

# Tackling Emerging Threats to Children (TETC) & School Health Hub Newsletter

APRIL 2023 EDITION



## Constant Gardeners

Hopefully most of you managed to have a good break over Easter and are feeling recharged and rested. TETC staff managed to take a pause for breath too and we have been reflecting on the most common reasons colleagues contacted the service last term. We were regularly asked about HSB, knives and weapons, misogyny and risks associated with online activity. Most often, in unpicking what was behind the presenting behaviour or concern, we were able to identify the unmet needs in the individual/group of students we were discussing and help colleagues to figure out a plan to address them. Mostly, we suggested or helped people to find solutions which they realised didn't need specialists to implement. Sometimes these ideas worked. Sometimes they worked partially. And sometimes we had to go back to the drawing board and rethink.

Continuing with the metaphor of trees, plants and gardening, this month's reflection is focused on the tools/resources we need to protect and nurture

those in our care and help them heal and recover when they have been exposed to harm or have been neglected. As always, I ask you to indulge me a little as I try to explain my train of thought, but I really think the gardening/plant care analogy works! You will find links to services and training programmes that will further support your work, and hopefully strengthen your knowledge and understanding as well as your confidence. Great things to have in your toolbox. Speaking of which.....



This weekend, I spent some dedicated time tending to my house plants. Some were doing fine, and others were clearly in signs of distress, either having outgrown their pots, or struggling because of the constant change in temperature as I switched between having the central heating on or off (depending on my latest energy bill). One of my favourite plants which until recently had been thriving, was now looking very forlorn and most of its leaves were dry, brown, and wilting. This was in spite of the fact that, I had increased the amount of water I had been giving it as soon as I noticed its distress. When it didn't respond how I had hoped it would, I recognised that I didn't really know enough about this plant and its particular needs, and decided it was time I did some research. I soon became aware that in applying my very generic knowledge about plant care, I had made matters worse, and it reminded me that we must go beyond the superficial presentation in order to understand what plants (and people) are often trying to communicate. Gardening and plant care isn't a simple science, and taking care of little humans is no less complicated.

### Lets talk about:

- Child Sexual Exploitation
- Radicalization & Extremism
- Online Safety and Behavior
- Emotional Health & Wellbeing
- Gangs, guns and knife crime
- Female Genital Mutilation
- Gender Identity
- Anti-bullying
- Prejudice and Hate Crime
- Forced Marriage
- Honour Based Abuse
- Obesity
- Eating Disorders
- Smoking
- Alcohol
- Healthy Relationships & Sex Ed
- Resilience
- Drugs and substance misuse
- Sexual bullying
- Domestic violence
- Physical Activity
- Suicide and Self harm
- Diet and nutrition
- Sexting
- Risk taking behavior's
- Oral hygiene
- Body Confidence
- Mental hygiene

Having recognised my attempts at first aid had failed miserably, I began to look at my plants as individuals and committed to understanding each of them better. I improved my knowledge of the different species, invested in some plant food and other plant care products, new pots and special tools, and then set time aside to provide each of them with what they were signalling they needed. Some needed less water. Some needed more. Some needed daily attention. Some needed new soil.

I had to really focus in and consider a wide range of potential causes before homing in on the right solution for each plant. Some almost instantly seemed to appear healthier and happier. For others, I am still in the watchful waiting period, keeping everything crossed that I have interpreted the signals correctly, and that my actions will restore and revive them. I have come to realise that often there is no quick fix and that I need to be realistic about the healing process. Gardening requires attention to detail and solution-focused approaches mixed with patience and tender loving care. It can take a long time to see the fruits of your labour, and you have to stay vigilant to all the things that can threaten the plant's health and ability to grow and thrive. Nurturing children requires the same skill set and qualities.



