



Hampshire
County Council

Virtual School

SEMH RP – Attachment and Trauma

14th April 2026

Stacey Fleming, Education Advisor

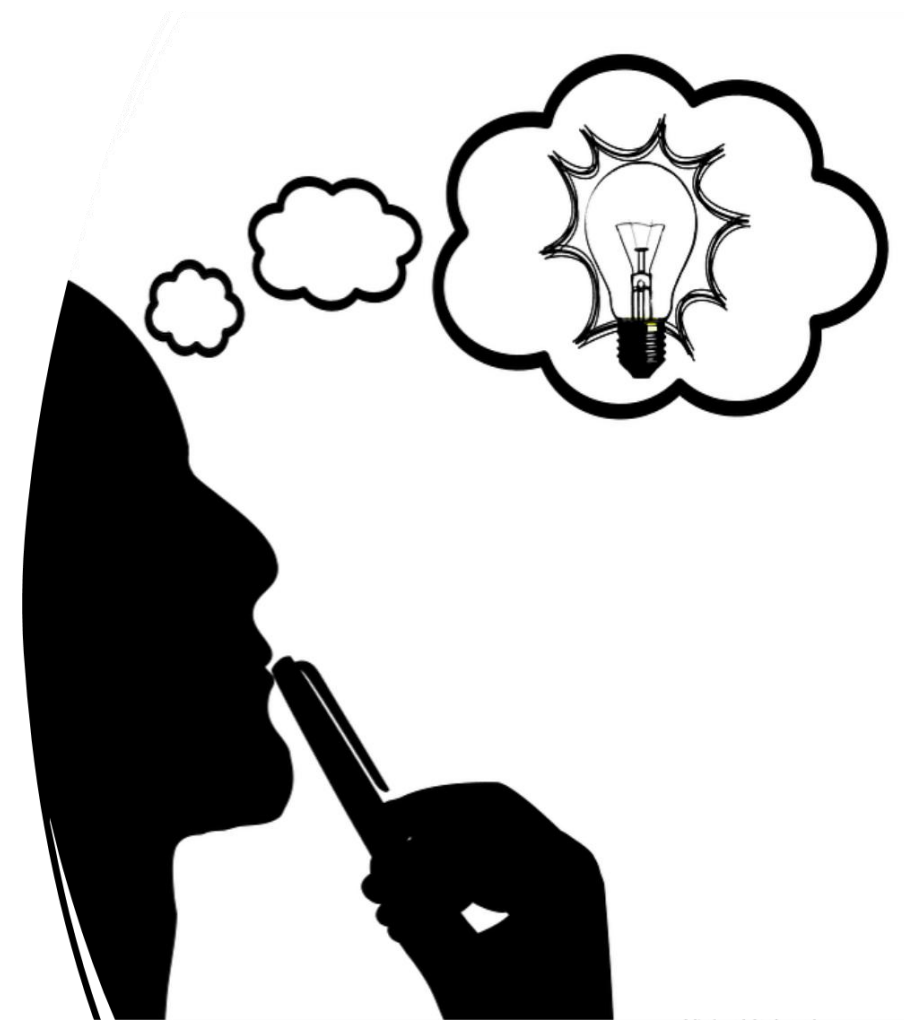
Hampshire Virtual School Extended Duties for PLAC, Kinship and CWSW

This session aims to:

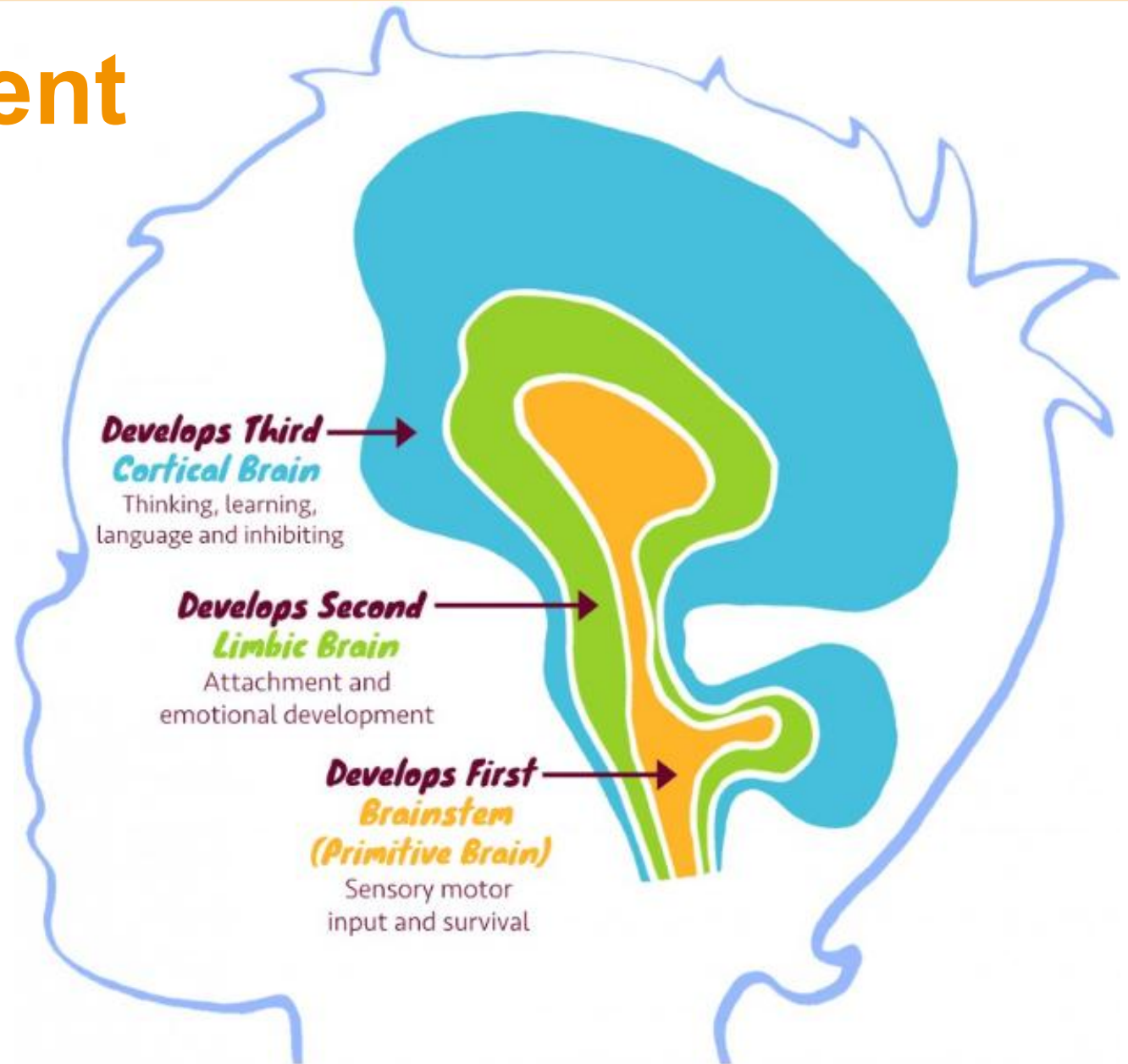
- build awareness and understanding of the impact of early attachments and trauma on brain development
- consider unmet attachment needs and trauma-related behaviours, along with key strategies to support...
- recognise the importance of trauma informed, attachment aware and relational practice in SEMH provision...
- reflect on professional wellbeing...



What do you hope to take away from this session?



Brain Development



Resources ([beaconhouse.org.uk](https://www.beaconhouse.org.uk))

Trauma & Toxic Stress



trauma

/ˈtrɔːmə, ˈtraʊmə/

noun

1. a deeply distressing or disturbing experience.



Positive Stress

Brief, mild stress that is a normal part of healthy development



Tolerable Stress

More serious, temporary stress that is mitigated by supportive relationships



Toxic Stress

Strong, frequent, or prolonged stress without adequate support

Trauma is the *response* to a deeply distressing or disturbing event that overwhelms an individual's ability to cope, resulting in lasting negative effects on their mental, physical, social or emotional well-being.

Adverse Childhood Experiences (ACEs)



~~What is wrong with this child?~~

What has this child experienced?



Impact of Trauma

Pause and reflect

- Loss of safety
- Loss of danger cues
- Loss of trust
- Re- enactment

- Shame
- Loss of intimacy
- Dissociation

- Loss of sense of self
- Loss of physical connection to body
- Loss of self -worth

Trauma responses



Fight: Confront the threat.

anger
rage
confrontation
high energy



Flight: Run away from the threat.

anxiety
panic
avoidance
high energy



Freeze: Shut down to block out the threat.

dissociation
numbness
shutdown
low energy



Fawn: Appease the threat.

people-pleasing
codependency
lack of boundaries



Flock

Seek safety in social group

companionship
seeking help
people-pleasing



Flop

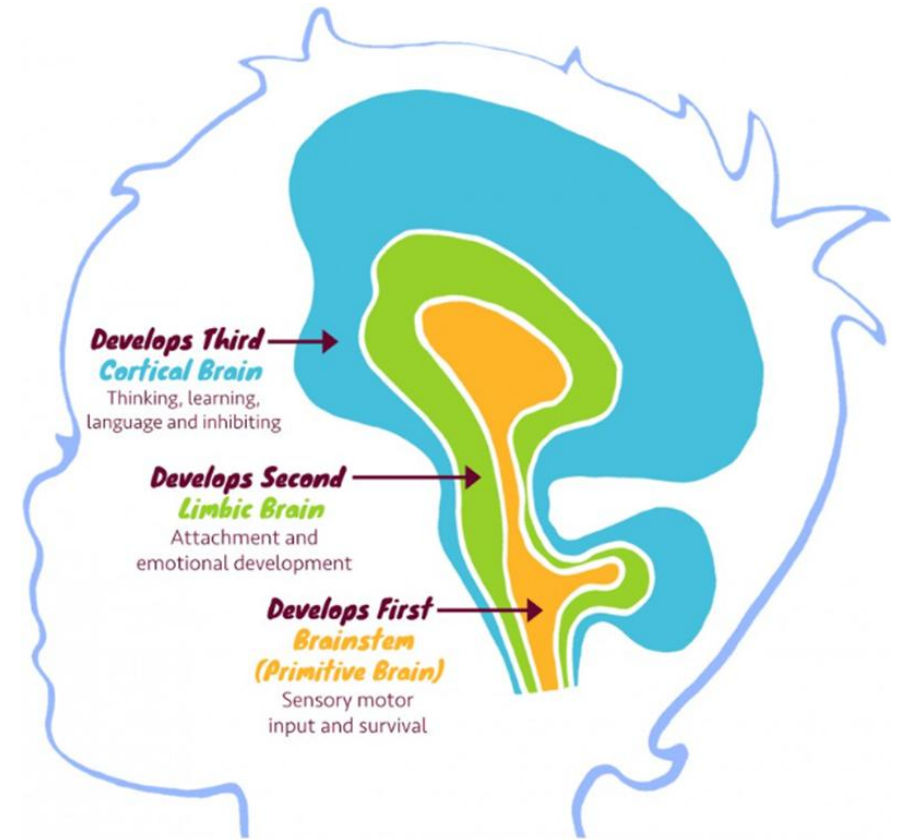
Collapse into immobility

numbness
fatigue
helplessness

Relationships are key

“Being able to feel safe with other people is probably the most important aspect of mental health. Safe connections are fundamental to meaningful and satisfying lives.”

