



SUPPORTING YOUNG PEOPLE WHO HAVE EXPERIENCED TRAUMA

Psychology in Schools Team
Norfolk and Suffolk NHS Foundation Trust

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AND PERSONAL
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What age children/young people do you work with?

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SUPPORTING YOUNG PEOPLE WHO HAVE EXPERIENCED TRAUMA

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OVERVIEW

Brief introduction to understanding trauma

What you can do to support the psychological safety and development of your students

How to access more help

Key resources

WHAT IS TRAUMA?

The experience of
going through very
stressful,
distressing, or
frightening events



NORMAL REACTIONS CHILDREN MAY EXPERIENCE AFTER A FRIGHTENING EVENT

Nightmares

Memories or pictures of the event popping into their mind

Playing or drawing about the event repeatedly

Not wanting to think or talk about the event

Avoiding reminders of the event

Getting angry or upset more easily

Having difficulty concentrating

Trouble getting to or staying asleep

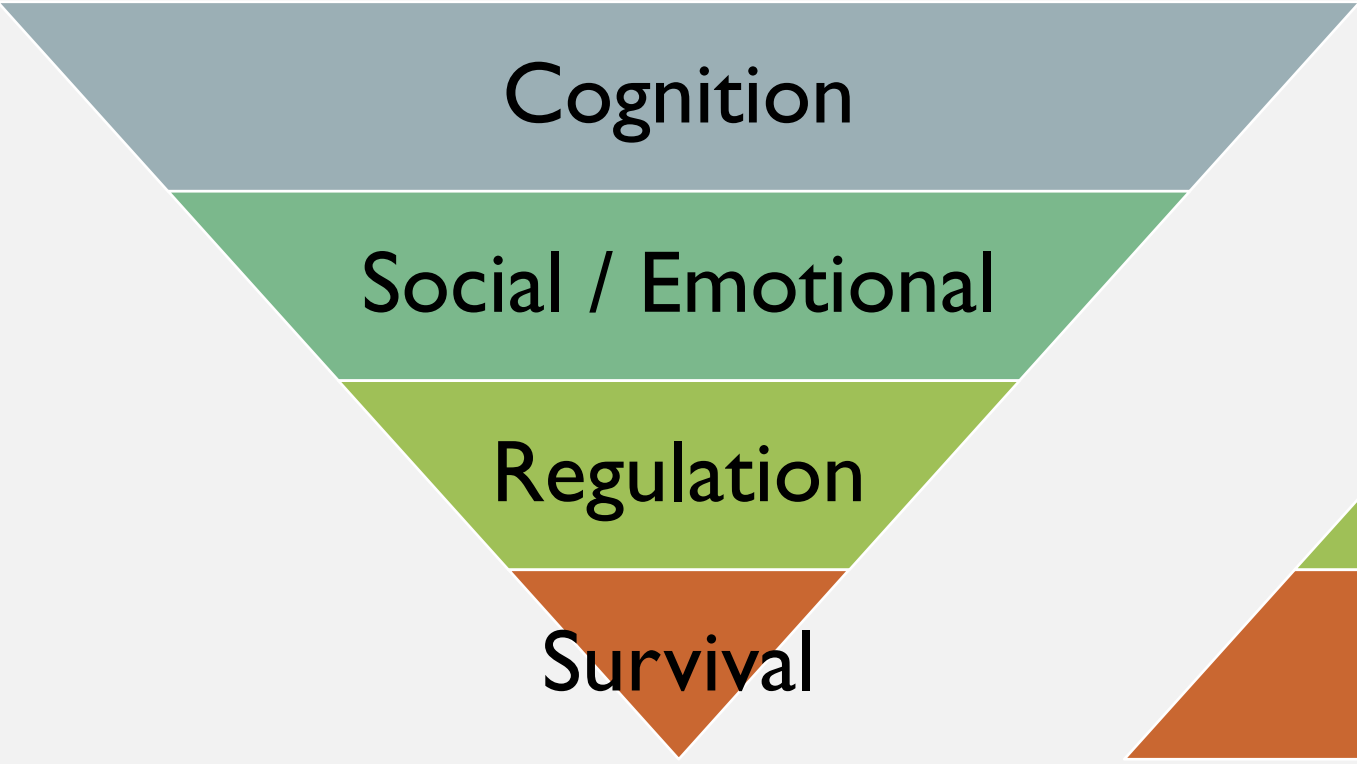
Being jumpier and being on the look out for danger