In many ways, children are like plants. They need different things at different times, but mostly they need us to be patient and persistent when they are trying to tell us what they need, and we don't understand. They need person-centred approaches that take into account that they are unique and are shaped by their environments and everything they are exposed to - both positive and negative influences. They need consistent care, time and attention, and adults who have enough knowledge to adapt the environment to the conditions they need, using the right tools for the job. It can be easy to misinterpret what they are trying to tell us, and sometimes we don't tailor our interventions accordingly because we think we have seen this particular presentation before and know what to do.....yet a plant which is dehydrated often displays the same symptoms as a plant that has been overwatered and now has its roots saturated and rotting. In the same way, trauma, ADHD and porn addiction, for example, can manifest in very similar presentations. Anger and aggression can hide a whole host of other deep-seated emotions. It can be difficult to work out what exactly is going on and how we need to respond, and whilst we are figuring out which referrals to make and which agencies need to be involved, the child at the centre can get lost.

What we try to do in TETC is understand the context of the child's life and what their story is. Like doing a jigsaw puzzle, the pieces from their past and present, as well as what they imagine or hope for their future, are all crucial elements in figuring out how best to meet their individual needs. Focusing on just one part of the picture can result in us taking the wrong action. We have to work holistically, looking not just at the behaviour of concern, but rather what the motivation behind it is- what is that little person trying to tell us about how they are feeling and what they need?

And of course, it applies equally to adults- whether they are parents, colleagues, or our significant others, understanding the context of someone else's life is essential to building positive relationships and effective communication. It requires a whole host of skills including the ability to notice; to be curious and compassionate; to stay out of judgement; and self-awareness. They are all skills each and every one of us can develop and there is always room for improvement no matter how skilled a person might already be. Like gardening, relationships need constant work and effort. My advice is the same whether you want to become a good gardener or support the humans in your life as best you can - make sure your tools are suitably sharp and that you maintain them regularly. And most of all, recognise that there's always something more to learn to improve your skills. Always something to add to the toolbox.

Have a great summer term,

Sarah and the team

## Healthy Bodies - International Epilepsy Day - 13th February 2023

### MAY 2023

#### Physical Health Awareness

##### dates

1<sup>st</sup>- 7<sup>th</sup> Perinatal Health Awareness Week

1<sup>st</sup>- 7<sup>th</sup> Deaf Awareness Week

2<sup>nd</sup> World Asthma Day

2<sup>nd</sup>-8<sup>th</sup> Viral Meningitis Awareness Week

9<sup>th</sup> – 15<sup>th</sup> ME Awareness Week

10<sup>th</sup>-16<sup>th</sup> Type 2 Diabetes Prevention Week

10<sup>th</sup> World Lupus Awareness Day

12<sup>th</sup> May World Fibromyalgia Awareness Day

15<sup>th</sup> -21<sup>st</sup> Mental Health Awareness week

15<sup>th</sup>-22<sup>nd</sup> Action for Brain Injury Awareness week

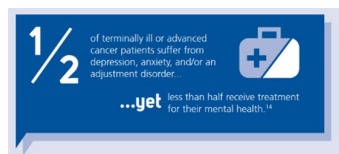
17<sup>th</sup> World Hypertension Day

28<sup>th</sup> Women's Health Day

29<sup>th</sup> World Digestive Health Day

National Walking Month

As we focus on the 'lightning strikes' within our TETC tree analogy, we consider those events that occur as a bolt out of the blue, they are completely unexpected and mostly outside of our sphere of influence and control. Something such as a health scare, a medical emergency, leading to a hospital stay, or a confirmed diagnosis that affects the prospects of our long-term physical health would certainly cause a significant change to day-to-day routines for yourself, your friends, and your family. Perhaps it's also important to consider the effect upon your children dealing with an adverse childhood experience of an unwell parent or caregiver. Or even to begin to understand and manage their own childhood disease or health condition. Physical health problems significantly increase our risk of developing mental health problems, and vice versa.



