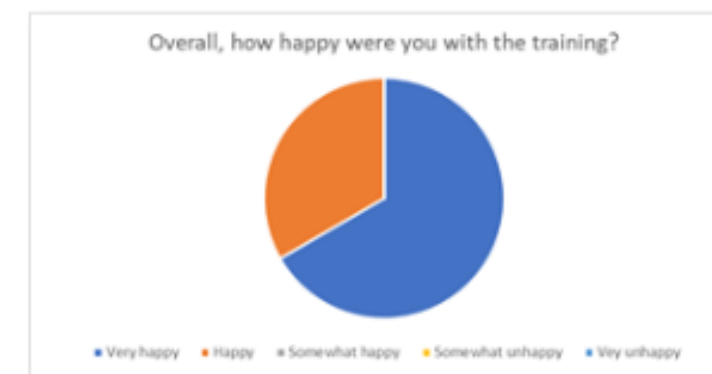
The Youth Justice Service (YJS) is working in a trauma informed way. ARC aligned training for the whole staff group and EP consultations with case managers is routine.

Impact

*Through taking a trauma informed approach the YJS has a child first approach. A CYP survey (2022) found that 83% children rated the ‘**case worker personalising their support to what you need**’ as excellent or good.*

Evidence

In November 2023, training was provided to over 25 YJS staff (including managers, case managers, out of court disposal officers etc.) on the links between trauma, attachment, language and learning. The ARC framework was used throughout. This was delivered by an E-TIPSS Champion (EP) & Speech and Language Therapist



100% delegates indicated that they were happy with the training (67% indicating that they were very happy).

100% agreed the training was informative, relevant to their work, thought provoking and interesting

Take home messages reported by YJS staff following the training:

“Trauma is dealt with differently by every person.”

“How key our formative years are and how we should be keenly aware of our own children’s emotional environment.”

“Young person’s brain fully develops at 25 and processes trauma differently.”

microlink

Youth Justice SEND Awards

QUALITY LEAD

2023 Redesignation
Child First Commendation



Priority 3: E-TIPSS has an impact on education outcomes and inclusion for children and young people in Enfield



Evaluation (using Ofsted/CQC Judgement Statements)

Leaders actively engage and work with families [placing importance on caregiver affect management]

Judgement

E-TIPSS Champions are aligning the ARC framework in the work they do with families.

The Caregiver affect Management Module ensures parent/carer wellbeing is specifically considered as part of the trauma informed programme.

Impact

Parents and carers needs are increasingly considered and made provision for so that they are emotionally able to meet the needs of their children.

Evidence

Enfield Our Voice Parent Carer Forum has an E-TIPSS Champion.

There are a range of parent groups. Some directly refer to the ARC Framework (e.g. Parent Carer Groups running in Fernhouse School, the SWERRL IY Parent Programme, Our Voice Parent Carer Forum and the Foster Carer Supervision sessions) where others may use in a more covert way (e.g. Cuppa and Chat, Tree of Life in EASA)

“Really helped me think about being in my own window of tolerance before helping others.”

“Sometimes making assumption that children understand their feelings when they don’t as they’ve spent a long time in survival mode and have not had a chance to learn about what emotions mean.”

“The fact that child cannot take in the information that you are trying to relay to them, until they are regulated.”

“I used to think children say “I don’t know” because they just don’t want a conversation. Now I know it’s because they truly don’t know.”

Our Voice



Foster Carer Training, October 2023

Priority 3: E-TIPSS has an impact on education outcomes and inclusion for children and young people in Enfield



Evaluation (using Ofsted/CQC Judgement Statements)

Children and young people receive the right help and support at the right time

Leaders actively engage and work with CYP and families.

Judgement

Schools are taking on board trauma informed practice and the ARC framework as a whole school initiative and this is changing how they support the emotional wellbeing of children, parents/carers and their staff group.

Impact

Enfield schools are adapting their approach at all levels.

The school environment feels more safe for children who have experienced trauma and supports their regulation.

Autistic children who attend social clubs are now purposefully and positively engaged with their peers (through sport and activities) instead of fighting during unstructured times.

Parents and carers are on board with a trauma informed behaviour policy.

Evidence

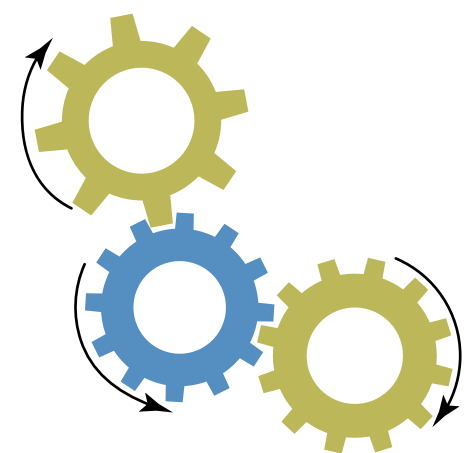
After attending the central training in March 2023, staff at Oasis Enfield have developed wellbeing rooms to help children to calm (e.g. counselling and school staff know their role is to co-regulate, there are fish tanks, sensory lights, music and games).

