



Martin Purbrick

Executive Director for Children, Education and Families

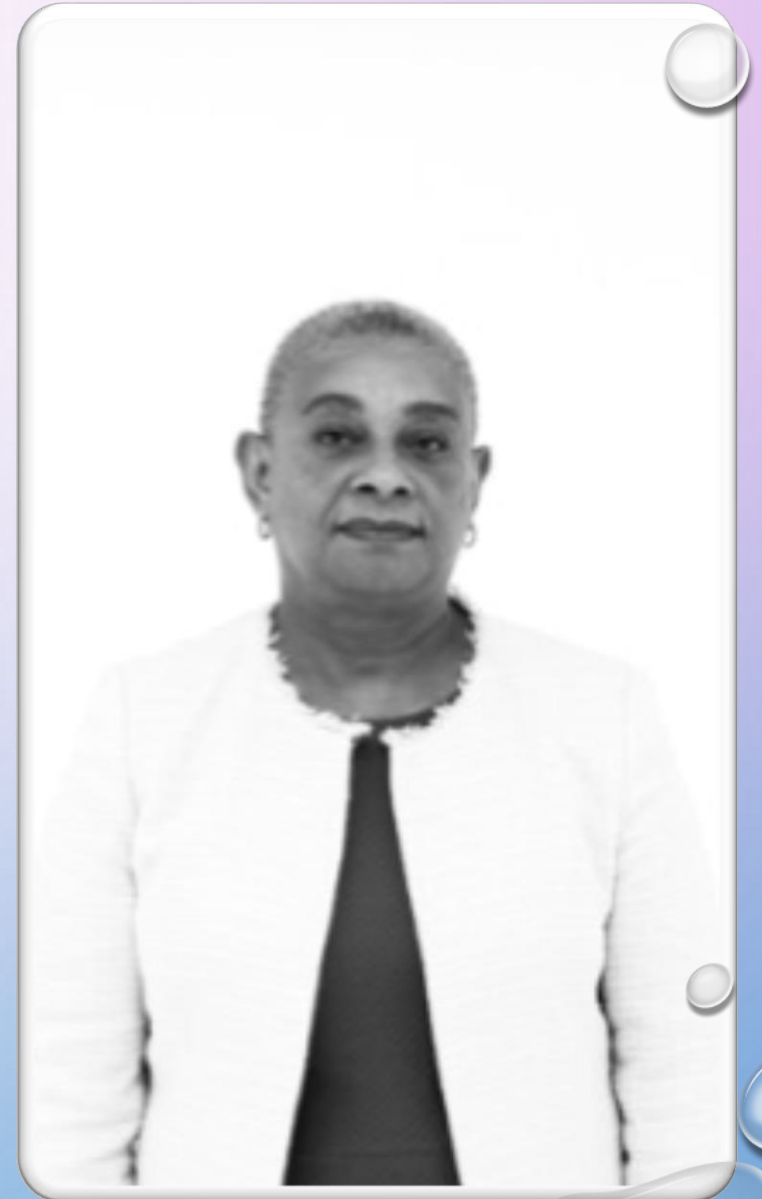


What is Children's Services?

- Targeted Support
 - Non-statutory support for families
 - Mostly no social worker involvement
 - Large offer locally across the districts.
- Education
 - (Almost) every child in Cambridgeshire
- Social Care
 - Child in Need, Children Protection, Children in Care, Care Leavers.

Today and some words

- We are here as education professionals to look specifically at how we can support the education of those children that are known to social care
- “I see education as the most precious gift we can give to our children.” Baroness Doreen Lawrence





CHALLENGES

Increased complexity

- School attendance anxiety
- Post-Covid parental contract disrupted
- Recruitment / retention / workforce wellbeing
- Regulators
- Financial pressures
 - Families
 - Organisation



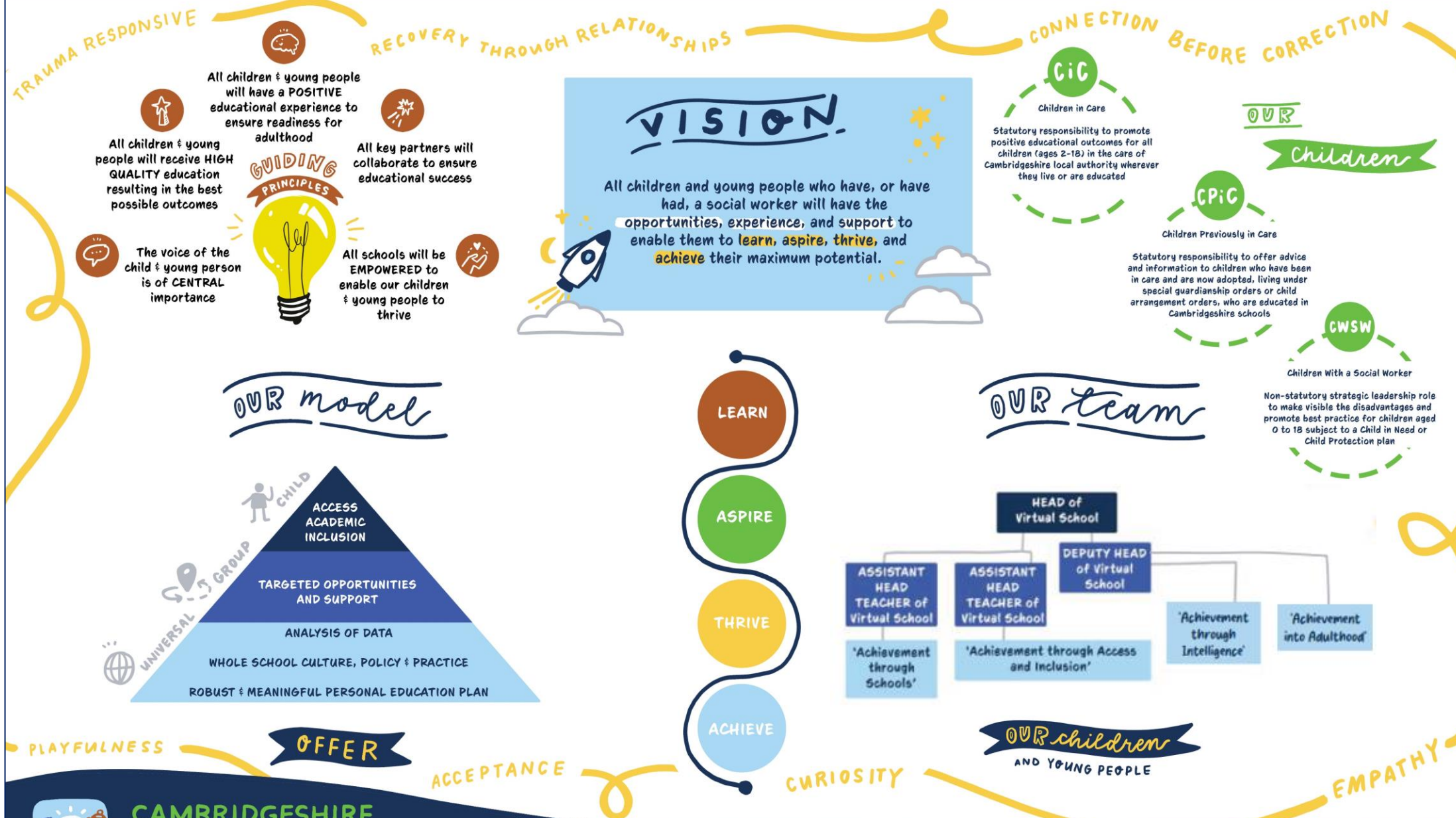
Cambridgeshire looking forward

- 5th DCS in 5 years (ish)
- Changes affected workforce and partnerships
- Period of stability
- New leadership team
- Focussing on relationships with children and colleagues
- Supporting children to achieve their best
- Education means choices
- Virtual Schools support children to stay in school



Claire Hiorns

Virtual School Headteacher





TRAUMA RESPONSIVE

RECOVERY THROUGH RELATIONSHIPS

CONNECTION BEFORE CORRECTION

VISION

All children and young people who have, or have had, a social worker will have the opportunities, experience, and support to enable them to learn, aspire, thrive, and achieve their maximum potential.





TRAUMA RESPONSIVE

RECOVERY THROUGH RELATIONSHIPS

CONNECTION BEFORE CORRECTION



Children in Care

Statutory responsibility to promote positive educational outcomes for all children (ages 2-18) in the care of Cambridgeshire local authority wherever they live or are educated

CiC

Children in Care

Statutory responsibility to promote positive educational outcomes for all children (ages 2-18) in the care of Cambridgeshire local authority wherever they live or are educated

OUR

Children

CPiC

Children Previously in Care

Statutory responsibility to offer advice and information to children who have been in care and are now adopted, living under special guardianship orders or child arrangement orders, who are educated in Cambridgeshire schools

CWSW

Children With a Social Worker

Non-statutory strategic leadership role to make visible the disadvantages and promote best practice for children aged 0 to 18 subject to a Child in Need or Child Protection plan



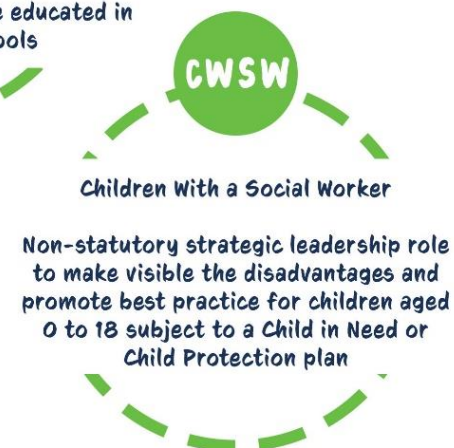
TRAUMA RESPONSIVE RECOVERY THROUGH RELATIONSHIPS CONNECTION BEFORE CORRECTION



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Cambridgeshire Virtual School-SEND Partnership

Recovery Through Relationships

FASD

Aims of the session:

- To develop awareness of FASD
- To explain the impact of FASD on learning and development
- To offer practical strategies to support children with FASD in schools

Have you downloaded, liked, reviewed and subscribed our podcast and app yet?



Available on all Apple and Android platforms, our app is intended to be an exciting tool which brings together key information on the education of children with a social worker into one accessible place.



Available on all major podcast platforms, our podcast is intended to support education and social care professionals to best support children in care in education





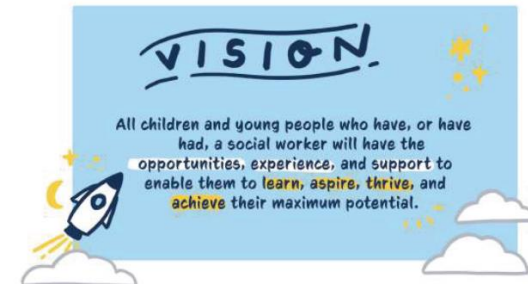
TRAUMA RESPONSIVE

RECOVERY THROUGH RELATIONSHIPS

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‘Despite the challenges that children with a social worker face, with the right support, the aspirations of these children can be raised, and they can go on to achieve more than their peers. It is crucial that those supporting children with a social worker have the vision, awareness, and the right tools to enable these children and young people to achieve their best and ensure there is equal access to education opportunities.’

(DfE 2022, p.10)





Andrew Baxter

Department for Education



Department
for Education

Cambridgeshire Virtual School Conference

5 October 2023

We have set six ambitious missions for us to deliver by 2027 which will transform the experiences of children in care and care leavers

Mission 1: By 2027, every care-experienced child and young person will feel they have strong, loving relationships in place

- £30m to deliver family finding, befriending /mentoring programmes.
- An opt-out model of independent advocacy and review the roles of IROs and Reg 44 visitors.

Mission 2: By 2027, we will see an increase in high-quality, stable and loving homes available for every child in care, local to where they are from

- £3m fostering recruitment /retention programme in the North East.
- £24m to expand fostering recruitment and retention programme.
- Pathfind 2 Regional Care Cooperatives to commission and deliver care places.
- A new financial oversight regime and review standards of care.

Mission 3: By 2027, we will strengthen and extend corporate parenting responsibilities across the public sector

- Consult on strengthening and extending corporate parenting responsibilities and bring forward legislation when Parliamentary time allows.

Mission 4: By 2027, we will see an improvement in the education, employment and training outcomes of children in care and care leavers

- 3,500 new well-paid jobs for care leavers by boosting the Care Leaver Covenant.
- £24 million to extend the post-16 Pupil Premium Plus.
- Increase the Apprenticeship Care Leaver Bursary from £1,000 to £3,000.

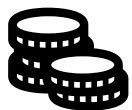
Mission 5: By 2027, we will see an increase in the number of care leavers in safe, suitable accommodation and reduced care leaver homelessness

- An offer of wrap around support and accommodation for all care leavers.
- Increase the leaving care allowance from £2k to £3k to help set up home.
- Strengthen the Staying Put and Staying Close offers.

Mission 6: We will work closely with health partners to reduce the disparities in long-term mental and physical health outcomes and improve wellbeing for care-experienced people

- Improve professionals' ability to respond to mental health needs.
- Work with health partners to drive high expectations and service delivery for physical and mental health support.

Mission 4: On post-16 education more specifically, our reforms aim to create more opportunities for children in care and care leavers to reach their potential



Investing a further £24m in pupil premium plus between 2023-2025 to expand the programme and achieve full national rollout. This builds on the success of our pilot investment of £8m since 2021 to extend pupil premium plus funding to looked after children and care leavers at post-16 (58 local authority sites received funding in AY 2022-23)



Expanding the Virtual School Head role to include care leavers up to 25 years old



Expanding the Broadening Educational Pathways programme to support children in and on the edge of care into independent schools



Introducing a gold standard accreditation scheme for higher education and further education institutions which sets a high standard for supporting care leavers



Creating 3,500 new well-paid **jobs** for care leavers by boosting the **Care Leaver Covenant**
Offering paid job opportunities through the **Civil Service care leaver internship scheme**



Increasing the **Apprenticeship Care Leaver Bursary** from £1,000 to £3,000

Post-16 Pupil Premium Plus rollout

Background:

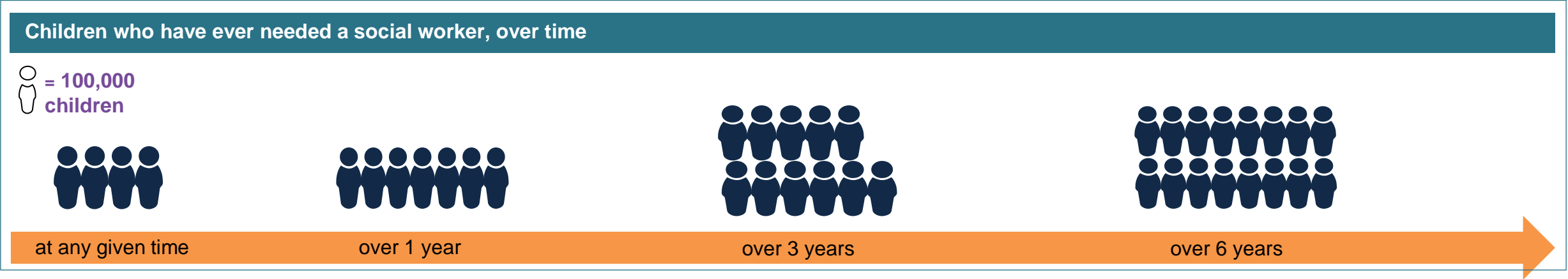
- 30 LAs were selected to take part in the initial pilot, from October 2021 to March 2022, with a total of £3 million allocated between LAs. In September 2022 we expanded the rollout of funding with an additional £5 million in 58 LAs.
- We have now secured an additional £24 million to extend this with national rollout to all LAs from September 2023.

Objectives:

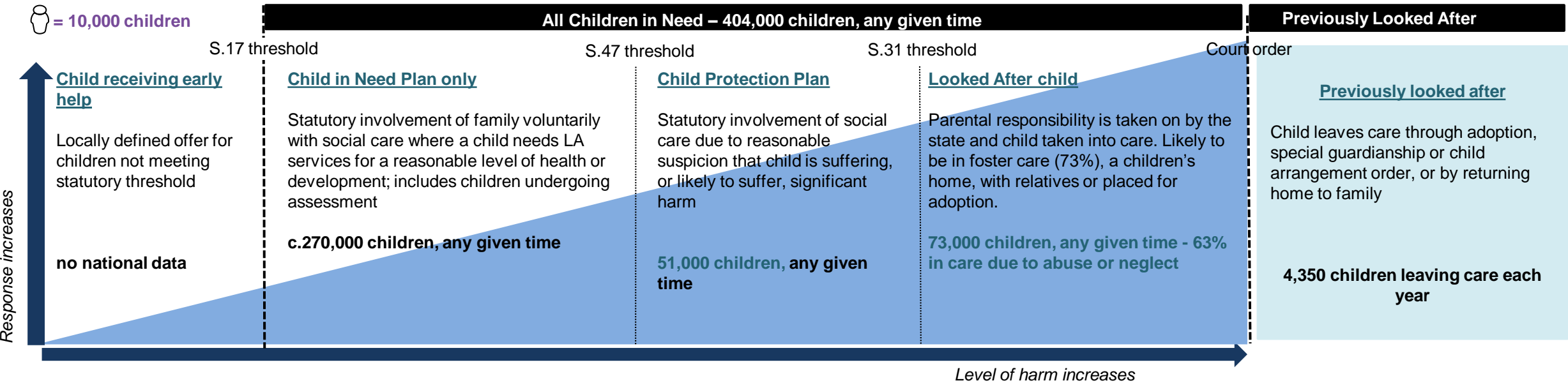
Local authorities will have the discretion to use the funding to support their looked-after children and care leavers at post-16, including those in education and those undertaking apprenticeships. Objectives include:

- **Raise the profile** of looked-after children and care leavers in FE by strengthening close working relationships and sharing expertise on the needs of this cohort.
- **Improve the attendance** of these young people in FE by putting in place tailored interventions to support attendance.
- **Better support the delivery of Personal Education Plans**, pathway plans or equivalent at both an individual and cohort level.
- **Identify models of good practice** to build an evidence base of what works well to support looked-after children and care leavers.
- **Support those at risk of NEET.**

Children in Need Review: 1.6 million children have needed a social worker over the 6 year period, equivalent to 1 in 10 children and on average, 3 in every classroom across the country



Although the level of social care response differs depending on the risk of harm, to have met the threshold for statutory intervention, **children will have faced adversity, traumatic experiences and/or complex family circumstances:**



Children in Need Review: summary of data and analysis

1 in 10 children

received support from a social worker in the last 6 years



6 in 10 children

who received support had experienced at least one of domestic violence, mental ill-health or substance misuse

Drug misuse
(2 in 10)



Mental ill-health
(3 in 10)



Domestic violence
(4 in 10)



Alcohol misuse
(2 in 10)

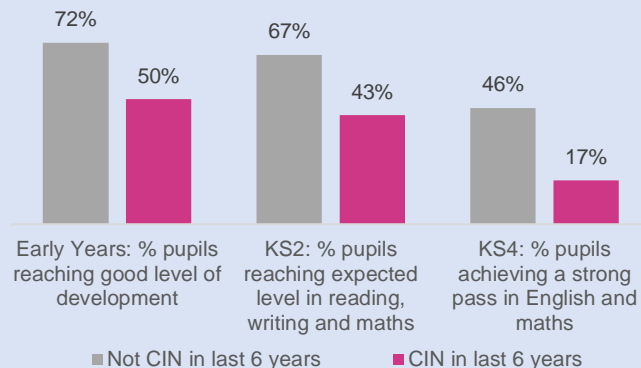


9 in 10 children

in care in 2017-18 were in care, or received support through child in need or child protection plans, in the previous 5 years



Pupils who were, or had been, in Need had **lower attainment** at every stage of education

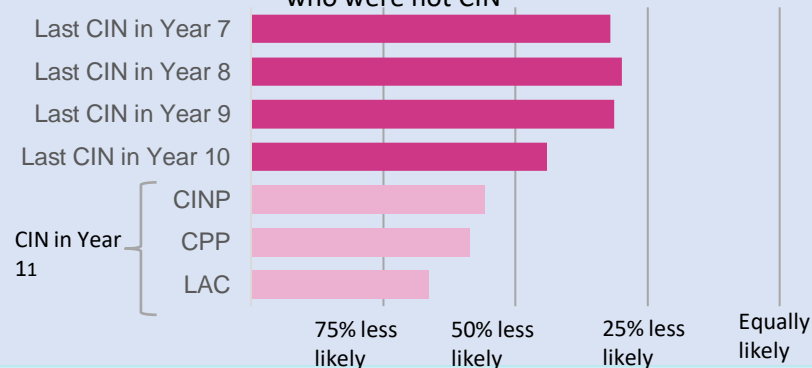


Pupils no longer in Need in Year 11 were still

25-50% less likely

to do well in GCSE's, compared to those who were never in Need.

