

Trauma-informed practice and its impact on youth violence



Take part in a national study on the difference effective implementation of trauma-informed practice makes on keeping children safe from violence.

Your school is invited to take part in a ground breaking piece of research co-funded by the Youth Endowment Fund and the Home Office exploring the impact of Trauma Informed Practice on reducing youth violence. This is an exciting opportunity to benefit from a fully funded high quality learning and development programme delivered by professionals at the forefront of Trauma Informed Practice.

Knowledge Change Action (KCA) and Warren Larkin Associates (WLA) are delivering this programme which seeks to inform government policy on the efficacy of Trauma Informed Practice as an approach to help reduce youth violence.

We are looking to invite 100 schools to take part in the programme.



We know that exclusion from school impacts children's life chances in predictable and adverse ways and, according to the joint review by the Department of Education and the Ministry of Justice in 2022 called Education, Children's Social Care and Offending, exclusion is a clear marker for involvement in violent offences.



Violence, addiction and persistent anti-social behaviour (including offending behaviours) have been shown in repeated research to have their roots in a combination of neurological stress injury caused by exposure to trauma (or Adverse Childhood Experiences – ACEs) and a lack of connectedness with safe, trusted, well-regulated adults – a process that has been described by the UK Trauma Council as 'social thinning'.

Here's how Trauma Informed Practice can help your school:

- 1 Supports schools to improve perceptions of physical and emotional safety. Feelings of safety directly impact on **attendance**, especially for those experiencing school based anxiety.
- 2 Feeling safe leads to a reduction in anti-social behaviour and has a **positive impact on exclusion rates**.
- 3 Understanding the neuroscience of unregulated stress, increases pupil and **staff wellbeing**, which in turn contributes to **staff retention**.
- 4 Supports school staff to help young people, especially the most vulnerable **progress their learning**, as measured through Progress 8.
- 5 Contributes to meeting the school's statutory **duty to safeguard** children and young people through **meeting needs** and promoting inclusive practice.

What's involved?

This is a high profile research programme. The evaluation will be carried out by the Anna Freud Centre & UCL through a Randomised Control Trial (RCT). 50 of the 100 identified 'Participating Schools' will receive the learning and development outlined below. The 50 schools in the **Control Group** will continue to access and offer routine wellbeing services to children and young people, and be supported by local authority funded initiatives and partnerships.

Participating Schools

If you are selected as an **Intervention Group** school, we will work '**with you**' to understand your unique context, as opposed to 'doing to' you. You are the experts in your school and our role is to support you to view your school community through a trauma informed lens.



Intervention Group schools will receive a programme of learning with the following elements, amounting to 28 hours of fully funded development running from February 2024 to July 2025. As there is a significant research evaluation running alongside the training, your school will also work with the evaluation team (Anna Freud Centre & UCL) to assess the impact of the learning and development programme on staff and pupils in years 8 and 9. Evaluation work begins on sign up to the programme.

Training inputs to include:

Collaborative Enquiry: 1 hour Focus Group and a whole school staff and pupil survey to ascertain the school's 'as is' position in their journey to becoming trauma informed.

Whole school training in Attachment (2hrs online), Trauma (2hrs online) and Emotion Coaching (3hrs online or face to face)

Senior Leadership Team (SLT) and Pastoral & Inclusion leads training on:

- Therapeutic ideas for non-therapists (3hrs - online);
- Reflective Practice (2hrs - online);
- Building and maintaining resilience (3hrs-online);
- Review/align policies, practices, process and structures (1.5hrs x 2 sessions);
- Reflective Practice Group Consultation sessions for SLT (1.5hrs x 3);
- Reflective Practice Group Consultation sessions for Pastoral and Inclusion leads (1.5hrs x3).

Outcomes

Through a combination of whole school engagement and targeted support for school leaders, the aim of this programme is to address some of the current challenges facing schools by increasing staff capacity in:

- ✓ understanding the processes and consequences of trauma/ACEs/collective trauma
- ✓ understanding the importance of the pupil-teacher relationship as foundational in helping pupils to address barriers to learning
- ✓ having access to relational approaches for addressing challenging or dysregulated behaviour
- ✓ having effective ways to boost self-resilience and that of colleagues



what to expect....

(more detail in Annex A)

more good days at school programme

Jan - Mar 24
(spring term)

EVALUATION TEAM collect baseline measures Years 8 & 9;
COLLABORATIVE ENQUIRY : 1hr Focus Group with SLT and Pastoral & Inclusion leads (online) plus whole school staff and student surveys.