Becoming clingier with parents or carers

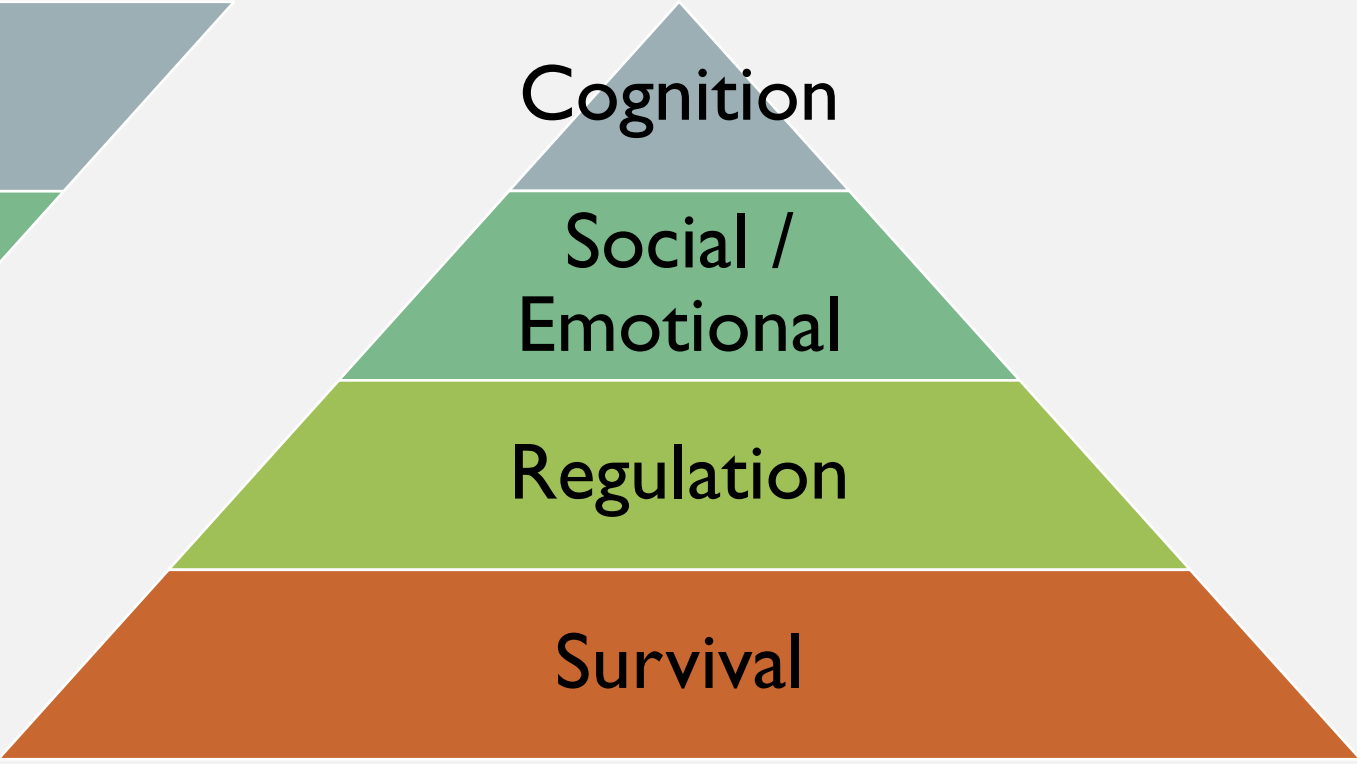
Physical complaints such as stomach aches or headaches

Temporarily losing abilities (e.g., feeding and toileting)

