

## **TRAUMA INFORMED PRACTICE BULLETIN – OCTOBER 2022**

Kent, in partnership with Medway, is working towards a vision of becoming trauma informed by 2023. This quarterly Bulletin aims to keep partners up to date with local and national developments, information, and research. Adopting trauma-informed practice means making changes that will benefit both staff and service users. It includes training people to be empathetic, to actively listen, enhance their professional curiosity, and identify what keeps people safe. Critical to this way of working is gaining a person's trust and understanding what has happened to them, as opposed to focusing on 'what is wrong' with them.

*“The most basic and powerful way to connect to another person is to listen. Just listen. Perhaps the most important thing we ever give each other is our attention.... A loving silence often has far more power to heal and to connect than the most well-intentioned words.” (Rachel Remen)*

### **TRAUMA INFORMED TRAINING AND EVENTS**

**18 November 2022 – 9.30am-1pm. *Making Kent and Medway Trauma Informed***, a free, online conference.

Since 2019 our vision here in Kent and Medway has been to support trauma informed working across the widest range of professional and community settings and services. Join us to hear what's been happening, to share your own journey towards trauma-informed, and to enhance your understanding of trauma and why trauma informed practice is important for both the children's and adult's workforce. To book a place, please go to the [Making Kent and Medway Trauma Informed website](#).

#### **Interested in becoming an ACE AMBASSADOR?**

Beginning January 2023, the **ACE Ambassador Development Programme** will invite two groups of 16 participants from North and South Kent to learn together, share knowledge and ideas and test out possible solutions. Drawing inspiration from, amongst others, Nesta's 100-day challenge programme, it will bring together a diverse place-based network of front-line staff, service leads and citizens, placing them as the experimenters of change. This will be a space to:

- Build relationships between different parts of the system
- Value and use the existing capacity, skills, knowledge, and connections in a local community (an asset-based approach)
- Recognise the importance of context, including local history and experiences
- Encourage local ownership of the change process

**There is no cost for this programme. If you are interested or would like more information see the [North Kent / South Kent ACE Ambassador Development Expression of Interest Form](#).**

## **Free online trauma informed training**

A suite of online training is now available at no cost to multi-agency partners. The training has been differentiated to meet the needs of our workforce. This training is unlikely to be repeated, so please take full advantage of the current opportunity, and encourage members of your organisation to become trauma informed.

### **1. Introductory Trauma Informed Webinar (90 minutes)**

The *'Awareness Raising: Attachment, Trauma and Resilience'* webinar is a recorded session and available to everyone

**Note:** This webinar is mandatory for anyone wishing to book on the Trauma Informed Champions Training.

### **2. Trauma Informed Champions (2 hours)**

*'Understanding Attachment, Trauma and Resilience—Theory to Practice'*. These online sessions aim to enhance the skills and knowledge of those wishing to become trauma informed leads within their organisation – an important role that will support those with safeguarding or mental health responsibilities. This session is available on a selection of dates:

- Wednesday 23<sup>rd</sup> November, 1pm – 3pm
- Thursday 24<sup>th</sup> November, 10am – 12pm
- Tuesday 6<sup>th</sup> December, 1pm – 3pm
- Wednesday 7<sup>th</sup> December, 10am – 12pm
- Tuesday 17<sup>th</sup> January, 1pm – 3pm
- Wednesday 18<sup>th</sup> January, 10am – 12pm

Anyone wishing to access this training must also attend the Introductory Webinar to ensure they have appropriate core knowledge. [Webinar and Champions Registration form](#)

### **3. Managers Tutorials (Half Day)**

A recorded webinar will be available for Managers to access at the most convenient time. Eight follow up sessions will be delivered online and will cover a range of topics relevant to trauma informed practice, including Trauma Informed Supervision. Managers are encouraged to join as many sessions as practicable to become part of our local Community of Practice and connect with other Managers.

- Thursday 10<sup>th</sup> November, 9:30am – 1pm
- Thursday 17<sup>th</sup> November, 1pm – 4:30pm
- Thursday 8<sup>th</sup> December, 9:30am – 1pm
- Thursday 19<sup>th</sup> January, 9:30am – 1pm
- Wednesday 1<sup>st</sup> February, 1pm – 4:30pm
- Tuesday 28<sup>th</sup> February, 9:30am – 1pm

[Managers Registration form](#)

### **4. System Leader briefings (1 hour)**

This one-hour strategic briefing is for system leaders and senior managers to ensure they have appropriate knowledge and understanding of trauma informed practice and how this relates to their staff, service users and organisation.

