

**#pullupachair**

# Recognising and responding to adversities to prevent exclusion from school

Secondary school settings

Training resource 1 of 3

January 2023

Funded By



Partnered with



# Acknowledgements

I am immensely grateful to the children and young people (CYP) who took part in my creative arts projects and research; without them this resource would not be possible. Special thanks to the following school leaders and teachers for participating in the many voice projects with me over the years:

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Without these partnerships, insight into the children's lived experiences would not have been captured and made into films. Their experiences have provided the foundations for this training resource.

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- The University of Sunderland (UoS) Interdisciplinary Research Network: Adverse Childhood Experiences
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# Contents

Copyright	5
Acronyms	5
<b>Introduction</b>	<b>6</b>
Ethical considerations and permissions	7
The purpose of the resource	7
Background to the training resources	7
Access to the resources	8
Streaming the films	8
Considerations when preparing to deliver training	8
Equality Act 2010 and reasonable adjustments	8
Learning objectives	8
<b>The training</b>	<b>9</b>
Part 1: Introduction	10
Image 1. PowerPoint slide 1	10
Image 2. PowerPoint slide 2	10
Part 2: Activities	11
Activity 1	11
Activity 2	11
Image 3. PowerPoint slide 3	11
Activity 3	12
Image 4. PowerPoint slide 4	12
Part 3: Plenary	12
Activity 4	12
Close session	12
<b>Recommended reading</b>	<b>13</b>
Research monographs and reports	14
Journal articles	14
Books	14
Podcasts	15
Videos	15
Other publications/resources	15
<b>Appendix</b>	<b>16</b>