To provide a more positive social experience during unstructured times Durants School has set up a Friday afternoon social club which includes sport and games.

Eversley have rewritten their behaviour policy to align with the ARC framework and E-TIPSS champions have held parent sessions to explain the changes and answer any questions



Eversley Primary School

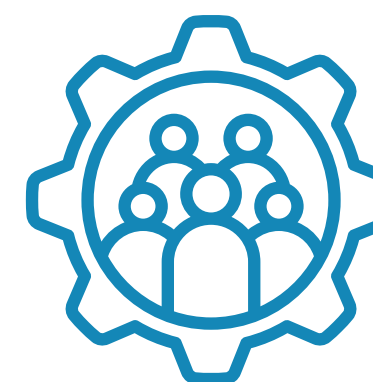


E-TIPSS Champion's Roles



Day to Day Practice

Practicing the ARC framework through their typical role in schools, settings and the community. This can involve using trauma informed ideas and referencing the ARC framework when making sense of children's presentations, interactions and behaviour.



In-Team Support

Supportive Role within Own Service/School:

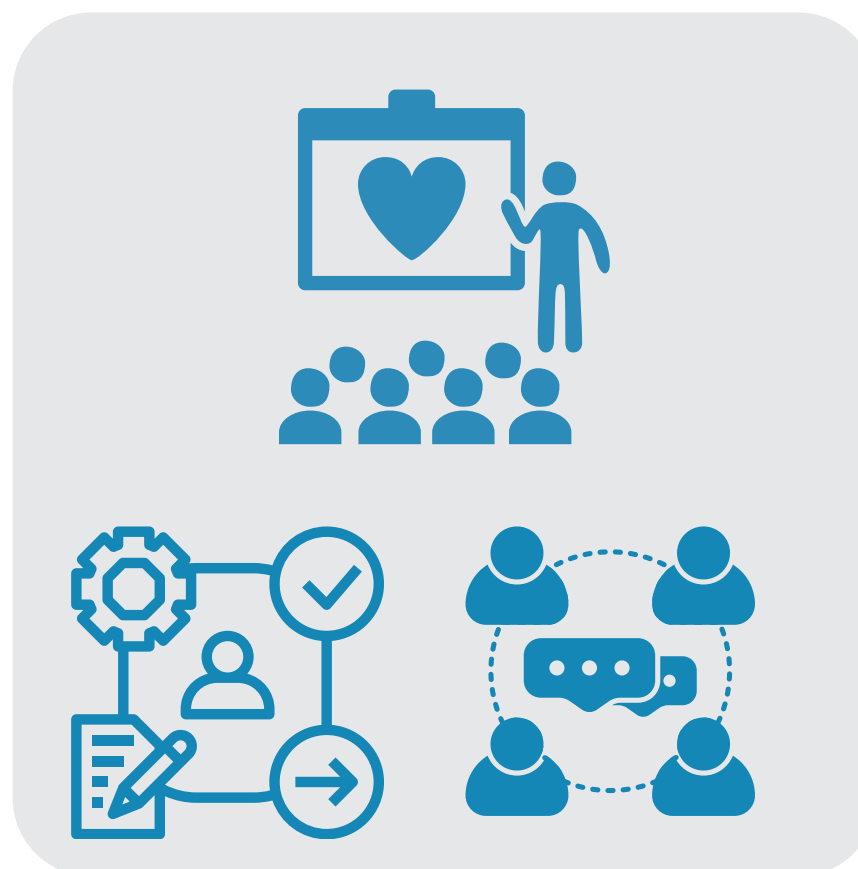
Supporting the development of knowledge and practice within their own teams so that the language and structure becomes commonly used in their day-to-day practice in schools and settings, e.g. providing additional reflective spaces to think further about applications of the ARC framework, looking at processes and procedures, offering 'in-service' training sessions on trauma, trauma-informed interventions and the ARC framework

Strategic Role in the Local Area

Driving forward the E-TIPSS ARC agenda across the local area partnership, e.g. ensuring E-TIPSS and ARC are included explicitly and implicitly in strategic partnership documents and guidance. Bringing E-TIPSS and ARC into strategic debates, discussions and developments.

Co-ordination and Administration

Supporting the the implementation, smooth organisation and communication relating to a variety of events across the year (e.g. training sessions, PODS, meetings), carrying out evaluations, collecting and analysing data to contribute to reports.



E-TIPSS Delivery Role

Supporting the delivery of centralised ARC Training, Workshops, PODS or providing regular support for implementation schools.