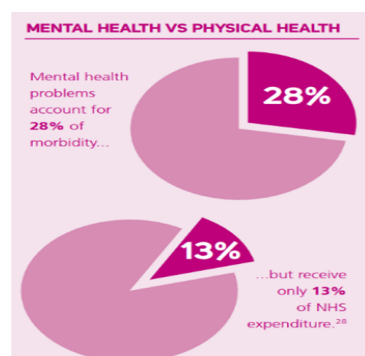
Nearly one in three people with a long-term physical health condition also has a mental health problem, most often depression or anxiety. As well as this, mental health problems can come with physical symptoms. Our bodies and minds are not separate, so it's not surprising that mental ill health can affect your body. Depression can come with headaches, fatigue and digestive problems, and anxiety can create an upset stomach. Other symptoms can include insomnia, restlessness and difficulty concentrating. The relationship between body and brain also requires a co-ordinated approach to treatment and recovery. This will not only minimise cost but will ensure that a person-centred partnership of care is delivered. The National Voices definition developed by people with long term conditions states their best health outcome is achieved when: ***"I can plan my care with people who work together to understand me and my carer(s), allow me control, and bring together services to achieve the outcomes important to me."***

Therefore, as professionals with a duty of care towards our children and equally as employers with a duty of care towards our staff (who may themselves be working with a health condition or whilst caring for someone in need), we must ensure we have a care plan that is reviewed and adjusted regularly, with their full involvement. A plan that is drafted in partnership with parents and all those who care for them as a collective which is cohesive and effectively communicated, will be a key measure of success. Often parents will be the driver, passing information back and forth, linking the professionals and support teams together. Let's not forget the weight of the responsibility and the support they may need to handle this role. (Alongside the role of being the main caregiver and meeting their child's needs). Education professionals may be best placed to consider their co-ordination role and regularly ask, how information transfer and processes are suiting all involved. Currently, with funding stretched and both health and education support services at capacity, it can be disheartening to be in need, referred and 'on a waiting list' with nothing in the interim. The isolation can be overwhelming. It is all our roles to support families who have a medical need (diagnosed or otherwise) to stay connected and bolster their resilience levels. We can do this together by:-



- Staying informed and showing interest in the nuances of each health condition.
- Finding moments of 'sunshine', focusing on their merits not their illness/condition.
- Listening, providing outlets to be heard and receive recognition for the additional challenges they face. *A health support group or parent's group may help this.*
- Demonstrating they matter, supporting their positive identity as someone with a health condition. *Awareness days or fundraising activities may support this.*

Please use the numerous upcoming health awareness dates in May to find out more, as well as the [\\* Medicines & Medical Conditions \\*](#) [NCC Schools Portal](#), for policy examples, health care plans and resources to support a specific condition. Please contact: lauren.burns@nottscg.gov.uk





## Healthy Bodies - Skin Cancer Awareness Month - May 2023

### MAY - SKIN CANCER AWARENESS MONTH

#### A - ASYMETRY

Most melanomas are likely to be irregular or asymmetrical. Ordinary moles are usually symmetrical (both halves look the same).



Melanoma with asymmetrical shape



Normal mole with no asymmetry

#### B - BORDER

Melanomas are more likely to have a blurred or irregular border with jagged edges. Ordinary moles usually have a well-defined, smooth-edged border.



Melanoma with irregular border



Normal mole with clear border

#### C - COLOUR

Melanomas tend to be more than one colour. They may have different shades, such as brown mixed with a black, red, pink, white or bluish tint. Normal moles tend to be one shade of brown.



Melanoma with colour difference



Normal mole without colour difference

#### D - DIAMETER

Melanomas are usually more than 6mm wide. Normal moles are not usually bigger than the blunt end of a pencil.



Melanoma with diameter change



Normal mole with no change in diameter

#### E - EVOLVING

Look for changes in the size, shape or colour of a mole. The change in shape can include the area becoming raised or dome-shaped.

TETC tree analogy reminds us about how important our sunshine moments are in re-balancing ourselves and doing things we enjoy to replenish our joy as an act of self-care. However as always, too much of one thing i.e. alcohol, sugar, time alone or sunshine can be harmful. May is [Skin Cancer Awareness Month 2023 \(macmillan.org.uk\)](https://www.macmillan.org.uk) see more here for FAQ's about skin cancer and how to prevent it, by protecting yourself from the sun. **It is our most common cancer in the UK, 90% of all cases are preventable.**

As the weather starts to improve and we all start to proactively seek out the sunshine, what better time to start thinking about how we can educate the next generation as part of our preventative work. Dedicated time within RSHE sessions and making the most of teachable moments occurring before heading outdoors at break or lunchtime, will support our children in understanding their personal responsibility to keeping themselves safe.