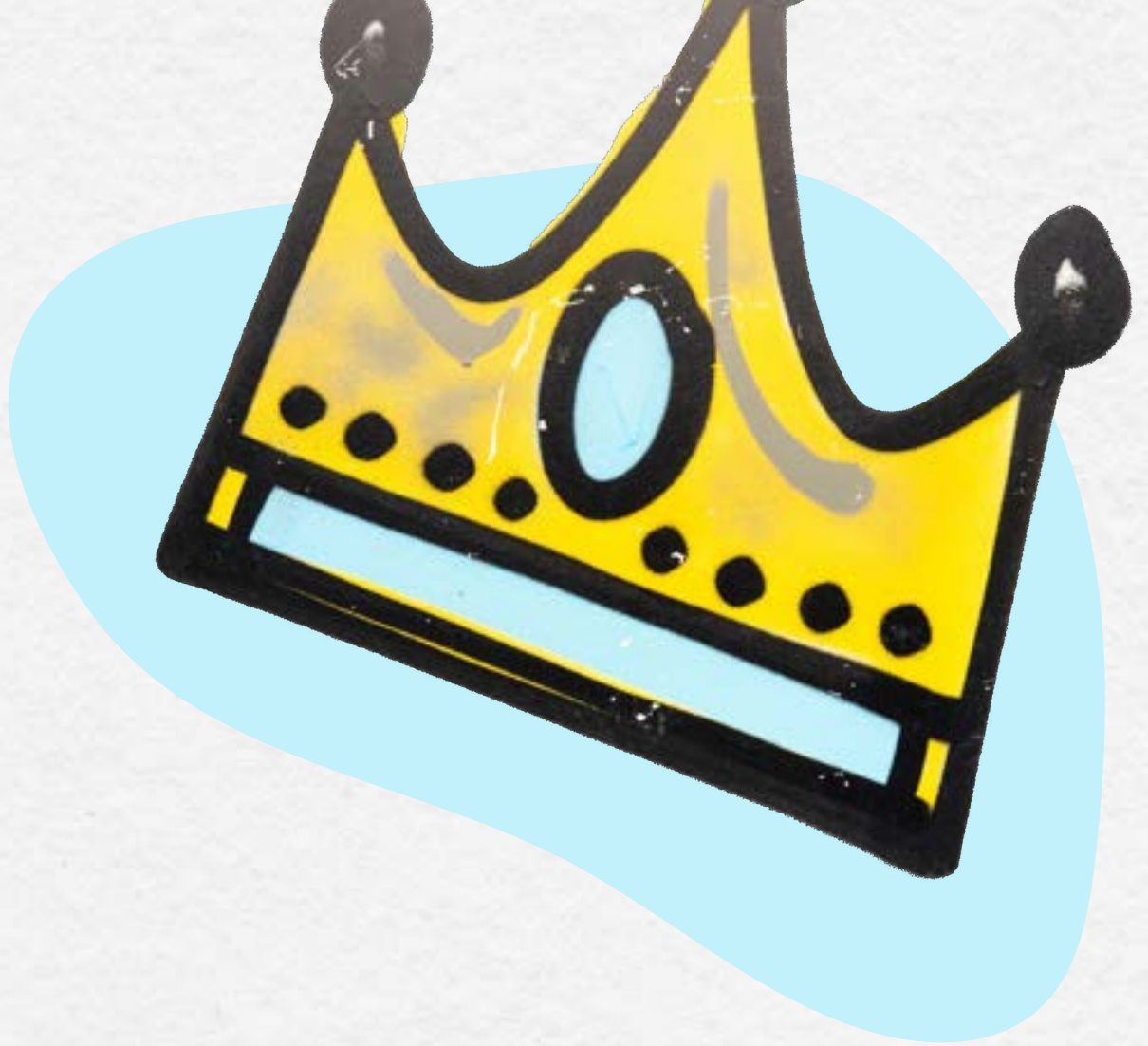
## Copyright

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## Acronyms

<b>ACEs</b>	Adverse Childhood Experiences
<b>DfE</b>	Department for Education
<b>LO</b>	Learning Objective
<b>UKRI</b>	United Kingdom Research and Innovation
<b>UoS</b>	University of Sunderland



01

# Introduction

# Introduction

This training resource introduces discussion around the importance of recognising and responding to adversities in secondary school settings to prevent exclusion from school.

## Ethical considerations and permissions

Ethical approval was gained from the UoS Ethics Committee. Gatekeepers provided permission for caregivers to be approached for their children to participate in the research and the #seeme and #pullupachair creative arts projects. Caregivers were provided with information sheets explaining the purpose of the project. Only children whose caregivers consented to their child taking part were approached to participate. Caregivers of children aged eight and under provided the overarching consent. Where a child had a social worker, their consent was also sought. All children were provided with an information sheet (a comic strip) explaining the project, and had a trusted adult explain how the film and audio of them would be used. If a caregiver gave consent for their child to take part, but the child did not, they were not included in the films. The children and caregivers were given choices as to what would be shared (film, audio, artworks) and how (social media, general media, UoS website). All ethical and privacy protocols were strictly enforced, including privacy statements issued to caregivers.

## The purpose of the resource

The purpose of the resource, the two accompanying films and PowerPoint, is to help facilitate professionals and policymakers in better understanding the impact of exposure to adversity on the learning and development of children previously excluded from school.

This resource provides you, the lead/facilitator, a structure and guidance on how to deliver each of the three training sessions. It is therefore not a script for what you should say and how to explain key points. Rather, the resource is to support you in delivering key points and to ensure consistency in providing the content of the course. Additional reading and resources are provided at the end of this resource.

The three-part training resource has been designed to use as whole school training; including senior leaders, governors, teachers, support staff, placement

students and volunteers. It is recommended that the series is delivered in its entirety to build and secure knowledge and understanding of the arising themes. There may be circumstances where the training is delivered to individuals and small groups of staff, for example, when new staff are employed in the setting. This training session is expected to last 1 hour and 25 minutes and is structured as follows:

- **Part 1: Recognising and responding to adversities**
- Part 2: Belonging, relationships and connections
- Part 3: Solutions to preventing school exclusions

## Background to the training resources

Since 2017, each yearly data report from the Department of Education (DfE) has shown that Northeast England has the highest exclusion rates of any region in the United Kingdom (DfE, 2017-2021). Aside from during the Covid-19 pandemic, in which all exclusion rates dropped across the country, exclusions have risen steadily in the Northeast for the last five years. Nationally, the most common reason for a permanent exclusion or suspension is 'persistent disruptive behaviour'.