**Bessel Van der Kolk,
Psychiatrist and author**

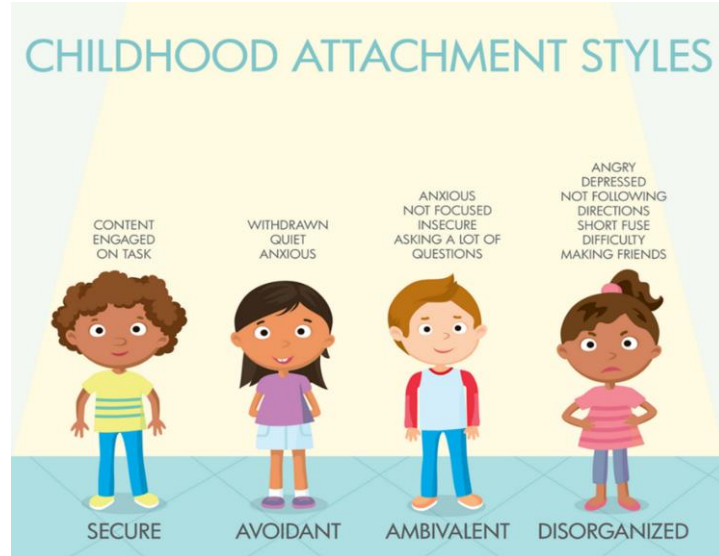


- The brain is shaped by **social experience** and strengthened by **repetition**

Connections and Relationships



Attachment



Early attachment experiences continue to have an influence on attachments throughout life.

1. Pre-attachment		Birth to 6 weeks
2. Attachment-in-the-making		6 weeks to 6-8 months
3. Clear-cut attachment		6-8 months to 18-24 months
4. Goal-corrected partnership		24 months on

(Bowlby, 1969)

Secure pattern of attachment

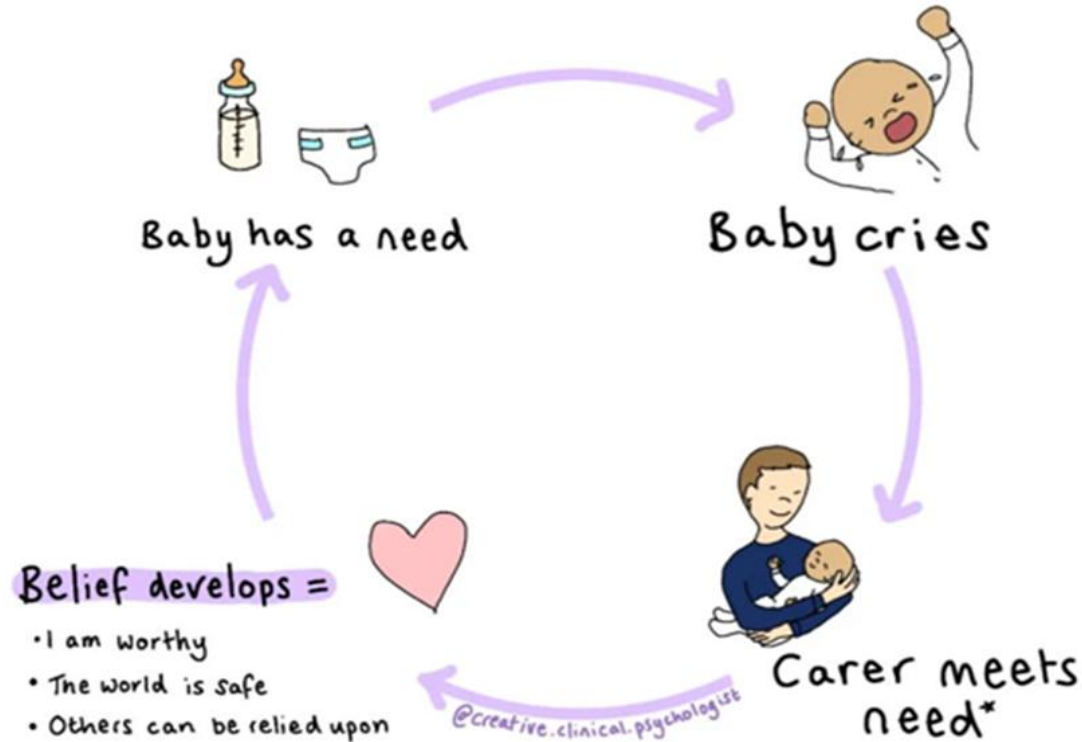


1/4



Attachment Cycle (Adapted from Fahlberg, 1996)

When the need is met



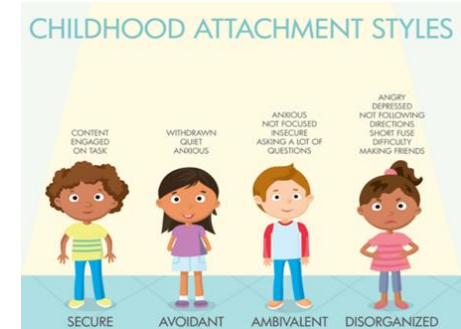
May present as:

- Confident exploration
- Curious
- Emotionally expressive
- Empathetic
- Seeks comfort when needed
- Positive interactions with peers
- Balance between independence and connection
- Generally positive self-esteem

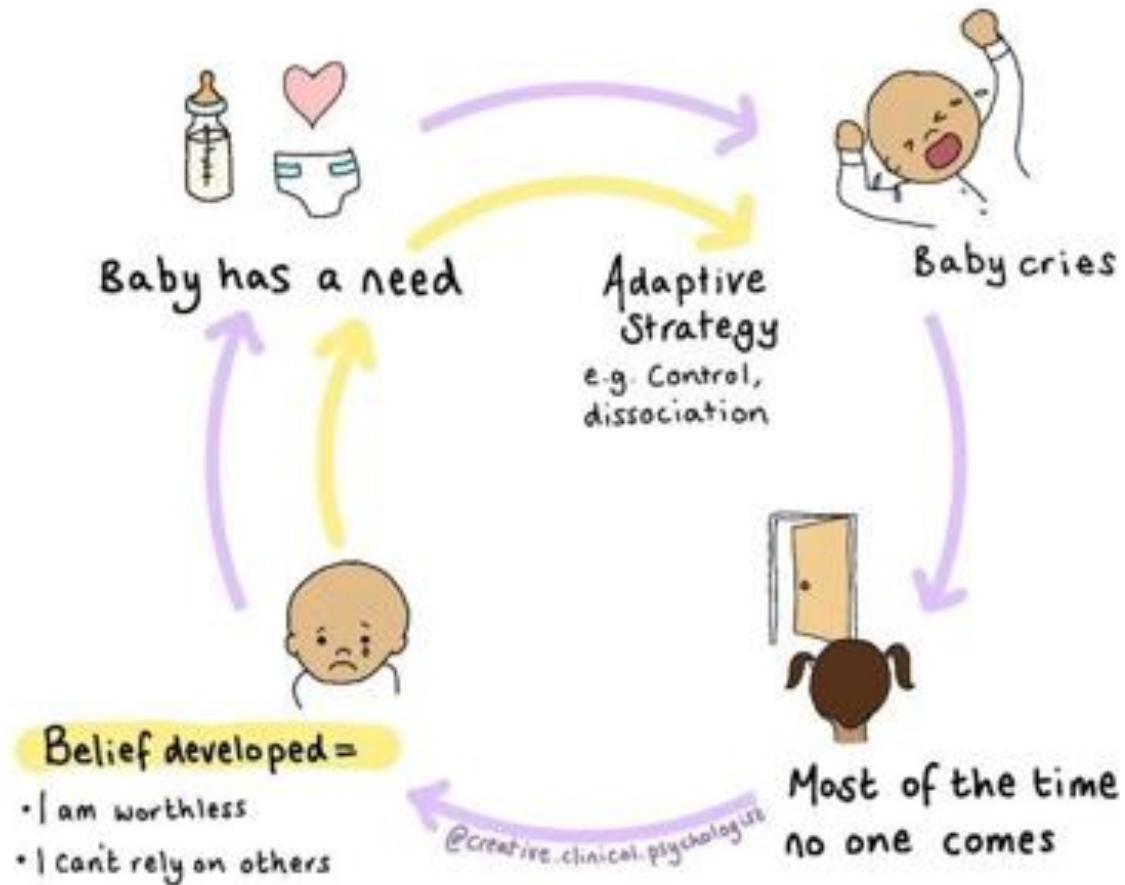
* It is quite normal for a care giver to make a wrong guess about what the need is and this is OK as long as attunement occurs more often than not.

Instagram: @creative.clinical.psychologist

Avoidant pattern of attachment



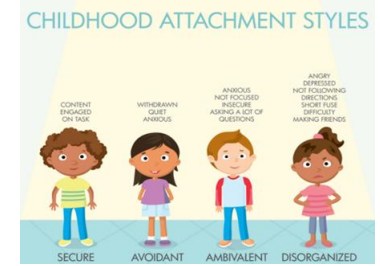
Attachment Cycle (Adapted from Fahlberg, 1996) When carers don't respond



May present as:

- Emotional distancing; rarely seeks comfort when upset, avoids physical closeness
- Highly self-reliant
- Excessive independence
- Minimising feelings: masks emotions, is 'fine',
- Does not express emotions
- Solitary / in own bubble
- Rejects help when offered
- Mistrusting of others

Ambivalent pattern of attachment



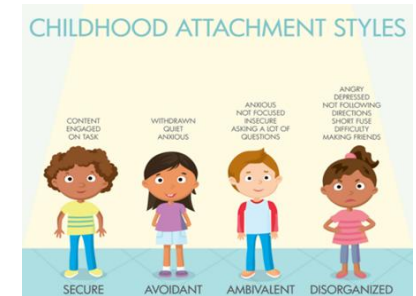
Attachment Cycle (Adapted from Fonagy, 1996) When carers are inconsistent