Our skin is our largest organ in our body and the most complex in its many roles. It makes up 16% of our whole mass. Learning how to protect it through the use of sunscreen and hats for example, is very much a part of this vital health education topic.

For Primary schools we recommend signing up to become a certified sun safe school. See the clip about what this means. <https://www.youtube.com/watch> Sun Safe Schools is a FREE national accreditation programme developed by specialist skin cancer awareness charity SKCIN. Now celebrating 10 years of embedding sun safety into primary education and reaching over 1 million children and their families nationwide - the programme provides primary schools with all the FREE tools and resources they need to assist them in their duty of care to provide a sun safe environment and prevent skin cancer through education. The charity is currently developing additional resources for secondary pupils, in recognition that during adolescence, many young people are particularly vulnerable to being over-exposed to the sun/ buy into the tanning beauty myth. The focus is therefore on developing positive habits, self-scanning to recognise changes in moles and being alert to signs of potential skin cancer, using the ABCDE method. For more information on developing a whole school approach and secondary lesson resources visit \* Sun Safety \* | NCC Schools Portal.

Lauren Burns, Schools Health Hub Co-ordinator

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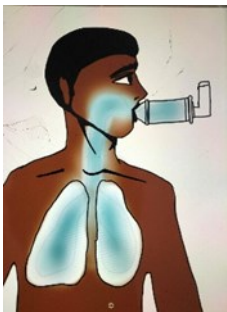
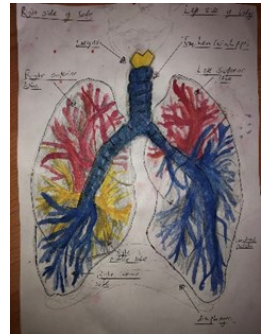
## Healthy Bodies - World Asthma Day - 2nd May 2023

### World Asthma Day

World Asthma Day will be celebrated on 2<sup>nd</sup> May. We want to focus on asthma care for children and young people as it is one of the most common long-term medical conditions for children in the UK, with an estimated **3 children in every classroom** diagnosed with asthma. Asthma has been highlighted as a national priority for the NHS. **We also have one of the highest prevalence for emergency admissions and death rates in the whole of Europe.**

In the last 10 years **10 children** in Nottinghamshire have died where asthma has been recognised as a factor in their death.

The impact of uncontrolled asthma can be devastating for a child or young person. Outcomes are worse for children and young people living in the most deprived areas.



In childhood asthma, the lungs and airways become easily inflamed when exposed to certain triggers. Poor air quality is an issue which particularly affects children and young people in urban areas and inner cities. Evidence shows there is an association between asthma emergency admissions and air pollution. Poor housing and being exposed to damp and some moulds increases a child's risk of an acute asthma attack. Young people with asthma are more likely to have special educational needs for mental health reasons, perform worse in exams and leave school earlier than those without an asthma diagnosis. Asthma and respiratory illnesses cause some of the highest levels of school absences which can have far-reaching impacts on their education, social skills and emotional health and well-being. A local child has described his asthma as "scary and upsetting".

Engagement with schools and education staff has highlighted that there is widespread misunderstanding around the severity of asthma, with a teacher telling us recently that "asthma is just a bit of a mild cough and breathing difficulty". There is a clear need to raise awareness of asthma as a long-term condition, and what it means to be asthmatic for children and young people.

We are therefore offering schools within Nottinghamshire, the opportunity to receive tailored education and support from experts in paediatric asthma and receive the accreditation of being an "Asthma Friendly School".

