



One minute guide



Key strengths-based and trauma-informed principles

Date: August 2025
Version: 2

We have a strengths-based approach in Nottinghamshire, and we are striving to become more trauma-informed in all that we do. Our Nottinghamshire Approach provides a framework in which the six principles of trauma-informed practice can be embedded. In this guide, we outline how they sit together with examples.

The principles of trauma-informed practice

- **Safety** - *I don't feel threatened*
- **Trust** - *People do what they say*
- **Choice** - *What are my options?*
- **Collaboration** - *We are in this together*
- **Empowerment** - *I am taking control of my life*
- **Cultural consideration** - *I am being seen and heard*

Recognise the trauma which may have been or is being experienced by ourselves, each other, and the children, young people, and families we support. Understanding this brings compassion and empathy.

For example, allowing time and giving consideration that someone may need to build trust before accepting support.

Build **safety** for ourselves, each other, children, young people, and families.

For example, creating safe environments for ourselves and others, and safe supportive relationships where we can build trust, reduce risks and encourage progress.

Resist re-traumatisation by looking at how our systems, structures, practices, and policies may cause further harm to ourselves, each other, our children, young people, and families.

For example, think about how language can re-traumatise. It can change the way we think about ourselves and others. Consider the importance of using strengths-based words. What we say and write can become part of a person's narrative.

Trust and be transparent with ourselves, each other, our children, young people, and families.

For example, setting clear boundaries, being clear on what is possible, what our needs are, what is realistic for us to achieve and what the consequences of not doing something would be for everyone involved.

Be **collaborative** by working with the person rather than doing 'to' or 'for'. See the human behind the behaviour and remember that people know their own lives and journeys better than anybody else.

For example, focus on people's strengths, capabilities, motivations, and resources. Work with other services and communities to provide a holistic and sustainable support network.

Empower, give choice and control. Being a professional can sometimes make people who have experienced trauma feel even more powerless in relationships.

For example, utilising people's lived experience as a way of giving people back their power. Listening to the voices of each other, our children, young people and families and use these to offer choices, and influence and shape our services.

Be **culturally considerate** and **fair and respectful** through inclusive practice that seeks to understand people within the context of their culture.

For example, meeting people where they are at in their life's journey and recognising difference and diversity.

Key contacts

Name: Strengths-based practice team

Email: cfsstrengthsbasedpractice@nottsc.gov.uk



**Nottinghamshire
County Council**



facebook.com/nottinghamshire

W [nottinghamshire.gov.uk](https://www.nottinghamshire.gov.uk)

E cfsstrengthsbasedpractice@nottsc.gov.uk



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