- Tuesday 18<sup>th</sup> October, 1pm – 2pm
- Tuesday 22<sup>nd</sup> November, 10am – 11am

[System Leaders registration form](#)

**Understanding and Engaging in Trauma-Informed Practice CPD (Online) A 15 credit master's Module**

The module is taught by the University of Sussex's Department of Social Work and Social Care and is the only CPD module of its kind to be offered by a university. The course is for practicing professionals from a range of disciplines and professional settings where interacting with traumatized children, young people, families, and communities is common, including social work, policing and criminal justice, education, and health. Drawing upon the most recent research and examples from practice, the course enables those in direct practice and service management to better facilitate safety and wellbeing throughout their organisations – for staff and service users alike.

For further information on the course, contact Amy Greene at [ag806@sussex.ac.uk](mailto:ag806@sussex.ac.uk) or visit the [University of Sussex website](#) for entry requirements and additional course detail

**Introduction to Adverse Childhood Experiences: FREE Early Trauma Online Learning** This certificated course is for practitioners, professionals and volunteers who work with children, young people, and their families. [ACEs \(acesonlinelearning.com\)](https://acesonlinelearning.com)

### **Kent Safeguarding Children Multi-Agency Partnership – FREE Training Videos**

A range of training videos on a range of safeguarding topics and Kent approaches to help raise awareness of safeguarding children:

- [View ACE and trauma informed working video](#)
- [View contextual safeguarding training video](#)
- [View district contextual safeguarding meeting \(DCSM\) and complex adolescent harm meeting \(CAHM\) training video](#)
- [View reachable/teachable moments training video](#)
- [View trauma training video](#)
- [View violence prevention training video](#)
- [View voices of people affected by violence video](#)

### **Factsheets**

A range of supporting Factsheets have also been produced [Factsheets - Kent Safeguarding Children Multi-Agency Partnership \(kscmp.org.uk\)](#)

### **eLearning**

Trauma Awareness – free course

This course will ensure you have the knowledge you need to understand trauma and adversity and is suitable for all members of Kent and Medway's multi-agency workforce - to help support adults, children/young people, and families. After you have completed this course you will understand different types of trauma and how they relate to adverse childhood/community experiences (ACEs) and stress; recognise the risk factors and protective factors of trauma; appreciate the effect of trauma on individuals (children and adults); and recognise the importance of this Public Health preventative approach and why it's necessary. To access the course, go to: [E-Learning - Kent Safeguarding Children Multi-Agency Partnership \(kscmp.org.uk\)](#)

*“The expectation that we can be immersed in suffering and loss daily and not be touched by it, is as unrealistic as expecting to be able to walk through water without getting wet.” (Rachel Remen)*

## **NEWSLETTERS AND RESOURCES**

## [Adverse Childhood Experiences Special Interests Group \(ACEs SIG\)](#)

The ACEs SIG was launched at a time when there was universal awareness of childhood adversity. We report on a number of major adversities in the lives of children and young people including

- Concerns about the impact of the cost-of-living crisis on the health and development of children.
- Failures to consider the needs of children adequately during the pandemic, and the long-term impact.
- The need to prioritise safeguarding needs of children and young people.
- a continuing spotlight on refugees, the impact of war on parenting, interventions to prevent long term impact of traumatic experiences, how can we help Ukrainian refugees.
- Supporting Host families of Ukrainian families to prevent breakdown
- observation of the cumulative health burden of adversity; contrasts between different countries in the adversity suffered by children and young people.
- research on coping strategies which protect against long term impact of maltreatment,
- the continuing high levels of violence against women worldwide, and the associated impact on children as a significant adverse experience,
- Adverse Experiences and offending behaviour and psychopathy – opportunities for intervention.
- the continuing need to regulate the internet and social media to prevent the rising tide of sexual abuse of children and young people online.
- interventions at a public health level, development of common elements approaches, training.
- Reminders of the effectiveness of SureStart preventing hospitalisations
- The value of a trauma informed mindfulness and coaching approach working with schools

**“YOU ARE NOT ALONE” (YANA) project** is being delivered by Imago YANA is part of KCC’s whole county Reconnect programme. YANA will reconnect children and young people, focussing on emotional wellbeing and developing mental health resilience. We will work with children who are experiencing mental health difficulties but do not meet the threshold for CAMHS. It’s a preventative, educational approach. The project includes:

- 6 x weekly virtual workshops
- 6 x one to one session’s
- personalised action plans
- virtual parent workshops and resource pack
- facilitation of peer support groups.