Paediatric asthma nurse specialists will provide:

- ♦ An assembly aimed at the children and young people which will provide appropriate and in-depth education about asthma; asthma symptoms and treatments, a demonstration of correct inhaler technique and what to do if they or their friend has an asthma attack.
- ♦ Training to school staff providing education about asthma; asthma symptoms and treatments, highlighting the importance of correct inhaler technique via demonstration and what to do in an emergency if a child has an asthma attack in school.
- ♦ An education session aimed at parents of children with asthma covering the same areas as the other training sessions in school as well as living with a child with asthma.



### Other useful information

[Asthma - Acute Exacerbation :: Healthier Together \(what0-18.nhs.uk\)](https://www.what0-18.nhs.uk/)

[Asthma - NHS \(www.nhs.uk\)](https://www.nhs.uk/)

[Preventable - YouTube](#)

**For morning information please contact Holly Shuttleworth, Service Transformation Co-ordinator at [nnicb-nn.cyp@nhs.net](mailto:nnicb-nn.cyp@nhs.net)**

## Healthy Bodies - National Walking Month and Walk to School Week - May 2023

### National Walking Month and Walk to School Week.

May is National Walking Month and there are so many reasons why walking is beneficial to us and can provide a bit of sunshine in our lives!

Walking is one of the easiest ways to improve our physical and mental health. A 20-minute walk can reduce the risk of several preventable health conditions including certain cancers, depression, heart disease and type 2 diabetes. Getting active is known to help our mental health

– it is one of the 5 ways to wellbeing and walking enables us to connect to nature and if we ensure we are taking notice of what is around us then we are achieving another one of our 5! [5 steps to mental wellbeing - NHS](#) ([www.nhs.uk](http://www.nhs.uk))



**ARE YOU READY  
TO #WALKTHISMAY  
IN 2023?**

Making the choice to walk to our destination, if this is possible, not only provides the benefits I have outlined, but will also help to reduce air pollution and congestion as well as saving us money. Obviously, most of us don't live close enough to walk to our workplace and teaching often requires the lugging around of piles of books etc, but for those short trips that can be managed without a car, May could be the month to make those changes. Living Streets have come up with 20 tips to help you achieve your daily 20-minute walk, or you might want to challenge yourself to see how many of the tips you can accomplish. [#Try20 tips | Living Streets](#)

Getting walking into our daily routine at school can be tricky with the timetable challenges teachers already face. During the midst of the pandemic, when all children returned to school, my Year 3 colleague and I noticed that the children were struggling to settle down to start work first thing in the morning. She suggested we implemented the daily mile straight after registration. I was not keen! How would we get our maths lesson completed? How would we organise 70 children to walk/jog around the playground or field? However, I was willing to give anything a go and how pleased I was that we made that decision. The children who needed a 'chat' to regulate themselves, would find an adult to walk with; the children with excess energy would dash around; the children who had lots to talk to their friends about would do it during this time and we found our maths lessons, all-be-it slightly shorter, were much more productive because we had regulated children. By implementing physical activities like this, we are catering for the needs of individuals who are neurodiverse or who have experienced trauma whilst also benefitting every child. The government recommends children have 60 minutes of activity per day (half of which should be at school) [Physical activity for children and young people: 5 to 18 years \(publishing.service.gov.uk\)](#) and this will go some way towards achieving this total.

An alternative could be using the lunch hour. Due to this being a long break, which is often unstructured, there can be issues which arise. Having dinner supervisors organising this (with the help of some children who might benefit from such a role) could be a welcome activity. There could even be some scope to make this into a personal challenge (Can I do one more lap today? Can I jog/skip/run some/all of the way today?), but only if that is what the individual wants. Some children may be happy with a stroll and a chat and don't feel the need (or the want) to make it into a challenge.



During National Walking Month, Walk to School Week will be taking place between Monday 15<sup>th</sup> and Friday 19<sup>th</sup> May. This week is a perfect opportunity to highlight the importance of physical activity on our minds and bodies and to stress the need to reduce our carbon footprint. For parents and carers who don't live in walking distance, maybe suggest parking a little further away and walking for part of the journey. The reduction in congestion around the school may encourage a habit some people may wish to keep! Promoting the safety element of it as well might just make a difference.

