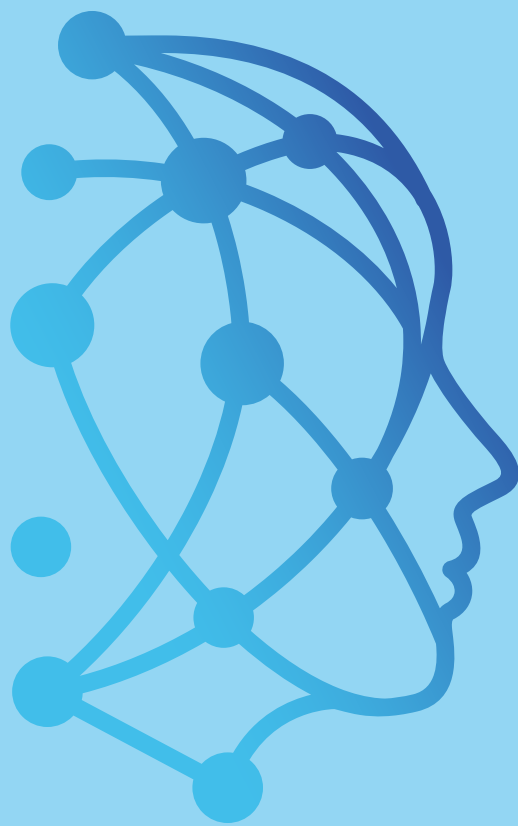


THERE IS
ALWAYS
A WAY,
...forward



Where you've always been. If you always do what you've always done, you'll always be



FTS – Forward Thinking Schools.com

FTS was set up to bridge the gap between where we currently are and where we want to be. There are numerous reports, reviews and stats that all highlight that the current system is not working, and our children, the future generations are simply going to have to unwind too many issues by the time they become adults, rather than hit the ground running. This will simply be **too late**.

Our role as adults is to create Interdependent people, that have the best opportunities to make a success of their lives.

The children's act is layered with acts and laws that support this, however, the current system has just become outdated and the stats being produced simply means we are going to fail further generations. Cause more stress on NHS and hold back talented youth that get lost in the system.

It is proven that adverse childhood experiences do reduce the child's chances of a balanced and successful life, if those experience are not handled and support effectively. RISE/CAMHS can take up to 2 years to assess even the most severe cases, however, there are so many cases that they cannot get involved with or have the resources to do so.



**IT IS EASIER TO BUILD
STRONG CHILDREN
THAN TO REPAIR
BROKEN ADULTS.**

FREDERICK DOUGLASS





In the recent review of children's social services, it was found the system was referred to as "a tower of jenga, held together with cellotape and run with draconian measures" (Josh MacAlister).

NSPCC are seeing an 80% increase in cases being reported to them, abuses cases are increasing, sexual abuse cases in schools and suicides are at an all time high, there have never been so many children attempting to end their lives, self-harm and that suicide is the 3rd biggest killer in 15 to 19 yr olds.

Dr Alex George, the person put in charge of mental health by Boris, stated even GPs are not trained or equipped to deal with mental health issues, sexual health or various other serious subjects that are facing the youths of today. Schools do not teach their pupils about mental health or subjects that will support their journey into adulthood.

www.communitycare.co.uk/2020/12/11/coronavirus-75-social-workers-feeling-negative-work-life-last-year-survey-finds

<https://traumasensitiveschools.org>



The vision

Our goal is to inspire schools and services to become “future thinking”, what does this mean? We need to imagine a well developed, balanced teenager who is happy to engage in life, participate in communities and enter adulthood with a strong sense of self.

The current state of services for children, including education has reached breaking point.



Create change

Children's voices are **not heard** and their futures are not secure.

A recent study found that up to **70% of children** don't feel listened to by professional adults. Which was also highlighted in the Munroe Review presented to the Department of Education in May 2011.

We need to create change to help them feel safe, if they feel 'Safe' they will engage and learn.



Digital age

Schools just cannot keep up with the age of digital.

“Almost a third of previously ‘outstanding’ schools inspected since last September have dropped to ‘requires improvement’ or ‘inadequate’, Ofsted has revealed.”

<https://schoolsweek.co.uk/ofsted-downgrades-outstanding-schools>



Unable to learn, focus and enjoy school or their lives full stop...

Trauma interrupts the neurological development of the brain, therefore children who have experienced adverse childhood experiences and experience trauma are less likely to engage in learning.