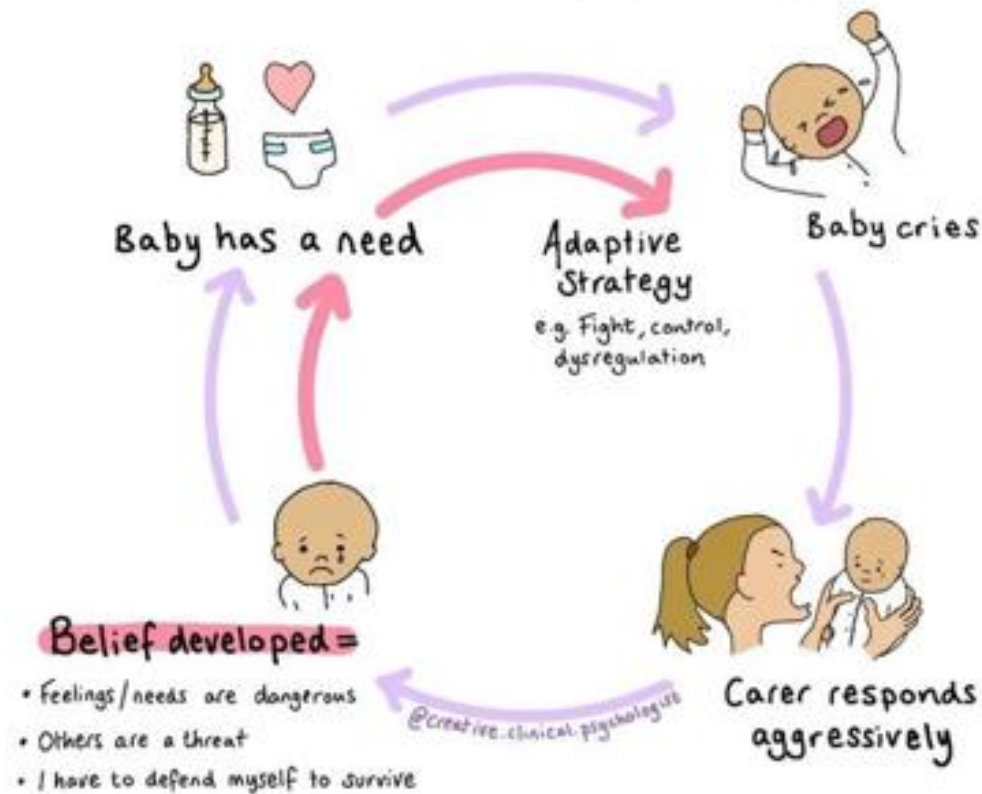
May present as:

- Clinginess (but also reject closeness/comfort)
- Dependency
- Struggles to separate
- Heightened emotional reactions; difficult to calm/soothe
- Disproportionate reactions (0-60)
- Constantly seeking reassurance, approval, attention – over apologising
- Anxiety around change

Disorganised pattern of attachment



Attachment Cycle (Adapted from Fonagy, 1996) When carers are frightening

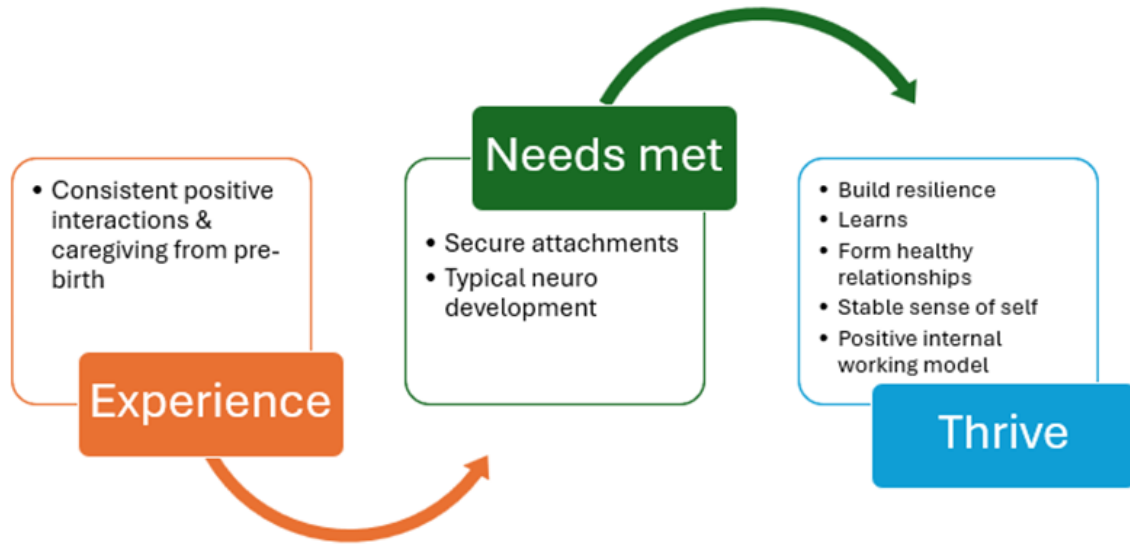


May present as:

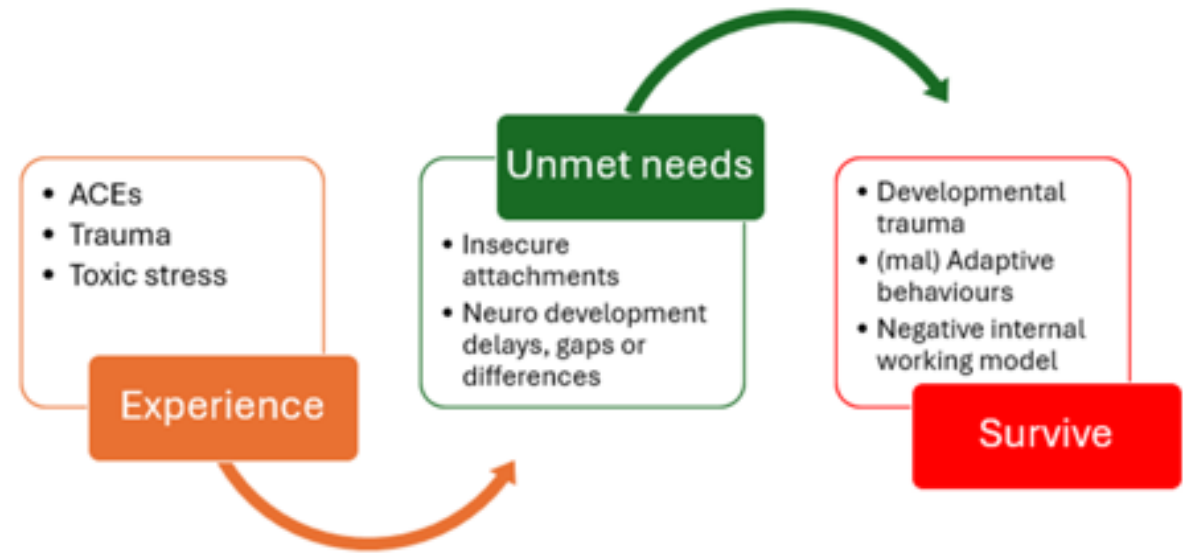
- Chaotic
- Unpredictable
- Contradictory (wanting help but fiercely rejecting)
- Fearful
- Angry
- Dissociation, emotional shutdown
- Controlling, managing others
- Heightened emotions
- Closed off, aloof,
- Highly anxious

The importance of early attachments

What we hope for – ‘good enough’ care

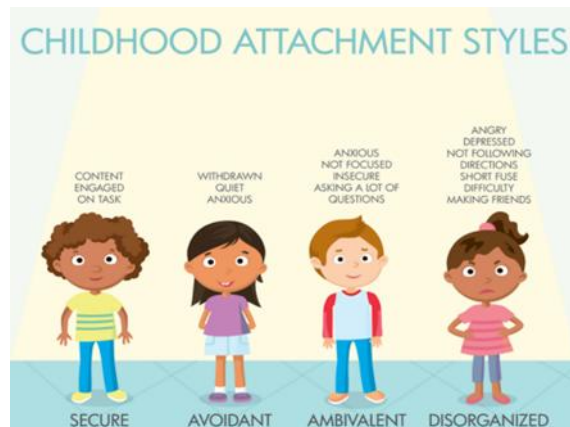


Complexities stem from:



Internal working model

Our Internal working model is the framework we use to understand and interact with ourselves, others and the world around us.



I am...

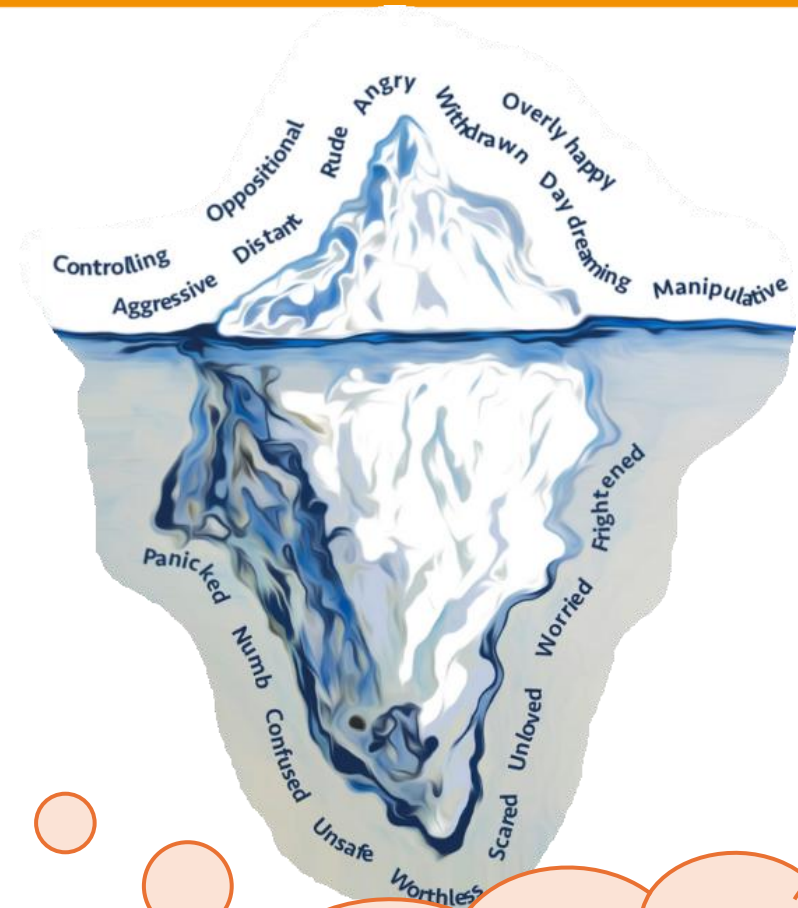
Others are...

The world is...