Likelihood of a strong pass in English and Maths compared to pupils who were not CIN



Pupils in Need at the end of Key Stage 4 were:



3x less likely to study **A levels** at age 16

5x less likely to go on to **Higher Education** at age 18



more likely to be **not in education, employment or training (NEET)** at age 18

Pupils who were, or had been, in Need were :



3x more likely to have **Special Educational Needs (SEN)**



4x more likely to be claiming **Free School Meals (FSM)**



3x more likely to be **persistently absent**

2-4x more likely to be **permanently excluded**

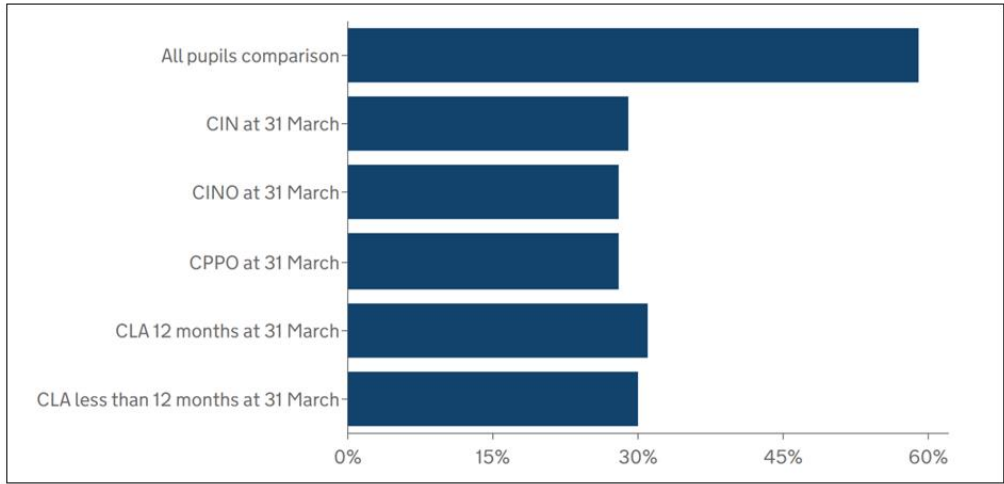


more likely to **move schools** at unusual times

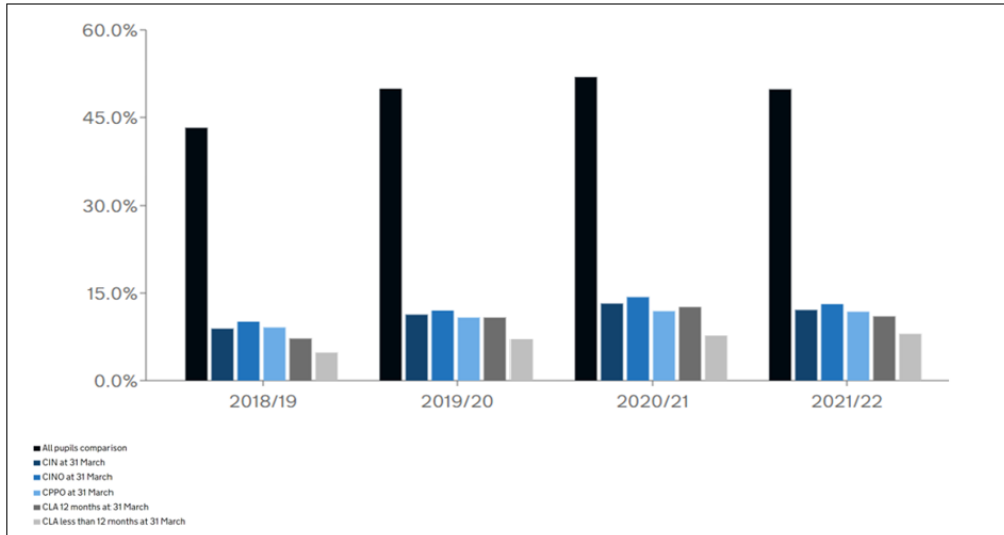
less likely to **attend Outstanding schools**

Educational Attainment

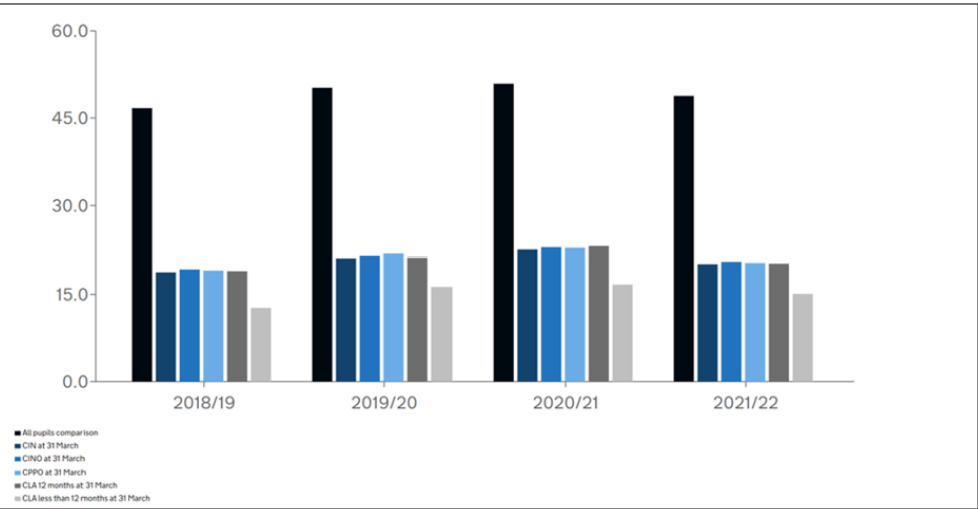
Percentage of children achieving expected standard in reading, writing and maths at KS2, 2021-22



Percentage achieving grade 5 or above in GCSE English and mathematics, 2018/19 - 2021/22



Average Attainment 8 score per pupil, 2016-2018⁽ⁱ⁾



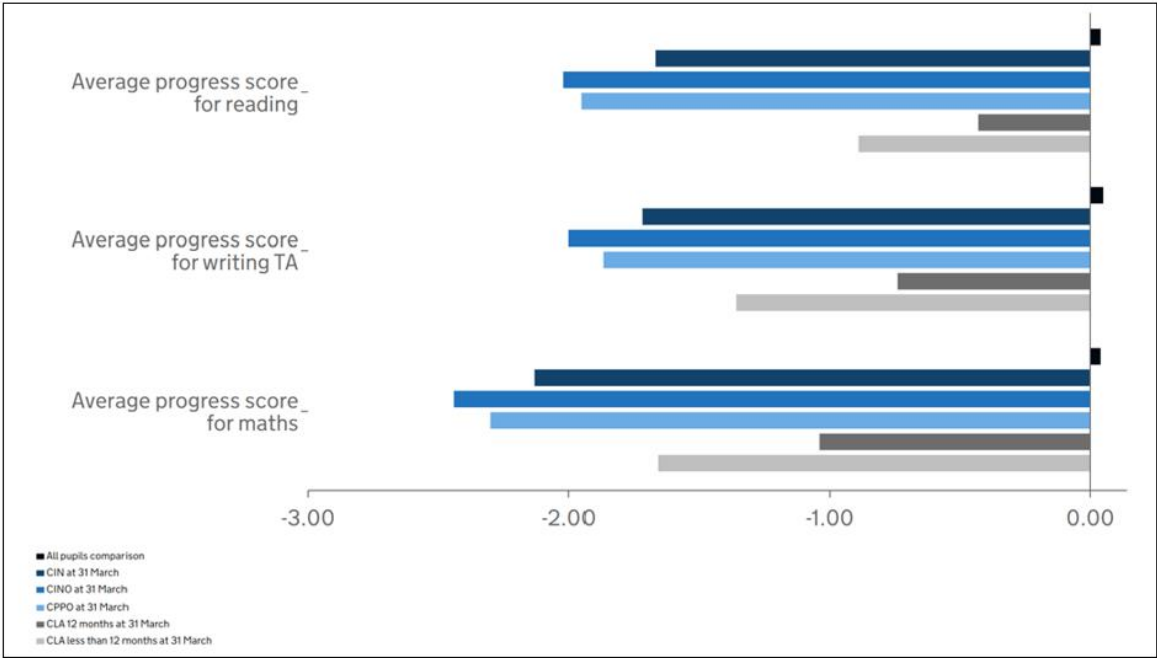
NB. The changes to the way GCSE grades were awarded over 2019/20 and 2020/21 mean attainment data should not be directly compared to attainment data from previous years for the purposes of measuring year on year changes in pupil performance.

Average Attainment 8 score by special educational need, 2021/22

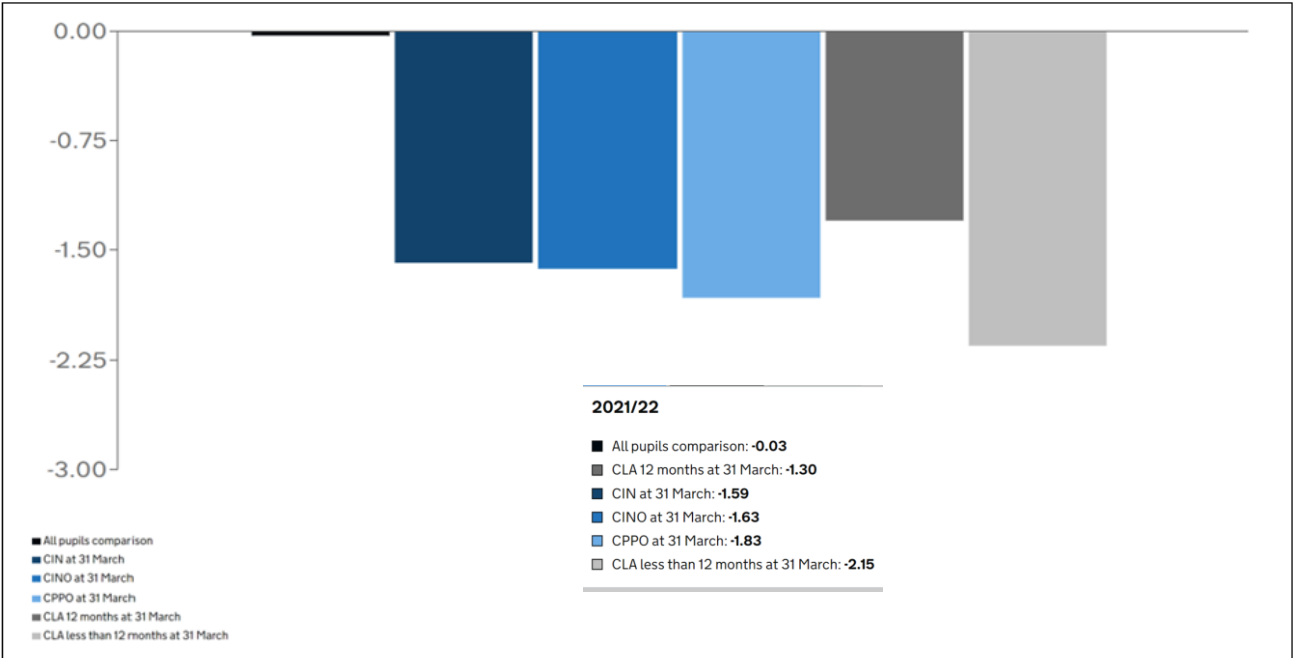
	All pupils	All SEN	SEN support	Statement or EHC plan	No identified SEN
All pupils comparison	48.8	29.4	34.9	14.3	52.5
CIN at 31 March	20.2	11.2	18.9	5.6	31.8
CINO at 31 March	20.6	10.2	18.0	5.0	32.4
CPPO at 31 March	20.4	10.4	14.1	4.6	28.9
CLA 12 months at 31 March	20.3	13.6	23.6	7.2	34.1
CLA less than 12 months at 31 March	15.1	9.8	14.5	4.4	22.3

Progress

Average Progress score at Key Stage 2, 2021-22



Average Progress 8 score by social care group, 2021-22



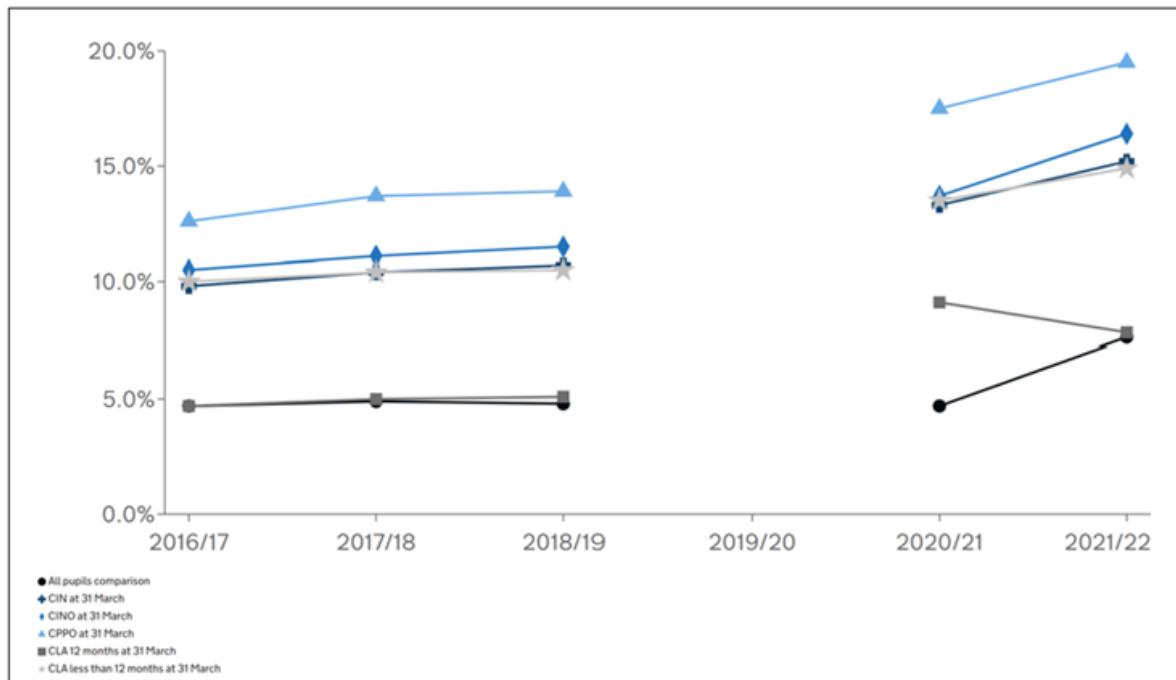
- Research* suggests **care may be a protective factor** – with young people in care for longer, and in stable care and education placements, having better educational outcomes.
- It argues that **progress is a better measure than attainment** due to the impact of pre-care experience, level of need, and age on entry to care.
- Official data supports this argument. At **Key Stage 2 LAC, without SEN or on SEN support make better progress than non-LAC and CiN (significantly better)** across reading, writing and maths.
- At KS4 it is more complex, given high numbers entering care at older age but those in care for longer make better progress than more recent entrants.

Average Progress 8 score by SEN, 2021/22

	All pupils	No identified SEN	SEN support	Statement or EHC plan
All pupils comparison	-0.03	0.10	-0.47	-1.33
CIN at 31 March	-1.59	-1.24	-1.81	-1.98
CINO at 31 March	-1.63	-1.29	-1.95	-1.98
CPPO at 31 March	-1.83	-1.48	-2.23	-2.31
CLA 12 months at 31 March	-1.30	-0.85	-1.26	-1.85
CLA less than 12 months at 31 March	-2.15	-1.83	-2.31	-2.51

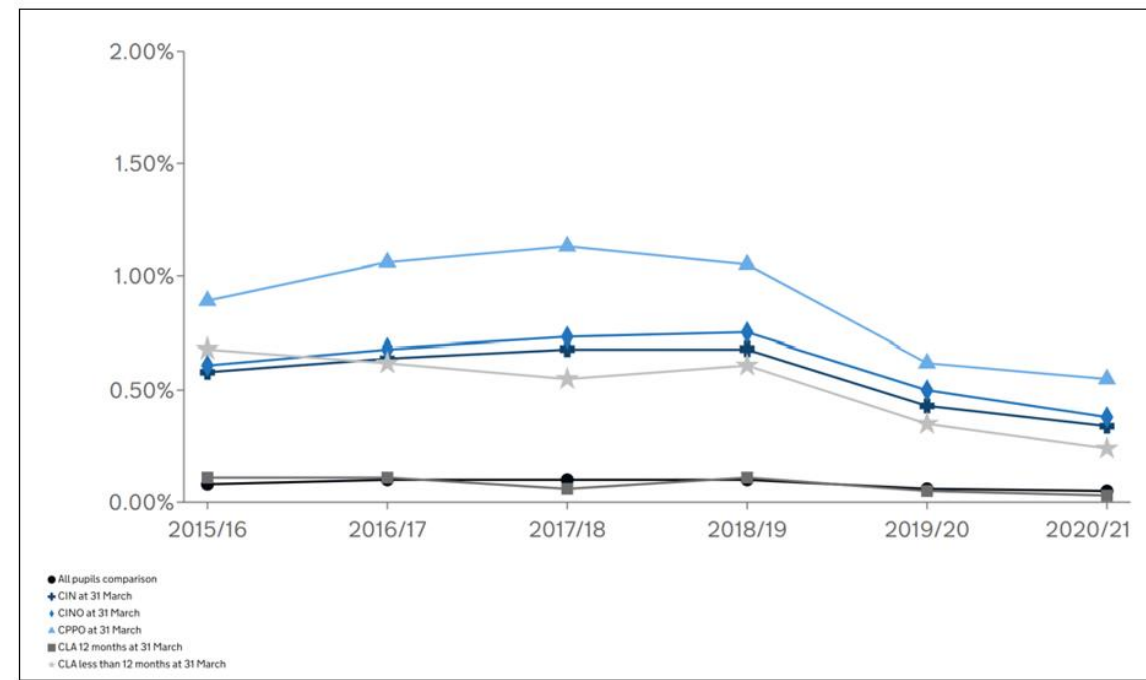
Absence and Exclusions

Absence



- There has been an increase in the overall absence rate across all the key social care groups, with the exception of CLA for at least 12 months since the 2020/21 academic year.
- In 2021/22, all social care groups, except from CLA, were over twice as likely to be absent than the overall pupil population.

Permanent Exclusions



- Between 2013 to 2019, the rate of CLA who were permanently excluded steadily fell (from 0.14% to 0.11%), even as the permanent exclusion rate for all pupils increased over this period (from 0.06% to 0.10%).
- In 2021, the percentage of pupils permanently excluded for CLA for at least 12 months was 0.03%, which was lower than the rate for the overall pupil population (0.05%).

Absence

Persistent Absence

	Total	State-funded primary	State-funded secondary	Special	Pupil referral unit
All pupils comparison	22.8%	17.7%	27.7%	40.4%	80.9%
CIN at 31 March	43.8%	33.3%	54.3%	40.6%	84.5%
CINO at 31 March	48.5%	37.1%	61.9%	42.3%	87.8%
CPPO at 31 March	56.2%	45.2%	69.2%	59.3%	91.2%
CLA 12 months at 31 March	19.1%	8.3%	24.1%	26.0%	67.7%
CLA less than 12 months at 31 March	41.2%	24.0%	55.5%	47.1%	82.0%

- Pupils in all social care groups were more likely to be persistent absentees than the overall pupil population with the exception of children in care for at least 12 months (19.1%).
- Pupils on Child Protection Plans at 31 March had the highest proportion of persistent absences (56.2%). This equates to missing more than 7 weeks on average compared with around 5 weeks pre-Covid.
- The Department recently published analysis of pupils who are more likely to be persistently absent for unauthorised other (PUOA) reasons in 2018/19. Being *ever CIN* was found to be the second most important factor for accurately predicting whether a pupil will be PUOA
 - Over 4 in 9 (45.9%) of PUOA pupils were ever CIN
 - After controlling for other factors, pupils who were ever CiN were found to be 2.6 times more likely to be PUOA than pupils who were never CiN.

