



New Leaf Learning Trauma-Sensitive Chaperone Policy

1. Introduction

New Leaf Learning is committed to ensuring that all children feel safe, supported, and respected in all interactions with adults. We recognise that in the primary age group chaperone situations are unlikely, however all chaperone situations will be managed by the child's school staff. We recognise that children who have experienced trauma or adverse experiences may have heightened anxiety around unfamiliar or authority figures. This policy ensures that all chaperoning arrangements prioritise emotional well-being, consent, and trust.

2. Aims and Principles

- To provide a safe, reassuring, and compassionate approach to children who are chaperoned
- To recognise and respond to the individual needs of children, especially those with trauma histories.
- To ensure all staff and volunteers are trained in trauma-informed practices related to chaperoning.
- To prioritise consent, choice, and emotional safety in all chaperone interactions.
- To work in partnership with families, carers, and professionals to provide the best possible support.

3. Trauma-Sensitive Approach to Chaperoning

- **Consent and Communication:**
 - Children will be informed in a developmentally appropriate way about any chaperoning arrangements.
 - Where possible, children will be given choices regarding who accompanies them, we encourage staff to swap in and out where appropriate so that the child does not become too attached to the adult, thus encouraging independence
 - Parents/carers will be consulted and consent sought for all non-emergency chaperoning situations.
- **Creating a Safe and Predictable Environment:**
 - Staff will explain the role of a chaperone and what to expect during supervision.
 - A familiar and trusted adult will be assigned as a chaperone whenever possible.
 - The child's comfort and privacy will be respected at all times.
- **Minimising Distress and Triggers:**
 - Staff will be mindful of potential trauma triggers, such as authority figures, confined spaces, or physical proximity.



- Emotional support and reassurance will be provided throughout the chaperoning process.

4. Staff Training and Awareness

- Chaperones will be represented by the child's school staff
- NLL Staff will be trained to recognise signs of distress and respond appropriately.

5. Record-Keeping and Confidentiality

- All chaperone interactions will be documented appropriately, respecting confidentiality.
- Information will be shared only with relevant staff and professionals on a need-to-know basis.
- Families will be informed of any chaperoning arrangements in a timely and sensitive manner.

6. Emergency Chaperoning Situations

- In emergencies, staff will prioritise the child's immediate safety while maintaining a trauma-sensitive approach.
- Wherever possible, a known and trusted adult will accompany the child during emergency situations.
- Follow-up support will be provided after emergency chaperoning to address any emotional impact.

7. Review of Policy

This policy will be reviewed annually to ensure it remains responsive to the needs of our learners and reflects best practices in trauma-sensitive care.

Signed:

Date: 18.2.25