Behaviours as communication

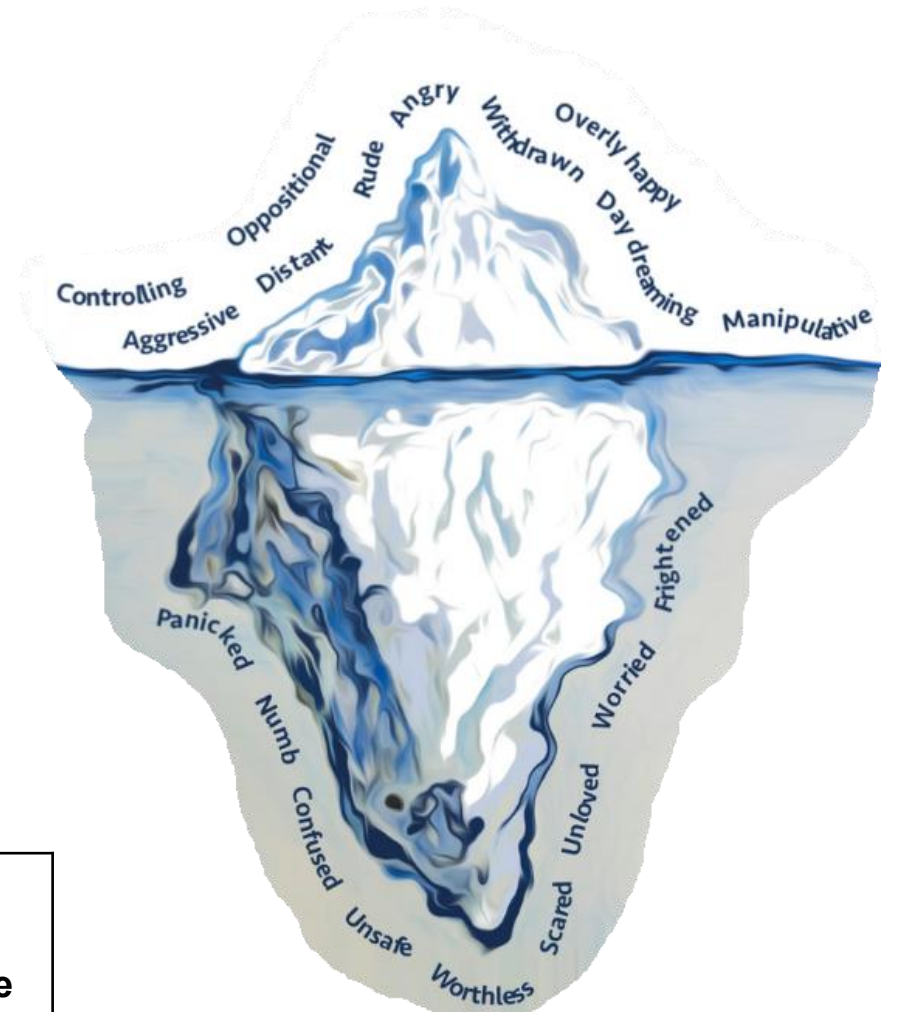


Be curious!



- Experiences
- Needs
- Internal Working Model

Compassionate Curiosity



Presenting Behaviour	What behaviour may be communicating (underlying need)	Helpful Adult Response
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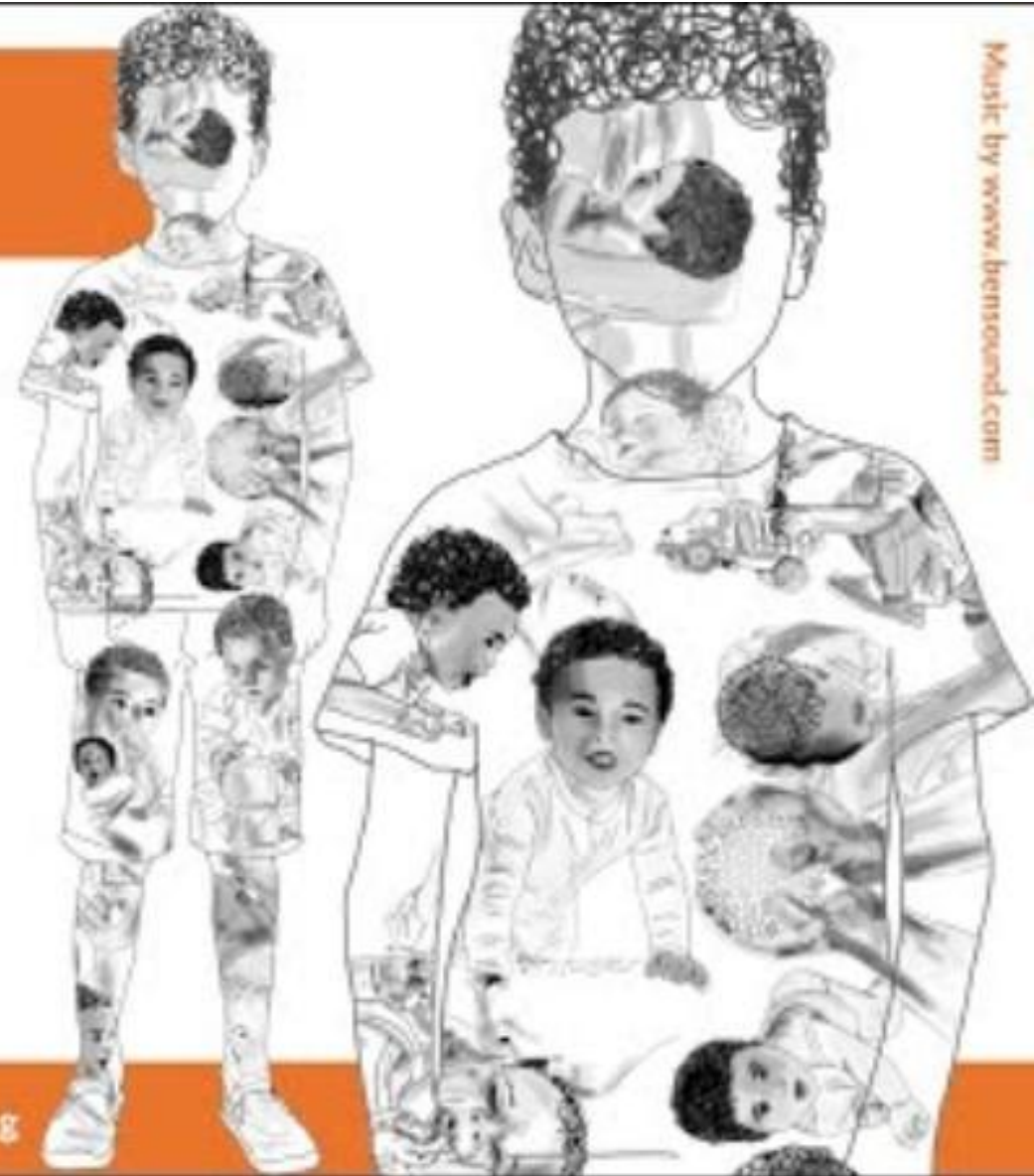
Sensory Memories