For more ideas visit: [Walk to School Week | Living Streets](#)

**Pip Challinor - School's Health Hub Coordinator**  
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## Healthy Minds - Mental Health Awareness Week 15th - 21st May 2023

### Mental Health Awareness Week



Mental Health Awareness Week will be from the 15<sup>th</sup> to the 21<sup>st</sup> of May this year and this year's theme is Anxiety. I'm sure many of you are aware that anxiety is one of the most common mental health problems, in fact it is thought that as many as one in six young people will experience an anxiety-related problem (YoungMinds 2022). Anxiety is also extremely common in adults too. In a recent survey carried out by the Mental Health Foundation, a quarter of adults said they felt so anxious that it stopped them from doing the things they want to do some or all of the time. Anxiety is a normal emotion in us all, but sometimes it can get out of control and become a mental health problem.

It's important to talk and understand what may make you feel better. There are some really useful tips for adults on [The Mental Health Foundation website](https://www.mentalhealth.org.uk) and useful information for young people, professionals and parents on the [NottAlone anxiety/panic attacks page](https://www.nottalone.co.uk).

When thinking about Mental Health Awareness Week, it made me think about the analogy of our TETC Tree and how we regularly share information about how to keep the tree healthy. We talk about the importance of having healthy soil, the roots connecting us to friends and family, having sunshine in our lives to bring us joy, how to spot potential harms/predators and how key it is to use our watering cans to ensure we thrive. The thing is, we can do all those things and have the



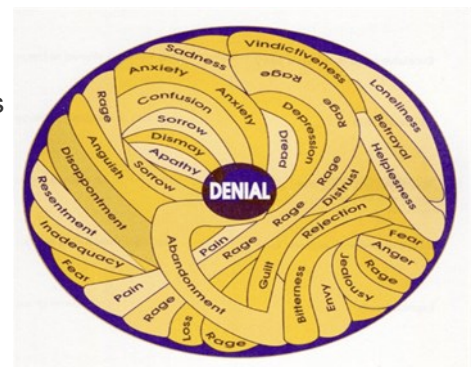
best of intentions but what happens when storm clouds come, and lightning strikes our tree? We can think of 'lightning' as things like bereavement, job loss, divorce, illness, migration, crime, or an accident. Lightning is something which strikes unexpectedly and despite our best intentions to keep ourselves healthy, lightning striking usually throws our plans off course. Everyone's response is individual, some people go into solution mode or become helpers to others affected, some people bury their head in the sand and find solace in isolation. Many people find comfort in denial that this event has happened to them, and denial can hide a multitude of

conflicting emotions below the surface. When trees suffer the stress of a being hit by lightning, they require additional nutrients to heal, and in humans we know what nutrients help us heal, such as talking to someone, exercise, quality sleep, self-care and in some cases, professional targeted support.

One of the most important things we can do to help ourselves and others when life doesn't go to plan, is acknowledge what has happened and give people a safe space to talk about their feelings. It's so important in education settings to cultivate relationships and create an environment that gives young people, colleagues and ourselves a space where people can have open and honest conversations; the ability to sit in comfortable silence, sharing what worked for them in times of 'a storm'; a trusted person to share raw emotions with and a place where you can heal from the 'lightning' strike.


Some questions to consider for reflection:

- Who have you or would you talk to 'in a storm'?
- How does your setting support young people who have survived a 'lightning strike'?
- How could you improve things for a colleague or young person who is 'in the eye of the storm'?