The changes which occur in response to and the accommodation of trauma effect the essential areas of brain which are needed for processing information.

Essentially, when a child is in a constant state of fear due to trauma residing in the body, brain, emotions and cognitions the correct functioning of the brain is offline and an adaptive information processing centre is established.



What can cause PTSD in children and teenagers?

Neglect

Some young people do not have food, clothes or a safe place to live, or see a doctor when they need to. Sometimes this is because no one is taking proper care of them.

Media

Traumatic images or stories on TV, Video Games, Movies and Music Videos can be very upsetting for some young people.

Domestic

Being around family members who yell, hit or hurt one another, or who are arrested and taken to jail, or who have PTSD themselves, can cause young people to be very worried and sad.

Sexual abuse

Some young people may have been touched on their private parts. This can cause children to feel afraid, bad, or an uncomfortable pain.

Drug abuse

Most young people feel unsafe being around alcohol and drugs.

Violence

Being in a violent situation in life, around weapons, gangs or even fighting and bullying can cause young people to feel traumatised.

Natural disaster

Being involved in, witnessing, or hearing of a natural disaster can cause trauma or PTSD.

Accident

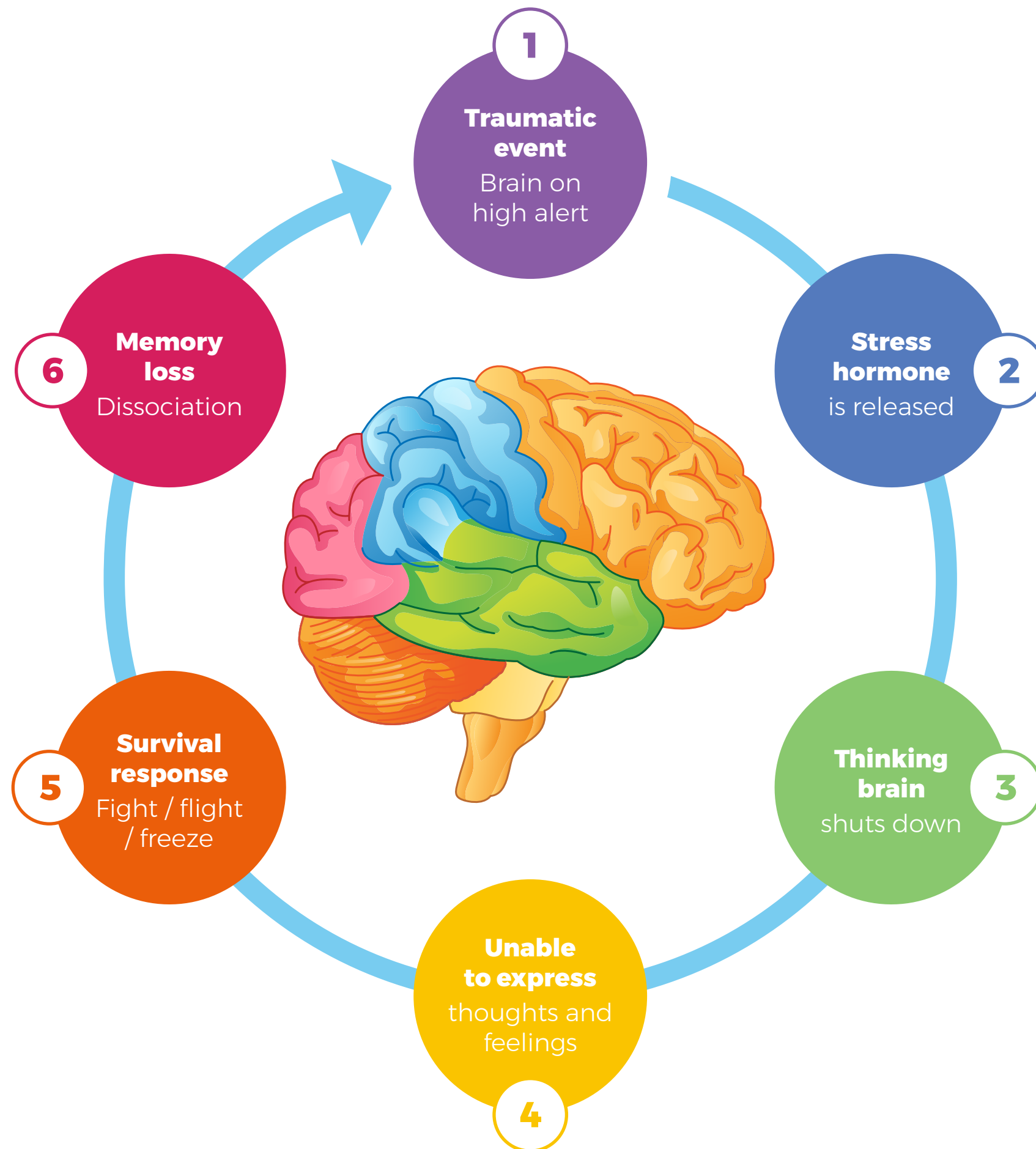
Being involved in an accident, seriously injured, or witnessing or hearing of an accident, or someone being injured, can be a traumatic experience.



