



Every Child Flourishing: Becoming a Trauma Informed School Network

The Diocese of Exeter is pleased to be working with the Church of England Foundation for Educational Leadership (CEFEL) in supporting primary and secondary schools to consider how they can become more trauma-informed.

This document features taught content by experts from these organisations:

- [Anna Freud National Centre for Children and Families](#)
- [UK Trauma Council](#)
- [Touchbase UK](#)
- [Adoption UK](#)
- [TLG](#)
- [The Difference](#)

These specialise in early childhood experiences, trauma and supporting children within educational settings.

The secondary network will be facilitated directly with CEFEL and the primary network through the Diocese of Exeter.

It is aimed at Headteachers, however it would also be suitable for SENDCOs, DSLs or senior staff with responsibility for behaviour.

More information and dates are in this document.

Please express your interest [here](#).

Becoming Trauma-Informed

Network for Church of England Schools

September 2021 – July 2022



THE CHURCH
OF ENGLAND
EDUCATION OFFICE

FOUNDATION FOR
EDUCATIONAL
LEADERSHIP



WHY DO WE WANT TO SEE SCHOOLS BECOMING TRAUMA-INFORMED?

At the Church of England Foundation for Educational Leadership (CEFEL), we believe that ‘leaders in education are called to pursue social justice and wellbeing of all, showing love for the disadvantaged, marginalised and vulnerable’¹. Indeed, church schools were set up originally for this very purpose! Over the last year, the impact of trauma on our children and young people has been highlighted as never before – bringing into focus the critical need for schools to be informed about the sorts of trauma that create barriers both to accessing learning and to wider flourishing in life. For some children, trauma has resulted from their earliest childhood experiences, for others it may be a one-off traumatic incident; we also know that for a large number of children, the challenges of COVID19 have heavily impacted upon their wellbeing, both through isolation and/or bereavement. We have a vision to see church schools leading the way in:

- demonstrating **wisdom** by upskilling staff with the evidence-informed knowledge to support these children as best they can
- building **communities** that collaborate to ensure flourishing for all – particularly the most vulnerable
- seeing the innate **dignity** in each and every child thus putting their needs first
- becoming beacons of **hope** so that ‘bad experiences need not have the last word’²

¹ David Ford & Andy Wolfe *Called, Connected, Committed* (2020)

² Church of England Vision for Education *Deeply Christian, Serving the Common Good* (2016)

WHAT WILL THE NETWORK INVOLVE?

Drawing on expertise (both from academics and practitioners) from across the field of trauma-informed practice, and CEFEL's track record of leadership development across its 4,700 schools, we are launching this new year-long network. It is aimed at trust and school leaders, Designated Leads for Safeguarding and Looked After Children, SENDCos and teachers who want to know how to make their school more attuned to the needs of children and young people who have experienced trauma. In this pilot year, we will be running these networks through local dioceses and diocesan trusts, as well as a national secondary network.

This programme draws upon direct teaching from experts: Professor Eamon McCrory (UCL/ Anna Freud), Rebecca Brooks (Adoption UK), Louise Bomber (Touchbase), Kiran Gill (The Difference), David Trickey (UK Trauma Council) and Deborah Barnett (TLG). These sessions will be on Zoom, bi-monthly.

There is also a session for diocesan, MAT and school leaders about how to embed this work within school cultures, which is an essential aspect to sustaining this work long term.

Alongside the expert-led sessions will be network support for practical application – putting the knowledge into practice. One of the key benefits of this network is connecting schools with experts in the field who have their own programmes, resources and materials which schools could then access to deepen their knowledge of these topics in much greater depth. These sessions will be locally set by the diocese or trust.