In 2018, Together for Children commissioned Sarah Martin-Denham at the UoS to *'investigate the factors that impact upon social and emotional wellbeing of children and young people from 3-16 years, which may lead to exclusion from school'*. 174 participants took part in the research, including: 55 children previously excluded from school, 41 of their caregivers and 78 education and health professionals. Sarah has twelve publications that give an insight into this complex world (*Items where Author is "Martin-Denham, Sarah" - SURE (sunderland.ac.uk)*).

#SeeMe #pullupachair was led by Sarah with funding from the UKRI Policy Support Fund 2021/2022 and the UoS, Interdisciplinary Research Network: Adverse Childhood Experiences. This project engaged 130 children aged 5-16 years in a creative arts project with four local artists. Of these 68 shared their views on school exclusion. A further 28 children aged 5-16 years, previously excluded from school, took part in a creative arts project, funded by the UoS interdisciplinary research network: Adverse Childhood Experiences 2021/2022, contributing to this resource.



213 voices were included in this resource. These voices have set the agenda for listening. **Let's get ready to pull up a chair.**



## Access to the resources

The films, PowerPoint presentations and training resources are available through the UoS Interdisciplinary Research Network: Adverse Childhood Experiences website:



<https://www.sunderland.ac.uk/more/research/interdisciplinary-research-networks/adverse-childhood-experiences/>

Click on the navigation bar #pullupachair. The film numbers for this training are films **six** and **seven**. You will also need the Early Years and Primary and KS2 phase films (films **one** and **two**) to show at the end of this training session. The PowerPoints and this training resource can be downloaded, while the films can be streamed via the website.

## Streaming the films

All films are in .mp4 format. Before screening the films, carry out a trial stream from the UoS website to check for adequate Wi-Fi strength and to ensure there is good sound quality from the device used. It is recommended that the films are played on a large screen in a dark environment (like a cinema experience). Ensure participants remain seated during the screening to prevent any slip or trip hazards.

## Considerations when preparing to deliver training

Some participants may feel uncomfortable, upset or emotional during the training. This could be due to personal or professional experiences, or as they empathise with the children.



Begin each session by letting participants know that some films may be upsetting; let them know they can take time away if necessary. It is also recommended that organisations make mental health support available for participants during and following the sessions, and signpost to mental health organisations.

Some participants may wish to discuss aspects of the training sessions in more detail, including sharing personal experiences. Only the facilitator delivering the training can decide what is or is not appropriate to discuss. Facilitators will therefore need to use their own judgement in gauging when to build on discussion and when to move on.

**The timings suggested are indicative and not prescriptive**, to enable you to use your own professional judgement and bring your own knowledge, skills competencies and expertise as a trainer and professional with reference to the slide content. Due to the range of participants engaging in the training, it will be at your discretion to assess which areas require more or less discussion. It is the facilitator's role to ensure the training reflects the participants' specialisms, for example, children's services, youth offending teams or education services.

## Equality Act 2010 and reasonable adjustments

The film subtitles, PowerPoint presentation and this training resource are presented in an accessible font, without underlining or highlighting, and on a non-white background, to support those who have specific learning difficulties. Please ensure any slides you add, to enhance your training session, are suitable for those accessing the training. Also ensure slides are not presented as black text on a white background, and that a dyslexia-friendly font is used.

If asking participants to read slides that contain discussion points or quotes, please make reasonable adjustments to the training as required. Adjustments could include allowing participants to view the slide content **prior** to the training session and permitting the use of assistive technology if the participant requires this (for example, using a laptop during the session for note-taking, or text to speech recognition).