TRAUMA AND BRAIN DEVELOPMENT



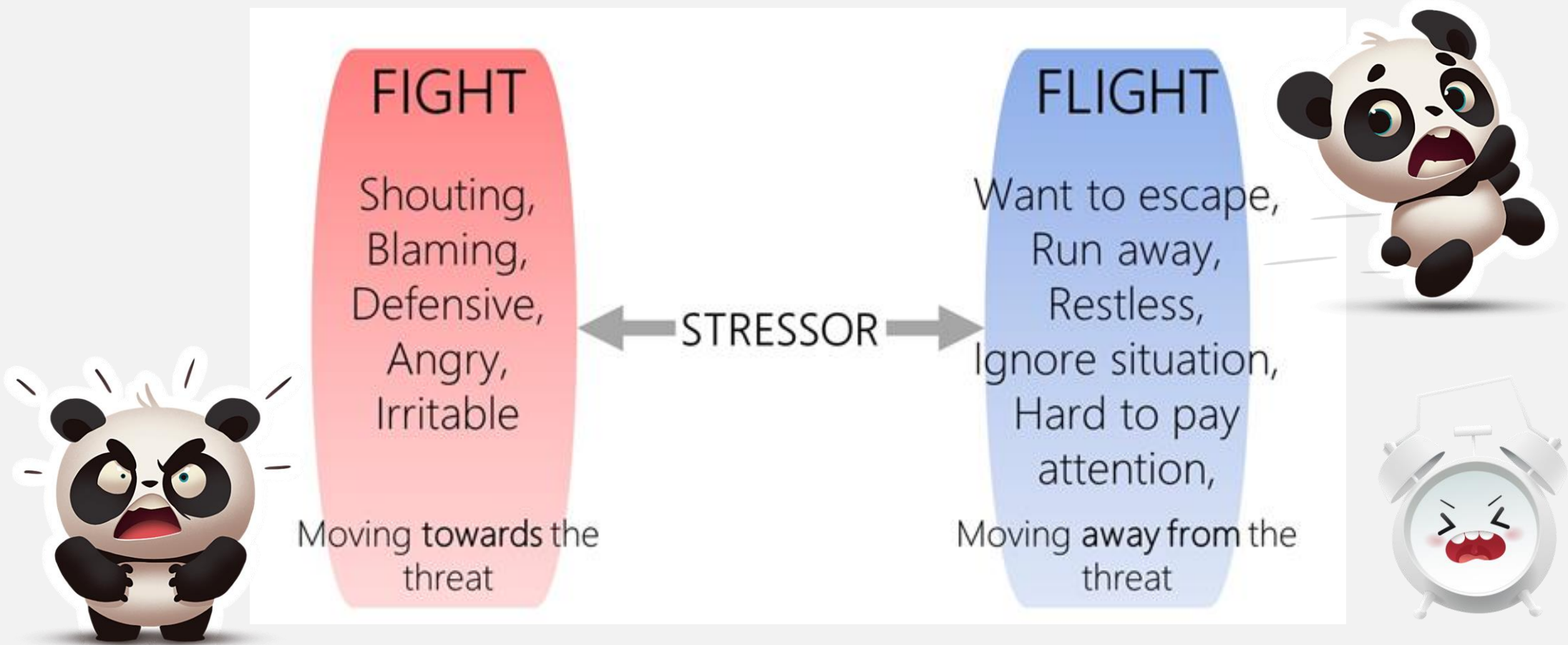
Typical Development



Developmental Trauma

Adapted from Holt and Jordan, Ohio Dept. of Education

THREAT RESPONSES

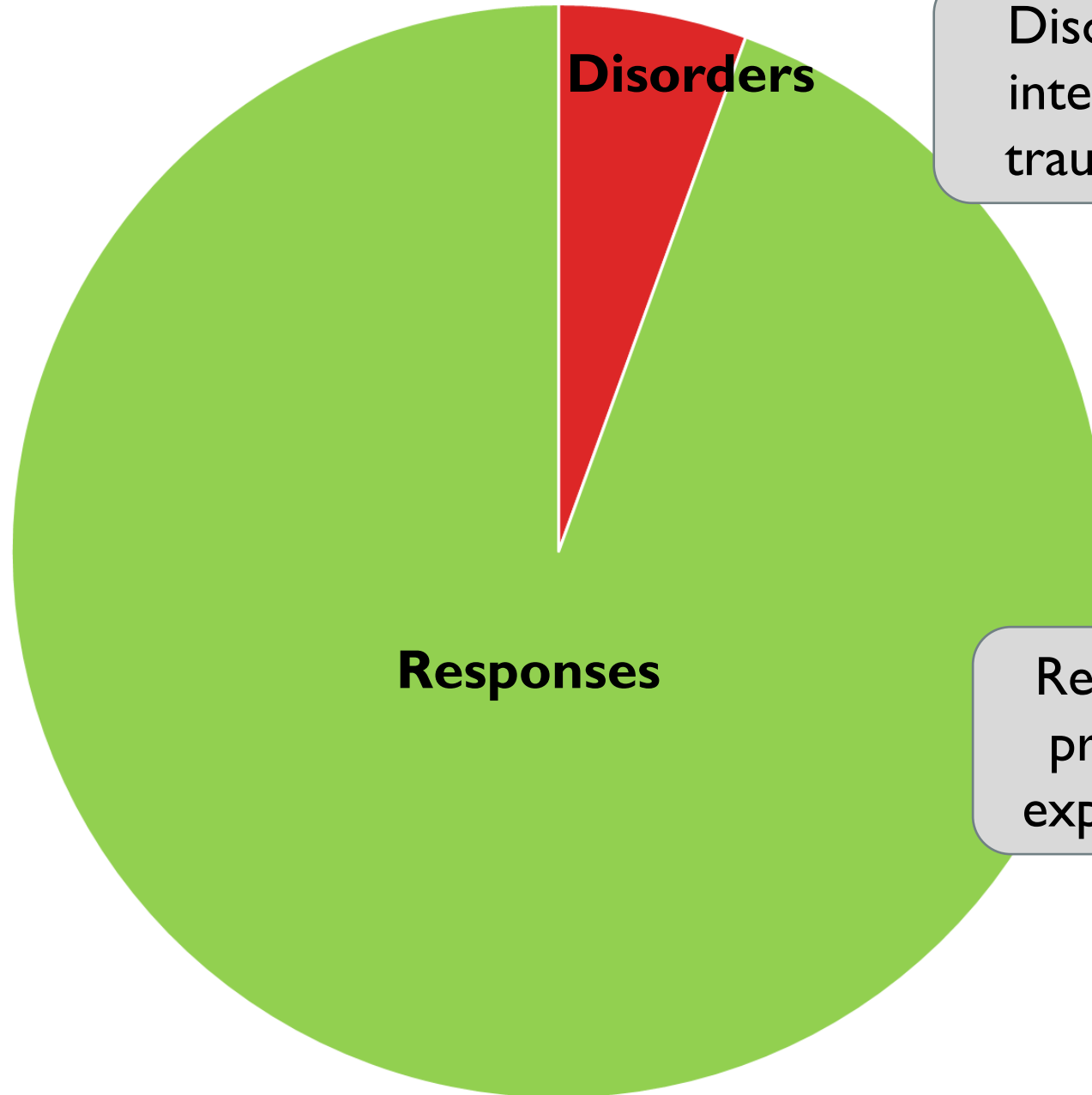


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What behaviours are you noticing in your students that may be indicative of trauma?

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Disorders: Need an intervention due to trauma experiences

Responses: Mind will process the trauma experiences overtime

WHAT RESEARCH TELLS US HELPS RECOVERY

- Safe, stable and nurturing environments
- Emotionally responsive adults
- Social and parental support
- Peer relationships