Attendance

- Improving attendance for children with a social worker is a key priority for Secretary of State's Attendance Action Alliance.
- In June 2023, the Chief Social Worker for Children wrote to the social workers to highlight attendance figures for CIN and to remind them of their important role in working with local partnerships to put the right support in place for this cohort of children to attend school..
- Virtual Schools have a key role to play – with NAVSH now a member of the AAA. Have committed to build a shared plan (with DCSs, Social Care and DfE attendance champion) to improve attendance – including mapping out effective practice from across the country and building best VS approaches.



Andrew Baxter

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Children's Social Care
Department for Education

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Department for Education

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Jonathan Lewis

Service Director Education



Our Children

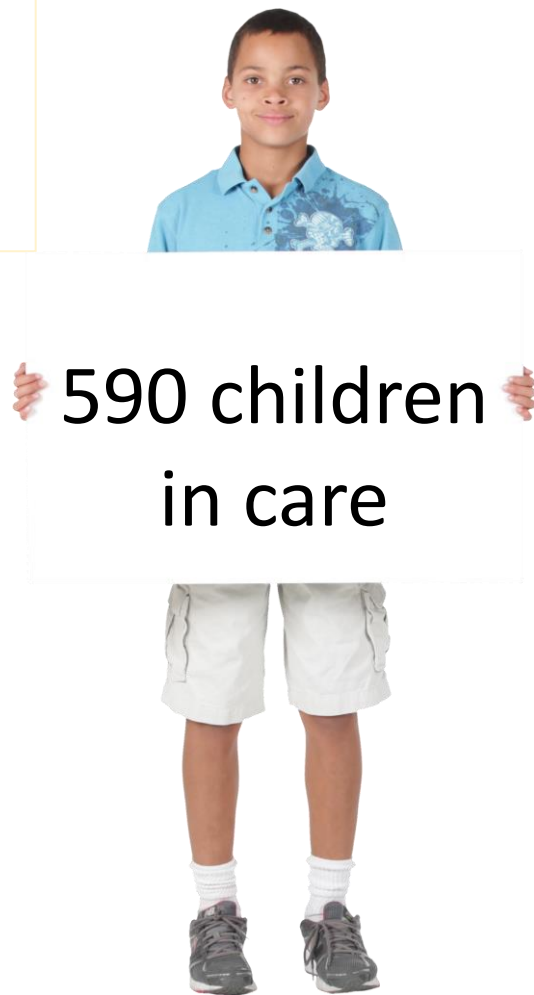
866 children
with a CiN or
CP Plan



7400 who had
had a plan in
the last 6 years.



590 children
in care



675 children
previously in
care





NEXUS Outcomes for CiN / CP / CiC

	Cambridgeshire CiN / CP / CiC	National CiN / CP / CiC	Differential
Overall Absence Autumn 2022 & Spring 2023	19%	16%	↓ 3%
Suspensions	26.28	16.31	↓ 9.97
EYFS Good Level of Development	25%	39%	↓ 14%
KS1 Reading, Writing, Maths combined	21%	28%	↓ 7%
KS2 Reading, Writing, Maths combined	26%	30%	↓ 4%
KS4 English and Maths combined	Pending	16%	



The Cambridgeshire County Council Vision



“ Create a **greener, fairer** and more **caring** Cambridgeshire ”



We want to be more ‘caring’, because the most vulnerable in our County are the most at risk of needing additional care and support. We can reduce these risks by intervening early to prevent further escalation of need.

Ambition 1

Net zero carbon emissions for Cambridgeshire by 2045, and our communities and natural environment are supported to adapt and thrive as the climate changes



Ambition 2

Travel across the county is safer and more environmentally sustainable



Ambition 3

Health inequalities are reduced



Ambition 4

People enjoy healthy, safe, and independent lives through timely support that is most suited to their needs



Ambition 5

People are helped out of poverty and income inequality



Ambition 6

Places and communities prosper because they have a resilient and inclusive economy, access to good quality public services and social justice is prioritised



Ambition 7

Children and young people have opportunities to thrive





Ambition 7

Children and young people have opportunities to thrive

Delivering the Ambition:

- Providing families with high quality pre-birth and early years support
- Ensuring our children are ready to enter education and exit education, prepared for the next phase in their lives
- Ensuring all children have access to education from early years through to post 16 provision
- Challenging and supporting all settings to set high aspirations for all children and young people
- Protecting children and young people from harm using safeguarding approaches
- Improving outcomes for children and young people with complex needs, including mental health needs
- Meeting need early and locally through our Special Educational Needs service
- Ensuring that young people who experience care can access the support they need to move into adult life
- Working with partners to coordinate Health, Early Help and Social Care, upholding our principles of directly providing services where this delivers the best outcomes for residents, and guaranteeing the oversight of locally elected and accountable bodies in shaping these services



Eastern Learning Alliance (ELA)and CiC

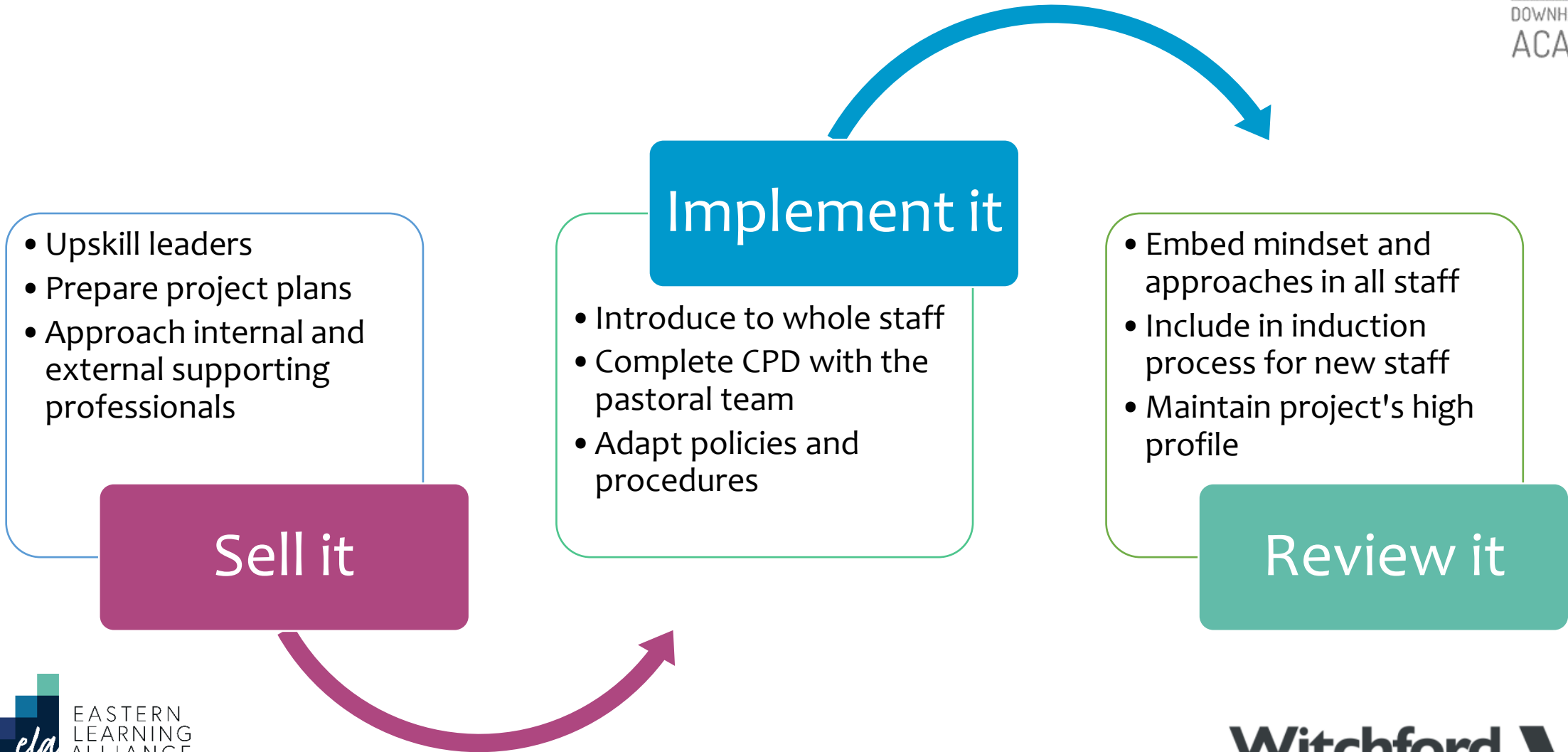
The ELA Approach

Provision for Children in Care (CiC) is a priority for all ELA schools and responsibility for provision at Trust Level sits with the Deputy CEO (DCEO)

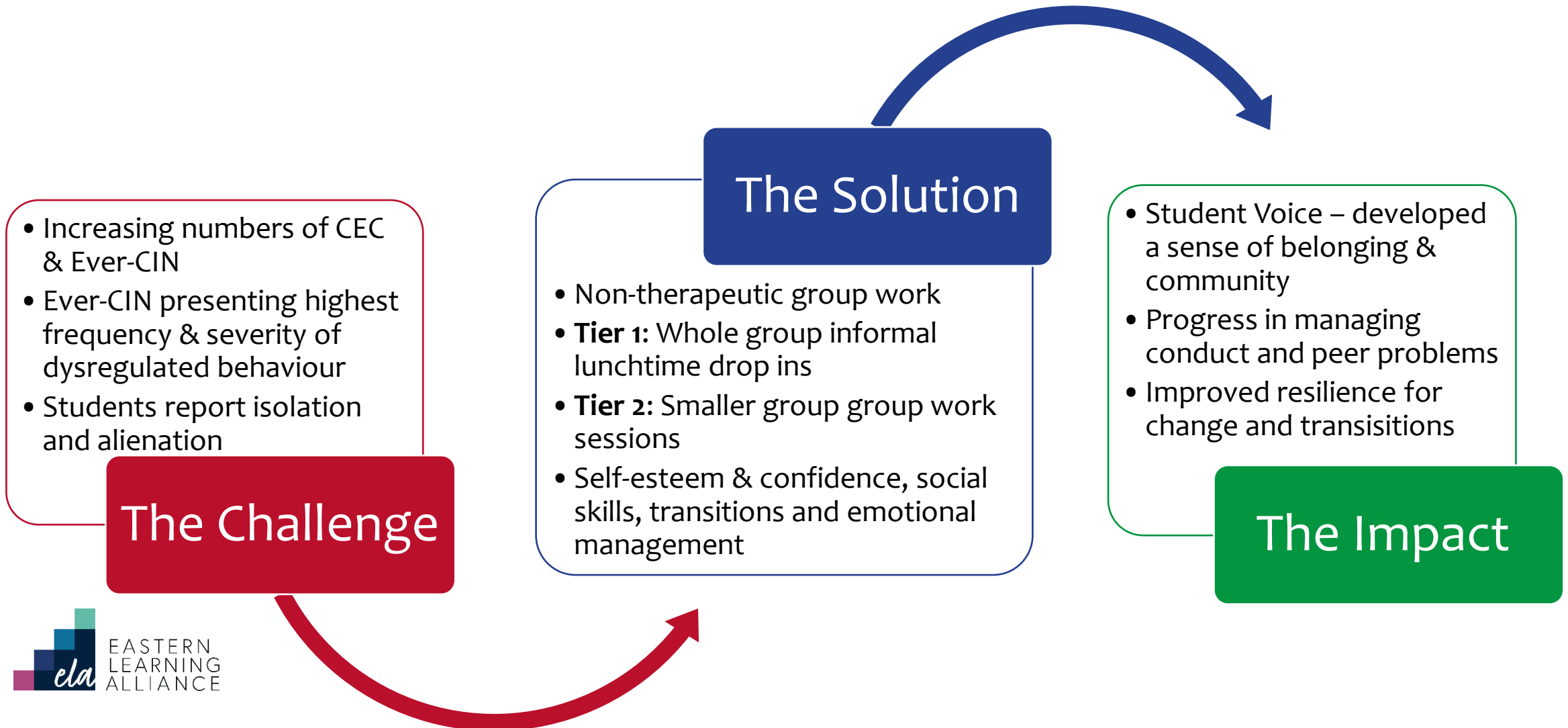
The ELA Approach

- Trauma Informed approach led by trained Designated Teachers (DT)
- Annual Self-Audit completed by DT using Virtual School (VS) Indicators of Good Practice (IGP)
- Bi-Annual reviews of CiC provision in schools as part of Inclusion reviews carried out by DCEO
- Partnership working with the Virtual School, funded projects and termly reviews meeting between VS and DCEO

Recovery Through Relationships



Onion Project



Boxall Profiling

- Funding secured from VS to train a Trust Boxall Profiling Lead and train all DTs at ELA Schools in 2023/24
- Boxall Profiles completed for all CiC, CP and CIN students at ELA schools in Autumn term
- Profiles reviewed by Trust Lead and Boxall recommended resources and strategies provided to support students based identified needs
- Boxall Profiles completed again for all CiC, CP and CIN students at ELA schools in Summer term
- Impact of targeted strategies and review and evaluated

Thank You

Please Visit the Stands and talk to ELA staff about:

- The ELA Trust-wide approach to CiC
 - The Onion Project
- Recovery Through Relationships



TRAUMA RESPONSIVE

RECOVERY THROUGH RELATIONSHIPS

CONNECTION BEFORE CORRECTION

‘Despite the challenges that children with a social worker face, with the right support, the aspirations of these children can be raised, and they can go on to achieve more than their peers. It is crucial that those supporting children with a social worker have the vision, awareness, and the right tools to enable these children and young people to achieve their best and ensure there is equal access to education opportunities.’

(DfE 2022, p.10)



slido



**How does this cohort fit into your
current development priorities?**

① Start presenting to display the poll results on this slide.



slido



What are the specific challenges that this cohort might experience within your education setting and how does this impact on their inclusion and achievement?

① Start presenting to display the poll results on this slide.



slido



What have you identified as best practice within your setting which starts to address the specific challenges of this cohort?

① Start presenting to display the poll results on this slide.



slido

What's next?



(How do I turn my ideas into a strategic approach?)

① Start presenting to display the poll results on this slide.



TRAUMA RESPONSIVE

RECOVERY THROUGH RELATIONSHIPS

CONNECTION BEFORE CORRECTION

Elle Johnson

Project Officer



Blue Sky thinking to Strategy



TRAUMA RESPONSIVE

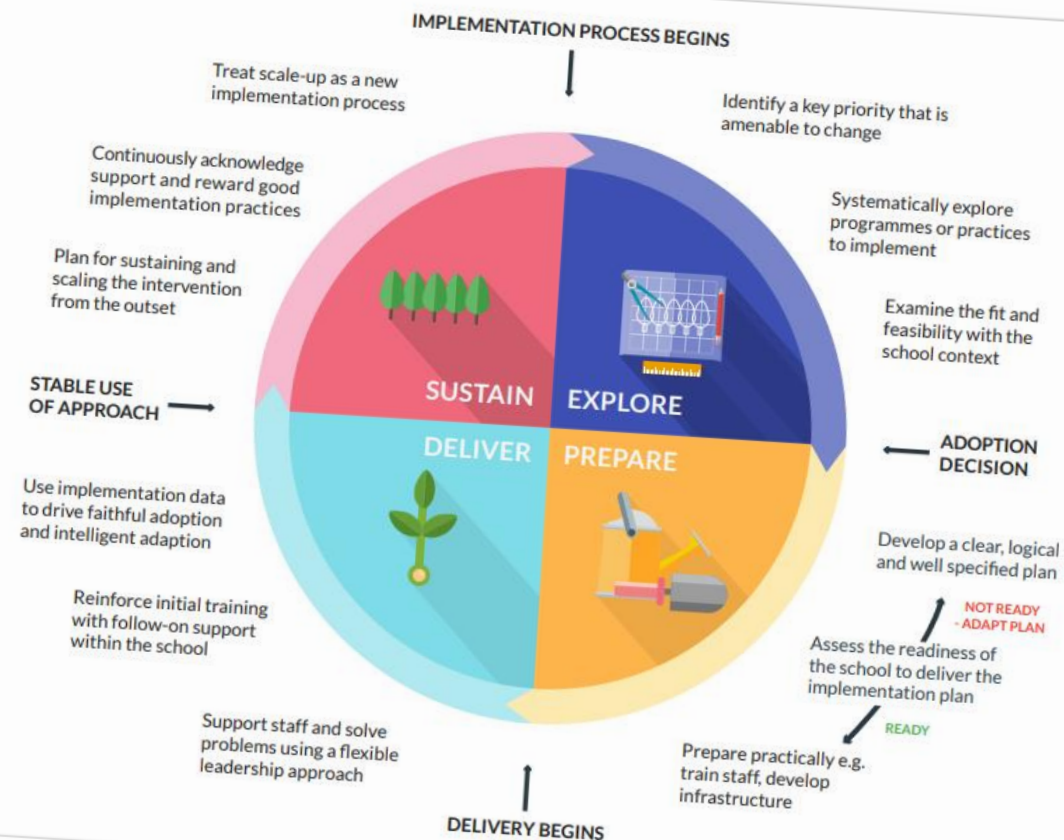
RECOVERY THROUGH RELATIONSHIPS

CONNECTION BEFORE CORRECTION



PUTTING EVIDENCE TO WORK: A SCHOOL'S GUIDE TO IMPLEMENTATION

Implementation process diagram



This resource supports the [Putting Evidence to Work: A School's Guide to Implementation](#) guidance report.

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TRAUMA RESPONSIVE

RECOVERY THROUGH RELATIONSHIPS

CONNECTION BEFORE CORRECTION



Virtual School Projects

Projects which specifically address the following priorities will be welcomed:

- Attendance
- Engagement
- Levelling up outcomes

The Virtual School can provide:

- Significant funding to support the development and implementation of the project (to be agreed according to the scale of the project)
- Trauma Informed Schools training, as required.
- A Level 6 qualified CIAG lead with expertise in the needs of children known to social care to support the development of the project and act as a link with careers leads within schools.
- A linked Education Advisor who will offer mentoring and coaching within the project

* Successful applicants will be expected to share the journey and outcomes of their project to inform the wider work of the Virtual School and key partners.





‘Ultimately, it doesn’t matter how great an educational idea or intervention is in principle; what really matters is how it manifests itself in the day-to-day work of people in schools.’

[Putting Evidence to Work - A School’s Guide to Implementation | EEF \(educationendowmentfoundation.org.uk\)](https://www.educationendowmentfoundation.org.uk)



PUTTING EVIDENCE TO WORK: A SCHOOL'S GUIDE TO IMPLEMENTATION

Implementation plan template



Problem (why?)

What needs to change e.g. teacher behaviour, student behaviour, attainment?

Intervention Description (what?)

What are the essential 'active ingredients' of the intervention?

What activities and behaviours will you see when it is working?

Implementation Activities (how?)

How will it be done?
What blend of activities are required?

Implementation Outcomes (how well?)

How will you know that it is working?
Do staff feel the approach is feasible and useful?

Short term

Medium term

Long term

Final Outcomes (and so?)

How will pupils, teachers and the school benefit?

This resource supports the [Putting Evidence to Work: A School's Guide to Implementation](https://www.educationendowmentfoundation.org.uk) guidance report.