Apr - Jul 24
(summer term)

BRAIN SCIENCE, TRAUMA & RESILIENCE #1 (Attachment): Whole School - 2 hours online;
BUILDING AND MAINTAINING COMMUNITY RESILIENCE: SLT, Governors + Pastoral and Inclusion Leads - 3 hours online or face to face.
THERAPEUTIC IDEAS: SLT + Pastoral & Inclusion leads - 3 hours online;
REFLECTIVE PRACTICE TRAINING: SLT, Governors + Pastoral & Inclusion leads - 2 hours online;

Sep - Dec 24
(autumn term)

BRAIN SCIENCE, TRAUMA & RESILIENCE #2 (Understanding Trauma) : Whole School - 2 hours online;
REFLECTIVE PRACTICE GROUP CONSULTATION #1: SLT and Governors - 1.5 hours online;
REFLECTIVE PRACTICE GROUP CONSULTATION #1: Pastoral & Inclusion leads - 1.5 hours online.

Jan - Mar 25
(spring term)

RELATIONSHIPS TRAUMA & BEHAVIOUR (Emotion Coaching): Whole school - 3 hours face to face /online;
REVIEW OF POLICIES PROCEDURES AND PROCESSES #1: SLT & key staff - 1.5 hours online;
REFLECTIVE PRACTICE GROUP CONSULTATION #2: SLT and Governors - 1.5 hours online;
REFLECTIVE PRACTICE GROUP CONSULTATION #2: Pastoral & Inclusion leads : 1.5 hours online.

Apr - Jul 25
(summer term)

REVIEW OF POLICIES PROCEDURES AND PROCESSES #1: SLT & key staff - 1.5 hours online;
REFLECTIVE PRACTICE GROUP CONSULTATION #1: SLT and Governors - 1.5 hours online;
REFLECTIVE PRACTICE GROUP CONSULTATION #1 Pastoral & Inclusion leads - 1.5 hours online;

COLLABORATIVE DATA BANK - compiled over the lifetime of the programme.

what to expect....



Jan - Mar 24
(spring term)

- Schools sign Memorandum of Understanding (required for sharing of school local data);
- Introduce the study to all pupils in Year 8 and 9 (e.g. in assemblies);
- Opt-out consent form to parents/carers of all pupils in Year 8 and 9 sent and returned;
- Pupils in Year 8 and 9 complete an online survey during tutor time (or equivalent) (baseline measures);
- Online survey sent to all school staff (baseline measures);
- One member of staff to complete a survey about support provided in the school.



Apr - Jul 24
(summer term)

- Pupils in Year 8 and 9 complete an online survey during tutor time (or equivalent)-(mid-programme measures)
- Online survey sent to all school staff - (mid-programme measures)



Sep - Dec 24
(autumn term)

Schools securely send Pupil data (after signing a data sharing agreement)



Jan - Mar 25
(spring term)

Speak with pupils and school staff in a small number of schools (Case studies)



Apr - Jul 25
(summer term)

- Pupils in Year 8 and 9 complete an online survey during tutor time (or equivalent) - (End of programme measures)
- Online survey sent to all school staff - (End of programme measures)



Sep - Dec 25
(autumn term)

Schools securely send pupil data

Readiness checklist

This is an extensive learning proposition for your school, so readiness to take on this development opportunity is fundamental to success for your setting. The areas below represent a checklist for school leaders to consider:

- There is buy-in from the SLT and school practitioners.
- There are no planned strategic or operational changes, or ongoing risks that create instability or uncertainty that could potentially undermine staff engagement with this programme (e.g. a serious case review in the last 12 months).
- Your school is able to work within the agreed timelines for the programme
- School practitioners and leaders will be given time to attend the whole school training.
- Leaders and Pastoral and Inclusion leads have / will be given time to attend the whole school and targeted training.
- You will have a team discussion to plan around the practical implications of taking part in this programme of learning and development.
- You are able to commit to the number of hours involved - outside of daily operations.
- School practitioners and staff have access to a tablet, laptops or desktops (or a small group to share) to attend online training, with access to WIFI connection, a camera and microphone.
- The school is aware that training in large groups only works for face to face delivery and not online training.
- This programme is open to mainstream schools so regrettably if you are a special school you will not be able to participate.
- An important aspect of the research is to measure the value added by implementing Trauma Informed Practice in settings where this knowledge and practice is not embedded. If more than 10% of your school staff have received 2 days or more of trauma informed practice training through other providers, the school will not be eligible to take part. If you have any questions about this, please do get in touch at contact@kca.training