**If you'd like to get in touch about any of the topics in this article, please don't hesitate to contact me at [natalie.deacon2@nottsc.gov.uk](mailto:natalie.deacon2@nottsc.gov.uk)**

## Healthy Minds - Each Amazing Breath Programmes



**The TAKE FIVE Programme**  
STAND STRONG BREATHE

**The Foundations**  
A trauma-informed Whole School Approach to resilience building and emotional wellbeing.

**Areas of impact**

- Achieving Academically
- Behaviour and Attitudes
- Resilience and Emotional Wellbeing
- Personal Development

**Improved**

- ✓ Attendance
- ✓ Behavior
- ✓ Readiness to Learn
- ✓ SATS results
- ✓ Peer Relationships
- ✓ Self-Confidence
- ✓ Independence
- ✓ Emotional Capacity to Cope with Stress

**What Schools say**

**Head Teacher – Church Vale Primary:**  
'Our children find tests hard, they historically do not cope well, they do not achieve their potential and have in the past resorted to their default defeatist attitude. Not this year! The children reported using 'Take Five' before, during and after the tests because of this they were more resilient, more buoyant and then exceeded our expectations in their results. Increasing reading by 28% and bringing our school in line with national results. This was a fantastic result for this cohort of children and we lay responsibility for the success in the way that 'Take Five' has changed the way our children think.'

**Head Teacher – Misterton Primary:**  
'In terms of attendance we felt we'd exhausted every other avenue and tried everything, and our persistent attendance was still an issue. I have been tracking that weekly for the last two terms and we can see a huge improvement, in fact most of the children have got 100% attendance every week, so we do feel that Take Five has had a positive effect on attendance.'

**How you access The Take Five Programme Foundations?**

Training the Trainer format – we train 2-3 members of your staff,  
1 full-day virtual, or in person,  
training + 1-hour support/planning  
Comprehensive resources

The programme has been designed by Dr. Natalie Price, Clinical Psychologist specialising in trauma-informed preventative mental health, and Lesley Howard, Primary School/Year 6 teacher for over 30 years, and specialist in PSHE

For more information visit:  
[eachamazingbreath.org.uk](http://eachamazingbreath.org.uk)  
or email: [lhoward@eachamazingbreath.org](mailto:lhoward@eachamazingbreath.org)

**Super Breathing**

Be ready for work!  
Be confident

**EACH AMAZING BREATH**

**The TAKE FIVE Programme**

Other Each Amazing Breath programmes include.....

**The Safe and Well Programme** [Safe & Well Programme \(Parents\) - Each Amazing Breath, CIC](#)  
which positively supports parents and carers by equipping them through interactive sessions on topics such as self care, creating positive parenting patterns and creating space for themselves.

**The Bounce Transition Programme** [Bounce Transition Programme - Each Amazing Breath, CIC](#)  
supports children during the transition from year 6 to year 7, by offering interactive sessions on topics such as toxic stress, connection and relationship to peers and embracing change.

For more information on all of the programmes please contact [lhoward@eachamazingbreath.org](mailto:lhoward@eachamazingbreath.org) or visit [eachamazingbreath.org.uk](http://eachamazingbreath.org.uk)



## Healthy Environments - Foster Care Fortnight - 15th - 28th May 2023

### Foster Care Fortnight



With Foster Care Fortnight running between 15-28<sup>th</sup> May, in keeping with the TETC Team's tree metaphor about the importance of growing up in good 'soil', going into foster care, for some children, can have a positive impact and in many ways be life changing. As important as it is to celebrate this, and the contribution that our foster carers make, this article will encourage you to reflect on how sometimes it isn't as simple as being in 'good soil'.

As a team, we have reflected on how many of the consultations we have attended recently have involved children who are in foster care, placed under a special guardianship order, adopted or in other similar situations. We have attended a number of

consultations which include concerns around the use of, or a fascination with weapons, hate speech and of signs of harmful sexual behaviour. We have noticed that what these children have in common with their non care experienced peers is uncertainty around where they belong and questions linked to their sense of identity.

The [Childrens Society](#) reminds us that identity is particularly important for children who are placed in foster care or with an adoptive family, as part of a their identity can feel unknown or even lost. The label of being 'in care' or 'adopted' can also lead to questions about not only what that means for them and how that makes them feel different to their peers, but also who they are and where they fit in with their new world. When the child is in the right place for doing so, Life Story work can really help with this.