Sensory Memories

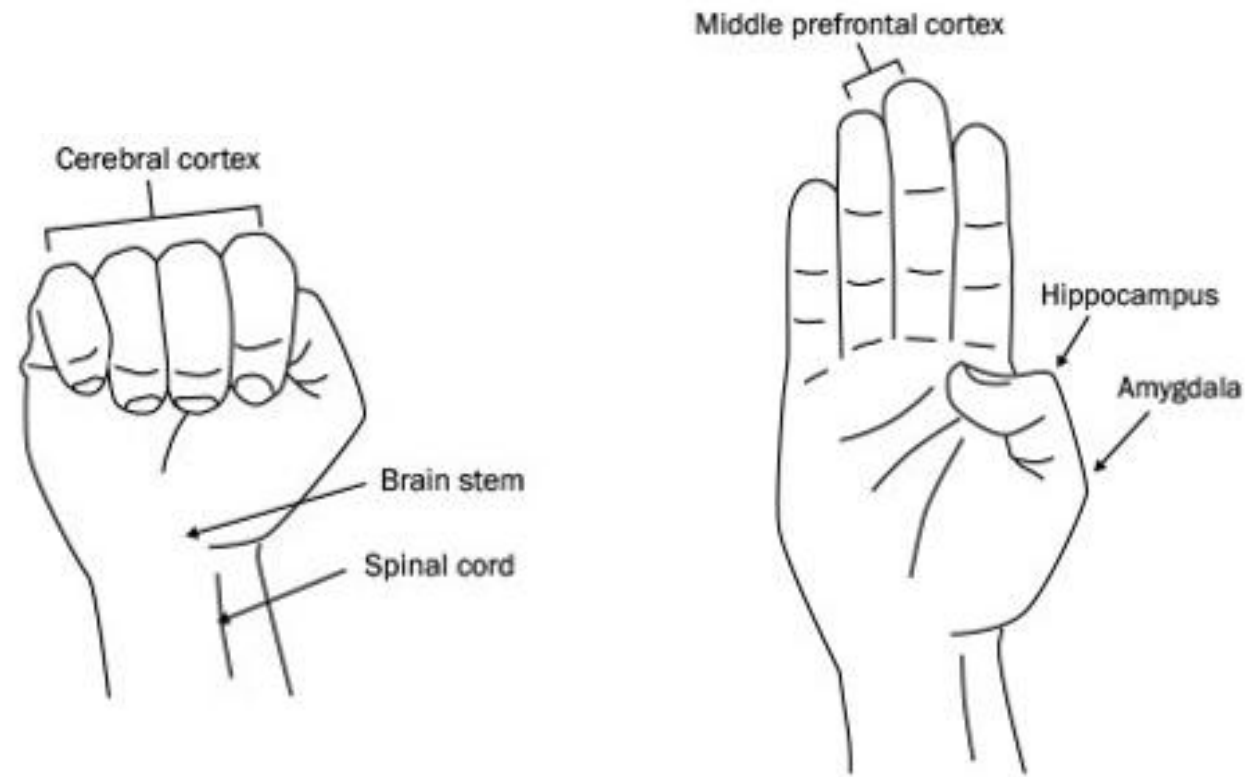


**How does the body store
crucial information of our
early experiences when
we are an infant?**

Buy the full training at www.beaconhouse.org.uk/training



Dan Siegel's hand model of the brain



Dr Daniel Siegel presenting a Hand Model of the Brain

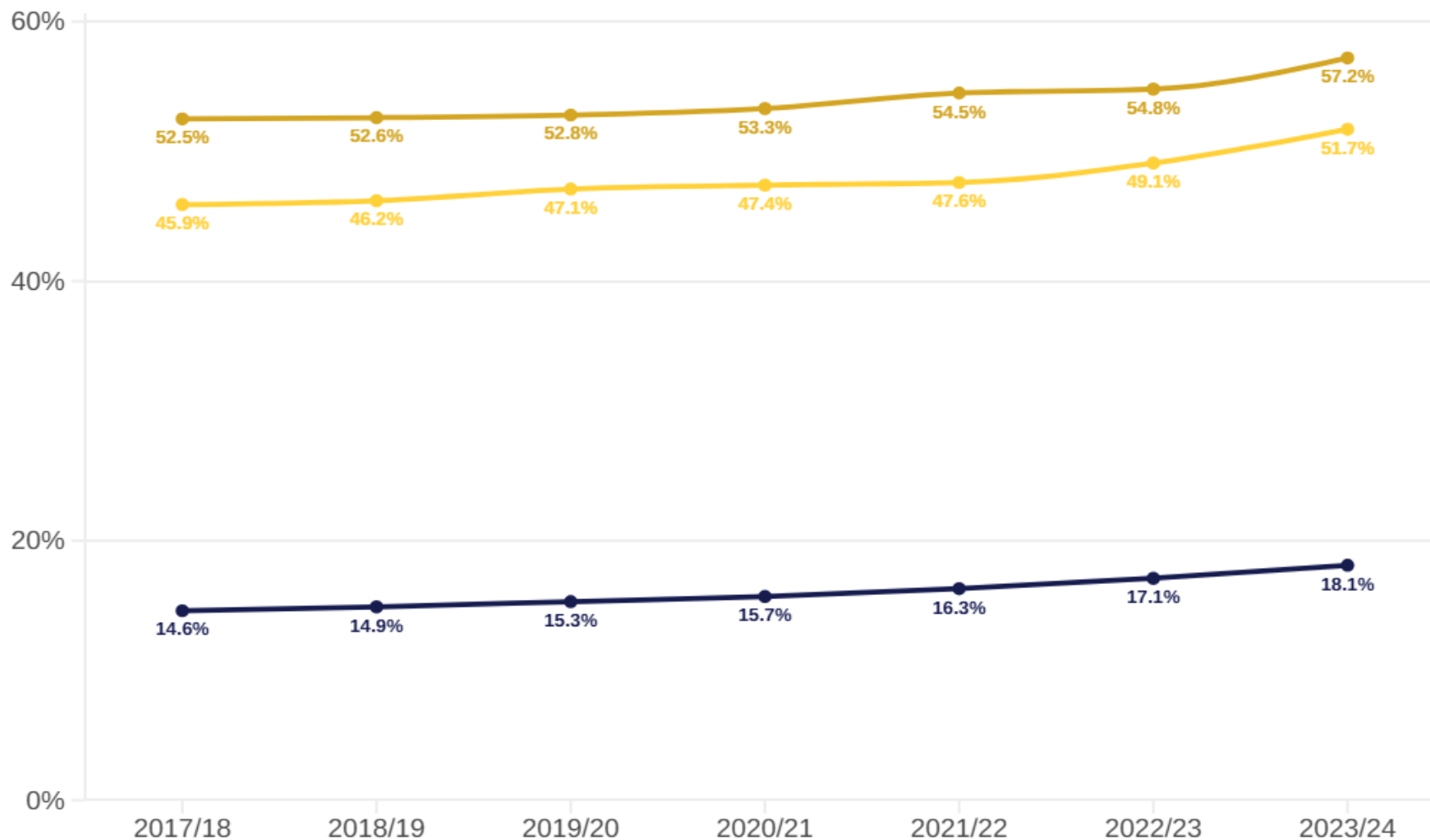
Putting it all together – the impact! (Surviving)



Source: Professor Bessel Van der Kolk (Beacon House resources)

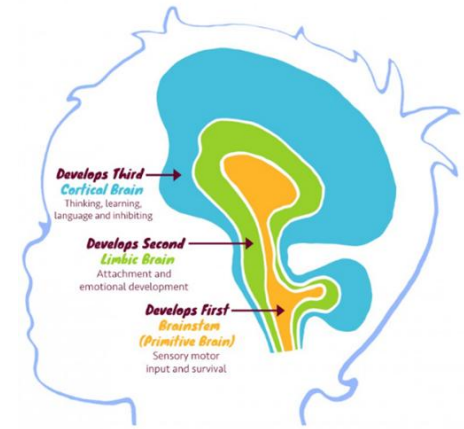
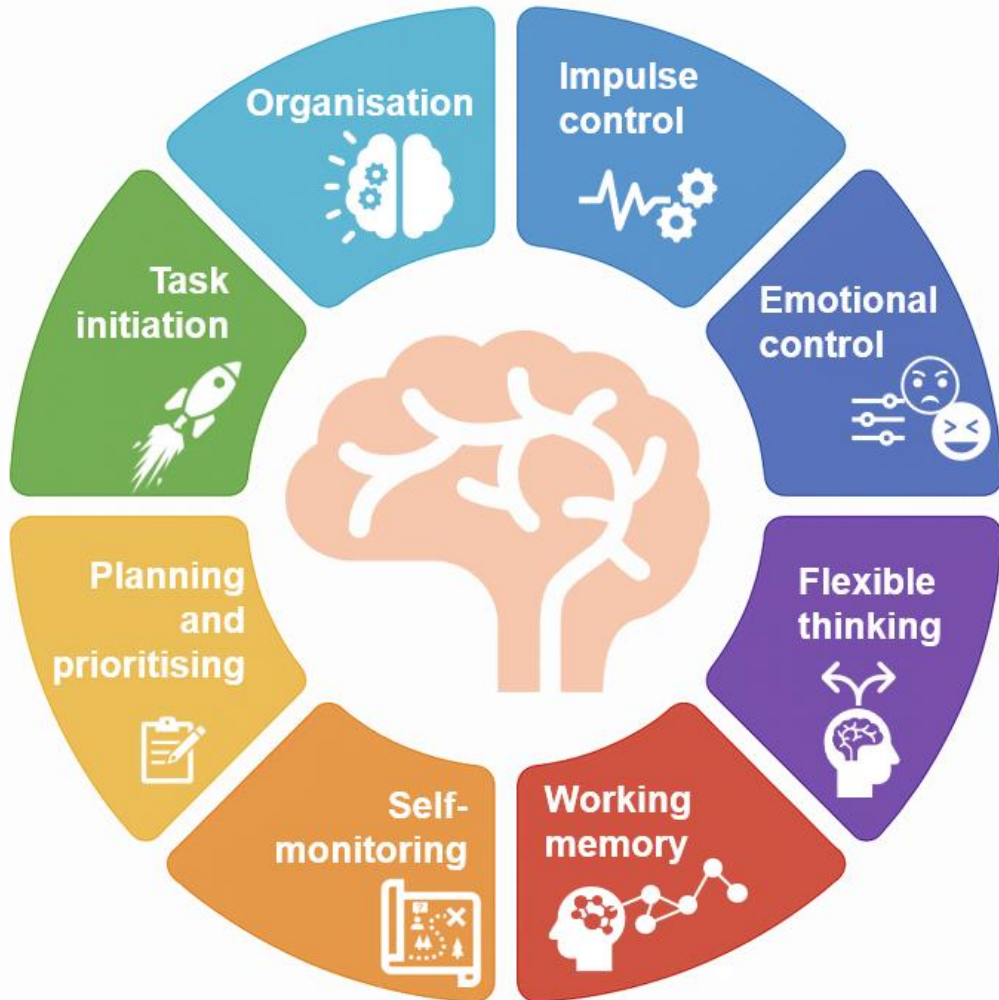
Percentage of pupils with Special Educational Needs in England, 2017/18 - 2023/24

■ All pupils ■ Children in Need ■ Children Looked After



Source: [Department for Education \(2025\)](#)

Executive Functioning



Executive functions are the skills that underpin learning and form the basis for the problem-solving skills of everyday life.

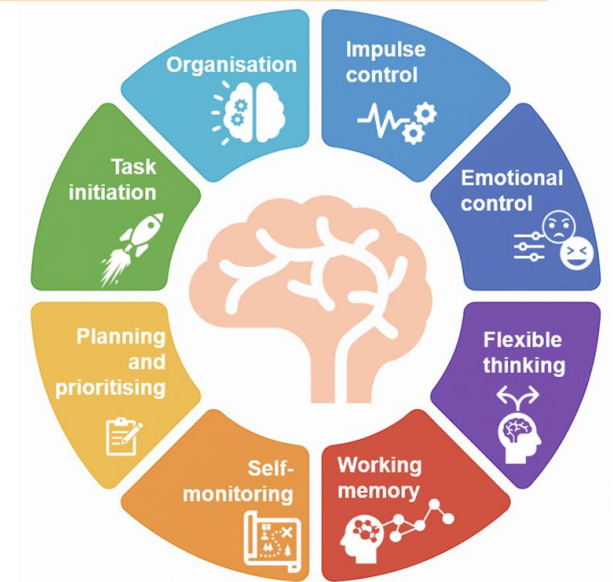


Often children who have experienced developmental trauma show delays in their executive functioning.



This can have significant consequences for their ability to learn and manage in the everyday classroom.

Planning & Prioritising	<ul style="list-style-type: none"> • Setting goals and planning steps to achieve goals • Task planning and breaking down tasks • Avoiding tasks perceived as too challenging
Organisation	<ul style="list-style-type: none"> • Organising equipment/school bag or arriving without required equipment • Difficulty managing homework
Flexible Thinking	<ul style="list-style-type: none"> • Moving from one activity or lesson to another • Unsettled by change • Difficulties in unstructured times of the day/Unable to move on from playground disputes • Difficulty in transferring skills
Task Initiation	<ul style="list-style-type: none"> • Difficulties getting started on tasks without intervention • Lacks problem solving skills/strategies
Working Memory	<ul style="list-style-type: none"> • Unable to remember multi-step instructions or tasks • Finding it difficult to hold in mind information to complete a task
Self-Monitoring	<ul style="list-style-type: none"> • Do not see their behaviour in the same way as others – not recognise how it might affect others • Often make mistakes in their work and do not check over work • Unable to understand why work is graded poorly and perceive it as unfair treatment
Impulse Control	<ul style="list-style-type: none"> • Unable to wait for feedback/gratification • Easily distracted/fidgety • Forgetful in daily tasks • Difficulty taking turns/talks over others/calling out in class
Emotional Control	<ul style="list-style-type: none"> • Difficulties self-regulating emotions – outbursts or meltdowns • Difficulties with peers/social skills • Anxiety



Executive functions are the skills that underpin learning and form the basis for the problem-solving skills of everyday life.



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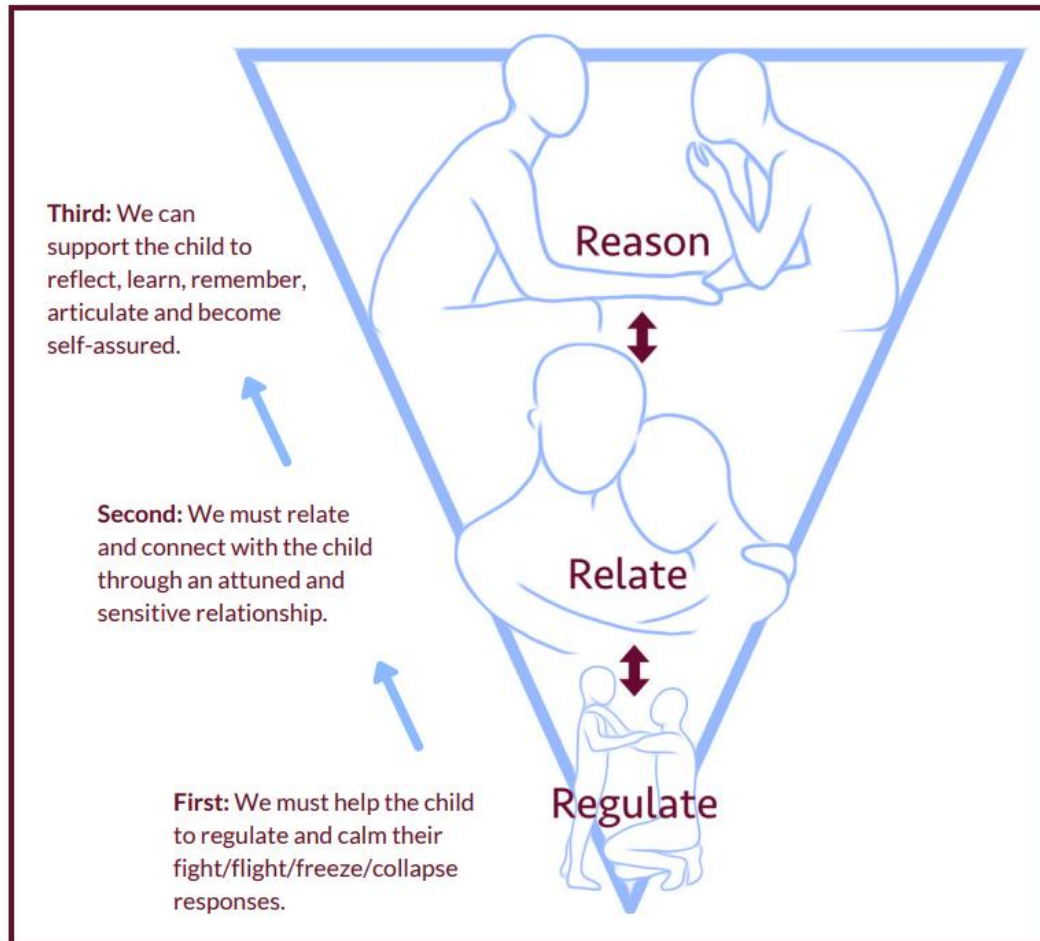
This can have significant consequences for their ability to learn and manage in the everyday classroom.