Annex A

More Good Days at School

Programme of learning & development

1. Collaborative Enquiry (CE)

Delivery type:

Online focus groups and online survey

Participants:

Focus Groups - SLT, Governors, Pastoral and Inclusion teams

Surveys:

Whole school - practitioners and pupils

Content/Purpose:

This is a CE that will be led by the programme delivery team (KCA and WLA) and take place over and above the collection of the baseline measures for the research element by the evaluation team at the Anna Freud Centre.

The CE is an engagement tool and an intervention, as it facilitates early collaboration with schools enabling the delivery team to form relationships and share the Trauma Informed (TI) approach - collaborating, empowering, trust building, preserving respect and dignity, preventing re-traumatisation and strength/asset-based - leading to recommendations and codesigned actions for effective implementation of Trauma Informed Practice (TIP). The transformational change is owned by those who work in the school community thereby countering a sense of being 'done to.'

The CE will reveal the 'as is' position of the school. It seeks to identify current strengths and challenges to clarify the school's starting point in their journey to becoming trauma informed. It ensures that any existing knowledge is built upon.

The CE will take the form of a one-hour online focus group in every school, a whole school survey and pupil survey in every intervention group (IG) school. The surveys will be delivered using Survey Monkey. There will be a process of analysing the findings and providing every school with their individual results. The results will contextualise the training and reflective practice inputs.

2. Whole School Learning and Development

Brain Science, Trauma and Resilience (Part 1) - (Five the Thrive – Attachment)

<p>Delivery type: Online</p> <p>Duration: 2 hours</p> <p>Participants: Whole school</p>	<p>Content/Purpose:</p> <p>The focus here is on the interplay between attachment and neurobiology on overall child development. We use models such as the simplified three - part brain, the hand model of the brain and findings from evolutionary psychology to describe healthy brain development, and the impact of stress on brain development (hand model of the brain). We will describe the Five to Thrive model as a distillation of the neurobiology of attachment into 5 activities that can be used to promote secure attachment. Where CYP have experienced developmental challenges because of insecure caregiver relationships (lack of secure, well-regulated, trustworthy, attuned and responsive caregiving); then they can develop a sense of safety and security in school, if schools understand and promote secure attachment relationships and operate as a therapeutic space for CYP to develop their capacity for resilience.</p> <p>This synchronous training input will be accompanied by eLearning called Community Resilience and Lifelong Brain Development so that participants can revisit aspects of the knowledge base or simply work through the eLearning to embed knowledge and understanding.</p>
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Extending the learning

<p>Delivery type: eLearning</p> <p>Duration: 10 hours (notional - completion time set by learners)</p> <p>Participants: Whole School</p>	<p>Community Resilience and Lifelong Brain Development supports and builds on prior learning; providing further opportunities for reflection and application to practice.</p> <p>Access to KCA Connected (learning management system) that hosts a range of resources, further reading, case studies, practice tools and reference materials.</p>
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Brain Science, Trauma and Resilience (Part 2) – (Mending Hurts – Understanding trauma and recovery)

Delivery type:

Online

Duration:

2 hours

Participants:

Whole school

Content/ Purpose:

The interplay of attachment and brain development theories define the impact of trauma and toxic stress on brain development and overall functioning. If these CYP interact with school environments that are not TI, re-traumatisation, or an exacerbation of adverse childhood experiences reinforce survival responses, leading to dysregulated behaviour that is challenging, disruptive, unpredictable, inconsistent and violent. This fuels the school to exclusion/prison pipeline. Schools will be supported to identify trauma or stress driven behaviour and to consider the impact of reflective responsive interactions with CYP that support recovery and strengthen cognitive, social, emotional and behavioural functioning.

This synchronous training input will be accompanied by eLearning called Community Resilience and Toxic Stress so that participants can revisit aspects of the knowledge base or simply work through the eLearning to embed knowledge and understanding.

Extending the learning

Delivery type:

eLearning

Duration:

10 hours (notional - completion time set by learners)

Participants:

Whole School

Community Resilience and Toxic Stress supports and builds on prior learning; providing further opportunities for reflection and application to practice.

Access to KCA Connected (learning management system) that hosts a range of resources, further reading, case studies, practice tools and reference materials.