## Learning objectives

Upon successful completion, those participating in the training series - Part 1: Recognising and responding to adversities, should achieve the following learning objectives (LO):

- **LO1.** Discuss the diverse reasons for children's behaviours
- **LO2.** Determine the significance of adverse childhood experiences and their impact on schooling
- **LO3.** Determine the barriers and enablers to inclusion in mainstream school
- **LO4.** Recognise the importance of reasonable adjustments
- **LO5.** Discuss the value of child and parent voices in determining reasonable adjustments



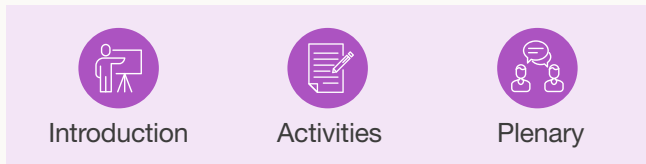
02

# The training



# The training

The training session is in three parts:



## Part 1: Introduction

**Duration:** 5-10 minutes

**PowerPoint slides:** 1-2

1. Present PowerPoint slide 1. The slide requires no detailed discussion unless making introductions for those who do not know each other. Provide a brief welcome to the session and share the focus, 'recognising and responding to adversities for children who attend secondary school settings' as an overarching aim of the training.
2. Present PowerPoint slide 2. Explain the purpose of the training; consider each of the five learning objectives and to reflect upon the overall aim of the training in promoting understanding of recognising and responding to adversities for children who attend secondary school phase settings.
3. Explain how the learning objectives will be achieved as a training session:
  - First, the group will watch the films that are included in the training to hear the voices of the CYP previously excluded from school
  - Second, after the films, the group will consider focused questions by sharing their thoughts with the people near to them as discussion points
  - Third, group feedback will be shared and recorded after the discussion to develop a collective understanding
  - Fourth, key issues will be considered for moving forward in supporting CYP exposed to childhood adversity who are at risk of exclusion or those who have experienced exclusion
4. Explain that at the end of the training session, a range of resources will be provided for those who wish to develop their knowledge and understanding further.



Image 1. PowerPoint slide 1

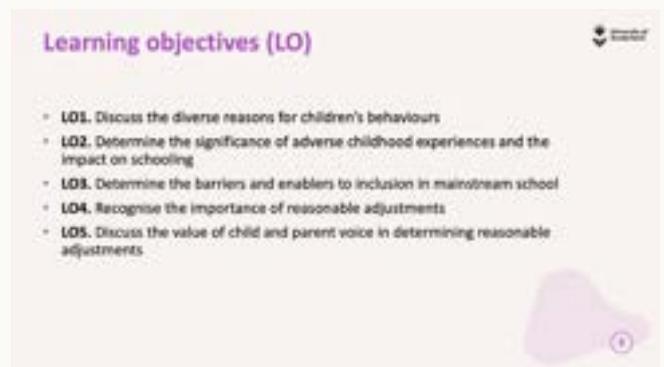


Image 2. PowerPoint slide 2



## Part 2: Activities

**Duration:** 1 hour

Activity 1 - 10 minutes

Activity 2 - 30 minutes

Activity 3 - 20 minutes

**PowerPoint slides:** 3-4

**Activity 1:** Film viewing

**Activity 2:** Small group discussion

**Activity 3:** Whole/small group discussion

### Activity 1

**Duration:** 15 minutes

There are two films to be screened available at:



<https://www.sunderland.ac.uk/more/research/interdisciplinary-research-networks/adverse-childhood-experiences/>

Begin by streaming **film 6, #seeme – this was the original film created** (3:39 minutes). Then, show **film 7, ‘recognising and responding to adversity’** (11:25 minutes).

### Activity 2

**Duration:** 30 minutes

**PowerPoint slide:** 3

1. Give participants a few minutes to talk in small groups, to share reflections on the films. Some participants may need more time to process what they have watched, particularly those who are exposed to school exclusion in their personal or professional lives.
2. Present PowerPoint slide 3.
3. Facilitated discussion activity. Working in small groups with those near them, ask participants to consider the questions posed on slide 3 and to make notes of their thoughts to share
4. Bring the participants together to discuss and gather their reflections. Capture the group's responses as collective notes, either by writing them yourself or by allocating someone in the group to keep notes during the group discussion.