If you would like any further information or want to refer someone to the service, please contact [yana@imago.community](mailto:yana@imago.community)

## **FREE Mental Health Programme for Military Children**

[Military charity Little Troopers](#) will offer free mental health support to children from military families, marking World Mental Health Day with the launch of their new therapy programme. The new programme will provide free one-to-one psychotherapy sessions and community therapy groups for young people with parents in the British Armed Forces, delivered by qualified therapists from [The Owl Therapy Centre](#). The services will be delivered free across England and are funded by the National Lottery Community fund, allowing for the provision of individual therapy sessions for 100 children, and 50 group sessions.

[Is Trauma Informed Practice just being about being sweet, nice, and kind?!](#) Dr Karen Treisman discusses this in a free podcast.

## [Edupod powered by innovating minds.](#)

A series of free webinars on a range of topics relating to trauma and mental health

## **Specialist Bereavement Service in Kent - CHUMS**

[CHUMS Social Enterprise CIC](#) are privileged to be delivering specialist bereavement support to children

and young people from pre-school age (three-and-a-half years-old) to their 26th birthday who are experiencing complex grief or who have had a traumatic bereavement in Kent and Medway.

### **Violence Reduction Unit – [School's Toolkit](#)**

This toolkit has been written to offer ideas and resources to school leaders that will help to prevent violence from occurring, and ways to support young people who have been affected by violence.

### **Community Mental Health Transformation Newsletter**

NHS England has set new standards to transform how community mental health services support adults and older adults. The first edition of a series of regular newsletters on the *Community Mental Health Transformation* can be accessed at: [Mental Health Together \(mailchi.mp\)](#)

### **[Zoe Lodrick](#) – Sexualised Trauma Specialist**

Following a very successful 2-day event in Kent, much interest was expressed in Zoe's work. Her website contains information and additional resources.

### **Child Q – How can African and Caribbean children be safeguarded?**

[How can African and Caribbean children be safeguarded? PART ONE](#)

[How can African and Caribbean children be safeguarded? PART TWO](#)

In the case of Child Q, the harm caused to her involved professionals, those in loco parentis, who were tasked to protect. Instead, they caused her physical, emotional, and sexual harm and trauma. This conference provides an opportunity for African and Caribbean professionals from education, health, the police, and social work – to offer an alternative perspective to the problem, and to share ideas for how the institutions that African and Caribbean children and young people attend when they leave the sanctity of their own homes should protect, nurture, and develop them. Please share this recording with anyone you feel might be interested or benefit from watching it. Doing so helps to ensure that the crucial conversations that took place have an impact beyond the event itself.

### **Disordered Eating**

Following a rise in presentations of disordered eating, Healthy London Partnership worked closely with a group of experienced clinicians and experts by experience to develop a set of guiding principles for how to best support and meet the needs of this group. Eating disorder focused treatment and admission can often lead to an escalation in the presentation and a worsening clinical picture for those with disordered eating, and additionally this cohort of young people often have underlying emotional dysregulation problems or neurodevelopmental difficulties such as Autistic Spectrum Condition (ASC).

The group developed guidance and a series of resources to raise awareness of disordered eating, and to improve care pathways to better meet the needs of young people with this presentation. [A guidance document and additional resources](#) have now been produced.

Further information about how disordered eating has become normalised among college and university students is also available: ['When Disordered Eating Permeates College Culture'](#)

*“Healing may not be so much about getting better, as about letting go of everything that isn't you - all of the expectations, all of the beliefs - and becoming who you are.” (Bill Moyers' Healing and the Mind— Rachel Naomi Remen)*

## **PUBLICATIONS**

**Mental Health Foundation:** [Our Best Mental Health Tips](#) Backed by research

**Peer Power** [Toward a System that Heals](#) - exploring empathy and its application to youth justice and children's education, health and social care services.