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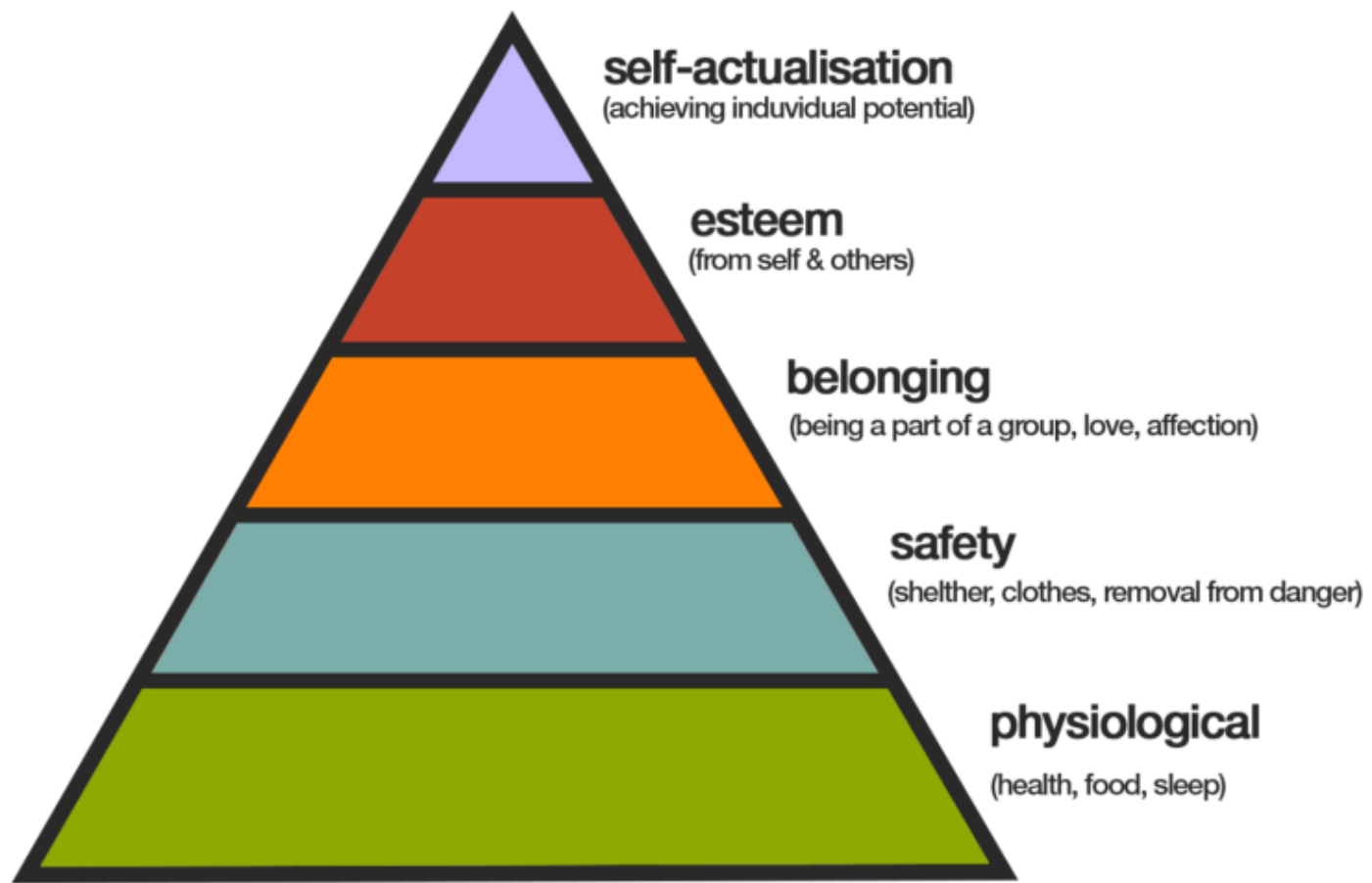


Illustration Kenneth buddha Jeans

Maslow hierachy of needs pyramid

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WHAT CAN YOU DO IN SCHOOL?

- Provide a safe environment
- Encourage connection and relationship building
- Provide emotional containment
- Teach relaxation and grounding
- Know when and how to seek more help
- Look after yourself



PROVIDING A SAFE PREDICTABLE ENVIRONMENT

- Routine, predictability
- Consistency
- Consider boundaries and expectations
- Safe spaces



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What things are you or your school doing to increase safety for students who have experienced trauma?

