

EmBRACE A vehicle to change culture through an ACE lens

Emotionally & Brain Resilient to Adverse Childhood Experience

Action Research – a snap shot of impact

Focus of Action Research	<ul style="list-style-type: none"> • Examining a system under a new lens (ACES) with the aims of benefiting both staff and students. • Aiding staff and students dealing with toxic stress.
Intended outcomes	<ul style="list-style-type: none"> • To have ‘A quiet school’ - The level of incidents and any potential incidents stay at a low level rather than escalate. <i>(To ensure that there is a de-escalation of potential incidents, which are stopped before they escalate and reach a potentially higher level. This is referring to any incident e.g. between peers and/or staff etc.)</i> • To further enhance student support systems in school. <i>(In effect, school is constantly having to adjust to the same outcomes from different causes. For example there is now not as much physical bullying but more social bullying e.g. body image at school is different now which results in different pressures for young people)</i>
Evidence of impact	<ul style="list-style-type: none"> • Number of self-referrals following sessions. • Staff engagement – staff volunteering to become part of the team. In preference to those staff who were nominated. <i>(Coalition of the willing. It then becomes impossible for others to ignore this. It has now not been imposed from ‘above’. (This approach ‘breathes resistance’.)</i>
Baseline position	<p><i>Ofsted - outstanding pastoral position.</i></p> <p>However, there were episodes of staff and student well-being concerns in stressful situations (e.g. end of term, impending Ofsted, report deadlines, exams)</p>
Outcomes	<ul style="list-style-type: none"> ✓ It is an ongoing process and there is a development of a coaching system. Staff volunteers, who have ‘bought into it’ and see the value of it, will be delivering sessions to other year groups. ✓ There has been an increase in the number of self-referrals. ✓ Normalisation. The language of ACEs is becoming normalised. For example, in various classes students know what ACEs are and understand about the reptilian brain.

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	<p>This becomes familiar to students and staff, as does the notion that you can do something about it. The message resonates that you don't always have to view yourself always a victim. The challenge now is to get this message across to everybody.</p> <ul style="list-style-type: none"> ✓ Become reflective and improved practise. All of these things are in development, for example, the decision has been made to take this to parents. However, it needs to go beyond the school. There is that key realisation of '<i>Why is the student coming back?</i>' The student is still coming back for support even though s/he is now more secure. So it has been recognised that things outside of school need to be solved. To have the outcome of increased performance in school, conversations need to be taken to the homes of the students. ✓ Having a legacy becomes part of the culture. It is important to have structures in place which recognise that when a person leaves the school then things carry on. Ensuring that things are sustainable is extremely important. ✓ Modelling empathy and behaviour.
<p>Unintended outcomes</p>	<ul style="list-style-type: none"> ✓ Discovery of the cohort of more able students subject to ACEs that don't demonstrate behaviour. There is always the theory that higher academic ability results in higher expectations and subsequently the student should be able to cope with this. However very often these students do bottle things up which subsequently have an impact on their emotional and mental well-being.
<p>Next steps</p>	<ul style="list-style-type: none"> ✓ To work with the parents. The initial plan is to invite the parents to an information sharing evening. There is then the scope to work with parents on an individual basis when this is deemed necessary.