**UK Trauma Council** – [Childhood trauma, the brain, and the social world](#)

**Commission on Young Lives** The Commission on Young Lives has published its fourth thematic report, '[Heads Up: Rethinking mental health services for vulnerable young people](#)'. The report looks at the growing crisis of mental health problems among children and young people in England and puts forward ambitious and innovative proposals to redesign young people's mental health services, particularly for those young people at risk of harm. The report reveals a profound crisis in children and young people's mental health services in England and a system that is buckling under pressure, frequently over-medicalised, bureaucratic, unresponsive, outdated, and siloed.

### **Human Givens**

'Human Givens' is a practical, holistic, and scientific approach focusing on what individuals need to live mentally healthy and fulfilling lives. It draws on the latest insights from neuroscience and psychological research and combines this knowledge with proven therapeutic techniques from a wide range of approaches to provide highly effective interventions. Its application is broad – encompassing mental and physical healthcare, wellbeing, education, social work, life coaching, the workplace, conflict-resolution and beyond. [Help People Thrive with the human givens approach | Human Givens](#)

**The Trauma & Mental Health Report** is a weekly online magazine sharing trauma and mental health related news and research. [The Trauma and Mental Health Report](#), Its purpose is to share research-based knowledge with members of the community on the topic of interpersonal trauma and issues such as the causes and consequences of trauma, treatment, prevention, and implications of trauma for society at large are covered. Information is drawn from primary sources including interviews with survivors, therapists, and others who work in the field of interpersonal trauma. It aims to disseminate knowledge by including research published in reputable scientific journals in a manner that can be readily understood by readers:

- [Facebook: Trauma Report](#)
- [Instagram: Mental Trauma Health Report](#)
- [Twitter: Trauma Report](#)
- [YouTube: The Trauma Report](#)

### **A Key Factor in the Fight Against Loneliness**

Loneliness is associated with negative outcomes, including both physical health and mental health problem. [A recent investigation](#), using over 135,000 participants, concludes that a sense of purpose in life is protective against loneliness. To reduce loneliness, seek your life's purpose—the thing that energizes your life, makes it worthwhile, and gives it direction.

**The UK Trauma Council has created a guide exploring how brain changes following trauma can affect a child's social world.** Read it on their [website](#)

**Trauma informed practice in early child development. Insights from the National Lottery Community Fund's 'A Better Start' Programme**

**Supporting the future of 'NEET' young people in the labour market** [The Power of Potential](#)

A report by the Learning and Work Institute and The Prince's Trust finds that the proportion of out of work young people reporting a mental health problem has increased from 11 per cent in 2011 to almost a

third in 2022. Meanwhile, almost half of young people without a job said they have additional mental health issues or caring responsibilities due to the Covid-19 pandemic which meant they were out of work.

### **'Intersectionality for Social Workers: A Practical Introduction to Theory & Practice' by Dr C Bernard**

This book explores how intersectionality theory can be applied to social work practice with children and families, older people and mental health service users, and used to engage with diversity and difference in social work, education and research.

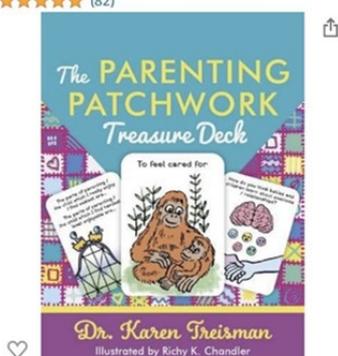
### **Understanding Early Trauma**

The term 'trauma' is much used but less understood. It's become commonly adopted by those discussing mental health, given that understanding trauma's causes and effects, particularly for children, is a key component of the challenge we face. [Trauma informed practice in the early years](#)

**Research paper:** [Early stressful experiences associated with reduced neural responses to naturalistic emotional and social content in children.](#) **Developmental Cognitive Neuroscience**

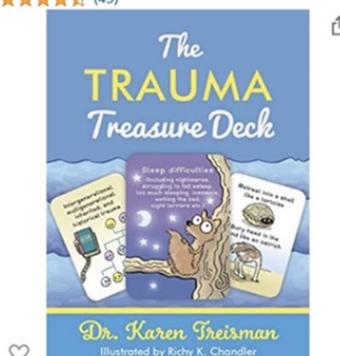
Dr. Karen Treisman Clinical Psychologist trainer & author  
**The Parenting Patchwork Treasure Deck: A Creative Tool for Assessments, Interventions, and Strengthening Relationships with Parents, Carers, and Children (Therapeutic Treasures Collection)**