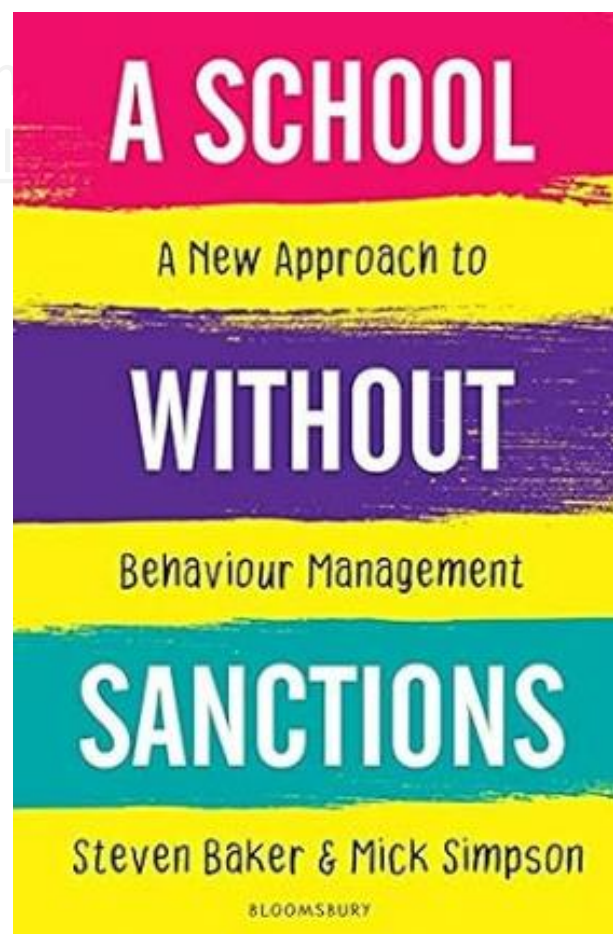




The Case for Organisational Change Relational Trauma-Informed Education

VS Conference October 2023

Pamela McLeman : Virtual School Educational Psychologist



Steven Baker
Principal, Everton Free School



The Case for Organisational Change To Relational Trauma-Informed Education

VS Conference October 2023

Recovery through Relationships

Virtual School-SEND Partnership
CCC



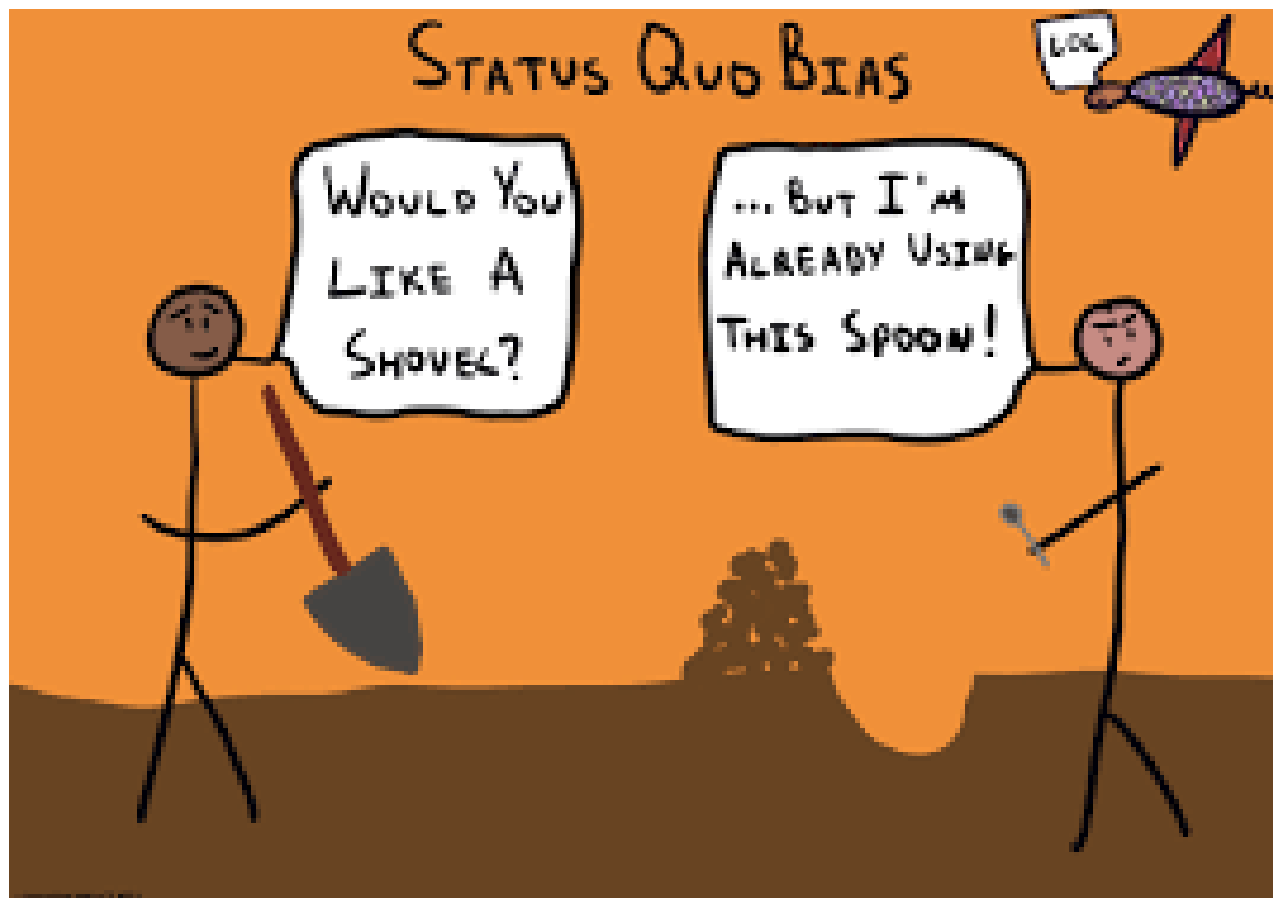


The Case for Organisational Change





The Case for Organisational Change



a preference for staying the same, resulting in resistance to change.

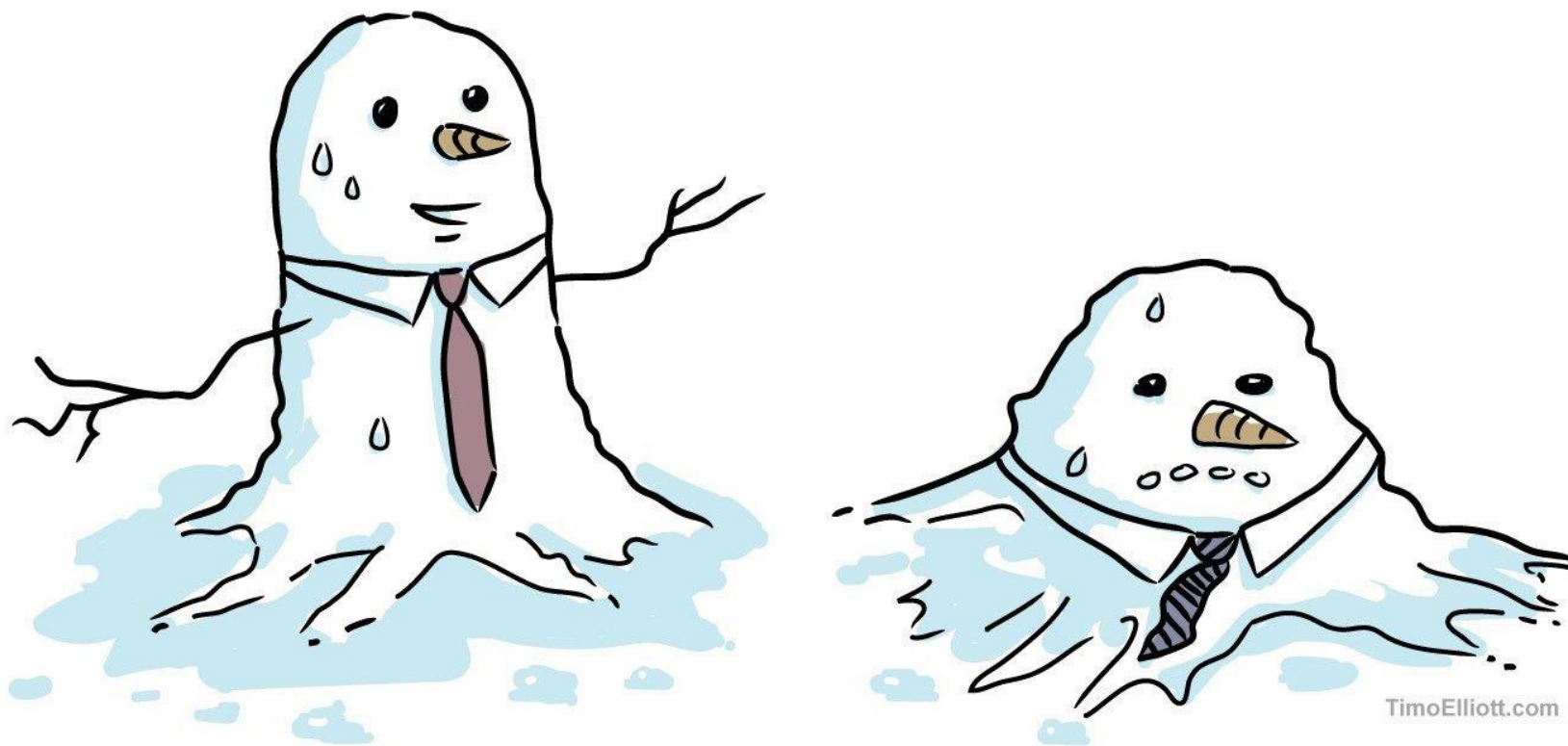


The Case for Organisational Change





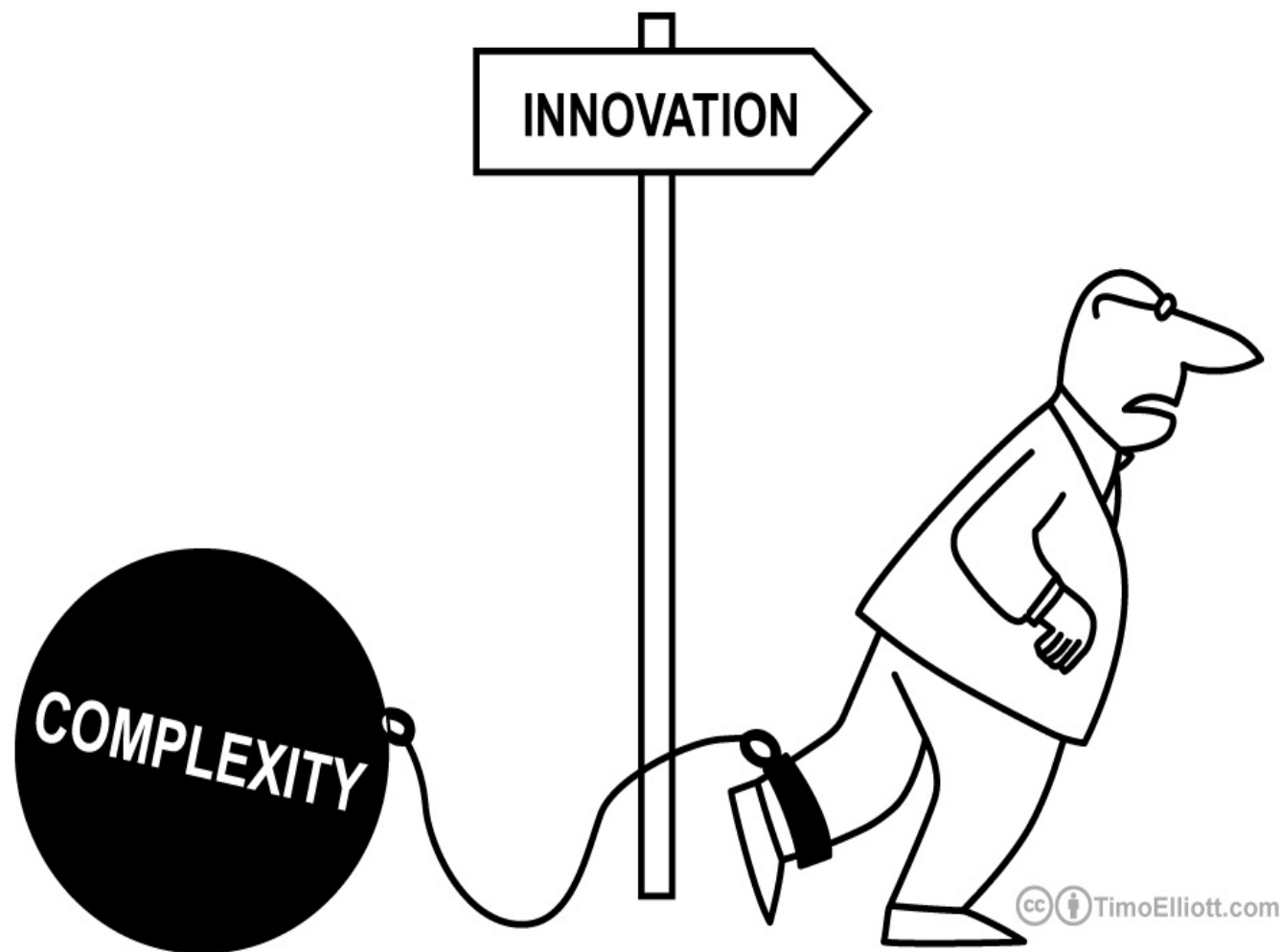
The Case for Organisational Change



*“Come on, Bob — didn’t you hear the CEO?
we all need to **embrace** change!.. ”*



The Case for Organisational Change





Adverse Childhood Experiences (ACEs)

- Adverse Childhood Experiences (abuse, neglect, loss of parent).
- decades of research show ACEs, can affect later life outcomes : health, education, social & even premature death.
- family poverty & inequality - key drivers of harm to children (2022)
- CCC poverty & care-experienced added protected characteristics
‘greener, fairer and more caring Cambridgeshire



The Case for Organisational Change

**For every 100 adults 44 have suffered at least one ACE during their childhood
and 9 have suffered 4 or more**



Compared with people with no ACEs, those with 4+ ACEs are:

2 times more
likely to
currently binge
drink or have a
poor diet

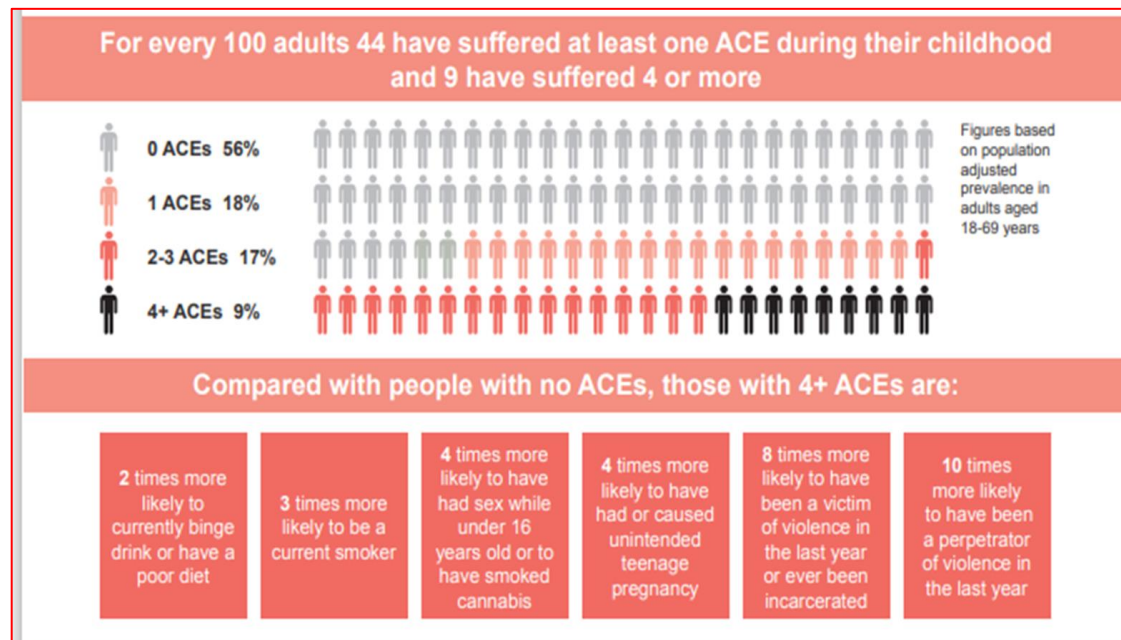
3 times more
likely to be a
current smoker

4 times more
likely to have
had sex while
under 16
years old or to
have smoked
cannabis

4 times more
likely to have
had or caused
unintended
teenage
pregnancy

8 times more
likely to have
been a victim
of violence in
the last year
or ever been
incarcerated

10 times
more likely
to have been
a perpetrator
of violence in
the last year

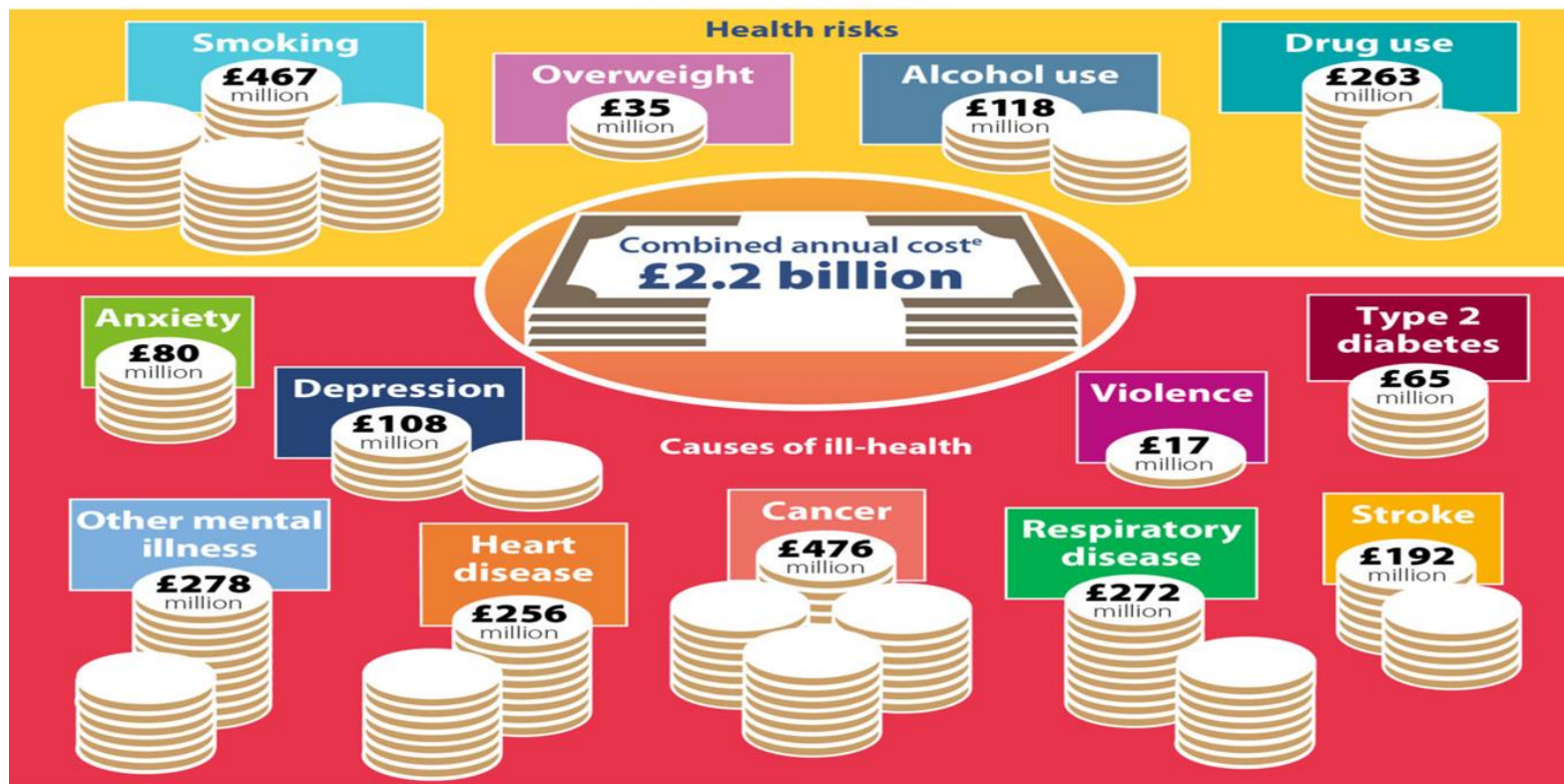


What's the annual cost of ACE's to Wales?