Relationships, Trauma and Behaviour (Emotion Coaching)

Delivery type: Online	Content /Purpose: Emotion Coaching is an evidence-based approach or response style to managing challenging behaviour in the moment. Psychologist John Gottman first observed this response style in the parents of resilience, high achieving children. We will share the research in 2015 by Janet Rose and Louise Gilbert at Bath Spa University that Emotion Coaching is an effective behaviour management strategy in schools with positive impact on attainment, engagement, attendance and staff and student wellbeing. There is further research by the Timpson's 'Attachment Aware and Trauma Informed Schools 2017-2022' programme that the use of Emotion Coaching in schools has led to transformational change in some settings. School staff will be taught a three-step methodology for responding to dysregulated behaviour in children by: Step 1: Recognising, empathising, validating the feelings and labelling them Step 2: Setting limits on behaviour Step 3: Problem solving with the CYP (to develop or strengthen the foundations of self-regulation and the ability to deal with life's ups and downs in the future). We will share scripts and role play activities with the school and encourage practice and authentic connection with CYP when dealing with challenging behaviour. This synchronous training input will be accompanied by eLearning called Emotion Coaching so that participants can revisit aspects of the knowledge base or simply work through the eLearning to embed knowledge and understanding.
Duration: 3 hours	
Participants: Whole school	

Extending the learning

Delivery type: eLearning	Emotion Coaching: A systemic, relational approach to behaviour supports and builds on prior learning; providing further opportunities for reflection and application to practice.
Duration: 10 hours (notional - completion time set by learners)	Access to KCA Connected (learning management system) that hosts a range of resources, further reading, case studies, practice tools and reference materials
Participants: Whole School	

3. Senior Leadership Team Learning and Development

Reflective Practice Training for Senior Leaders

Delivery type: Online tutorial	Content/Purpose: A session modelling and teaching reflective practice techniques. The purpose is to assist their professional development as they shape their school culture towards relational working with CYP, colleagues and school practitioners. This is particularly helpful in creating a working culture that enables co-regulation. While this first session teaches and models reflective practice, there will be a further three sessions for the SLT and for Pastoral and Inclusion leads to embed the practice. An action plan on becoming trauma informed will emerge organically through discussion and reflections.
Duration: 2 hours	
Participants: SLT & Governors,	

Reflective Practice Group Consultation x 3 for Senior Leadership Team (SLT)

Delivery type: Online tutorial	Content/Purpose: The purpose of these workshops is to ensure that Senior Leaders are confident to use and engage in reflective practice to think about the impact of school strategies, practices and processes; as well as their own and staff / pupil wellbeing. Through experiencing it for themselves, senior leaders can discern how to embed the practice through their teams and structures in a meaningful way. The sessions also have a secondary purpose for the Senior Leaders: to identify and analyse which inputs in the programme have contributed to the most noticeable impact through a series of solution-focused questions and discussions. This might be through changes they have identified in their data sets, or through stories of significant change. An action plan on becoming trauma informed will emerge organically through discussion and reflections.
Duration: 1.5 hours each (4.5 hours total over the lifetime of the programme)	
Participants: SLT and Governors	

Review of policies, procedures and processes x 2

Delivery type:

Online
consultancy

Duration:

1.5 hours each (3
hours in total
over the lifetime
of the
programme)

Participants:

SLT and key staff

Content/ Purpose:

Session 1: Consultancy support to review, update and possibly re-write behaviour and attendance management policies; and to consider reward structures and emotional and mental wellbeing support processes. Senior leaders will be asked to focus on 6 key areas of school activity:

- Pastoral work with CYP;
- Staff well-being;
- Curriculum development;
- Physical environment of setting;
- Relationships with parents, caregivers and other services;
- Expectations i.e. policies, procedures

Session 2: Senior leaders to present on progress made to align their school policies and practices to Trauma Informed approaches. In terms of the policy monitoring framework, the key questions on the school's journey to becoming trauma informed will be:

- How have staff adapt their micro-practices as a result of attachment, trauma and resilience awareness training?
- How has the school made changes to policies and practices with increased understanding of attachment, trauma and resilience training?
- Do staff, children and parents report changes to the school culture and climate as a result of increased attachment, trauma and resilience awareness?
- Do children attend better and make more progress as a result of the school being attachment, trauma and resilience aware?