★★★★★ (82)



Dr. Karen Treisman Clinical Psychologist trainer & author  
**The Trauma Treasure Deck: A Creative Tool for Assessments, Interventions, and Learning for Work with Adversity and Stress in Children and Adults**

★★★★★ (45)



**The Neuroscience of the Developing Child. Self-regulation for Wellbeing and a Sustainable Future – Dr Mine Conkbayir.** [Available to pre-order](#) in November for purchase in December. The book informs Early Years (EY) students, practitioners, and parents about the fundamental importance of self-regulation (SR) as a critical skill for young children to develop if they are to go on to lead happy and fulfilled lives. Packed with accessible information concerning the neuroscience of early brain development alongside real-life case studies, this book clearly demonstrates how to put SR theory into action across educational and home settings.

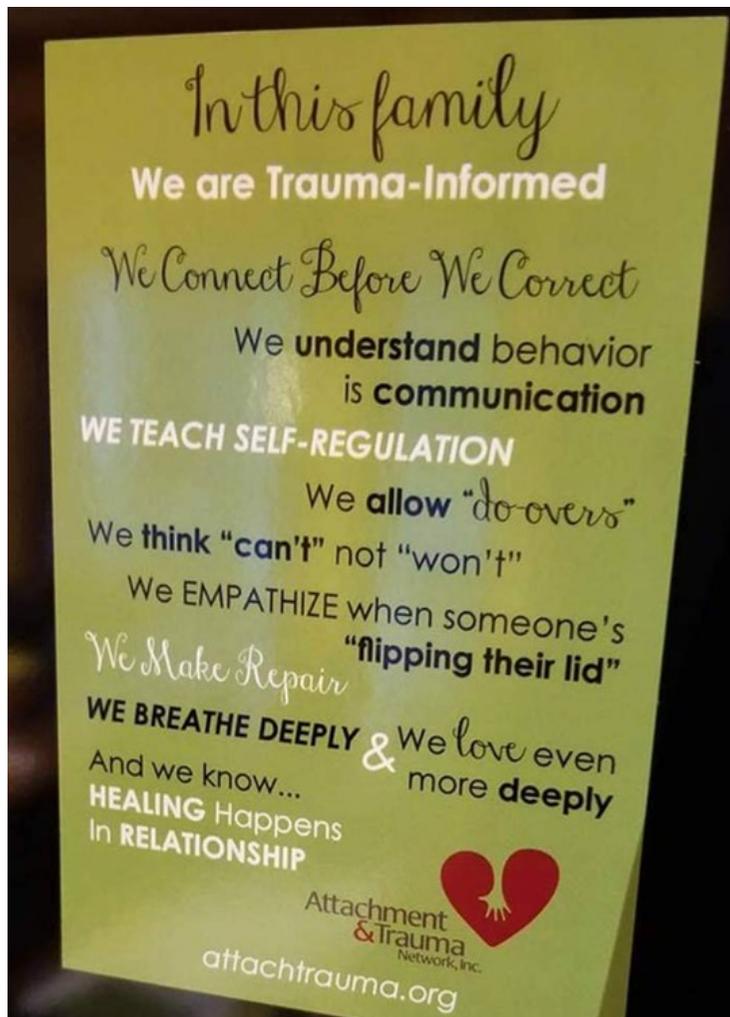
Comprehensive and engaging chapters cover topics such as:

- Examining what exactly SR is (and what it is not)
- Co-regulation's critical role in enabling SR to occur
- Exploring the developing brain
- The importance of sensory integration as part of SR
- Using relational approaches to nurture behaviour in the classroom and at home
- The wider global role of SR in creating a sustainable future.

*“Wellbeing leads to well-doing” (Dr Karen Treisman OBE)*

## Infographics

There are a huge range of infographics relating to trauma. We will be adding a selection of these to our Bulletins for you to consider, share and discuss with colleagues.