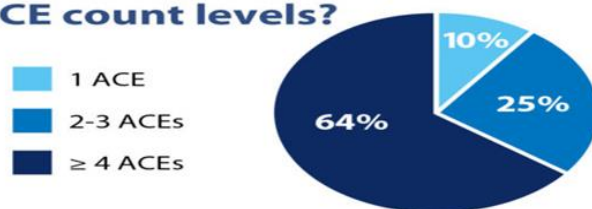
(population approx. 3 million)



What are the estimated annual financial costs^d attributable to ACEs in Wales?



What proportion of these costs are accounted for by different ACE count levels?

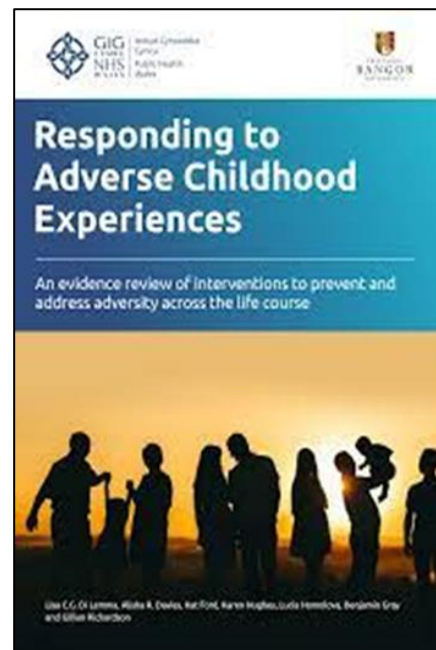


A **10%** reduction in ACE prevalence^f in Wales would reduce their combined annual cost by **7%**





National and Local Initiatives





The Case for Organisational Change



Improving Outcomes

Cambridgeshire County Council

Strengthening Services Board

Childrens Service Improvement Programme

Workforce

Fostering / Adoption / Special Guardianship Orders

Placement Sufficiency

Education / SEND

*'I want
Cambridgeshire to
be the first
trauma- informed
county in England...'*





References

ACE's Jack Shonkoff Harvard University

[Jack Shonkoff Discusses Early Childhood Development – YouTube](#)

Upstream Thinking/Solutions

[The Upstream Solution – YouTube](#)

Science of ACE's/Neglect

[InBrief: The Science of Neglect – YouTube](#)

[RelationshipBetweenPovertyChildAbuseandNeglect_Report.pdf \(hud.ac.uk\)](#) (2022)

[2016-05-adverse-childhood-experiences-in-hertfordshire-luton-and-northamptonshire.pdf \(ljmu.ac.uk\)](#)

[Review of Adverse Childhood Experiences \(ACE\) policy: report \[HTML\] | GOV.WALES](#)

[The Research Behind the Resilience Documentary - Center for Care Innovations](#)

Pamela McLeman – Educational Psychologist, CCC Virtual School
pamela.mcleman@cambridgeshire.gov.uk

Non- Confrontational Approaches to Behaviour Modification

It's not rocket science,
it's neuroscience



EVERTON
FREE SCHOOL &
Football College

Non-Confrontational Approaches to Behaviour Modification

Aims:

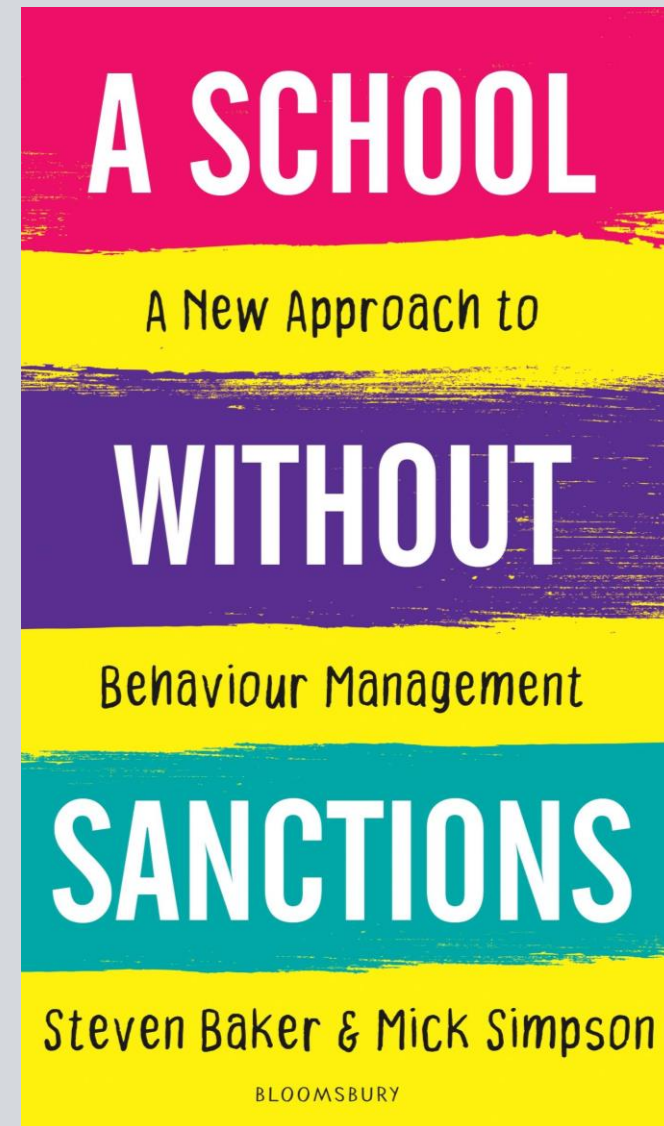
To develop a simple understanding of the neurological basis of the human response to threat

To contextualise this in relation to ACEs and attachment

To promote non-confrontational, trauma informed practices that support wellbeing, learning and attainment

*Be kind
whenever
possible.
It is always
possible.*

Dalai Lama



**‘Relationships
are the key to
success...’**

**‘Your pupils and their families are of the opinion that
your school transforms lives.’**

**‘Parents...are
effusive in
their praise’**

**‘...staff buy in to the vision and
ambition that leaders have for
the school’**

**‘Record-keeping is
meticulous’**

**‘Pupils are
exceptionally
well cared for.’**

**‘You have established
innovative partnerships
in international research’**

**‘... pupils behave
exceptionally well’**

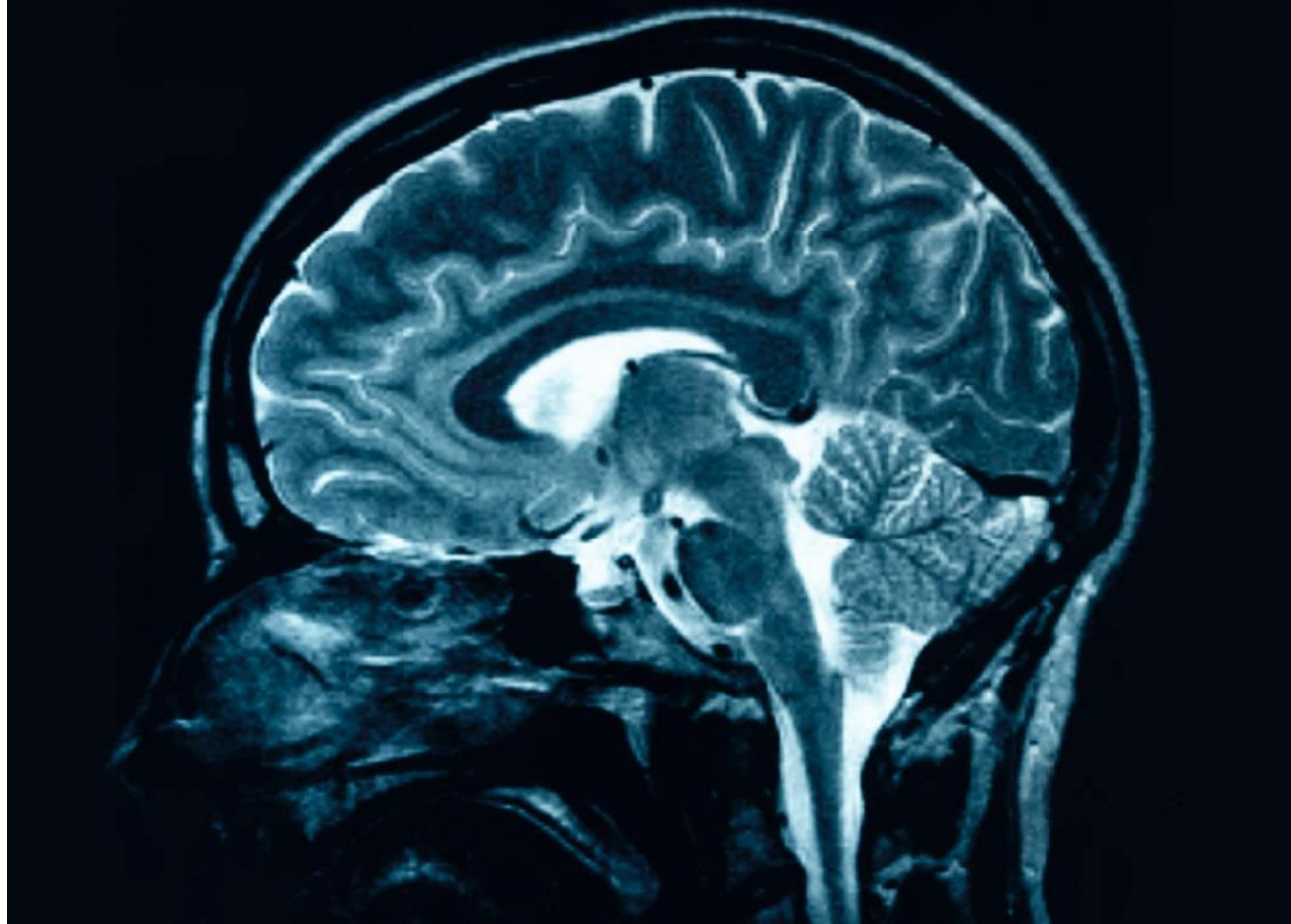
**‘You go to great
lengths to understand
what might be causing
worry or anxieties for
your pupils.’**

**‘... there is a sense of calm around
the school’**

**‘... extremely high morale within
an exceptional atmosphere.’**

**‘For many
pupils...
starting here
has been a
‘game
changer’**

Triune brain theory – one skull, three brains



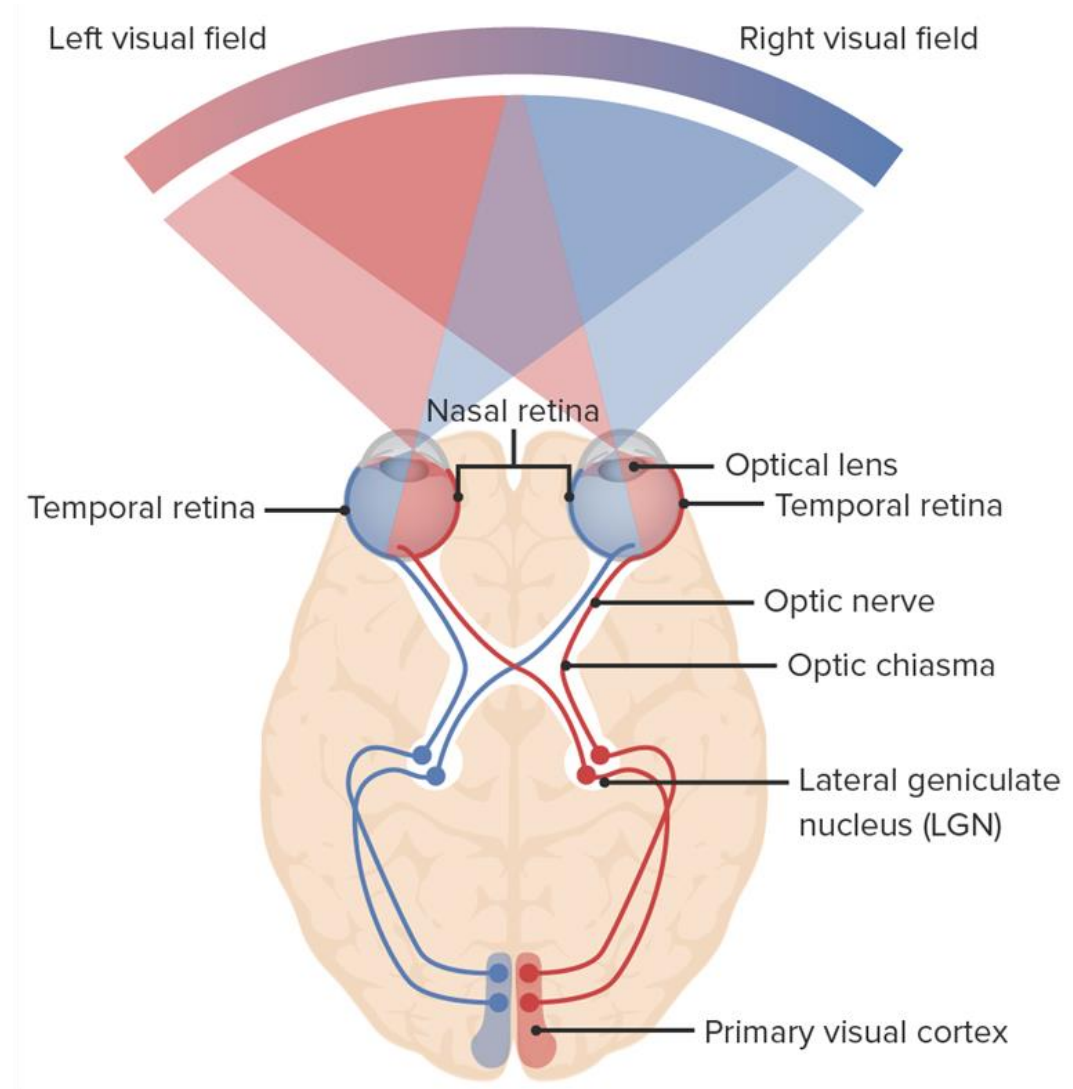
Reptilian Complex (reptilian brain)	Limbic System (paleomammalian brain)	Neocortex (neomammalian brain)
<ul style="list-style-type: none"> • Autonomic • Balance • Aggression • Preening • Breeding • Dominance • Territoriality 	<ul style="list-style-type: none"> • Emotions • Learning • Memory • Reward 	<ul style="list-style-type: none"> • Language • Complex thinking • Planning • Motor commands • Abstract thought • Creativity • Executive functions



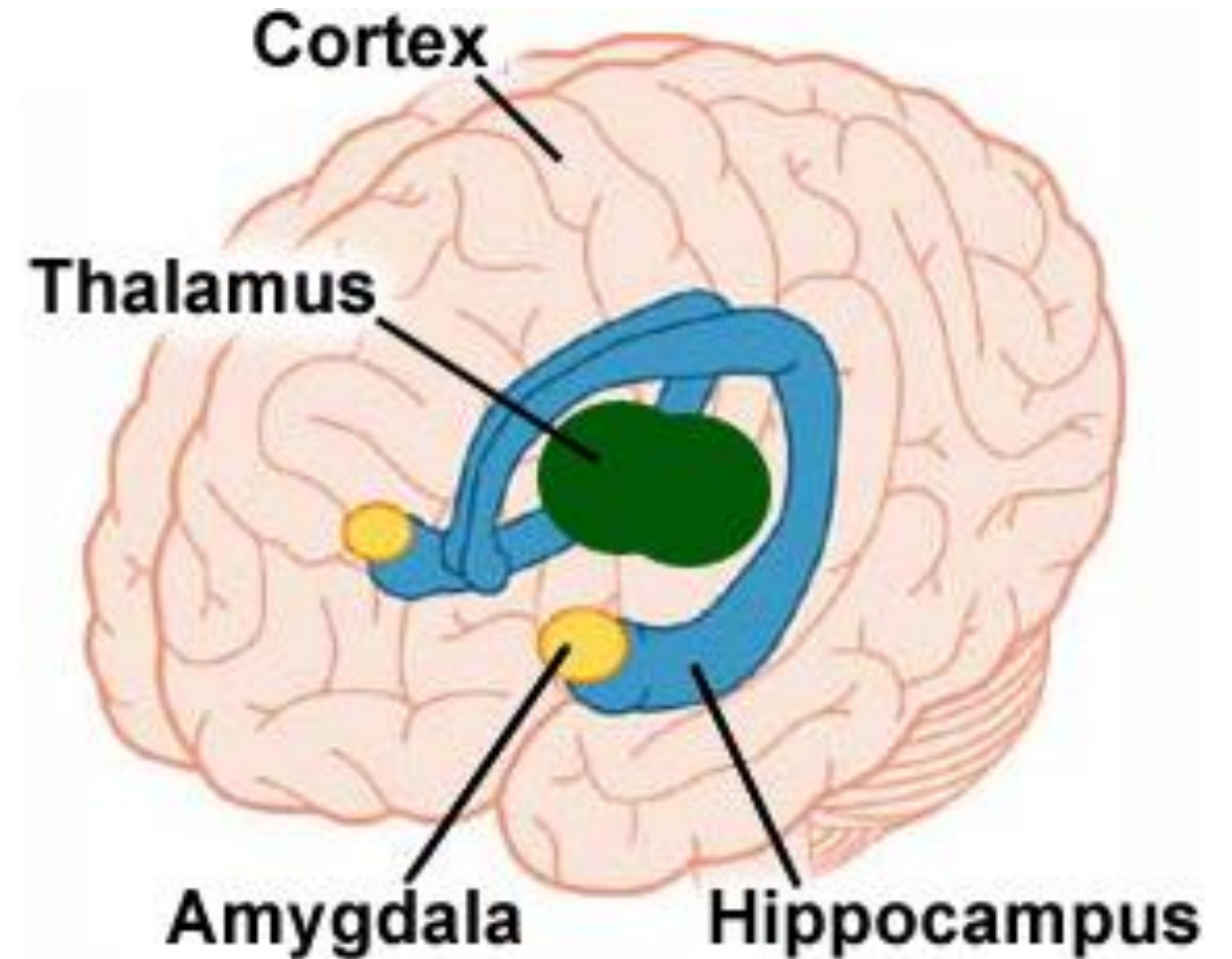
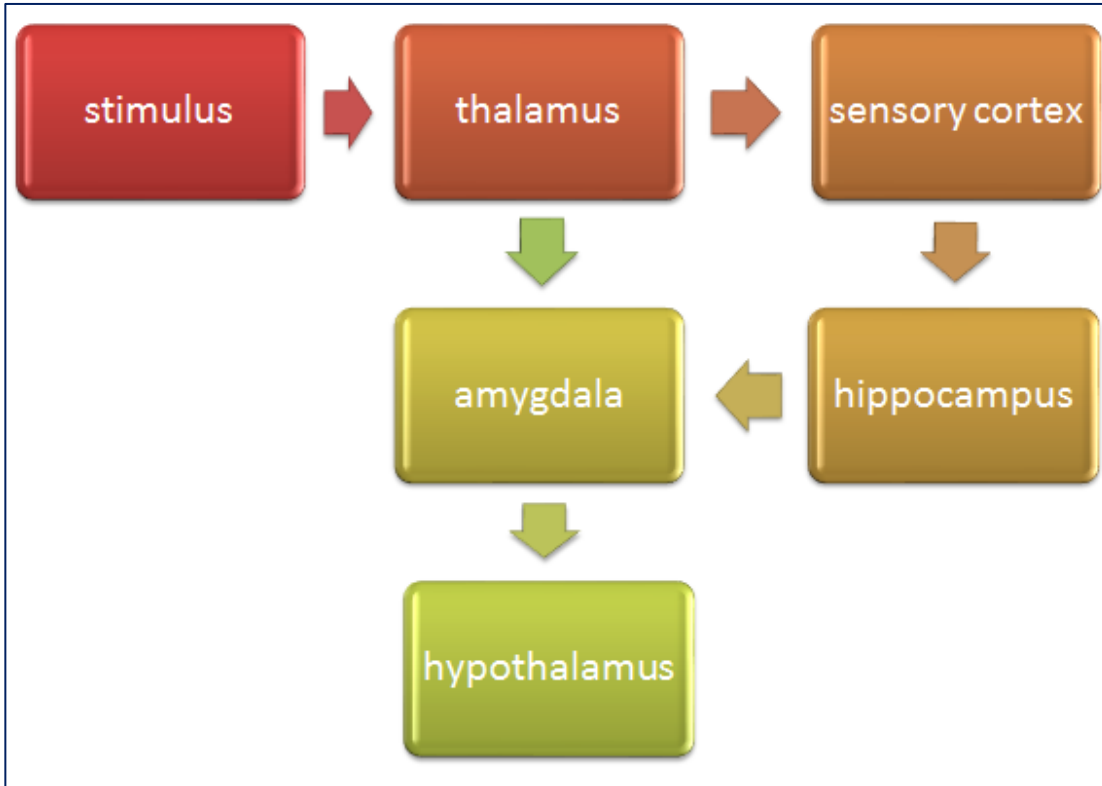
Reptilian Behaviours

