



# Islington TIPPPS

Trauma informed PRU, primary schools and partners project

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NHS  
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In partnership with

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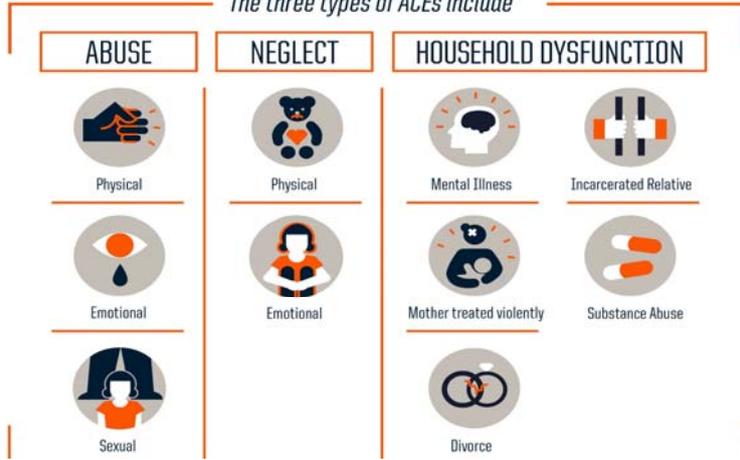
## What do we mean by trauma?

Trauma is not the event itself, but rather a response to a highly stressful experience in which a person's ability to cope is dramatically undermined.

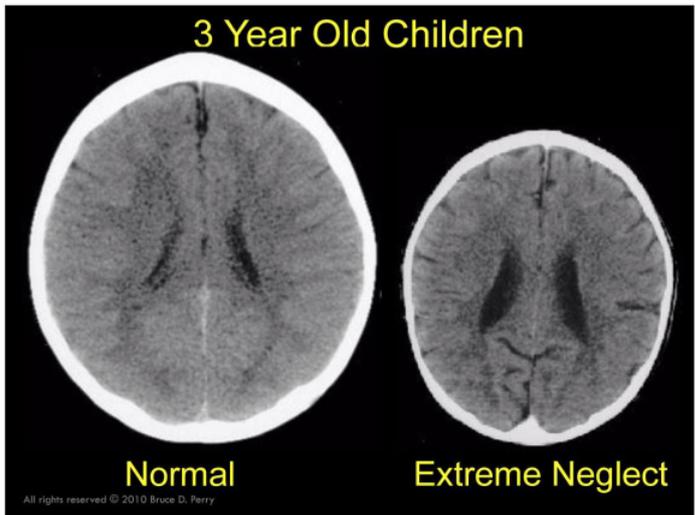
The range of potentially traumatic events in childhood is quite broad, including not only physical threat and harm but also emotional maltreatment, neglect, abandonment, and devastating loss

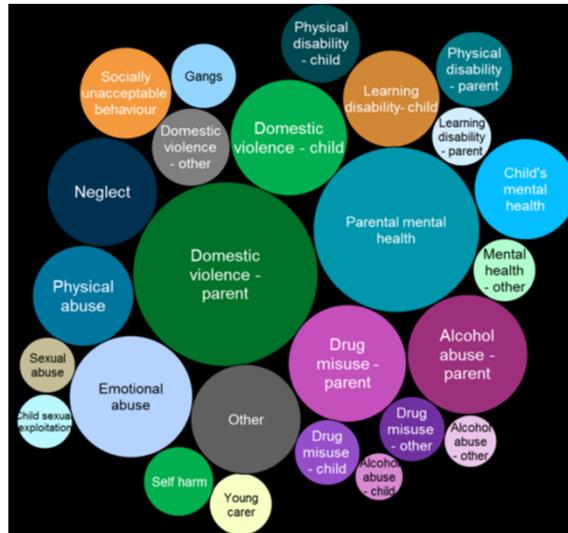
Trauma is common

The three types of ACEs include



3 Year Old Children



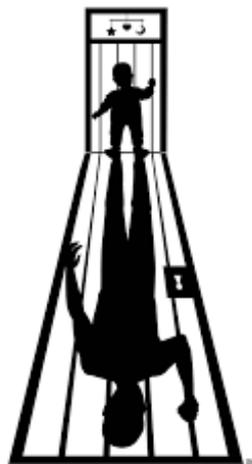


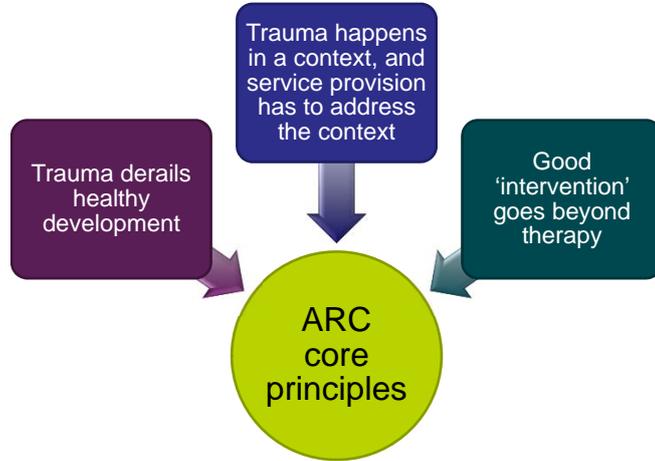
### What helps children to survive these experiences?

- Assumption of danger
- Rapid mobilisation in the face of perceived threat: fight, flight or freeze
- Self-protective stance
- Development of alternative strategies to meet developmental needs e.g. controlling, provoking expected response/seeking out conflict, avoiding help-seeking, dissociation, sensation seeking
- Many distressing behaviours represent the child's attempt to cope

### What does this mean for children's development?

- Heightened survival skills
- Under-development of areas which are less immediately relevant to survival. (Not) learning to:
  - Wait
  - Share
  - Plan
  - Problem solve
  - Sustain attention
  - problem solve
  - Seek support
  - Form relationships
  - Understand or manage emotions





## What difference do we want to make?



Staff are better equipped to support children who may be dealing with underlying trauma:

- They can define trauma and understand its impact
- They know ways to support attachment, regulation and competency

Children see their school as a sensitive and caring environment and one in which there is an adult who they feel comfortable talking to

Schools experience improvements in school behaviour and attendance



Working in partnership

## Supporting joined up work with schools and services

Schools have increased capability in supporting vulnerable children

- Schools are better at holding cases of vulnerability
- Schools are better at identifying vulnerability
- Schools work more collaboratively with partners where there are concerns about individual pupils and make more effective use of referral pathway



Identifying survival mode and how children do not learn in this mode

Helping me understand behaviours I previously would have labelled as naughty

Learning about 'survival mode' and how it trumps everything; how that might present itself in different children

We work with many of these children every day under many pressures re standards etc. Most useful thing is to have a single model ARC to work from

Remember- don't take it personally we are dealing with children!

The need to look after ourselves and regulate our own behavioural reactions

Helped to re-inforce what we already think might be underlying issues for some of our pupils

That SLT were present to understand this way of thinking can work