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BELONGING

ENCOURAGE CONNECTION AND UTILISE RELATIONSHIPS

- The importance of belonging
- Utilising your relationship:
 - Allow time and space
 - Active listening
 - Be curious
 - Modelling repair
- Utilising relationships with others:
 - Encourage positive relationships – Peers and trusted adults

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What other ways could foster a sense of belonging in your school?

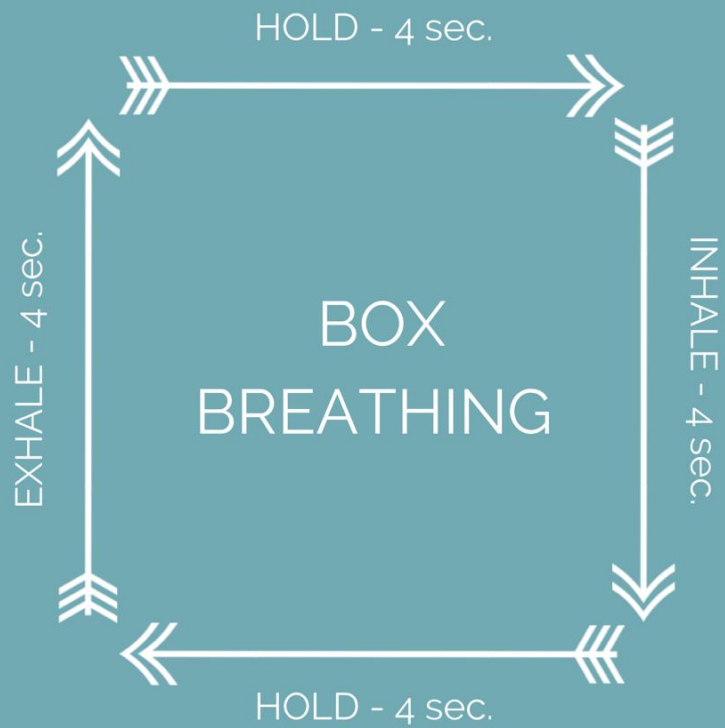
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*Emotions are important
and help guide us*

EMOTIONS

- Talk about and normalise emotional responses
- Create opportunities for discussion over time
- Encourage creative opportunities to express emotions
- Provide emotional containment – feeling “held”



THE IMPORTANCE OF GROUNDING AND RELAXATION



SUMMARY - TOP TIPS

- Provide safety and consistency
- Foster supportive relationships
- Encourage opportunities to express emotions
- Develop a sense of emotional containment
- Connect with comforting and relaxing activities
- Explore 'grounding' strategies to help manage distress

WHEN AND WHERE TO SEEK MORE HELP

Consider whether trauma is on-going

Consider timescales

Is there anything else contributing to distress?

You can seek more help via:

Provisions within your school

GP

Emotional Wellbeing Hub (Suffolk)