- **Territoriality**
- **Dominance**
- **Vengeance**
- **Fight, Flight or Freeze**
- **Anxiety**
- **Fear**
- **Anger**
- **Aggression**
- **Fast, spontaneous**
- **Unconscious**
- **Reward centres suppressed**
- **Don't care**
- **Fail to see big picture**
- **Illogical**

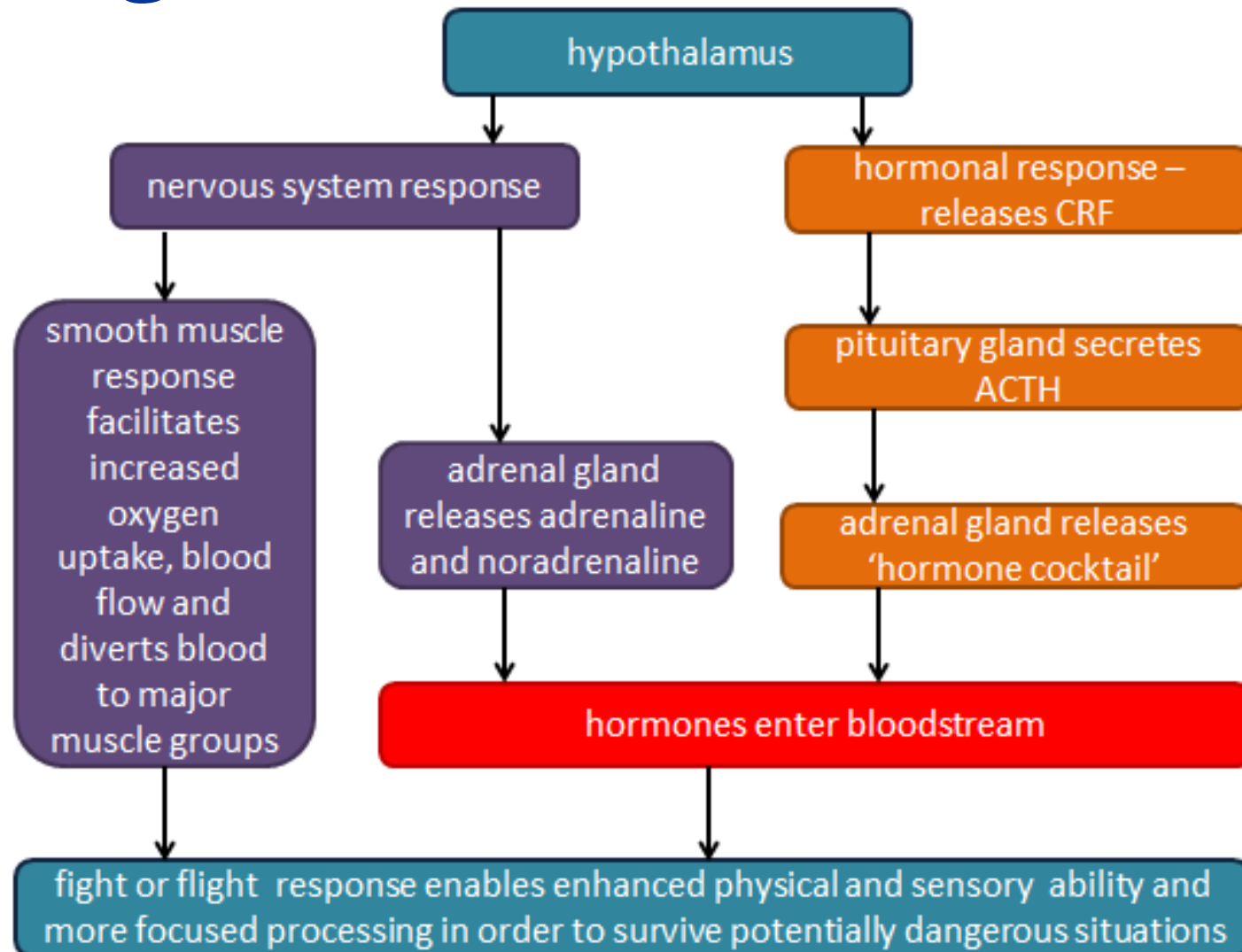
Weiskrantz 1974



The Threat Response



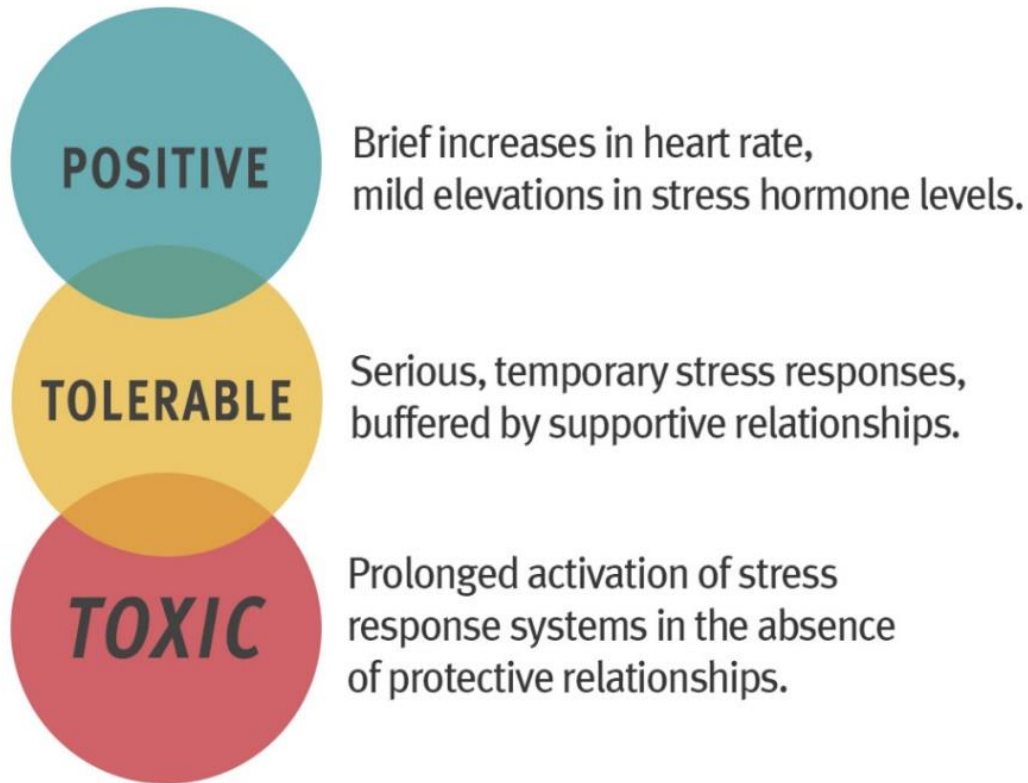
Fight or Flight



ACEs and Trauma

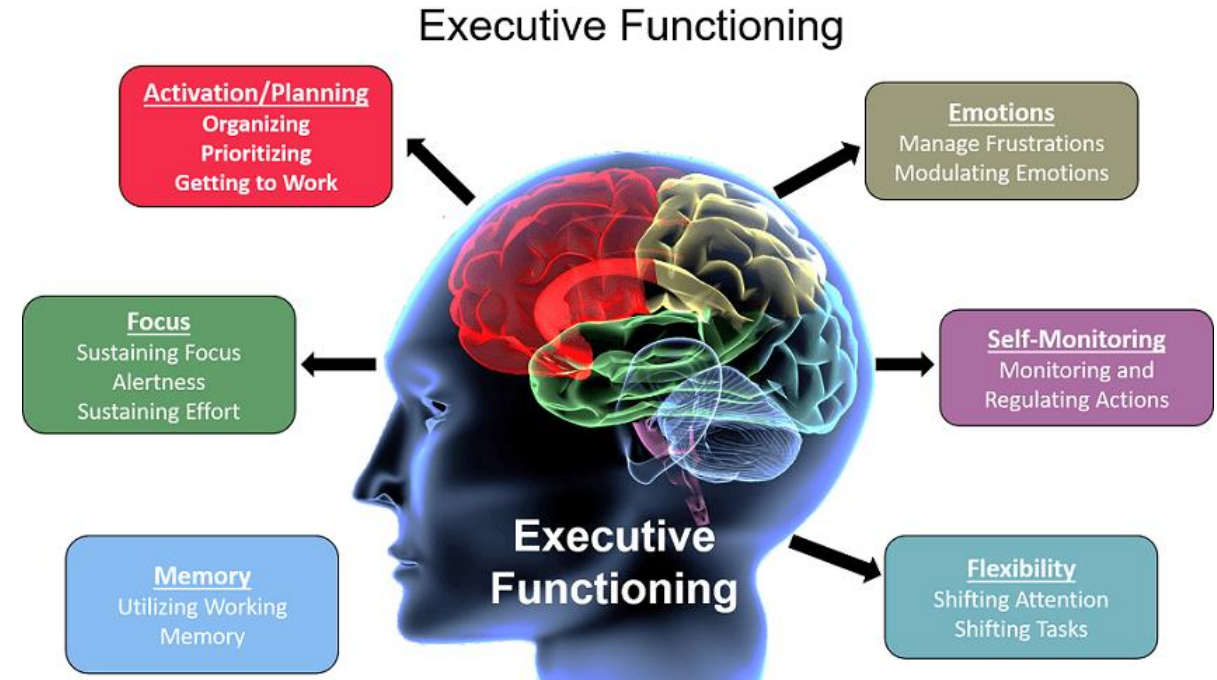
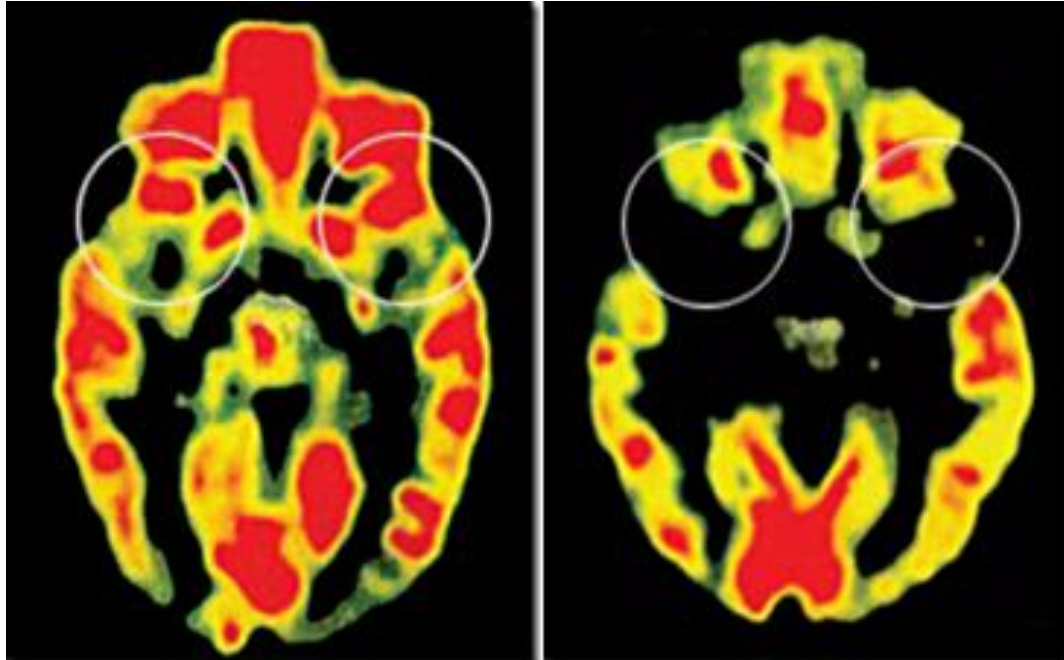
- Abuse (emotional, physical, sexual)
- Household dysfunction (domestic violence, substance abuse, mental illness, parental separation/ divorce, imprisonment)
- Neglect (emotional, physical)
- Illness
- Single event
- Sibling adversity
- Bullying
- Bereavement
- Cultural and racial
- Community-based trauma
- Intergenerational and historical

Toxic Stress



- This kind of prolonged activation of the stress response systems can disrupt the development of brain architecture and other organ systems, and increase the risk for stress-related disease and cognitive impairment, well into adulthood
- Anxiety
- Depression
- Digestive problems
- Headaches
- Muscle tension and pain
- Heart disease, heart attack, high blood pressure and stroke
- Sleep problems
- Weight gain
- Memory and concentration impairment

Brain activity – effects of trauma



- Temporal lobes – understanding speech, ability to communicate
- Prefrontal cortex compared to ‘reptilian’ activity
- Amygdala
- Hippocampus

Hypervigilance

- On alert
- Tense
- Scanning
- Focus on expression, body language and tone
- Irritable
- Overreact
- Safe situations seem threatening
- Lack of objectivity
- Overemphasis of what others think of me
- Focusing on others
- Over analysis of situations
- Anxiety about new situations or people
- Unaware of what is obvious to others
- Waiting for betrayal
- Can't concentrate

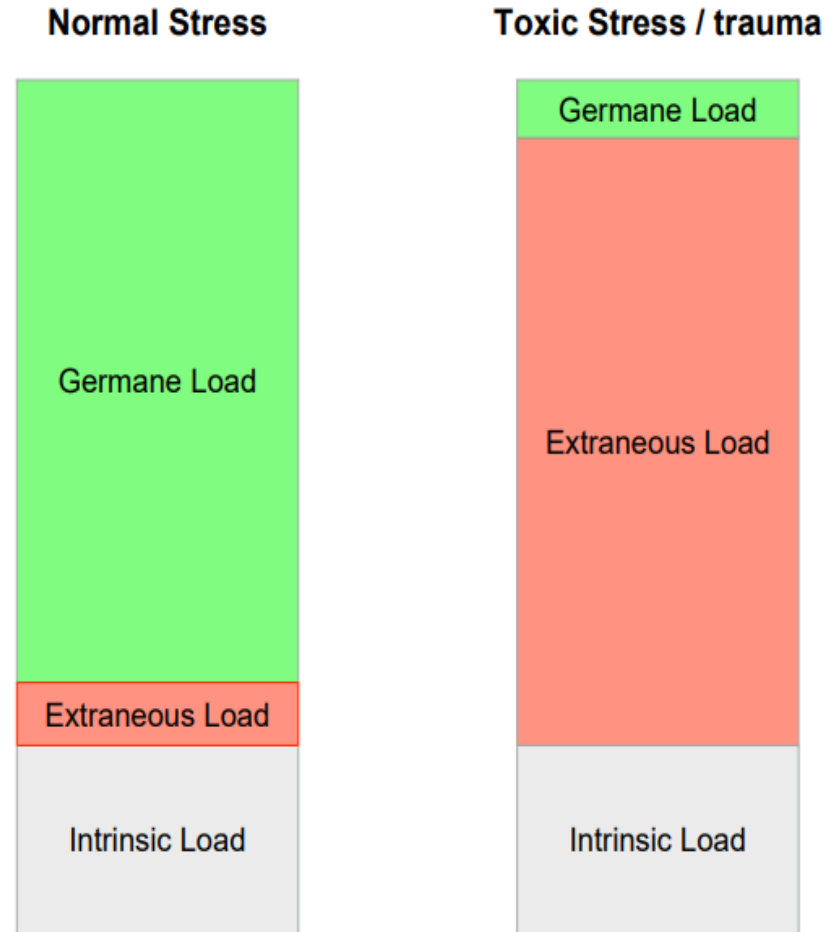
Seeking stressful situations because this feels normal or comfortable

Guilt and Shame

- Cozolini (2016) says that 'core shame...is an instinctual judgement about the self and it results in a sense of worthlessness, a fear of being found out and a desperate striving for perfection.'
- Brene Brown (2012) describes shame as the 'intensely painful feeling or experience of believing we are flawed and therefore not worthy of love and belonging'.
- Rage – 'You always blame me'
- Denial – 'I didn't do it'
- Minimise – 'I barely touched him'
- Blame – 'It was her fault'

Shame cannot survive and thrive when it is spoken about and validated.
Shame needs to be spoken about.
Relational connection enables us to recover from shame.

Implications for learning



Unconscious Communication



Feeling threatened

“Woman bit car after row at roadside”



Discuss with a partner a time when you may have acted irrationally when you have been stressed

Further Complications-Teenagers



Further Complications-Teenagers

- We don't get them
- The company of others
- Peer pressure
- Unpredictability
- Risk taking
- Optimistic
- Alliances
- It's a matter of life and death

Punishment doesn't work

'Callous
unemotional'
traits

social
communication
difficulties

A combination of
ADHD and SEMH

Trauma and
attachment

Self worth
trust
wellbeing

Secondary
behaviours

Punishment doesn't work

30%
estimated rate
of ADHD

88% excluded
from school

38% <14
when last at
school

20% identified
learning
disabilities

60%
estimated rate
of SLCN

43% - 57%
estimated rate
of dyslexia

Prisoners' Education Trust 2016

Punishment doesn't work

Recidivism costs the UK £18.1 billion yearly

34.1% young people <18 years old reoffended

Neurological conditions are 3x more prevalent in CJS than general population

39% adults in police custody have different neurological or mental health conditions

Suggested that 60% young people in custody experienced a TBI

Young people with ASD present as 0.6-1.2% in general population but 15% in custody

Neurodiversity and the CJS, 2022
Merseyside VRP & The Brain Charity

Management

Organised for
administrative
efficiency

Operational and
impersonal

Modification

Designed to
effect permanent
change

Improved
individual
decision making

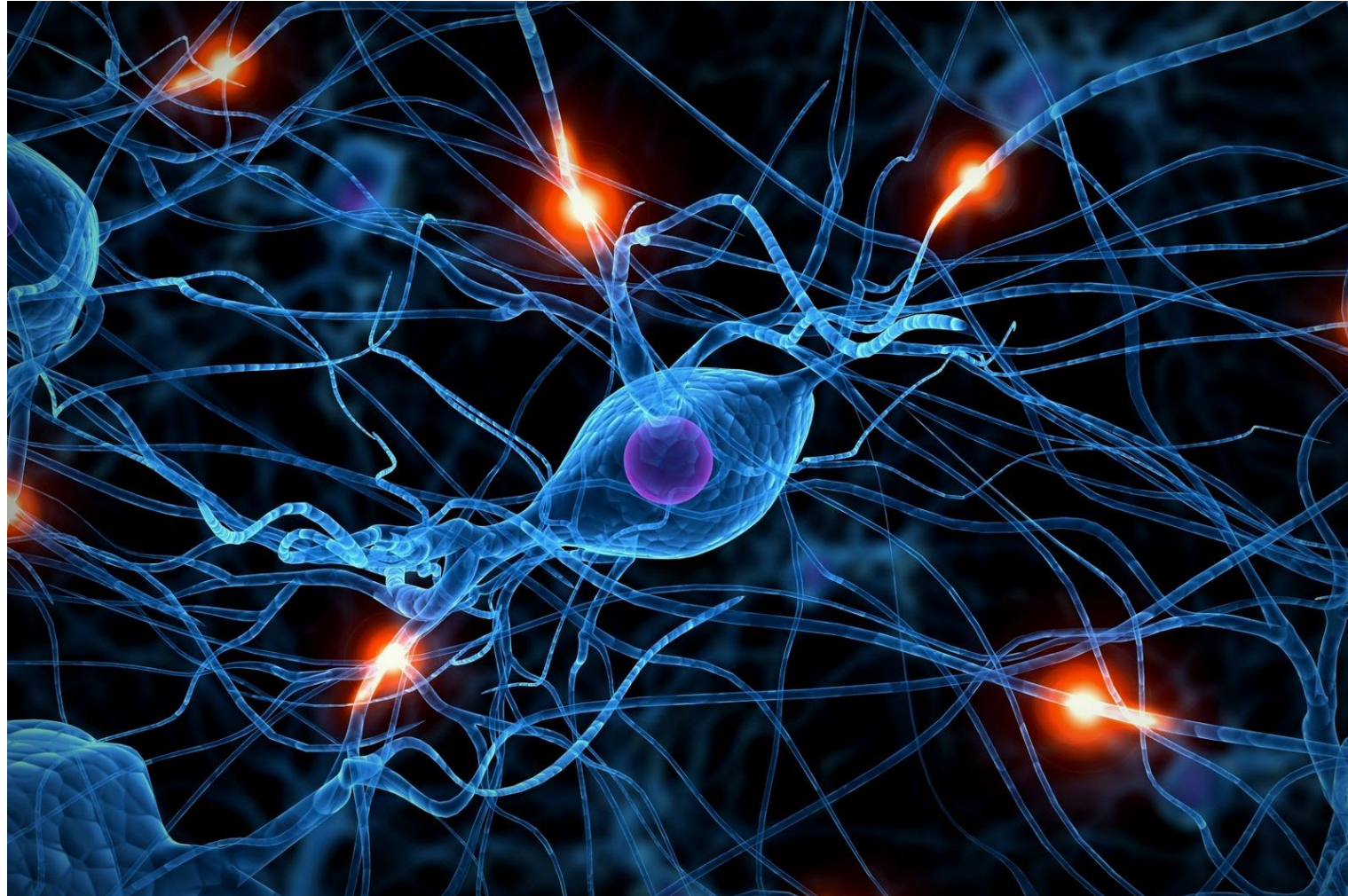
Behaviour modification

An analysis of over 800 studies looking at behaviour management suggests that there are three key pieces of behaviour management strategy:

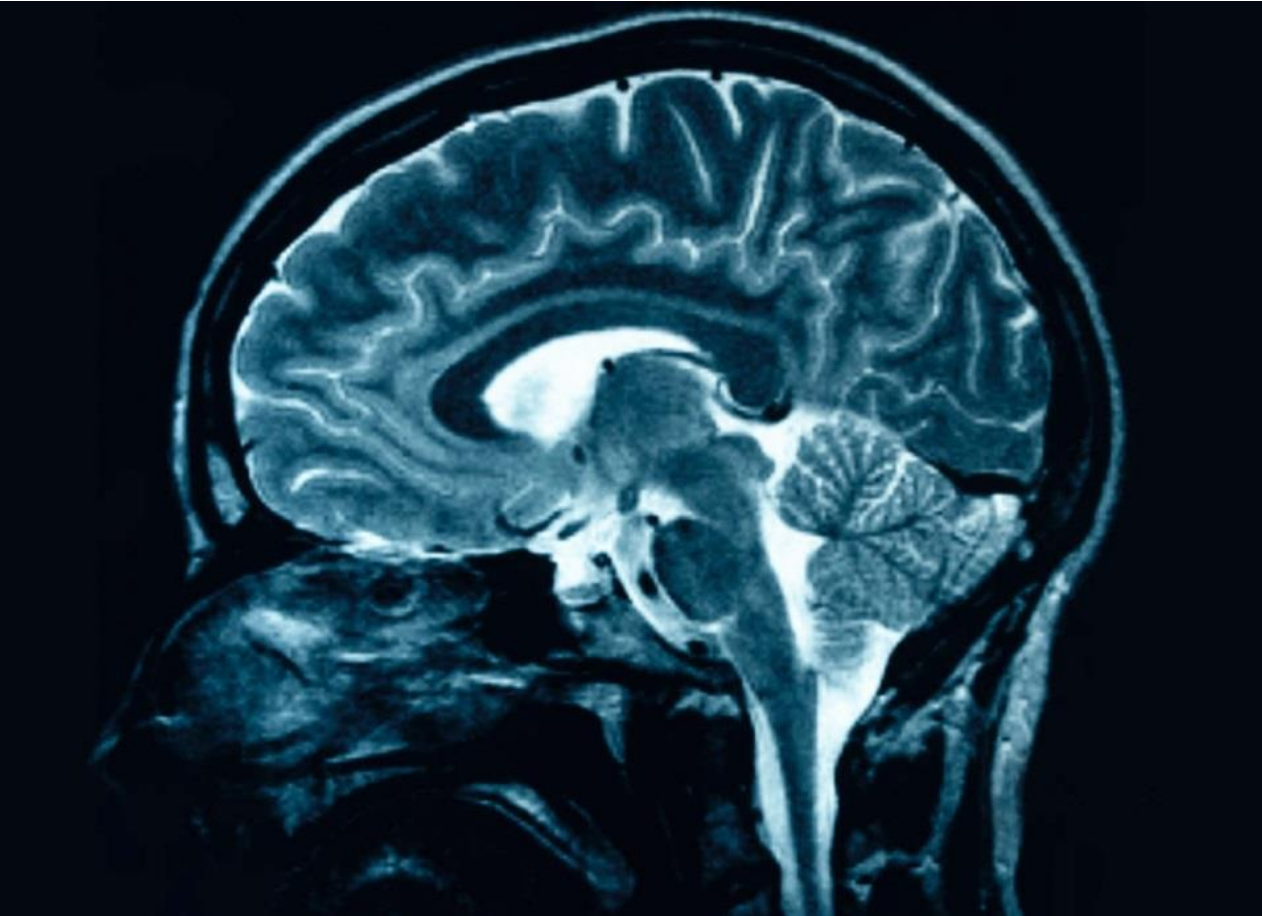
- **Social Skills training**
- **System-wide behavioural interventions**
- **Curricula modifications**

Prof. Alice Jones

Hebbian theory



Learning positive behaviour



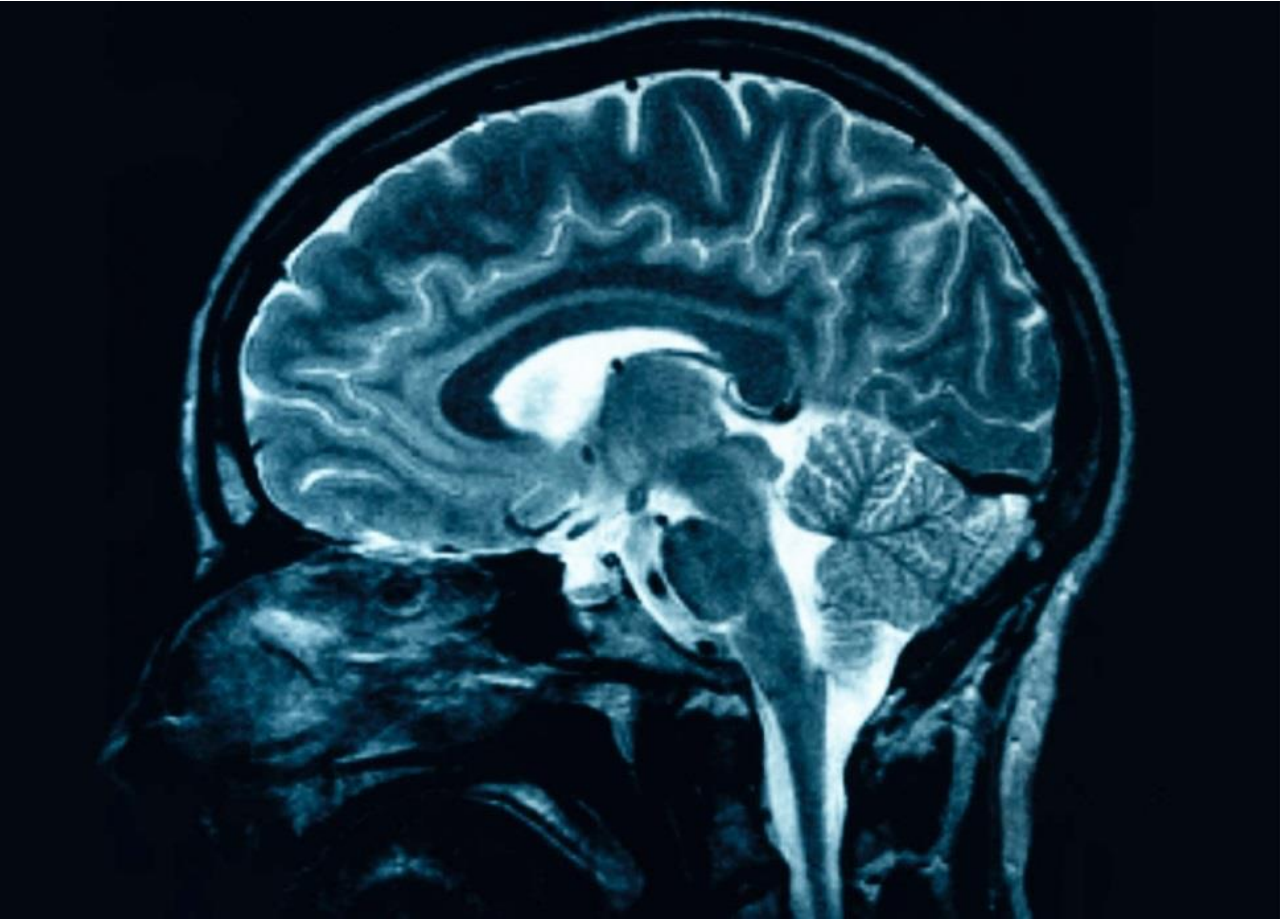
Corpus striatum

Habitual memory

Hippocampus

Episodic memory

Learning and emotion



Dopamine helps us learn:

Stress

- Dopamine (flood – burnout)
- Adrenaline (corpus striatum – memory burn)
- Steroids (destroy hippocampus)

Reward

Anticipation of reward

What does work?

Empathy, compassion, positive feelings and meaningful relationships

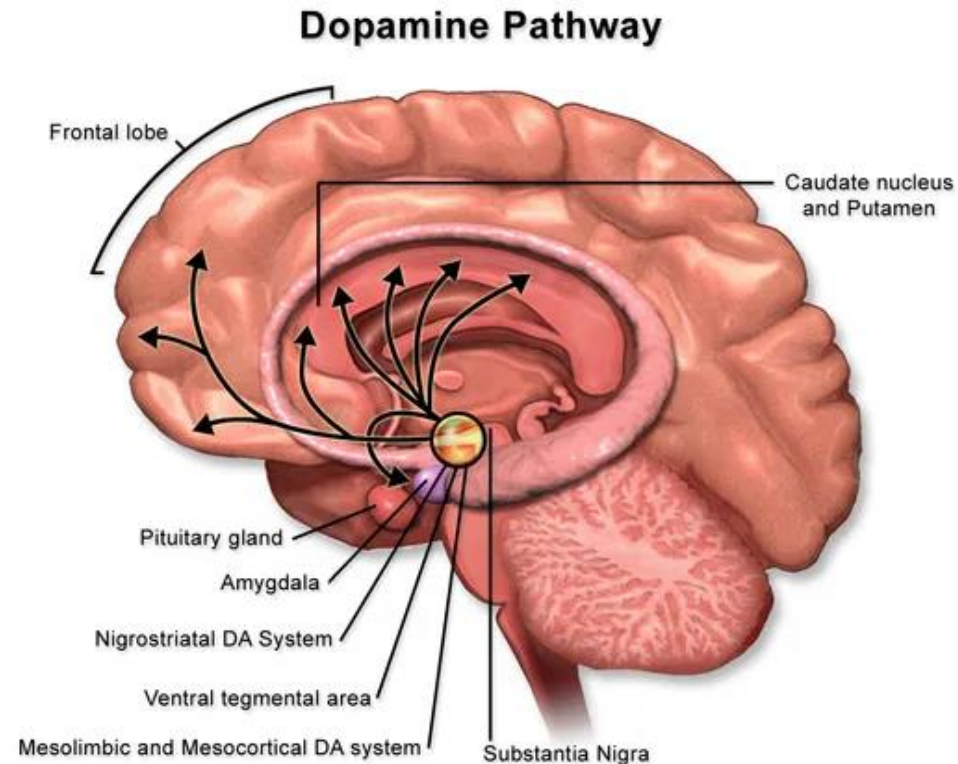
Reward

The same primitive, powerful circuitry as food and sex

The feel good hormone

The limbic system

The cerebral cortex



We can help brains to change

- Safe
- Secure
- Valued
- Respected
- Important
- Upskilled
- Kindness
- Unrelenting positivity
- Unconditional regard
- Always calm
- No raised voices
- Never anxious
- Never giving up
- Reliable
- Predicable
- Confident
- Interested
- Non-judgemental
- Co-regulation to self regulation
- Zones of regulation/DBT/PBS
- OT/Salt
- Interventions to build skills in communication and resilience

THE TIMES
THE SUNDAY TIMES

**Let's 'gameshow' our way
through the cost of living
crisis. Meal or no meal?**

BBC
NEWS

**Ukraine war: Putin says West's
sanctions fever wrecks European
lives**



INDEPENDENT

**School sixth forms forced to close
across country amid funding cuts,
figures reveal**

The Telegraph

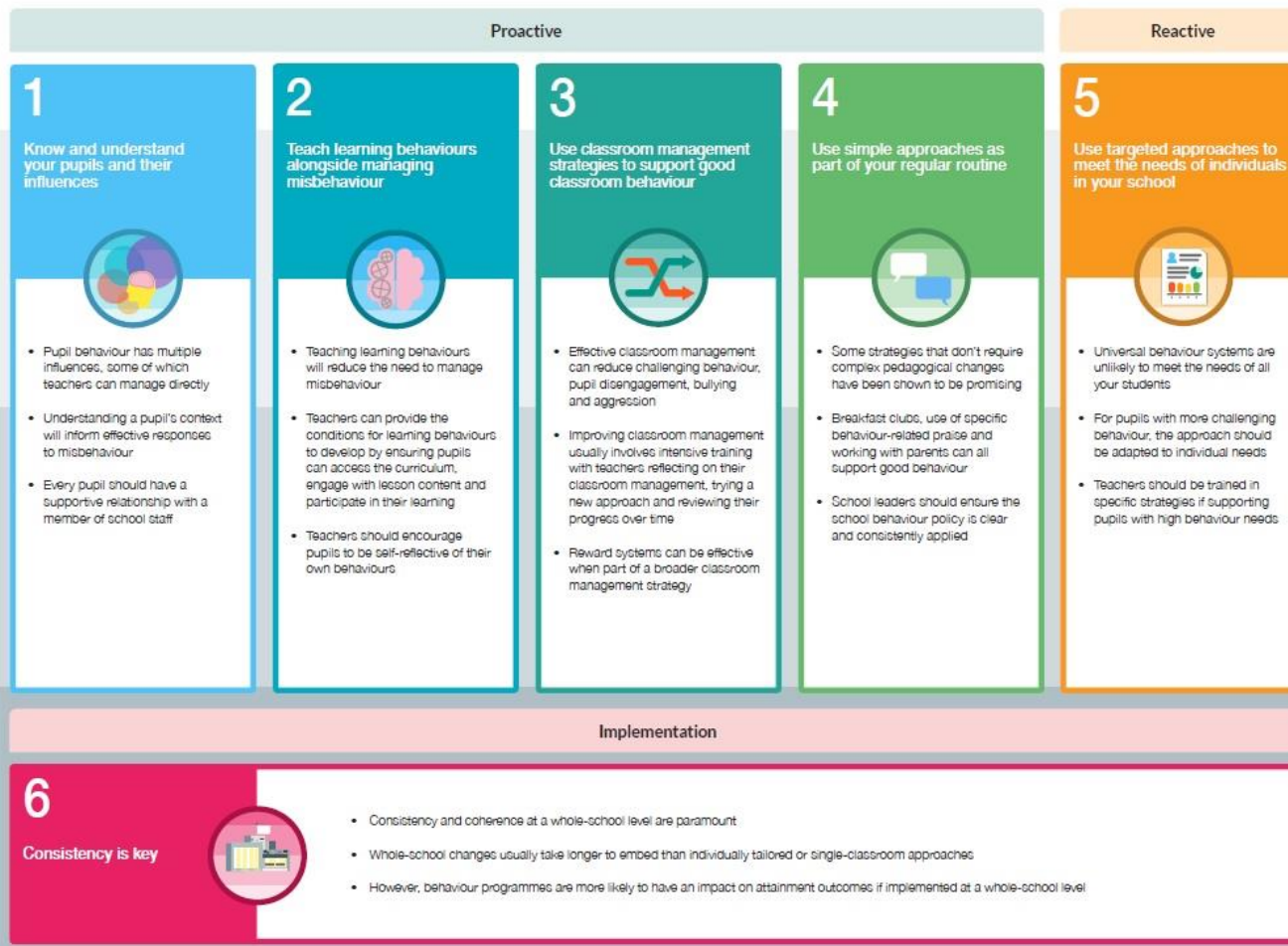
**The age of the 'megaflood' could be coming – and we
must prepare now**

IMPROVING BEHAVIOUR IN SCHOOLS

Summary of recommendations

Sections are colour coded for ease of reference:

Report Published
7th June 2019
eef.li/behaviour



Foundations for good implementation

1 Treat implementation as a process, not an event; plan and execute it in stages.



- Allow enough time for effective implementation, particularly in the preparation stage; prioritise appropriately.

2 Create a leadership environment and school climate that is conducive to good implementation.

- Set the stage for implementation through school policies, routines, and practices.
- Identify and cultivate leaders of implementation throughout the school.
- Build leadership capacity through implementation teams.

EXPLORE

3 Define the problem you want to solve and identify appropriate programmes or practices to implement.



- Identify a tight area for improvement using a robust diagnostic process.
- Make evidence-informed decisions on what to implement.
- Examine the fit and feasibility of possible interventions to the school context.
- Make an adoption decision.

PREPARE

4 Create a clear implementation plan, judge the readiness of the school to deliver that plan, then prepare staff and resources.



- Develop a clear, logical, and well-specified implementation plan:
 - a. Specify the active ingredients of the intervention clearly: know where to be 'tight' and where to be 'loose'.
 - b. Develop a targeted, yet multi-stranded, package of implementation strategies.
 - c. Define clear implementation outcomes and monitor them using robust and pragmatic measures.
- Thoroughly assess the degree to which the school is ready to implement the innovation.
- Once ready to implement an intervention, practically prepare for its use:
 - a. Create a shared understanding of the implementation process and provide appropriate support and incentives.
 - b. Introduce new skills, knowledge, and strategies with explicit up-front training.
 - c. Prepare the implementation infrastructure.

DELIVER

5 Support staff, monitor progress, solve problems, and adapt strategies as the approach is used for the first time.



- Adopt a flexible and motivating leadership approach during the initial attempts at implementation.
- Reinforce initial training with expert follow-on support within the school.
- Use highly skilled coaches.
- Complement expert coaching and mentoring with structured peer-to-peer collaboration.
- Use implementation data to actively tailor and improve the approach.
- Make thoughtful adaptations only when the active ingredients are securely understood and implemented.

