



# COVID-19

*A response that supports community resilience*

## **Why should we prioritise learning about trauma during the crisis?**

It may feel counter-intuitive to be focusing on learning and development during this crisis. However it is during the crisis that the need is greatest. Each and every individual in the UK is, as a direct result of the coronavirus, at risk of becoming overwhelmed by toxic stress. Taking some time each day to learn about, think about and reflect on the science of stress, overwhelm and trauma enables us to make sense of what is going on in our own central nervous systems. This helps us in turn to stay well-regulated and then be a source of co-regulation to others. It builds and maintains our resilience.

## **A workforce subjected to a 'double dose' of trauma**

During this crisis everyone in the workforce is inevitably carrying their own burden of toxic stress. Anxiety about their own health and the health of those they love, anxiety about their exposure to infection through being at work, anxiety about daily issues such as shopping, maintaining relationships, finances, and so on. This is their own dose of potentially overwhelming and traumatic stress. But those in the public service workforce are now faced with the collapse of boundaries between the personal and the professional: the major stressor for those they meet at work and their own additional stresses at home have the same origin. They

have no refuge from the pressures of work, and the pressures of work have magnified beyond imagination a few weeks ago.

## Increased stress / increased risk / increased need

In addition to this massive increase in stress, lockdown is also exaggerating risks that existed for people before the pandemic. If they were in difficult or abusive relationships, they are now at much greater risk. If they were living with any health risks, these are vastly increased. If they were carrying risks in relation to finance or housing, they are now aware that long term these risks can only be intensified.

This relationship between new stress and existing risks becomes a self-perpetuating cycle unless addressed and resolved. So everyone, including everyone who is part of the workforce, is at greater need of help and support, but has less access to any sources of such social good. Yet a gentle day-by-day determination to self-regulate and seek such sources of social support as are available can and will make the difference.

## A working example: implications for school staff

A colleague, a secondary school science lead, is now working from home, on a rota to be part of the skeleton staff in school one day a week. She is also a year 7 tutor. Her headteacher has instructed every member of staff who has a tutor group that their first task on a Monday morning is to make telephone contact with the families of every child in their tutor group. For the rest of the week this teacher is then undertaking web-based CPD for herself and preparing and supporting distance learning for her students on any days when she is not covering the rota of staff attending school to care for and work with the remaining students who are vulnerable or children of essential workers.

This is a tremendous response from this school. It is making this teacher available as a key source of



support for the children in her tutor group and their families. This may reduce the inevitable increase across this period of mental health issues, family disruption and child maltreatment. It would be great if all schools were recognising the needs of families in this way and doing something similar.

The implications for school staff of becoming the first line of safeguarding for children not in their own setting but throughout the community are huge. Until 23 March this teacher was not a family support person, or an expert in providing and supporting distance learning, or someone who was carrying mortal fear for her own family. Now she is all these things.

Personal and professional development are an urgent need when life – both private and public – is transformed overnight into something unknown and immensely challenging. But any sort of learning and development is a challenge when staff are in lockdown and juggling family, work and community needs, so it is vital that e-learning and other web-based resources are available.

# What is KCA offering?

## WEDNESDAY WEBINARS

Our open events on the subject of 'Covid-19, Toxic Stress and Community Resilience' are available to anyone working in any role in public service. The course provides participants with a knowledge base around trauma, recognition that the pandemic is affecting everyone in the community, and tools for developing reflective practice and self-care. Schools, Virtual Schools and other settings could encourage self-registration or block buy places at a

discount and offer or require attendance.

- £25 +VAT per person
- 90 minutes long
- Blended learning approach: each participant has post-training access to the e-learning course of the same title
- Self-registration and payment at [www.kca.training/course=covid-19](http://www.kca.training/course=covid-19)

## STAFF GROUP WEBINARS / TUTORIALS

Customised events for schools or other settings, providing hosted online group teaching and/or consultancy. These are knowledge-based, whether around the core subject of toxic stress and community resilience or any of our other courses, and can be purchased as a single session or as a block of KCA time with several webinars/tutorials for different staff groups.

Webinars provide a blended learning opportunity for up to 100 staff, which could be focused on Covid-19, or based around any of our content.

Tutorials provide an opportunity for key groups of up to 15 staff members staff to work together round this knowledge base, and address the day-to-day realities of working under lockdown, and ongoing issues in working through the pandemic.

- Tutorial: from £600 + VAT per 90-minute session
- Webinar: from £750 + VAT per 90 minute session
- Includes linked e-learning and resources for all participants

## E-LEARNING

KCA Online offers a flexible route to learning with over 60 courses available for the public service workforce to cover core learning or meet individual CPD needs. Course places can be purchased either singly through self-registration or as a block purchase with built-in discounts and organisational overview/reporting.

- New course: Covid-19, Toxic Stress and Community Resilience

- See the full course list at [www.kca.training?service=e-learning](http://www.kca.training?service=e-learning)
- Our current pricing scale per course place:
  - Individual: £16 + VAT
  - 5+ places: £15 + VAT
  - 10+ places: £14 + VAT
  - 50+ places: £13 + VAT
  - 250+ places: £12 + VAT
- Further discount available up to 10,000 places

## QUALIFICATIONS

KCA offer accredited qualifications at vocational levels 3 and 4. These qualifications are delivered and assessed entirely online which provides the flexibility needed for significant CPD even in the current situation.

Our current qualifications are around working with vulnerable and traumatised children and young people (and their families). Given that we already have both e-learning and webinar courses that deal with working with trauma across the life-span, we are now working with our Awarding Body to extend

our qualifications to include an Award focusing on people working in the wider community, whether with adults or children (or both).

Web-based tutorials can provide facilitated space led by KCA trainers and assessors for bringing together individuals or learning groups on qualifications.

- Pricing from £700 + VAT
- See our list of qualifications at [www.kca.training?service=qualifications](http://www.kca.training?service=qualifications)

## KCA and co-creation

KCA's approach to supporting learning and development has always been rooted in co-created partnerships with commissioners. Co-creation starts with asking what is the need? And moves on to others questions such as what are commissioners wanting to address and why? What learning inputs can address that need? What is the best model for distributing that learning to the workforce? Who in the workforce will be targeted and how? How will a commitment to development be elicited from that workforce? How will the workforce be supported to translate learning into practice change and development? How will development be tracked and evaluated for impact? And so on.

Through this crisis, the answers to some of these questions may be obvious and apparent: all of our efforts will be aimed at building and maintaining resilience in the workforce. Nevertheless, KCA will still be seeking to work in this project based way

with commissioners within the constraints of the new pressures under which our commissioners find themselves operating. Once our commissioners are happy that the partnership is addressing their needs, KCA's connected learning provides many mechanisms to support meaningful and swiftly deliverable projects.

“The greatness of a community is most accurately measured by the compassionate actions of its members.”

Coretta Scott King

If you would like to discuss how we can work with you to meet your training needs, please get in touch:



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[www.kca.training](http://www.kca.training)

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