Good news!

- Developmental trauma can be overcome
- Attachment needs can be met
- Internal working models can be 'reprogrammed'
- Brains can be 'rewired'
- Our children & young people can THRIVE!



Bottom-up model of recovery



Source: Beacon House

A child's behavior is not always what it seems

Behavior is communication

What we see: Behavior

What we don't see:
What's under the surface

SOCIAL SKILLS

BASIC NEEDS

PHYSICAL SAFETY

NEED TO BELONG

SECURITY

HUNGER

THOUGHTS

EXECUTIVE FUNCTIONING

ENVIRONMENTAL
STRESSORS

ATTENTION

SLEEP

ATTACHMENT

NEED FOR CONNECTION

POWER

SENSORY NEEDS

EMOTIONS



Be curious!

(PDF) [Hope for Healing: Trauma-Informed Care \(TIC\) in a school setting.](#)

Needs Analysis

REACH 2TEACH		The BIG APP (Behaviour Intervention Guide)	
Highly anxious	Clingy	Can't sit still	Hypervigilant
Denies need for support	Can't organise or forgets work	Overly dependent	Resists teacher's guidance
Continually avoids work	Argues about control	Control the work	Rubbishing teacher's work
Rubbishes or rips up work	...	...	Wants to work on their own
Rapid mood changes	...	...	Misinterprets others' behaviour
Sulks if not picked	...	...	Finds transitions & endings difficult
Appears arrogant & controlling	...	...	Appears indifferent or uncaring
Insists on going first	Talks a lot	...	Angry & aggressive
Steals or gorges food	Needs constant reassurance	Avoids eye contact	Hates & rejects praise
Gets Upset easily	Risky behaviour	Limited imagination	Attention seeking

Presenting Behaviours

Click on a behaviour to start

REACH 2TEACH The BIG APP
Rapid mood changes

Ambivalent pattern **Disorganised pattern**

Potential pattern of Ambivalent Attachment behaviour

- This describes a type of insecure pattern of attachment behaviour which some children develop as a survival strategy to manage the context of their early lives.
- It does not in any way suggest that the child has an 'attachment disorder', something only a clinician can diagnose.
- We all have habitual patterns and styles of relating, which can expand and develop through maturity, or become more fixed and evident when we are stressed or overwhelmed.
- So noticing and understanding your child's pattern or style of being in the world and relating to people and activities, could help you understand what needs and feelings may be driving their behaviour, particularly if that behaviour becomes challenging at times.
- And that can help you respond with empathy, so that you can help them feel safe and loved, grow and thrive.

Please note that there may be other reasons driving the behaviour, for example...

See other Ambivalent behaviours | See other Disorganised behaviours

Potential pattern of attachment behaviour | Child's needs | Approaches / actions | General principles

Schools & designated teachers

All information on training, support and advice and bookable consultation slots.

Hampshire Services
Personal education plan toolkit for early years education

Hampshire Services
Personal Education Plan toolkit

Adult relationships

Peer relationships

Executive functioning

Self-regulation

Motivation and locus of control

Sense of self

Language development

<https://virtualschool.hants.gov.uk/>

<https://courses.coursewedo.com/courses/reach-to-teach>



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“The more healthy relationships a child has the more likely he is to recover from trauma and thrive. Relationships are the agents of change and the most powerful therapy is human love.”

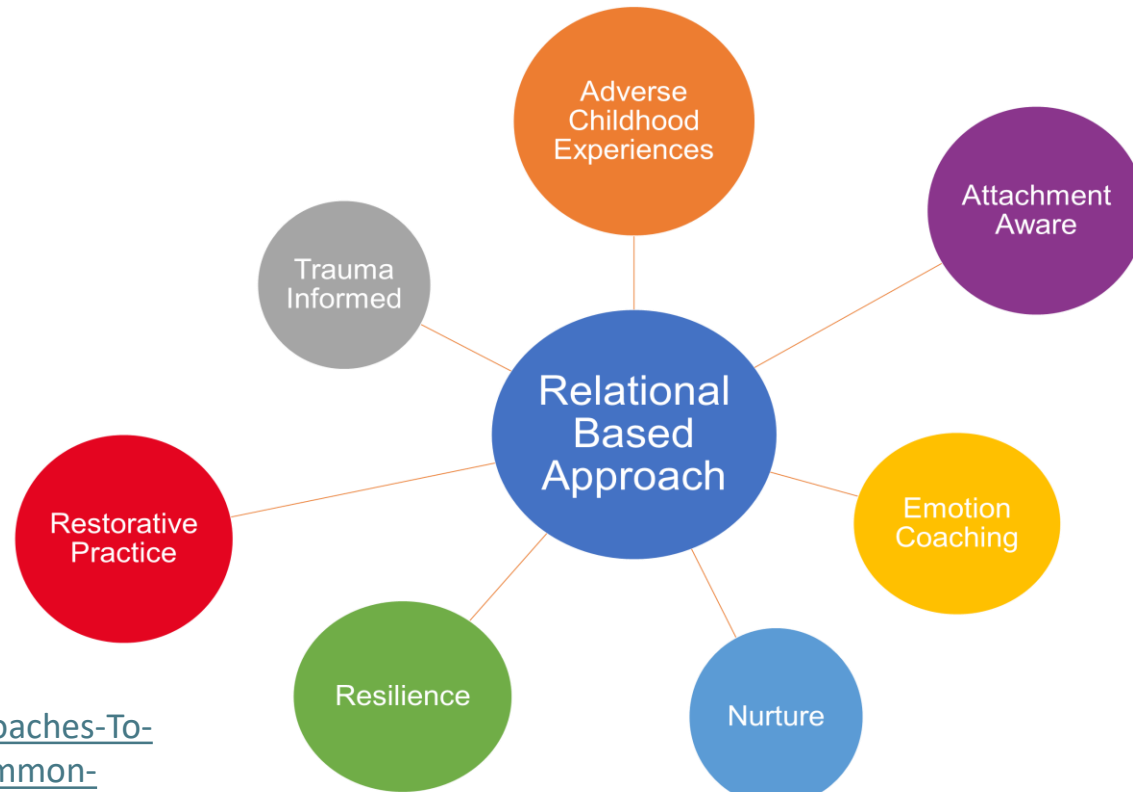
Bruce Perry, Psychiatrist and Neuroscientist

“Being able to feel safe with other people is probably the most important aspect of mental health. Safe connections are fundamental to meaningful and satisfying lives.”

Bessel Van der Kolk, Psychiatrist and author



What is a relational based approach?



[Relational-Approaches-To-Education-A-Common-Terminology.pdf](#)

[Relational Approaches to support School Belonging \(Kent County Council\)](#)

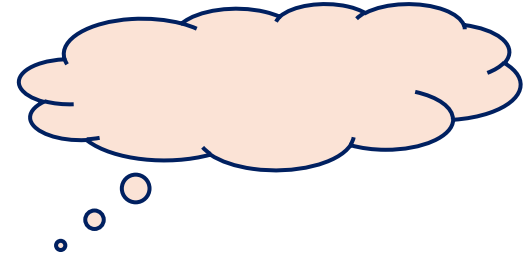


Figure 5. Relational approaches umbrella: Weathering and thriving in the storm

Misconceptions about a relational approach

Misconception	Reality
You can't exclude or give consequences.	Children will thrive from firm boundaries and consistency (even if the child displays dysregulation)
Children and some staff will think this approach means children can get away with things and that excuses are being made for poor behaviour.	Boundaries are the walls that keep the house up. Relational inclusion is firm on behaviour, but gentle on the child shouting, threatening and shaming overstimulate the fear response. You may get a quick win but the child is then only capable of a reactive response, as they are working from the lower part of their brain.
If they do something wrong this approach means we can't address it.	We address this by reflecting on the behaviour, not shaming the child; maybe just a tweaking of consistent language is what's required. Consequences should actually be learning opportunities . "if a child can't read, we teach, if a child can't behave we..." Children need to be shown a positive process of rupture and repair and a clear message that it's OK to get something wrong.
If we move away from rigid tariff system behaviour will go through the roof.	Wondering with curiosity and empathy to co regulate has more long term impact than a tariff behaviour system where we're following procedures but not meeting the needs of the child. A relational inclusive system created by you, for your school, is reflective of your culture, demographic , and character. One size doesn't fit all. Every system takes time and effort. But move the shame; Develop the child's confidence.
We need a clear system such as "red cards" or "C1-C3" so that children know where they stand.	From a child's perspective, these systems make the children feel that they are not good enough or are shamed. It makes them ask, what's the point ? It can make them think that their teacher doesn't like them (the child personalises the teachers use of the system)

Relational Practice



Building Trust and Respect

- Consistent Routines: Establish and maintain consistent routines to create a sense of security.
- Fairness: Treat all students fairly and consistently, ensuring that rules and expectations are clear and applied equally.

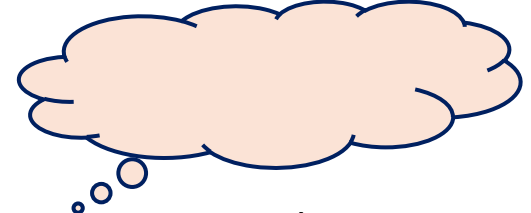
Providing Emotional Support

- Active Listening: Show genuine interest in students' thoughts and feelings by actively listening and responding empathetically.
- Safe Spaces: Create a classroom environment where students feel safe to share their ideas and emotions without fear of judgment.

Encouraging Collaboration

- Group Work: Design activities that require students to work together, promoting teamwork and mutual support.
- Peer Teaching: Encourage students to teach and learn from each other, fostering a collaborative learning environment

Relational Practice



Promoting Open Communication

- Regular Check-Ins: Have regular one-on-one or small group check-ins to discuss students' progress, concerns, and goals.
- Feedback: Provide constructive feedback that is specific, actionable, and supportive, helping students understand their strengths and areas for improvement.

