

# EmBRACE A vehicle to change culture through an ACE lens

Emotionally & Brain Resilient to Adverse Childhood Experience

## Action Research – a snap shot of impact

<b>Focus of Action Research</b>	Informing practice once ACE aware
<b>Intended outcomes</b>	Once ACEs identified – for this to inform role as a pastoral leader. Raise awareness of ACEs and implications for role.
<b>Evidence of impact</b>	More resilience students who are able to self-manage
<b>Baseline position</b>	Some students are now aware of the impact ‘feelings’ could have on their own emotional well-being, behaviour and ability to learn.
<b>Outcomes</b>	<ul style="list-style-type: none"> <li>• Students now seem happier because they are managing their feelings and can see how they are in control.</li> <li>• Pastoral leader more aware that ACEs have an effect of student well-being and ability to learn.</li> <li>• To change approach as a pastoral leader. (As a pastoral leader, has always been aware of various issues and how these impact on students. Now recognises how important it is to ‘persuade’ staff to understand the significance too. Now when speaking with staff the number of ACEs will be shared. When staff are told a student has five ACEs they now understand the implications. They are more sympathetic.</li> <li>• There is now more of a cultural awareness.</li> <li>• There is now more awareness of which students will be taken out for a meeting for 1:1 support. Updates are now given. There is an awareness that staff can go and speak to the 1:1 lead person about students going for 1:1. Somebody is championing ACEs and that is important.</li> <li>• Communication has been developed between staff and also there’s more open discussion about students with ACEs. Accepted. This has not been a struggle.</li> </ul> <p>The main successes:</p> <ul style="list-style-type: none"> <li>• More emotionally resilient children.</li> <li>• More children happier in themselves.</li> <li>• The timing was right for Year 10 students – preparations for year 11 students. No school counsellor this academic year.</li> </ul>

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	<ul style="list-style-type: none"> <li>• Very often students blame themselves because they have ACEs. More difficulty can arise if they try to resolve this for themselves, which can result in more issues. However, once a student understands that <i>having ACEs</i> is not their fault, then they are able to stop blaming themselves. Once this has been worked through then they are more resilient.</li> <li>• Being ACE aware means ‘ACEs can affect them emotionally and sometimes academically. It might hold them back a little bit. Because in the back of their mind they are struggling with stuff. In a head of year role you can speak to the class teacher asking if they can ‘cut the kid slack’ because they have ACEs. Although the ACEs wouldn’t be discussed, teachers know what you mean and what this involves. There is no need to explain this.</li> </ul> <p>Important for children to open up about issues that are emotionally affecting them.</p>
<p><b>Unintended outcomes</b></p>	<ul style="list-style-type: none"> <li>• Surprised about some of the girls’ responses. Not prepared for the heightened emotional state that some of the girls would have been in. They had to ‘<i>get to the bottom of things</i>’ and work through their own issues. They needed to do this in order to ‘<i>get through to the other side</i>’. They had to get to the emotional state and work through that in order to work through it and become emotionally resilient. This was because they understood that whatever their ACE was/is that it’s something that doesn’t have to be a lead weight and can be worked through.</li> <li>• New year 7 intake – ACEs will be identified.</li> </ul>
<p><b>Next steps</b></p>	<ul style="list-style-type: none"> <li>• Building capacity and ensuring sustainability. Communication with staff. Staff know when the meetings are and who is involved in the programme.</li> <li>• How to get students to engage with the programme (for the 1:1) – some of this to do with the heightened emotional state it can get that very painful. Do they need more 1:1 support? An area to explore?</li> </ul> <p>With hindsight, what else could have been done? <i>More training for staff to continue to raise awareness. A refresher session in September.</i></p>