How does trauma effect the brain?

- **Trauma can affect** the way a young person's brain 'normally' grows.
- All human beings have an **alarm system** called the 'limbic system' which is also the centre of our emotions (including fear).
- Inside the **limbic system** there is a small almond shaped mass of grey matter, called the 'amygdala.' The amygdala is part of the limbic system, and is activated when people feel frightened, or when they freeze with fear, or when people think they are going to die.
- **Following trauma** the amygdala (alarm system) can become confused and therefore think there is a problem when there is not.
- This means that sometimes **young people can feel frightened** and want to run and hide, want to fight, or become frozen when there is no need to.
- When this **alarm system goes off** it can cause their heart to beat faster, their hands to shake, or they may get a dry mouth and feel jumpy.
- This is normal, it is their brain and body's way of telling them that **danger is close by.**





Long-term effects of trauma

After an event we may forget the trauma, but we may remember the feelings that the trauma caused.

These feelings may be stress, fear, anxiety, panic, hopelessness and/or confusion.

These feelings can make our brains think the trauma and danger is happening now, even when it isn't.

This behaviour is normal, and we can provide lots of tools and training to help them manage this.



40,000

educational establishments, including nurseries,
primary & secondary schools, colleges, universities

24,000

Secondary schools in
England in 2020/21

8.9 million

Pupils in primary/secondary schools in
England in 2020/21

Over

4.6 million

children in England alone are struggling

NSPCC referrals in 2021 are up

300%

on last year

Education statistics

80% of children

who witness sexual abuse, physical
abuse or homicide develop PTSD

Trauma statistics

Roughly

43% of boys and girls

will experience a traumatic event

A minimum of

33% of the youth

exposed to community violence
develop PTSD

Roughly

50% of children

who experience abuse prior to the age of 16 experience
domestic abuse as adults, compared to 13% who did not
experience abuse prior to the age of 16.

Early intervention can reduce
the impact of trauma by

70%

Adults are **500 times more likely** to abuse alcohol or drugs,
if exposed to trauma in childhood.



Trauma

- An experience so **powerful** that someone may feel that their life, or someone else's life, is in danger.
- An event so **scary** that someone may feel overwhelmed, helpless and unsafe in their life.
- Something that someone may feel is so **shocking** that they, or someone else, could be injured so badly that they are stunned by it.
- Something that is **hard to understand** and/or is scary.

PTSD

- When someone experiences something **frightening** and it still bothers them after a month.
- Can happen to someone **after** one event.
- Can also happen after **lots of events** that have happened for a long period of time (complex PTSD).
- Sometimes the symptoms **do not show** until a while after the event.



Ongoing support programme

Overarching framework of support / supervision forms to be amended
for school relevance

Stage 1

Teaching group	Cycle 1	Outcomes
School Councillor Trauma focused core teaching staff Amount dependent on ration of school	<ul style="list-style-type: none">■ Diverse childhood experiences in context, screening for ACEs■ The development of traumatic symptoms■ Trauma focused disclosure management■ Attachment of trauma■ Relevant theories from a bottom up and body experience■ How trauma impacts the development of body, brain, emotions, relationships■ Learning and applying stabilisation techniques for internal and external safety■ The importance of co-regulation, frequency and resonance	<ul style="list-style-type: none">■ Understand the context of and impact of ACE■ Recognise the symptoms of trauma■ Efficiently manage disclosure of abuse or aces■ Identify and respond to attachment behaviours for educational engagement■ How trauma systems effect the learning ability of a child understand how the developing brain is and learning abilities re impacted by aces■ Effectively apply countering strategies for regulation in the class room■ Calming strategies for teacher consistency
Students	<ul style="list-style-type: none">■ Peer on peer abuse training■ Neuroscience of the impact of trauma	<ul style="list-style-type: none">■ Understanding and recognition of peer on peer abuse■ Recognise personal experience and link to behaviour responses for self regulation■ Making healthy choices in social and interpersonal environments■ Recognise trauma activation and implement strategies for self calming
All staff	<ul style="list-style-type: none">■ Online safety training■ Perpetrator	<ul style="list-style-type: none">■ Risk reduction, trauma exposure reduction
Parents	<ul style="list-style-type: none">■ Online safety	<ul style="list-style-type: none">■ Create a safer home environment