Fostering Empathy

- Perspective-Taking Activities: Use activities that encourage students to see things from others' perspectives, such as role-playing or discussing diverse viewpoints.
- Modelling Empathy: Demonstrate empathy in your interactions with students, showing understanding and compassion for their experiences.

Creating a Sense of Belonging

- Inclusive Practices: Ensure that all students feel included and valued by celebrating diversity and promoting an inclusive classroom culture.
- Community Building: Organise activities that build a sense of community, such as class meetings, team-building exercises, and collaborative projects.



7 Small Things
for Relational
practice in the
classroom

Use your whole self to
build the relationship –
non-verbals are crucial

Connect with other
adults before
the day starts

Welcome every single
child/young person
Into the classroom

Plan 1:1 moments with each
child throughout the week
*Eg: tell Amy
how amazing she was
In the school football training
that week or ask Josef how his
pet dog is.*

Plan for moments of joy,
for playfulness, for
bonding and connecting

Tell those who need it 'I am
Glad you are here' or 'it's great
To see you'

It is ALWAYS a fresh start
no matter what happened
the last time you saw them
don't take what they did/said
personally

Trauma-Informed

- Understanding Trauma: Recognising the signs and symptoms of trauma in students, families, and staff.
Recognising the impact of trauma and adversity on the way we think, feel and behave
- An understanding of the impact of stress on trauma on brains and nervous systems
- A way of working aimed at avoiding re-traumatisation and promoting recovery by:
 - Creating a safe environment where individuals feel physically and emotionally secure.*
 - Building trust through clear and consistent communication.*
 - Encouraging support among peers to foster a sense of community and shared experience.*
 - Ensuring that power and decision-making are shared among students and staff.*
 - Empowering individuals by recognizing their strengths and fostering resilience.*
 - Being aware of and responsive to the cultural, historical, and gender issues that may influence trauma.*
- The government definition of TIP is based on six key principles: safety, choice, trustworthiness, collaboration, empowerment and diversity

[Working definition of trauma-informed practice - GOV.UK](https://www.gov.uk/guidance/working-definition-of-trauma-informed-practice)

Attachment-Aware

- **Understanding Attachment:** Recognising the importance of secure attachments in healthy development and learning.
- **Building Relationships:** Prioritising the development of strong, positive relationships between educators and students (and knowing this takes time).
- **Consistency and Predictability:** Providing a consistent and predictable environment to help pupils feel safe secure.
- **Emotional Availability:** Being emotionally available and responsive to pupils' needs.
- **Supporting Emotional Regulation:** Helping students develop skills to manage their emotions effectively (co-regulation).
- **Reflective Practice:** Encouraging adults to reflect on their own attachment styles and how these influence their interactions with pupils.

What makes the difference? *Change the narrative!*



Relationships are key – connect before you correct

Supported transitions

Change the narrative – think iceberg!

PACE
(Dan Hughes)
I wonder if...

Reach 2 Teach

Emotion coaching

Name it to tame it
(Bruce Perry)

'Good enough' parenting / teaching

Exploration of speech & language needs

Restorative conversations

Empathetic commentary

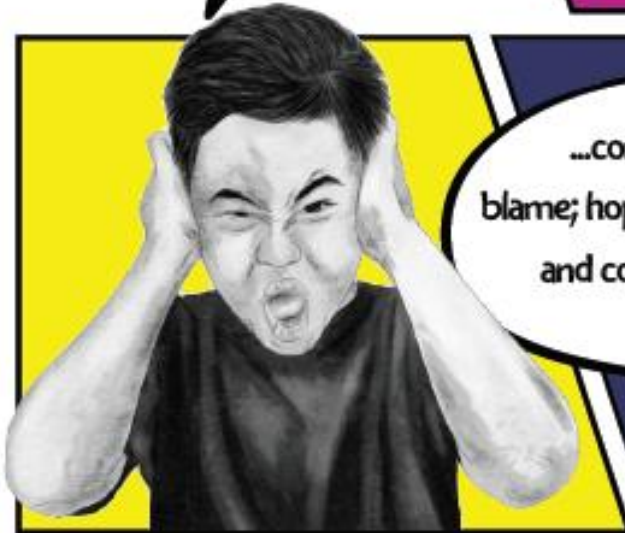
Relational behaviour policies

WHAT WE SAY

A shift from traditional language to a trauma-informed description of vulnerable individuals can create...



...compassion instead of blame; hope instead of hopelessness and connection rather than disconnection



WHAT WE SAY...

"NOT ENGAGING"

INSTEAD TRY...

"Doesn't feel safe yet"



What we say...

"Attention Seeking"

What's really going on...

"Attachment Seeking"



WHAT WE SAY...

"AGGRESSIVE"

INSTEAD TRY...

"Terrified and in fight survival mode"



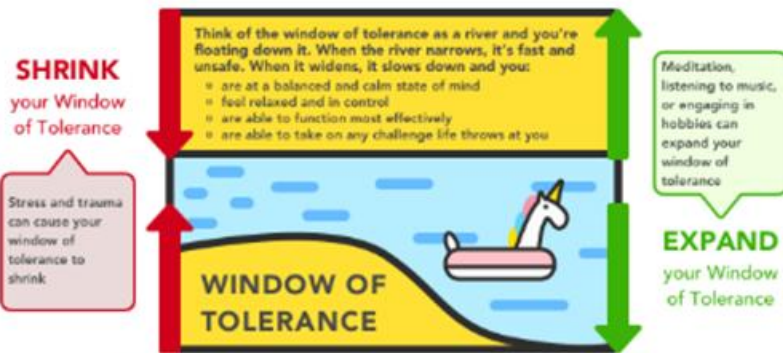
Window of tolerance (DanSiegel)

HYPERAROUSAL

- Abnormal state of increased responsiveness
- Feeling anxious, angry and out of control
- You may experience wanting to fight or run away

DYSREGULATION

- When you start to deviate outside your window of tolerance you start to feel agitated, anxious, or angry
- You do not feel comfortable but you are not out of control yet



DYSREGULATION

- You start to feel overwhelmed, your body might start shutting down and you could lose track of time
- You don't feel comfortable but you are not out of control yet

HYPOAROUSAL

- Abnormal state of decreased responsiveness
- Feeling emotional numbness, exhaustion, and depression
- You may experience your body shutting down or freeze

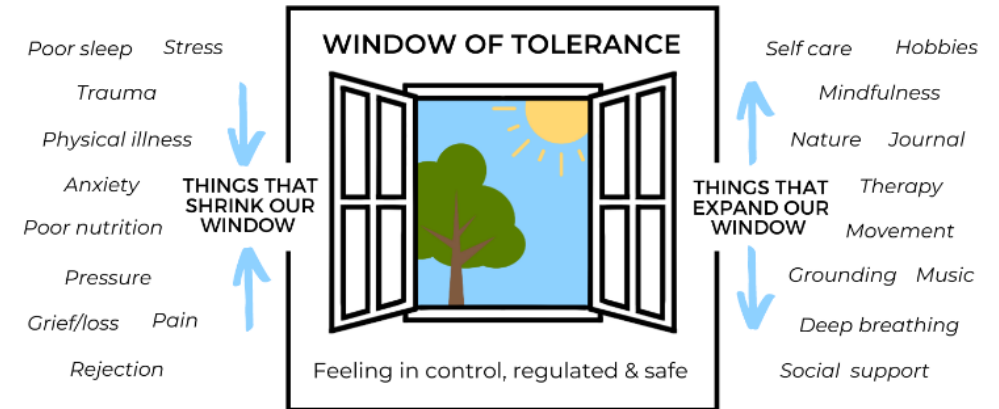
- Hyper-arousal (fight / flight)
- Hypo-arousal (freeze / fawn)
- **Keep in it, keep it wide, keep it open!**

HYPER AROUSAL

Feeling overwhelmed, anxious or out of control
Experiencing the urge to fight or engage in conflict
Wanting to run way or avoid the situation
Physiological feelings: hyperventilating, shaking, etc

DYSREGULATION

Feeling increasingly frustrated and/or agitated
Getting urges to explode or isolate
Uncomfortable feelings increase but still in control



DYSREGULATION

Feeling increasingly demotivated or lethargic
Getting close to shutting down or zoning out
Uncomfortable feelings increase, but still in control

HYPO AROUSAL

Feeling numb, empty or frozen, inability to take action
Disconnected or zoned out, difficulties with motivation
Staring at nothing, dissociated/detached from self
Physiological feelings: lethargic, low energy, etc

Adapted from NICABM (2019) by Monumental Health

What is secondary trauma

- Trauma is our emotional response to a shocking or severe (traumatic) event.
- Secondary trauma is when you encounter someone else experiencing trauma and feel deeply the impact of their distress. It arises not from direct exposure, but from empathetic engagement with those who have endured trauma.
- Secondary trauma is an indirect experience of or exposure to a traumatic event (PTSD UK)



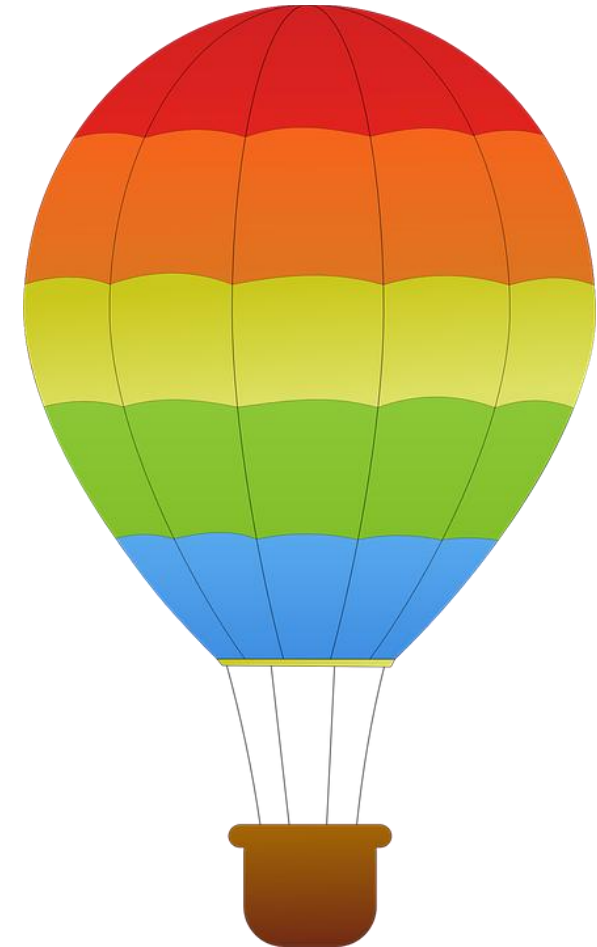
Charles Figley (1995) defines secondary traumatic stress as “the natural consequent behaviours resulting from knowledge about a traumatizing event experienced by a significant other. It is the stress resulting from wanting to help a traumatized or suffering person.”