Session	Date (all 4-5pm)	Topic	Speaker
Input Session 1 (virtual):	23 rd September 2021	What is trauma? Different types of trauma children may experience, including single event, chronic and adverse childhood experiences (ACEs)	Louise Bomber – Touchbase
Network Session 1 (led by MAT/ Diocese):	8 th October 2021	What is trauma? Different types of trauma children may experience, including single event, chronic and adverse childhood experiences (ACEs)	Led locally
Leaders' session for HTs/ MAT CEOs (virtual):	14 th October 2021 4pm	Whole school approach to trauma-informed practice: embedding a culture which enables flourishing for all, particularly children encountering trauma; supporting staff wellbeing (in handling the effects of trauma); evaluating policies and procedures. With Dr Krish Kandiah, DfE Special Advisor.	Dr Krish Kandiah with Andy Wolfe/ Emily Norman
Input Session 2 (virtual):	25 th November 2021 4pm	How can we support children and young people who have experienced bereavement and the impact of grief and loss?	David Trickey – UK Trauma Council/ Anna Freud
Network Session 2 (led by MAT/ Diocese):	9 th December 2021	How can we support children and young people who have experienced bereavement and the impact of grief and loss?	Led locally
Input session 3 (virtual):	20 th January 2022 4pm	Neuroscience – how does trauma affect children's brains and what can we learn from this?	Professor Eamon McCrory – UCL/ Anna Freud
Input session 4 (virtual):	10 th February 2022 4pm	Overcoming barriers to learning - practical classroom strategies to support children whose physical, cognitive, and social and emotional development has been adversely impacted by traumatic early life experiences.	Rebecca Brooks – Adoption UK
Network session 3 (led	3 rd March 2022	How our understanding of neuroscience can help us support children/ young people in overcoming barriers to learning.	Led locally

by MAT/ Diocese):			
Input session 5 (virtual):	28 th April 2022 4pm	Supporting social functioning and relationships, leading to more positive interactions and behaviour in school; how understanding trauma can help link more constructively with home and families.	Deborah Barnett – TLG (Transforming Lives for Good)
Network session 4 (led by MAT/ Diocese):	19 th May 2022	Supporting social functioning and relationships, leading to more positive interactions and behaviour in school; how understanding trauma can help link more constructively with home and families	Led Locally
Input session 6 (virtual):	23 rd June 2022 4pm	Supporting children whose trauma is negatively impacting upon their behaviour, including those at risk of exclusion; exploring pathways and possibilities	Kiran Gill – The Difference
Network session 5 (led by MAT/ Diocese):	14 th July 2022	Supporting children whose trauma is negatively impacting upon their behaviour, including those at risk of exclusion; exploring pathways and possibilities	Led Locally

Secondary Network Dates (led by Ruth Houston, Trauma Network Lead) all at 4pm:

7 th October 2021	9 th December 2021	24 th March 2022	5 th May 2022	7 th July 2022
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Intended Learning Outcomes:

- improved understanding of what trauma is, and how it impacts children/ young people in a range of different ways
- understanding of the difference between single event trauma and long-term sustained trauma (e.g. as experienced by looked after children) and how that might present in our students at school
- For school or trust leaders, to be taking steps to embed a trauma-informed culture across a whole school or trust
- For practitioners, to be utilising a range of strategies to recognise and support children who have experienced/ are experiencing trauma
- evaluated and reviewed policies and procedures for managing behaviour, identified and implemented positive actions to impact upon student wellbeing and outcomes
- feeling equipped to obtain appropriate external advice and support from a range of agencies and organisations (including those signposted by the network)

Ultimately, we want to see children and young people in our schools, who have experienced some form of trauma, more able to access their learning because they are understood, supported and nurtured to thrive.

This is dependent on schools who are led and staffed by adults who demonstrate particular mindsets and therefore behaviours. Therefore, our network principles, which we are seeking to develop in participants (with the intention of effecting long-term change) are:

- A willingness to learn and admit any gaps in knowledge
- The courage to seek help and make difficult decisions
- Empathetic listening which seeks to understand
- Open-mindedness to different approaches and ideas
- Non-judgemental engagement with others
- Commitment to action in service of children/ young people

Each network session will build on the learning from the expert instruction. There will be an expectation that participants will engage with that learning, considering how to apply it to their own context. Gap tasks will ask participants to try out/ explore a particular activity or strategy in their own school and report back at the next network session.

ROLE OF DIOCESE/ MAT:

Each host diocese or MAT will need to provide a *facilitator* for the network who will engage with the taught sessions, CEFEL training and lead discussions locally on the materials. The time commitment for this is around 1 hour per month, plus preparation time.

CEFEL will provide:

All taught sessions by trauma experts and the leadership session for HTs/ CEOs virtually

Training and ongoing support for facilitators

Materials for facilitators to use in their network groups, including suggested reading and gap tasks

An online resource area on the CEFEL website

CEFEL will also host and lead a national secondary network group, with up to 20 secondary schools.

EVALUATION

We are seeking to evaluate the effectiveness of the network to help shape future policy and intervention in this area, looking specifically at shifting culture, changing adult behaviour in schools and ultimately impacting upon children and young people who have experienced trauma. We expect this to be through a pre- and post- network survey, and ongoing conversations with facilitators. There is an expectation for participant schools to engage with the evaluation.