SUSTAIN

6 Plan for sustaining and scaling an intervention from the outset and continuously acknowledge and nurture its use.




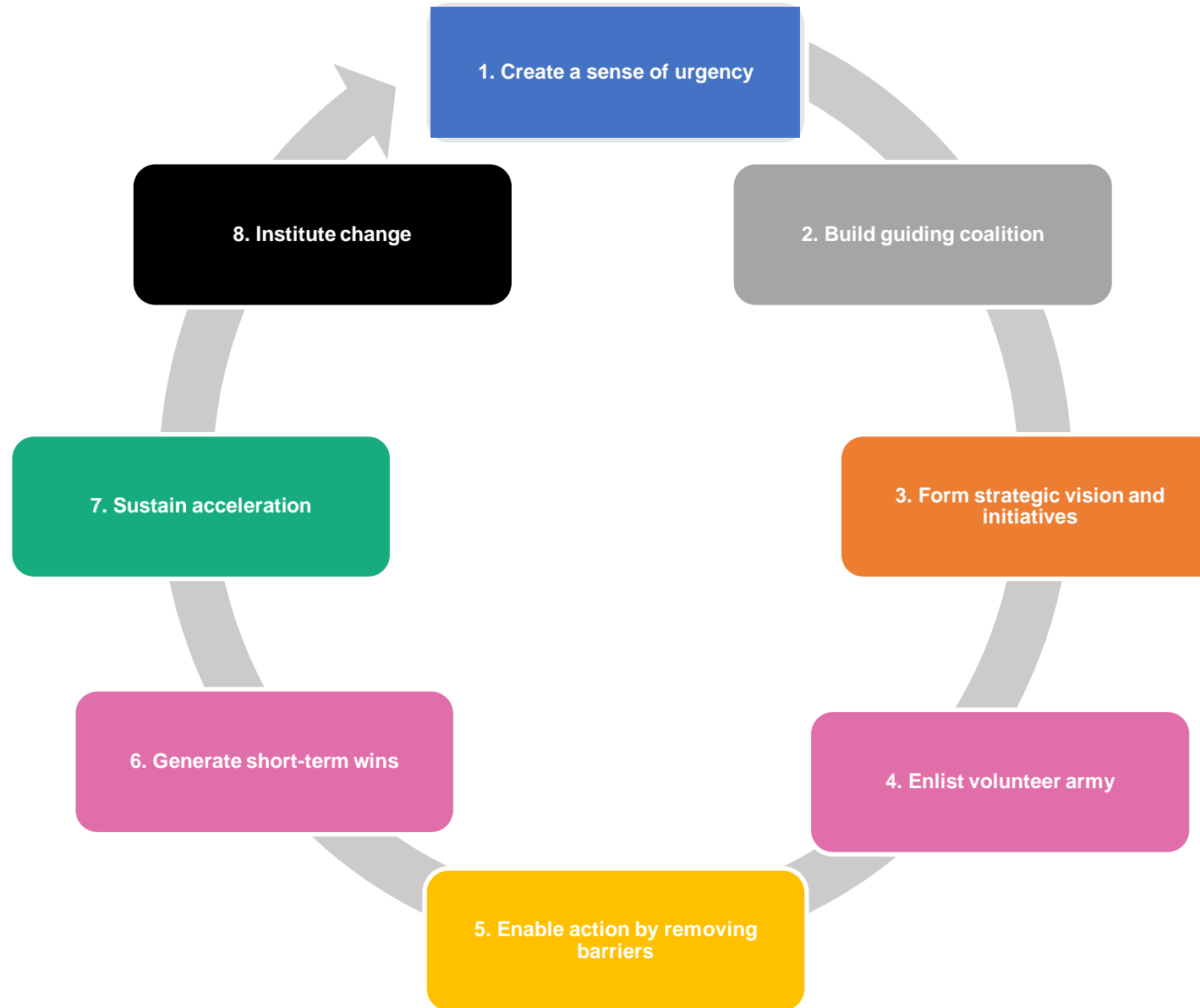
- Plan for sustaining and scaling an innovation from the outset.
- Treat scale-up as a new implementation process.
- Ensure the implementation data remains fit for purpose.
- Continuously acknowledge, support, and reward good implementation practices.

**Always Growing,
Always Learning.**




**GILBROOK
SCHOOL**
where brighter futures are nurtured.







Theory of change

1. Common agenda

- Practitioners are able to identify factors that act as barriers to children and YP's access to learning and future development.
- Families are engaged in the co creation of, and aligned to, a clear vision and strategy.

2. Shared measurement

- Practitioners adopt a consistent approach to measuring social, emotional and academic needs that is shared with children, YP, parents and carers.

3. Mutually reinforcing activities

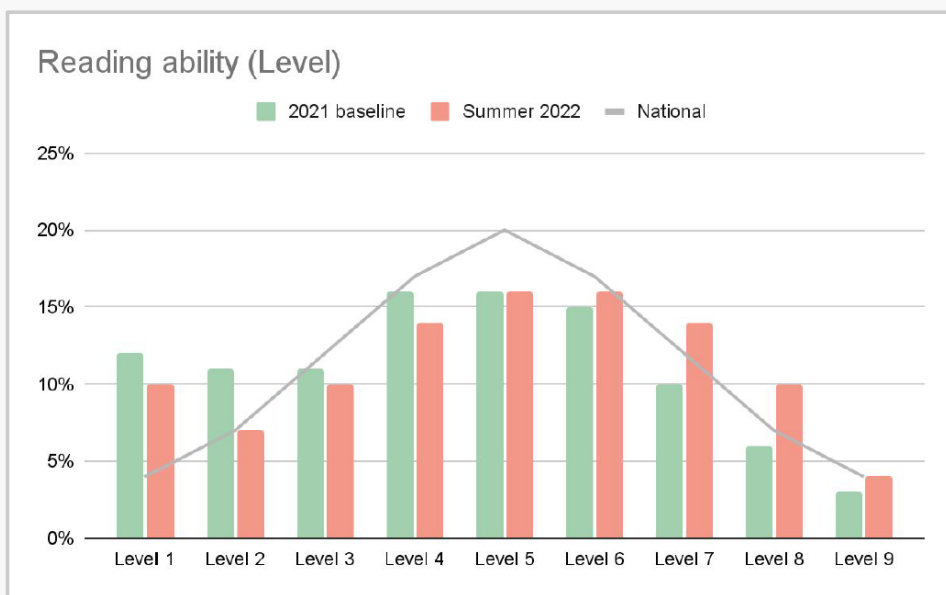
- Children and YP have improved access to the curriculum.
- Children and YP develop their capability; for example, in relation to literacy and reading capability.
- Children and YP experience improved confidence and willingness to learn.
- Children and YP demonstrate an improved sense of wellbeing.

4. Clear and open communication

- Stakeholders across the place actively seek the voice of children and YP.

5. Backbone support

- Children and YP develop a greater sense of agency and actively seek out opportunities for positive engagement.



+50%

increase in the number of high-ability readers

-26%

decrease in those with the highest reading support needs

£5m plan to extend pioneering community programme to Liverpool City Region's most deprived areas

- Region-wide roll-out of successful Cradle to Career change programme piloted in North Birkenhead and managed by Right to Succeed
- Regional programme aims to improve access to opportunities in five of the city region's most deprived areas
- Long-term approach focused on the needs of children and young people locally

Apr 21 - Sep 21 (Y1)	Cradle to Career	Wirral-wide	Oct 21 - Mar 22 (Y2)	Cradle to Career	Wirral-wide
Social care step-down rate*	62 per 10,000	20 per 10,000	Social care step-down rate	43 per 10,000	24 per 10,000
Social care case closure rate*	307 per 10,000	225 per 10,000	Social care case closure rate	206 per 10,000	253 per 10,000
Social care referrals*	224 per 10,000	239 per 10,000	Social care referrals	264 per 10,000	243 per 10,000
Social care repeat referrals	78 per 10,000	48 per 10,000	Social care repeat referrals	50 per 10,000	56 per 10,000



The positivity ratio

- Professor Roy Baumeister
- The 'Matthew' effect



The Children's Society

Our key findings

- 🌟 UK children's happiness with their lives continues to decline.
- 🌟 More children are unhappy with their appearance than with family, friends, school and schoolwork. Girls are more likely to feel this way than boys.
- 🌟 Happiness with school and schoolwork declines significantly with age, and was significantly lower among children in lower income households.
- 🌟 Over half of parents and carers feel that the pandemic has had a negative impact on the education of their children.
- 🌟 85% of parents and carers are concerned about the impact of the cost of living crisis on their household/family over the next 12 months, which will only get worse as this crisis unfolds.

How to be happy

$$H=S+C+V$$

H = happiness

S = genetic set point

C = circumstances

V = voluntary control

How to improve?

List things that went well each day

Be grateful for what we have

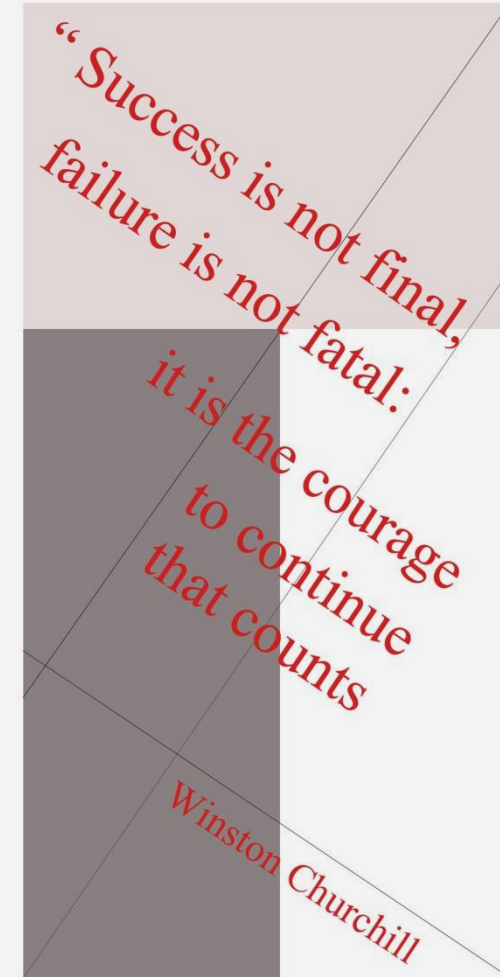
Random acts of kindness

Sense of community

Meaningful work

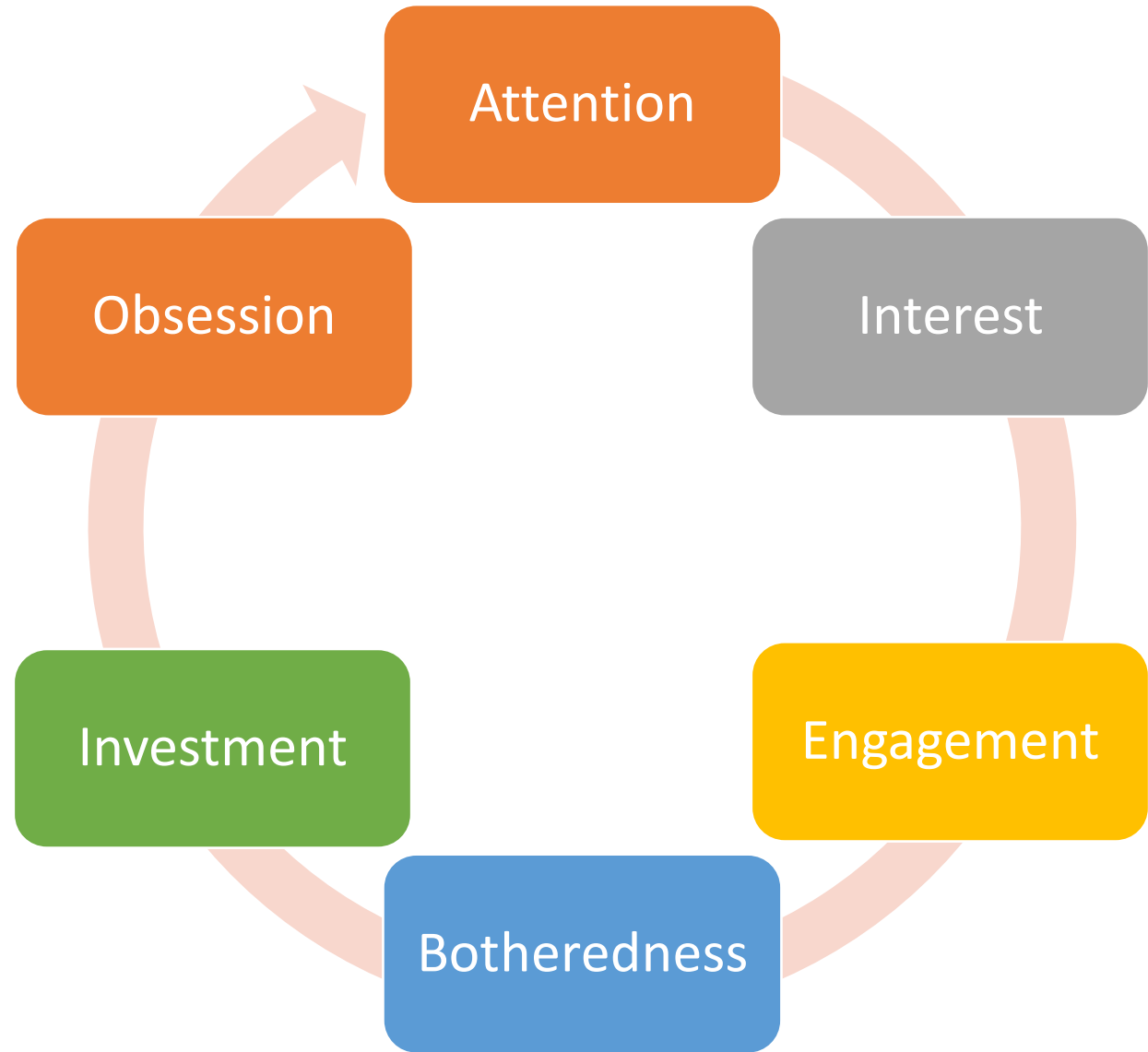
Research has shown that happy people:

- Live longer
- Are healthier
- Are more successful
- Have more fulfilling relationships

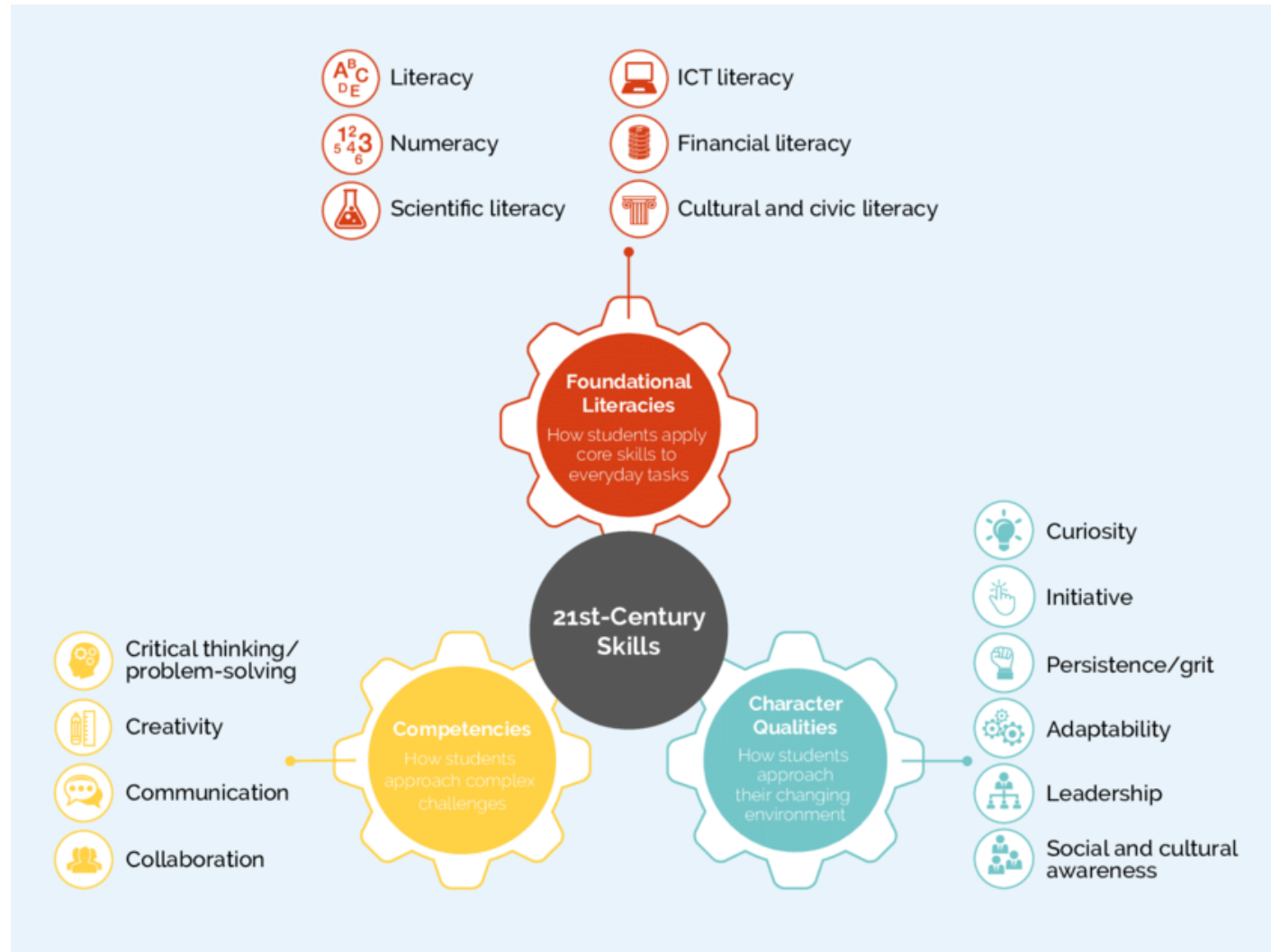


Continuum of engagement

From a conversation with
Dorothy Heathcote, 2004



21st Century Skills



**One day, in
retrospect, the
years of
struggle will
strike you as
the most
beautiful.**

Sigmund Freud

Top Strategies for Non-Confrontational Behaviour Management

Steven Baker and Mick Simpson share their top tips for a calm and conflict-free classroom from *A School Without Sanctions*

Use praise effectively

Praise is a very powerful tool, when timely and explicitly linked to the observed behaviour. Avoid praise when it is undeserved or for its own sake. Ensure that students are encouraged to make an effort and take risks by praising effort rather than outcome or ability.

'Thanks for passing that pen and helping John to get started. I'm sure he's really grateful.'

Give a rule reminder

Remind students of the classroom or school rules that relate to the behaviour that you are seeing. The emphasis should be that the rule is an expectation of everyone in the setting.

'Our school rule is that we all put up our hands and wait to be asked before speaking, thank you.'

Expect compliance

You are much more likely to gain compliance with an instruction if you act with complete confidence that your students will do as you ask them. Look confident, even if you do not always feel it. Use thank you rather than please to end instructions, which sends an implicit message that your request will be met with cooperation.

'It's lovely to see you guys. Quiet, straight line, thanks.'

Use 'maybe... and...'

Using 'maybe... and...' can help avoid confrontations when the student is making remarks that, if engaged with, will divert from the lesson. You will give the appearance of agreement, which is a very effective way of defusing a situation, followed immediately by assertively redirecting the student.

'Maybe you weren't talking, and I'd like to get on with the activity, thanks.'

Use choice scripts

When faced with negative and sometimes extremely challenging behaviour in our school, choice scripts are usually a first recourse. In this way, we pass responsibility for the situation back to the student. Instead of delivering an instruction, we are giving choices.

'You are in control of this situation; the things that happen next will depend on the choices you make.'

Avoid 'but' and 'why'

Experience will tell students that the word 'but' is often immediately followed by a criticism and they will be primed to be defensive. Another word to consider using carefully when discussing behavioural choices is 'why': 'why did you do...?' can make a student think you have a judgemental approach.

'What happened?' is more likely to be successful than asking 'But why did you do it?'

Offer consequential choices

Giving a consequential choice is a good way to hand responsibility for the outcome of a situation firmly back to the student. It's more difficult for most students to initiate a confrontation with somebody when they have clearly chosen the consequence themselves.

'I'd like you to choose to stay in your seat. If you choose to move around the classroom without permission then you'll be choosing to speak to me at break.'

Show you care by acknowledging an issue then redirecting

One way to prevent escalation happening is to simply state that you recognise the importance of the matter to the student. By acknowledging the problem, you have shown that you care, and then you can redirect them onto your activity.

'I know homework is important and you can ask about it as we pack away; right now, I need you to get back on task, thanks.'

Switch off the spotlight

When being asked questions or for a response in front of their peers, some students may feel as if a 'spotlight' has been turned on. Some strategies you can use to alleviate this are allowing take up time for students to comply with your instructions, pausing after giving instructions, or refocusing with questions that redirect the conversation, before coming back to the task.

Look out for your own response

Try to keep tabs on your own threat response and the feelings and behaviours that accompany it. We all have a variety of stressors that can influence our behaviour, and raise our own threat response.

If you're struggling with your response, consider talking to somebody whose judgement you trust and give them permission to be honest with you, meaning that you have an objective viewpoint to turn to when you are feeling heightened emotions.