Secondary trauma

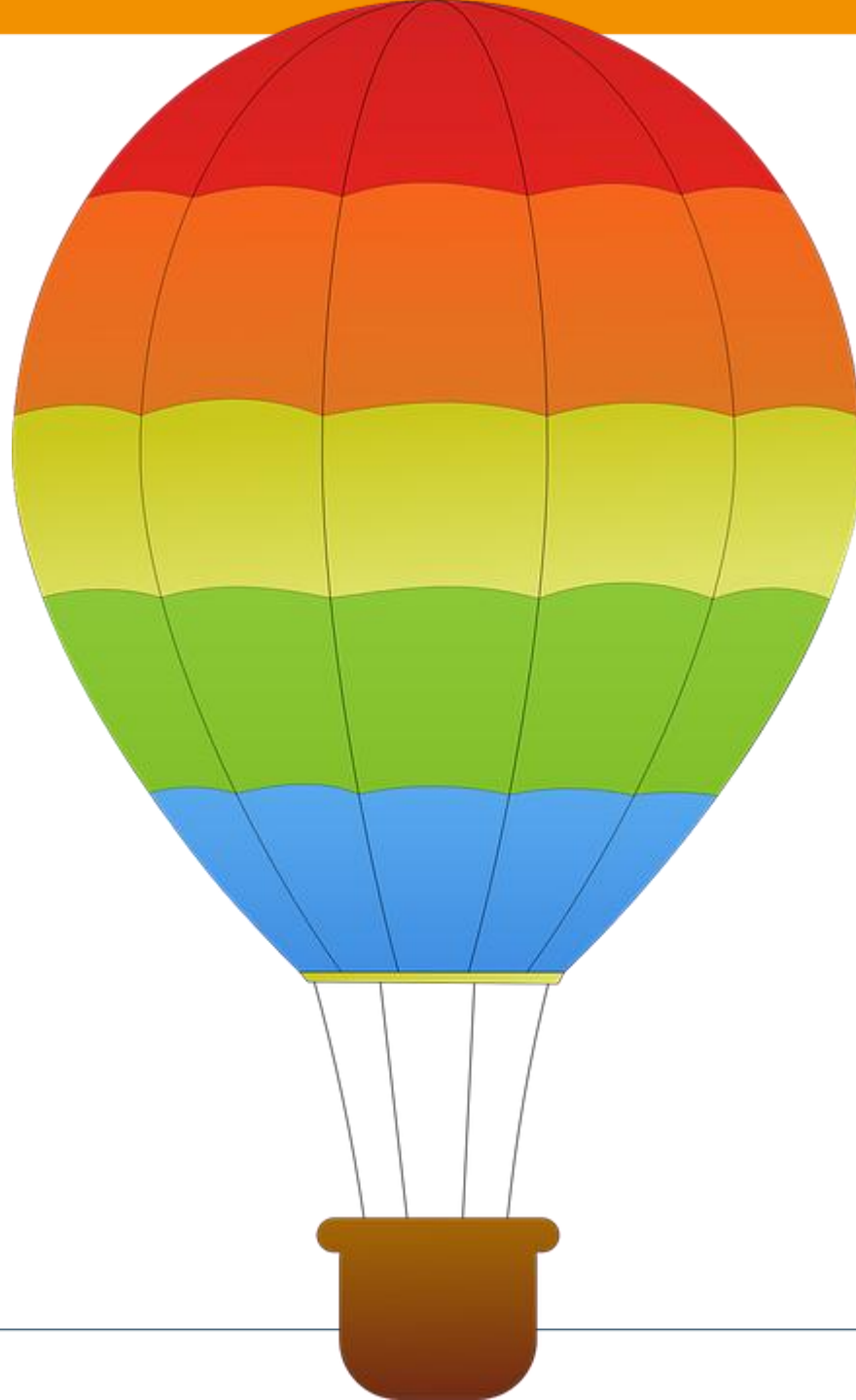
Secondary trauma	
Compassion fatigue	
Burnout	
Vicarious trauma	

Maintaining well-being

- For good wellbeing we need to be in a resilient state
- Vulnerability and resilience vary, at this time, on this day
- Imagine your sources of vulnerability and resilience are a little like a hot air balloon
- The sources of vulnerability are in the basket, they weigh us down e.g. tiredness, poverty
- The sources of resilience are in the balloon, they lift us up e.g. exercise, social connection, laughter with friends



Resilience



What is in your basket and what is in your balloon?

When you are stressed, do you take things out of your basket or your balloon?

Vulnerability

Compassion satisfaction

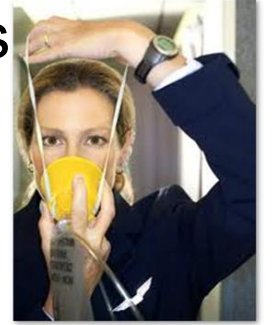
- The joy, satisfaction, or sense of achievement/accomplishment you derive from your work.
- May be derived from helping people, enjoying the camaraderie of a team, feeling you are doing something for the greater good, or fulfilling a personal or spiritual calling
- It is the counter-balance to the potentially negative impact of compassion fatigue.



Beth Hudnall Stamm

Staff Wellbeing

“You can not meet needs in others unless your own needs are met.”



Self-care is can also be important if you are able to prioritise it:

- **Restorative self-care**

This is about keeping your body in good shape physically through exercise and diet, which will stand you in good stead to better deal with things on an emotional level.

- **Recuperative self-care**

This concerns helping the mind and might include reading, mindfulness and talking to loved ones.

- **Recreational self-care**

This is about communal activities such as holidays, going out and meeting with friends where possible, or linking up via video





Welcome to the Hampshire Virtual School Moodle site.

This site provides learning materials and practical resources to support schools, colleges, education settings, foster carers, parents, and social workers. It is designed to help those working with children in care, previously looked after children, children in kinship care or under a special guardianship order, and children who have a social worker.

Hampshire Virtual School - Contact Details

If you would like to contact the Virtual School, please do so by using the most relevant email address - General enquiries - virtualschool@hants.gov.uk - PLAC/Kinship/Children with a Social Worker - VSExtendedDuties@hants.gov.uk - PEP related enquiries - HCC.PEP@hants.gov.uk - Training enquiries - HCC.VSTraining@hants.gov.uk



Social Workers



Key Information and Resources



School and Education Settings



Parents and Carers



<https://virtualschool.hants.gov.uk>



The Virtual School training offer is open to:

- All Hampshire schools, colleges and education settings
- Out of county schools (OCS) with Hampshire looked after children (LAC)
- Early years settings (nurseries, pre-schools, and playcentres)
- Post 16 settings
- Independent schools

Vision Working in partnership, all children are given the best possible opportunities and support so they are prepared for life.

Purpose The Virtual School promotes a culture of high standards, progress and achievement for all vulnerable children and young people.

Welcome to our Hampshire Virtual School training offer

- Statutory Designated Teacher Training
- Attachment and Trauma Aware Training
- Supporting Vulnerable Children in the Classroom
- Writing an Effective PEP – Including Needs Analysis Tools
- Gathering Child Voice
- Termly Virtual School Educational Psychologist led webinar
- Transition Training
- An Introduction to the Work of Hampshire Virtual School for Early Career Teachers (ECT)
- Post 16 Webinar
- Early Years (Pre-school, Nurseries and Year R)
- Promoting the Education for Children with a Social Worker (CWSW)
- Championing Kinship Care
- Previously Looked After Children (PLAC)
- Improving Provision for Vulnerable Pupils in Maths
- Virtual School Termly Network Meeting

All training on offer is subject to change. Updates will be provided across the academic year via school comms and direct emails to DTs.

Booking for training sessions closes at midday on the Thursday before the training. If booking has closed but you would still like to attend, please email HCC.VSTraining@hants.gov.uk so we can manually add you to the register.



Hampshire County Council

Virtual School



virtualschool@hants.gov.uk

VSExtendedDuties@hants.gov.uk



Looked-After Children (LAC)

Primary and Secondary (Years 1 -11)



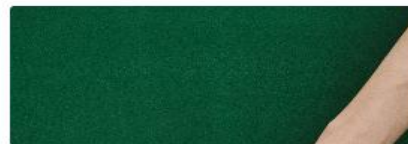
Previously Looked-After Children (PLAC)

Primary and Secondary (Years 1 -11)



Children with a Social Worker (CWSW)

Primary and Secondary (Years 1 -11)



Children in Kinship Care

Primary and Secondary (Years 1 -11)



› Early Years

› Primary and Secondary (Years 1 -11)

✓ Post 16

Attachment Research Community
(ARC) Attachment and Trauma
Aware approaches in education



Bronze	Silver	Gold
Ashley Infants School	Great Binfield Primary School	Rownham St John's C of E Primary School
Bishop Challoner Catholic Secondary School	Bosmere Junior School	
Braishfield Primary School		
Fairfield Infant School		
Fareham Academy		
Hook Junior School		
The Hamble School		
The Waterloo School		
Tower Hill Primary School		
Prospect School		
Vigo Primary School		
Ringwood Junior School		
Testwood School		
Skylark Federation		
Waterside Primary School		
Andover C of E Primary School		
Langrish Primary School		
John Keble C of E Primary School		
Newtown C of E Primary School		
Testbourne School		
Anstey Junior School		
Anton Infant School		
Abbots Ann Primary School		

The **Attachment Research Community (ARC)** offers a structured pathway for settings to become recognised for their attachment and trauma-aware practices.

It is free to Hampshire Schools, but totally optional to sign up and embark on the ARC Pathway. You may find it useful to draw together examples of existing relational practice within your setting, as well as helping to identify your next steps to embedding and furthering trauma informed practice.

Do check if someone in your setting has already signed up, you can have 10 users per setting, and more on request!

Resources/ Further Information

- Virtual School website: <https://www.hants.gov.uk/educationandlearning/virtual-school>
- Virtual School Moodle [Hampshire Virtual School and College \(hants.gov.uk\)](https://www.hants.gov.uk/educationandlearning/virtual-school)
- Beacon House – <https://beaconhouse.org.uk>
- Anna Freud – <https://www.annafreud.org>

- [Understanding ACEs: What are Adverse Childhood Experiences?](#)
- [Still face experiment: https://www.youtube.com/watch?v=f1Jw0-LExyc](https://www.youtube.com/watch?v=f1Jw0-LExyc)
- [Dr Dan Siegel's hand model of the brain: https://www.youtube.com/watch?v=gm9CIJ74Oxw](https://www.youtube.com/watch?v=gm9CIJ74Oxw)
- [The power of everyday heroes | Jaz Ampaw-Farr | TEDxNorwichED](#)
- [Cambridgeshire County Council's video 'Why I am rude' - a poem about our perception of 'behaviour'](#)
- [How the body keeps the score on trauma | Bessel van der Kolk for Big Think+](#)
- [How Childhood Trauma Affects The Brain](#)
- [Adverse Childhood Experiences \(ACEs\)](#)
- [Understanding Trauma: Learning Brain vs Survival Brain - YouTube](#)
- [How childhood trauma affects health across a lifetime | Nadine Burke Harris | TED – YouTube](#)
- [Developmental-Trauma-Close-Up-Revised-Jan-2020.pdf](#) BeaconHouse