Simply removing a child from an unhealthy or abusive situation and 'replanting' them in nutritious soil is rarely enough. Just as a tree or plant might experience transplant shock, children often find that being removed from their home, although unsafe or unhealthy, is yet another



trauma in their short lives. Although they have experiences that none of us want for our children, they have learned to cope in their environment, albeit neglectful or abusive, and have developed an understanding of what is expected of them – of what their role is. Removing them from that situation and introducing them to a new home, family, bedroom and possibly school and friends, where they are no longer responsible for preparing their own meals or looking after their younger siblings, can have a huge impact on their sense of identity and could be really quite scary.

The truth is, that unless we have experienced this for ourselves, or are close to someone who has felt able to be honest with us about how being in care or being adopted has affected their sense of self, it is something that we may struggle to understand. **How often do we really consider how it might feel to 'walk a day in the shoes' of a child who is currently, or has previously been in care?** Although we might never truly understand, we can make sure that their education provision, whatever that might look like, is a place of safety which allows them to explore who they are with [unconditional positive regard](#) and without fear of judgment. I want to leave you here with a few thoughts for you to reflect on....

- \* **How do you equip children to make sense of who they are in a world which will constantly challenge their sense of identity?**
- \* **Who do your children turn to for help in understanding their identity?**
- \* **Do your care experienced children know what their care plan is? How secure does their future feel to them?** [\[United Kingdom\] The importance of understanding why you are in care | ChildHub - Child Protection Hub](#)

**Penny Bent - Schools Health Hub Co-ordinator / penny.bent@nottsc.gov.uk / 0115 9774959 / 07780154415**

## Healthy Environments - Training and recommended resources

### Opportunities for future training and recommended resources

In March 2023, the TETC Team delivered two training sessions about harmful online influencers including Andrew Tate, to colleagues from schools and organisations across the county. These sessions were well attended and were an opportunity to discuss concerns, identify potential indicators that children were consuming harmful online content, consider what consuming this content may lead to and then plan potential next steps of how to respond to incidents of concern.

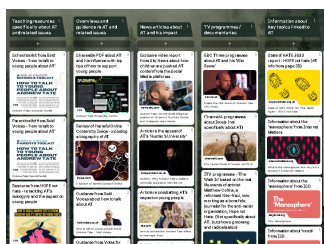


Following these recent training sessions, the TETC Team have been reflecting on what topics colleagues would benefit from more knowledge about, and how best we as a team can support. The team is considering re-running the training sessions for those colleagues who were unable to attend or delivering a 'part 2' which will cover other key topics and issues.

If you are interested in a future training session – please complete this 'Expressions of Interest' MS Form: <https://forms.office.com/e/zs4HmTyRnB>

This should only take a few minutes to complete but would really help us to gauge interest and plan future sessions. Thank you.

The team have also been reflecting on the themes emerging from our consultations with schools and partner organisations, and have gathered a variety of resources and online courses which may support colleagues in developing their knowledge and understanding around a whole range of different topics. Each of these are free to access. If you'd like any more information, or if you're looking for resources regarding a specific topic, please don't hesitate to get in touch with a colleague from the TETC Team.



Padlet with information and free resources about Andrew Tate and related issues.

[Andrew Tate information and resources for schools and professionals \(padlet.com\)](https://padlet.com/AndrewTate)



Free online training course from Culture Reframed about the impact of Pornography on a child's brain.

Culture Reframed also has training courses on 'twins' and 'teens'.

[Enrichment 1: Porn & the Brain | Culture Reframed Parents Program](#)



The ABA have a wide variety of free training courses focussed on different elements of Anti-Bullying – they recently released 'course 15' which is focussed on 'Appearance-Targeted' bullying.

[Free CPD online training \(anti-bullyingalliance.org.uk\)](https://anti-bullyingalliance.org.uk)

#### Training Modules



Video training from the SWGfL which is focussed on Harmful Sexual Behaviour. This is £35 (+VAT) for each organisation/school: [Harmful Sexual Behaviour Online Video Training | SWGfL](#)

Free resources are available here: [Harmful Sexual Behaviour in School Resources | SWGfL](#)