## IDEAS FOR PRACTICING SELF-CARE

### PHYSICAL

- go for a walk
- dance
- hike
- swim
- play with a dog
- get a hug
- take a bath
- clean your room

### MENTAL

- read a book
- learn a new skill
- draw
- do a DIY project
- colour
- turn your phone off

### EMOTIONAL

- meditate
- practice yoga
- light a candle
- talk with a friend
- go on a date
- write a journal entry
- list the things you're grateful for



**Employee Mental Wellbeing | Make it your top priority in 2022**

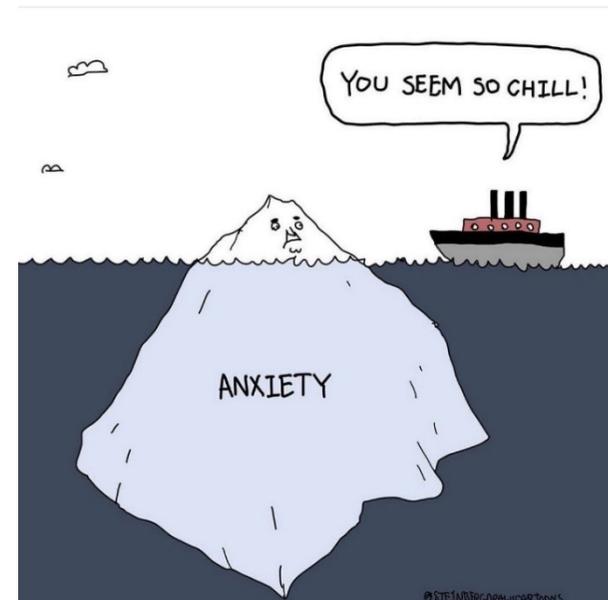
What fight, flight, freeze might look like in the classroom



EXPECTING A CHILD TO COOPERATE WITHOUT CONNECTION IS LIKE EXPECTING A FLOWER TO GROW WITHOUT SUN AND WATER.



RAISING YOURSELF



# HOW TO PHYSICALLY FEEL YOUR FEELINGS (INSTEAD OF JUST INTELLECTUALIZING THEM)

@POSITIVELYPRESENT

1. PAY ATTENTION TO YOUR BODY – AND NOT JUST WHEN YOU'RE IN A HEIGHTENED EMOTIONAL STATE. YOU NEED TO KNOW HOW YOUR "DEFAULT" BODY FEELS SO YOU CAN NOTICE WHEN IT'S REACTING DIFFERENTLY.
2. DON'T IMMEDIATELY REACH FOR A COPING MECHANISM TO ESCAPE A FEELING. IT'S CAN BE TEMPTING TO AVOID DIFFICULT FEELINGS, BUT THEY WILL NOT GO AWAY IF YOU SIMPLY PRETEND THEY DON'T EXIST.
3. NAME THE FEELING WITHOUT JUDGING IT. THIS TAKES PRACTICE – BOTH IDENTIFYING FEELINGS ACCURATELY AND NOT JUDGING THEM – BUT THE MORE YOU PRACTICE, THE EASIER IT GETS AND THE MORE QUICKLY YOU'LL BE ABLE TO DO IT.
4. IDENTIFY WHAT REALLY TRIGGERED THE FEELING. YOU MIGHT ASSUME A TRAFFIC JAM IS CAUSING YOUR ANGER, BUT IT'S JUST A MINOR INCONVENIENCE THAT'S IGNITING THE ANGER CAUSED BY AN ARGUMENT YOU HAD EARLIER.
5. PHYSICALLY FEEL IT THE FEELING HOWEVER YOU CAN. SIT STILL AND NOTICE YOUR BODY, PACE AROUND YOUR ROOM, SCREAM INTO A PILLOW, CRY IT OUT – DO WHATEVER YOU NEED TO DO TO EXPERIENCE THE FEELING TANGIBLY.
6. SEEK OUT IN TO A POSITIVE COPING MECHANISM – SOMETHING LIKE DRAWING, JOURNALING, GOING FOR A NATURE WALK, CALLING A FRIEND, ETC. – TO HELP YOU RETURN TO YOUR DEFAULT EMOTIONAL STATE.

We hope you've found this Bulletin useful. If you have any queries or would like to share information in a future edition, please email [sue.gower@kent.gov.uk](mailto:sue.gower@kent.gov.uk)

## The empathy lens is more than 'walking in someone else's shoes'