Ongoing support programme

Stage 2

Teaching group	Cycle 2	Outcomes
Teachers Councillors	<ul style="list-style-type: none">■ To promote a deeper capacity to reflect on working practice. The impact of working with traumatised individuals.■ Emotion Regulation Protocol■ Maintaining boundaries and managing the trauma triangle■ To Develop a greater awareness of the impact of traumatic symptom clusters■ Map behaviour which is reflective of these symptoms with how this shapes the world around the teenager■ Learn how to create safety in the body, emotions and create a sense of internal safety	<ul style="list-style-type: none">■ Teachers will effectively support students in the academic environment from a trauma focused perspective■ Implement a phased regulation protocol for students experiencing ACES■ Understand the impact symptoms of trauma have on learning and work to reduce the impact of clusters on learning■ Deliver strategies to mend behaviour via supporting students with awareness of symptoms and behaviour modification through education■ Internal safety creates better focus, engagement and academic learning
Students	<ul style="list-style-type: none">■ Crime prevention■ Emotion regulation■ Behaviour management	<ul style="list-style-type: none">■ Understand consequence and making informed decisions. Healthier engagement and risk reduction.
All staff	<ul style="list-style-type: none">■ Neuroscience of trauma	<ul style="list-style-type: none">■ Recognise and respond to trauma reactions to reduce class disruption
Parents	<ul style="list-style-type: none">■ Psychological education	<ul style="list-style-type: none">■ Be able to validate and normalise traumatic behaviour patterns



Ongoing support programme

Stage 3

Teaching group	Cycle 3	Outcomes
Teachers Councillors	<ul style="list-style-type: none">■ To provide practical and helpful interventions when working with children who have experienced trauma■ The neuroscience of emotions Emotion regulation framework■ Design strategies to resolve and change behaviour patterns■ To manage environments safely and strategically■ Apply specific trauma focused protocols and create environmental safety	<ul style="list-style-type: none">■ Reduce class room disruption■ Influence emotion regulation through focus and calming strategies■ Strengthen the pre frontal cortex and reduce limbic activation – creating a positive learning mindset■ Safe environments create better learning environments■ Apply validating language to create acceptance and normalisation
Students	<ul style="list-style-type: none">■ Online safety, psychological education	<ul style="list-style-type: none">■ Discernment for healthy choices■ Recognition of behaviour responses
All staff	<ul style="list-style-type: none">■ Stabilisation techniques	<ul style="list-style-type: none">■ Manage trauma activation in the class room
Parents	<ul style="list-style-type: none">■ Online safety	<ul style="list-style-type: none">■ Risk reduction



Collaboration partners



INTEGRATED TRAUMA SOLUTIONS



One Voice Against Abuse
education, prevention and intervention

NSPCC



Corporate support



How to support and what's required...

School size	Number of people trained
under 500 pupils	1 person
500 to 750 pupils	1 to 2 people
750 to 1000 pupils	2 to 3 people
1000 to 1500 pupils	3 to 4 people

6 month intervention 3 stages

Stage 1
Stage 2
Stage 3



How to get involved...

We are looking for corporates and businesses to support their local schools, in providing these programmes. via ESG SII and CSR

Using a collaborative approach to create a solution, that is already seriously impacting future generations of children.

t: **07703517565** e: **mark@mhtlife.com**



Who benefits...

**from our interventions and where we deliver
our training/support**

- Schools
- Local authorities
 - Colleges
- Social services
 - RISE/CAMHS
 - GP surgeries
 - Agencies

- Academies
 - Sports clubs
 - Scouts & Girl Guides
- Social impact agencies
 - NHS
- Public Health England
- Youth offender organisations



Thank you

t: 07703 517 565

e: mark@mhtlife.com



1 Impact and results – Case Study Manchester School

Goals and KPI's (Key Performance Indicators)

To ensure 75% of candidates who start the course reduce disciplinary occurrences for the duration of training delivery

To see 50% sustain the change in behaviour beyond the end of the training delivery

To see 50% improve their academic performance as a consequence of attendance

To see 50% take up regular activity at an external club/venue

To see an improvement in disciplinary statistics for all students, such as a reduction in lateness, incidents with staff members and other pupils.