4. Senior Leadership Team (SLT) and Pastoral and Inclusion Leads learning and development:

Therapeutic Ideas for Non-Therapists

Delivery type:

Online

Duration:

3 hours

Participants:

SLT, Pastoral and Inclusion leads

Content/Purpose:

This session will be delivered in recognition of the fact that secure attachment is fostered through 'collaboration, reflective dialogue, repair, coherent narrative and emotional communication' (Downey and Greco, 2023) between adult and child; in other words, through relationship. This session explores participants' perception of role, purpose and scope of therapeutic contribution.

We will explore the limitations of competency and what are legitimate, appropriate and evidence-based contributions to benefit CYP and their families. Participants will be provided with fundamental knowledge and skills in the therapeutic process (such as engagement, readiness, managing expectations, setting boundaries and building working alliance); and use appropriate therapeutic techniques to contain, manage and plan positive endings. This session is interactive, reflective and confidence building while providing knowledge and skills that participants can put into practice immediately and develop further through supervision or reflective practice arrangements.

Building and Maintaining Individual and Community Resilience

Delivery type:

Online/
Face-to-face
tutorial

Duration:

3 hours

Participants:

SLT, Governors,
Pastoral &
Inclusion leads

Content/Purpose:

This session will provide opportunities for senior leaders and Pastoral & Inclusion leads to deepen their knowledge of resilience, and consider ways in which they can enhance their own resilience and contribute to building the resilience of staff in their school. The compassionate-reason axis will be shared and compassionate reason will be described as the healthiest motivational state for people in order to function at their best and most resilient. The impact of functioning in more vulnerable, disconnected motivational states will be described. Secondary stress and secondary trauma will be explored as outcomes of vulnerability; and the importance of formal and informal processes, and policies that support wellbeing and resilience will be described.

This session will also touch on the concept of resilience mapping (to recognise areas of strength / resilience, and areas of vulnerability) and explore the factors that increase resilience in children, young people and adults. Resilience mapping, founded on the 4 ecological levels of human development and with Five to Thrive threaded throughout, encourages conversations about resilience, and also guides effective planning and intervention; as well as highlighting the importance of meeting the needs of people within each of these levels to build and maintain resilience throughout the network / community / family.

Reflective Practice Group Consultation x 3 for Pastoral and Inclusion Leads

<p>Delivery type: Online</p> <p>Duration: 1.5 hours each (4.5 hours total over lifetime of the programme).</p> <p>Participants: Pastoral & Inclusion leads</p>	<p>Content/Purpose: This session will provide opportunities for Pastoral & Inclusion leads to deepen their knowledge of resilience, and consider ways in which they can enhance their own resilience and contribute to building the resilience of staff in their school. The compassionate-reason axis will be shared and compassionate reason will be described as the healthiest motivational state for people in order to function at their best and most resilient. The impact of functioning in more vulnerable, disconnected motivational states will be described. Secondary stress and secondary trauma will be explored as outcomes of vulnerability; and the importance of formal and informal processes, and policies that support wellbeing and resilience will be described. This session will also touch on the concept of resilience mapping (to recognise areas of strength / resilience, and areas of vulnerability) and explore the factors that increase resilience in children, young people and adults.</p>
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5. Online directory

<p>Delivery type: Collaborative online data bank</p> <p>Duration: Throughout and beyond project</p> <p>Participants: SLT and key staff</p>	<p>Support and encouragement to create an online directory of trauma-informed resources.</p> <p>Using cross-project intelligence and the feedback data from training events, and the work with designated leads and the SLT, identifying key sources of information and support both within and outside the school, including local and national resources, that provide wraparound support for vulnerable CYP and their families.</p> <p>This information will be signposting in a dynamic online directory hosted on KCA Connected or a preferred local authority platform, so that key school staff can access and keep the directory updated, but which the whole school can access for information and support when working with vulnerable CYP.</p>
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Delivery Team



Established by the author and trainer Kate Cairns in 2011, Knowledge Change Action is highly respected for providing strategic consultancy and training services to organisations working with vulnerable and traumatised people. KCA established its reputation working with foster care organisations and now supports schools, local authorities, Public Health, police forces and voluntary sector organisations in their understanding of trauma informed practice and attachment aware settings.



Warren Larkin Associates (WLA) was founded in 2017, following Warren's twenty-four years of Trauma Informed practice as a Clinician, Manager, and Strategic Leader in the NHS. Warren's extensive experience in Systems Leadership, Academia, and as a Consultant Clinician and Policy Advisor enables him to support agencies and partnerships in building and implementing change programmes.