Voluntary sector/charities



LOOKING
AFTER
YOURSELF

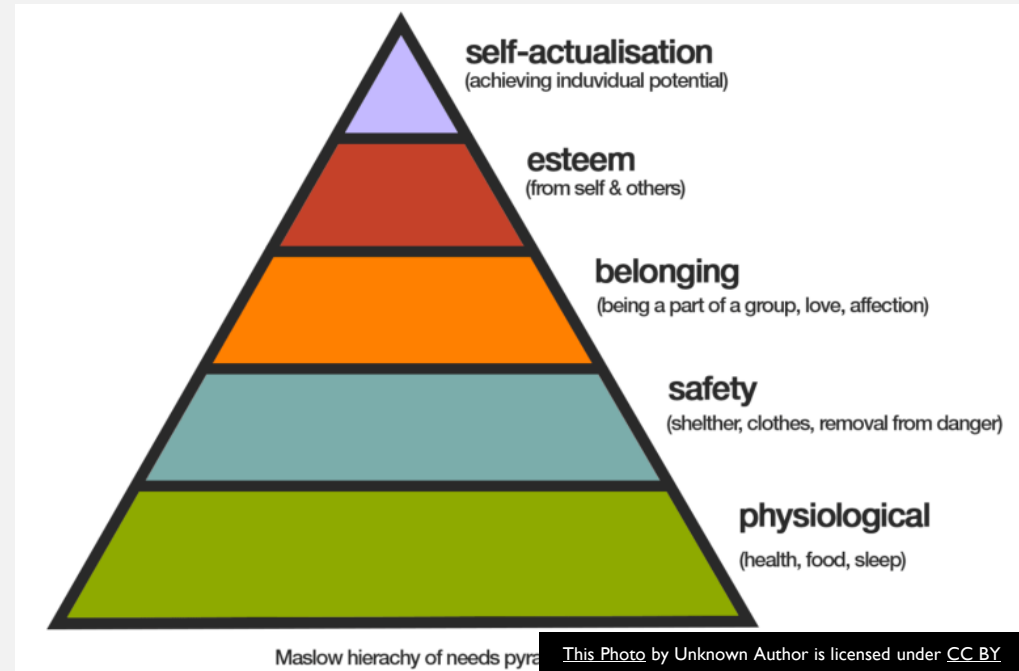
Self care
means giving
the world the
best of you
instead of
what is left
of you.



@readkatiered

A CHANCE TO REFLECT

- What things will be important to consider in your school in order that those children who have experienced trauma can move up Maslow's pyramid?



TRAUMA RESOURCES

Trauma-based resources:

[AFTER THE EVENT - Creating the best environment for recovery](#)

Beacon House trauma resource:

<https://beaconhouse.org.uk/wp-content/uploads/2020/02/Developmental-Trauma-Close-Up-Revised-Jan-2020.pdf>

Kim Golding:

[\(PDF\) Connection Before Correction: Supporting Parents to Meet the Challenges of Parenting Children who have been Traumatised within their Early Parenting Environments \(researchgate.net\)](#)

BK: Observing Children with Attachment Difficulties in School: A tool for identifying and supporting Emotional and social difficulties in Children Aged 5-11 / adolescents Golding et al

Brene Brown Empathy clip:

<https://www.youtube.com/watch?v=IEvwgu369Jw>

RESOURCES

Grounding strategies for managing distress:

[The 5 Senses Grounding Technique - Mindstars](#)
[Mental Health Videos For Kids](#)
[#childrensmentalhealth – YouTube](#)

Breathing exercises for primary age children, available in a range of languages: [Video Library – Pure Edge \(pureedgeinc.org\)](#)

[An introduction to a sensory, soothing, regulating, calming, grounding box by Dr Karen Treisman - YouTube](#)

RESOURCES FOR SUPPORTING CHILDREN SEEKING REFUGE

- Trauma in light of young people seeking refuge (Psychology in Schools Team):
<https://www.youtube.com/watch?v=6-yuxAQ-Oso>

- **Trauma-based self-help resources:**

- <https://www.childrenandwar.org/>
- [Free Ukrainian, Polish, And Russian Translations Of Trauma And PTSD Psychoeducational Resources - Psychology Tools](#)

The Association for Child and Adolescent Mental Health have published a podcast focusing on the impact of trauma on refugee children and young people. Transcripts are also provided for both:

- [Supporting Child Refugees in Educational Settings – ACAMH](#)

‘Welcome to School’ packs for children who may not have experience of the UK education system translated into languages [STUFF I CAN USE | Phoenix Education \(phoenixgrouphq.com\)](#)

Welcome pack template for schools <https://www.suffolk.gov.uk/children-families-and-learning/pts/refugees-war-and-conflict/> developed by Psychology and therapeutic services, Suffolk. They also have created this short video for school staff: [Refugees, war and conflict | Suffolk County Council](#). Within this video, they signpost to other relevant resources which they encourage you to download them and adapt them to your needs:

- [Copy of Five Key Principles School Template \(suffolk.gov.uk\)](#)
- [Supporting Refugees \(suffolk.gov.uk\)](#)

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I have found this session helpful

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What are the two things you will take away from this session?

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THANK YOU
ANY QUESTIONS
OR REFLECTIONS?