To see students with a clear ambition for where they wish to go after school.

Courses run for sixteen weeks at one day per week. Sustained contact means that there is sufficient time for the course relationship to influence other aspects of participants behaviours and therefore life.

The Impact of one run 1 full course

Over 90% of participants had a seriously negative relationship with authority in school and were under realistic threat of permanent exclusion at the point of joining the course.

Zero students have been permanently excluded who completed the course.

100% of those who left the course early have requested to re-attend having received feedback from those who did complete it

Delivery is now continuing in the original venue for the remainder of this academic year. The cohort has been extended to incorporate students with confidence issues and also as a reward for strong students to act as mentors. Past participants also act as mentors. This introduces an element of leadership development for all participants.

2 Impact and results – Case Study Manchester School

Delivery has started in a second venue and is reporting dramatic impacts upon the cohort at this early stage. This cohort is based on a toxic group of female students with significant issues relating to violent behaviour within and external to school.

Staff comment:

“Chris delivered a really insightful workshop that challenged our staff and leadership group. They presented skilfully with some great interactions that drew on both theirs and the groups experiences and underpinning knowledge”.

“The quality of your staff and their delivery was of a level that left a hugely positive impression”.

Attendee Comment:

“It was hard work but very rewarding. It gave me so much more confidence and also it improved my fitness a lot! I’m very lucky to have had this chance to take part in such a fantastic scheme”.

“The best 7 weeks of my entire 3 years at this school”.

KPI's of candidates who completed the course

Over 80% are no longer placed in isolation/removed from class on a regular basis.

Over 80% report a dramatically improved relationship with teaching staff

Over 55% went onto join boxing or rugby groups after school or civilian clubs.

Over 65% report an improvement in academic performance.

18% left the programme, but have subsequently come back or are seeking to come back to it.

10% went on to seek further support from partners to the programme. (Army careers).

Measurable Objectives

Many of the positive steps that participants make cannot be easily measured because of the

3 Impact and results – Case Study Manchester School

subjective nature of judgement. It is hoped to introduce CCR3 value metrics as a way of capturing the change in values that attendance on the course leads to.

Teacher retention link

[School workforce in England, Reporting Year 2021 – Explore education statistics – GOV.UK \(explore-education-statistics.service.gov.uk\)](https://explore-education-statistics.service.gov.uk)

1. Teachers are predominantly 30-49. This means that young teachers are not staying in very long. It also means that when you are 30+ you are likely to have a family and can't afford to leave. Stale teachers who aren't there for intrinsic reasons can be the least empathetic and lacking in ideas to cope with difficult behaviour. (on the flip side they might also be the guys with the experience and empathy who stay because they love it!) But these people are also the ones who are likely to be in management positions too, simply by time served.

FTE of all teachers 465,526 (4,400 more than 2020)

FTE number of entrants 43,981.0 (Increase of 2,200 since 2020)

FTE number of leavers 36,262.0 (Increase of 4,000 since 2020)

2. Whilst more are coming in there are still more leaving, this means less experienced teachers are working with difficult behaviours. This puts pressure on numbers as these guys are more likely to leave. It also means that because of the pressure to fill posts, the quality of those coming into the profession MIGHT be called into question.

3. Teachers who stay in the profession move as quickly as possible into management (for the pay rise), which takes the experience out of the classroom.

4 Impact and results – Case Study Manchester School

These are the retention stats from the link above

Almost 9 in 10 (87.5%) teachers who qualified in 2020 were still teaching one year after qualification,

Almost 8 in 10 (77.0%) teachers who qualified three years ago are still teaching,

Almost 7 in 10 (68.8%) teachers who qualified five years ago are still teaching,

Almost 6 in 10 (59.7%) teachers who qualified ten years ago are still teaching.

You can't have an "almost" teacher. If we take the 5 year example the reality is 6 whole teachers. What this means is that in tough schools the turnover could be as high as 70%, because turnover in good schools will significantly better (potentially 30/40%). And the schools where we need the continuity is the tough schools cos this is where the problems lie. There is no metric for staff retention in tough schools. It also doesn't take into account teachers staying in the profession but leaving the tough school. This is a significant problem. Manchester of the staff that I see this year I'd say there is a significant proportion of new faces, between 30-50%, and the changes are the guys at the coal face.

NOTES:

Building Resilience via Proven Concepts

