




ACE Network North East



www.celandt.org



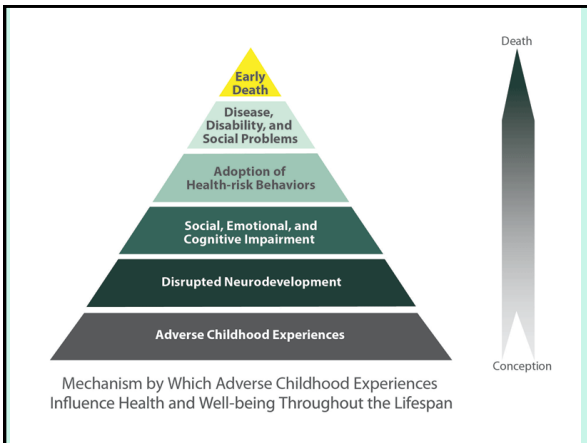
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## Adverse Childhood Experiences (ACEs) what are they and why all the fuss

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### Aims

- To understand the wider scale of pupils impacted by ACE
- To reflect upon ACEs and wellbeing
- To develop our understanding of behaviour displayed by pupils
- To appreciate choices pupils make



### Reasons for ACEs (loss and trauma)

Age Group	Number of Deaths
Under 1 year	3504
1-4 years	561
5-9 years	326
10-14 years	367
15-19 years	1153

- Imprisonment of parent/ carer- *100-200,000 children*
- Death of parent- carer (including war-armed services) *new information suggests 40,000 a year = 112 per day*
- Sibling death: every year it is estimated that *1,951 children – around 5 a day – die in the UK*
- Acts of terrorism
- children born today not be living with both natural parents on their 16<sup>th</sup> birthday- Divorce, separation, single parenting *48%*

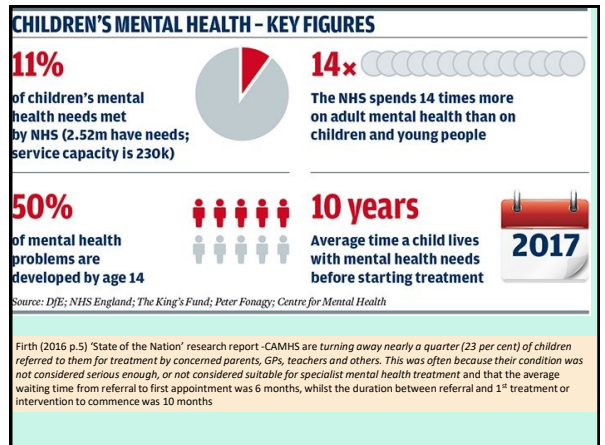
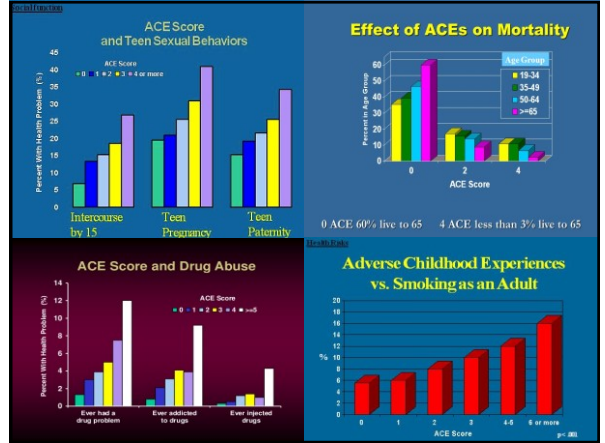
The cause remains long after the initial impact

**Reasons for ACEs (loss and trauma)**

**Looked After or Adopted**

	2012	2013	2014	2015	2016
All children looked after at 31 March	67,070	68,060	68,810	69,480	70,440
Gender					
Male	37,010	37,490	38,020	38,500	39,670
Female	30,060	30,570	30,790	30,980	30,780
Age at 31 March (years)					
Under 1	4,200	4,310	3,880	3,700	3,540
1 to 4	12,400	12,330	11,410	10,070	9,140
5 to 9	12,700	13,250	13,920	14,310	14,090
10 to 15	24,230	24,460	25,160	26,160	27,220
16 and over	13,540	13,710	14,440	15,240	16,460
Category of need <sup>3</sup>					
Abuse or neglect	41,800	42,500	42,480	42,710	42,470
Child's disability	2,310	2,280	2,330	2,260	2,260
Parent's illness or disability	2,690	2,510	2,480	2,400	2,340
Family in acute stress	5,950	6,160	6,190	6,240	6,230
Family dysfunction	9,570	10,140	10,880	10,960	11,020
Socially unacceptable behaviour	1,150	1,230	1,210	1,130	1,070
Low income	120	110	130	140	120
Absent parenting	3,480	3,140	3,100	3,650	4,920

50,450



Our minds are **continually shaped** by emotions, experiences, relationships, opportunities, attitudes, values and beliefs, knowledge and genes. However, there is an **instinctive priority of attachment over the brain's exploratory system** – feeling **Safe and Secure** is **more important** than **learning**

- Reality check
- Poverty
- Food Banks
- Housing
- Local Environment
- Blaming the pupil instead of the parents
- Off days

The YIPPEE project (Jackson and Cameron 2014), investigating the post compulsory education of children and young people in care across five different European countries, reported that children in all countries **saw school as a safe haven, where they felt secure – except for one country.**

*That one exception was ..... the United Kingdom.*

## Relevance to schools

- Who do they think they are
- I wish my teacher knew
- In this lesson
- Survival in secondary school
- Physical outlet
- Safe space
- Things that bug me triggers
- Rethink words and phrases
- Rethink subconscious actions: standing over, by name, selecting tables and groups
- You can't command trust- accept that
- Yoga- 5 min activity

## ideas

## Making a village to raise a child

- If there were 3 things you could change or contribute to change to support children what would this be:
  - Quick change
  - Termly change
  - In a year from now

## More information

- [www.celandt.org](http://www.celandt.org) for wider reading, podcasts and videos and more links from that point
- <http://www.innerworldwork.co.uk/> for school/ family and professionals resources
- Beacon House for understanding process and theory