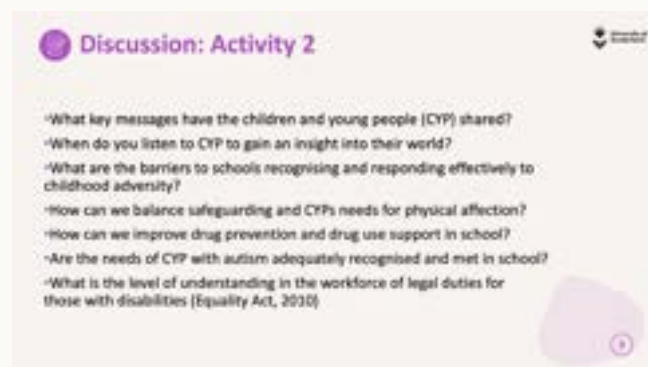


Image 3. PowerPoint slide 3

### Activity 3

**Duration:** 20 minutes

**PowerPoint slide:** 4

Present PowerPoint slide 4 and explore the questions with the group. This activity is designed to encourage participants to consider changes they can make in their organisation at the policy and practice level. For this activity, it would be beneficial for participants to have organisational policies and procedures to reflect upon.



Image 4. PowerPoint slide 4



## Part 3: Plenary

**Duration:** 25 minutes

**PowerPoint slide:** 5

**Activity 4:** Whole group discussion and viewing of EYFS/Primary age phase films

### Activity 4

**Duration:** 25 minutes

Present PowerPoint slide 5. Facilitate reflection on the training session against the learning objectives. Do the participants agree they have:

- **LO1.** Discussed the diverse reasons for children's behaviours
- **LO2.** Determined the significance of adverse childhood experiences and their impact on schooling
- **LO3.** Determined the barriers and enablers to inclusion in mainstream school
- **LO4.** Recognised the importance of reasonable adjustments
- **LO5.** Discussed the value of child and parent voice in determining reasonable adjustments

End the plenary by showing the two Early Years Foundation Stage and primary age phase films, '**recognising and responding to diversity**'. The purpose of this is to stress the importance of early intervention to identify and meet needs, to prevent school exclusion.

**Film 1:** Early Years and Key Stage 1 (6:10 minutes)

**Film 2:** Key Stage 2 (3:50 minutes)

Please go to Appendix 1 to find the lyrics for Beanie's Song (film 7) if you would like to print this off and use it as a handout to discuss as part of the training.

### Close session

Inform participants that you will ensure the collective notes are distributed to all those taking part. Discuss the date and time of the next training session '**belonging, relationships and connections**'.



03

# Recommended reading



# Recommended reading

## Research monographs and reports

Asmussen, K., Fischer, F., Drayton, E. and McBride, T. (2020) *Adverse childhood experiences: What we know, what we don't know, and what should happen next*. London: Early Intervention Foundation.

Martin-Denham, S. (2020) *An investigation into the perceived enablers and barriers to mainstream schooling: The voices of children excluded from school, their caregivers and professionals*. Project Report. Sunderland: University of Sunderland.

Martin-Denham, S. (2020) *The enablers and barriers to successful managed moves: The voice of children, caregivers, and professionals*. Sunderland: University of Sunderland.

Martin-Denham, S. (2020) *A review of school exclusion on the mental health, well-being of children and young people in the City of Sunderland*. Sunderland: University of Sunderland.

McAra, L. and McVie, S. (2022) *Causes and impacts of offending and criminal justice pathways: Follow-up of the Edinburgh study cohort at age 35*. Edinburgh: University of Edinburgh.

Perera, J. (2020) *How Black working-class youth are criminalised and excluded in the English school system: A London case study*. London: The Institute of Race Relations.

Prescott, B. (2021) *The hidden crisis: The impact of Covid-19 on children's emotional health, the link to exclusions, and how a trauma-responsive approach can help reduce the long-term effects*. Bradford: Transforming Lives for Good.

Riley, K., Coates, M. and Allen, T. (2020) *Place and belonging in school: Why it matters today*. London: University College London.

## Journal articles

Kim, B-K.E., Johnson, J., Rhinehart, L., Logan-Greene, P., Lomeli, J. and Nurius, P.S. (2021) 'The school-to-prison pipeline for probation youth with special education needs', *American Journal of Orthopsychiatry*, 91(3), 375–385. <https://doi.org/10.1037/ort0000538>.

