

Session Title:	Connection Counts
Speaker(s):	Hannah Thomas
Chair:	
Reporter:	Amie Richardson

<p>Speaker/Institution Bio/Information:</p>	<p>Hannah is the founder of Cherished, a charity that offers mentoring and workshops to young boys (ROAR programme) and girls (Cherished) with a focus on connection and kindness. They also offer consultancy work and training to schools and other organisations in trauma informed practice and understanding behaviour.</p> <p>Hannah grew up in Sutton Colfield, a 'nice area', and during childhood was a 'good' student in class, however as she grew older she started struggling and dropped out of Sixth form. Despite liking school and wanting to go to university to be a teacher and work with 'naughty' kids. No one in school realised how much she was struggling due to trauma from home.</p> <p>While working at Starbucks, Hannah decided to develop an 8-week pilot project to deliver in a local school with 6 Y9 girls who were 'challenging'. What Hannah offered to the girls was someone who would understand them, listen to them show them kindness. Once the pilot was over Hannah continued to mentor the girls for 2 years, bringing them to Starbucks each week.</p> <p>7 years later Hannah developed the RAWR programme 'I am Able' for boys, named after her son.</p> <p>Cherished now delivers in 100 schools, working with students in pain and with low aspirations to lift them up.</p>
<p>Overview/Aim of session:</p>	<ul style="list-style-type: none"> ● Consider why it is a child is 'acting out' and how this may be manifestation of trauma that young person is dealing with ● Understand how as practitioners we can show kindness and make attempts to connect with a young person on their level, rather than dismiss them.

	<ul style="list-style-type: none"> • To be trauma aware, informed and responsive
<p>Workshop Content</p>	<p>Building connection during workshops/presentations</p> <ul style="list-style-type: none"> • 'Curious not furious'. Look at behaviour of student and investigate what's going on • First point of connection. When you deliver a workshop/talk in school, where are you positioned? Many would be at the front of the room, try instead welcoming the group at the door • 'resting bitch face' be mindful of facial expressions, especially with vulnerable students who are hyper vigilant. Practice having smiling welcoming presence at all times • 45-minute flight/flight cycle. If a student's flight or flight is triggered, this will result in them not engaging 'head on table'. Will take 45 minutes to 'reset' • Strong communication. Vital to be able to present without notes or powerpoint. When designing presentations consider what they look like, what is your introduction like, where is my personal story. Power in sharing story. Students need to feel safe, seen & secure. <p>What is trauma</p> <ul style="list-style-type: none"> • Trauma means wound in greek. We understand how to treat visible injuries, for example if someone was on crutches we would all help with door etc. Less able to do this with invisible injuries. • 'Bad' behaviour is manifestation of invisible injury . • Body keeps the score, trauma also manifests in illness (ACES) <p>Three levels to TIP:</p> <ul style="list-style-type: none"> • Trauma aware Know trauma exists, people who experience it • Trauma informed behaviour as communication, understand that environment matters, face matters. If I haven't worked on me, it will spill out onto others. Kindness is fundamental to building trust • Trauma responsive understand trauma as every part of life, living it. Having relationship policy not behaviour policy. <p>In practice</p> <p>Experience builds lenses. Two people will see and interpret behaviour differently.</p>

	<p>4 s's of attachment Imagine 4 little love tanks in every child's heart. Each tank represents one of the 4 S's (seen, safe, soothed and secure). If there is a deficit in any of those tanks, then children will go in search of anything that could fill up those tanks (Siegal & Bryson)</p> <p>What were the states of our buckets at age 10?</p> <p>Importance of putting yourself in learners shoes.</p> <ul style="list-style-type: none"> • How prepared are we to do that? To understand students? • Questions we ask are important to learners feeling safe. We would react harshly if asked something personal like how much money is in our bank account. Consider what you are asking learners.
<p>Case Studies/Examples:</p>	<p>Once when Hannah was delivering a self-esteem programme in school, students were asked 'what makes the best teacher' Responses were:</p> <ul style="list-style-type: none"> • My teacher remembers me • I trust my teachers/I like my teachers • I feel safe • To feel noticed • My teachers like me and to smile <p>Calling in not calling out Hannah once observed session delivered by Jon at UniTasterDays. Assembly presentation and young person came in late, Jon addressed learner and asked to sit down. Learner didn't and eventually was sent out by teacher. Hannah argued this could have been avoided if learner wasn't called out and asked why he was late.</p>
<p>Scenarios/Roundtable discussions:</p>	
<p>Questions and Answers:</p>	
<p>SummaryKey takeaways:</p>	<ul style="list-style-type: none"> • Behaviour is communication. Behaviour has more to do with internal struggle than it does with you. • Consider how you can create a 4 S environment in school • Think about our inner child and how can we love them.

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