Lander, L., Howsare, J. and Byrnie, M. (2013) 'The impact of substance use disorders on families and children: From theory to practice', *Social Work and Public Health*, 28(0), pp. 194–205.

Martin-Denham, S. and Donaghue, J. (2020) 'The impact and measure of adverse childhood experiences: reflections of undergraduates and graduates in England ACEs', *J Public Health (Berl.)* 30, 1023–1032. <https://doi.org/10.1007/s10389-020-01359-z>.

Martin-Denham, S. (2020) 'Riding the rollercoaster of school exclusion coupled with drug misuse: The lived experience of caregivers', *Emotional and Behavioural Difficulties*, 25(3-4), pp. 244–263. doi:10.1080/13632752.2020.1848985.

Martin-Denham, S. (2021) 'Defining, identifying, and recognising underlying causes of social, emotional, and mental health difficulties: Thematic analysis of interviews with headteachers in England', *Emotional and Behavioural Difficulties*, 26(4) pp. 187–205. doi:10.1080/13632752.2021.1930909.

Martin-Denham, S. (2021) 'School exclusion, substance misuse and use of weapons: An interpretative phenomenological analysis of interviews with children', *Support for Learning*, 36(4), pp. 532–554. doi:10.1111/1467-9604.12379.

Martin-Denham, S. (2022) 'Marginalisation, autism and school exclusion: Caregivers' perspectives', *Support for Learning*, 37(1), pp. 108–143. doi:10.1111/1467-9604.12398.

## Books

Martin-Denham, S. and Watts, S. (2019) *SENCO handbook: Leading provision and practice*. London: SAGE Publications, Ltd.

Martin-Denham, S. (2022) *Co-producing SMART targets for children with SEND: Capturing the authentic voice of children, young people and their caregivers*. London: Routledge.

Thorley, W. (ed) (2019) *Adverse Childhood Experiences (ACEs): Why all the fuss: England, the North East and Cumbria*. Amazon Books.

Thorley, W and Coates, A. (2018) *Let's talk about child to parent violence*. Academia. Available at: [https://www.academia.edu/37078253/Lets\\_Talk\\_About\\_Child\\_to\\_Parent\\_Violence\\_2018\\_Summary](https://www.academia.edu/37078253/Lets_Talk_About_Child_to_Parent_Violence_2018_Summary). Accessed (4 January 2023).

## Podcasts

Derbyshire, V. (2014) *Prisoner's children*. Available at: <https://www.bbc.co.uk/programmes/p02r6kw9#>. Accessed (4 January 2023).

The adoption and Fostering Podcast. Available at: <https://adoptionandfostering.podbean.com/>. Accessed (4 January 2023).

## Videos

*Adverse Childhood Experiences (ACEs): Impact on brain, body and behaviour*. Available at: <https://www.youtube.com/watch?v=W-8jTTIsJ7Q&t=9s>. Accessed (4 January 2023).

*Adverse Childhood Experiences (ACEs) (Wales)*. Available at: <https://www.youtube.com/watch?v=YiMjTzCnbNQ>. Accessed (4 January 2023).

*Adverse Childhood Experiences - NHS Health Scotland*. <https://www.youtube.com/watch?v=VMpli-4CZK0>. Accessed (4 January 2023).

## Other publications / resources

Beacon House (2023) *Welcome to Beacon House*. Available at: <https://beaconhouse.org.uk/?section=welcome-to-beacon-house>. Accessed (5 January 2023).

Centre on the Developing Child (2023) *Toxic stress*. Available at: <https://developingchild.harvard.edu/science/key-concepts/toxic-stress/>. Accessed (5 January 2023).

Child Bereavement UK (2023) *Supporting bereaved families*. Available at: <https://www.childbereavementuk.org/>. Accessed (5 January 2023).

Thorley, M. and Townsend, H. (ud) *Survival in secondary school*. Available at: <http://www.innerworldwork.co.uk/wp-content/uploads/2017/04/Survival-In-Secondary-School-2.pdf>. Accessed (5 January 2023).

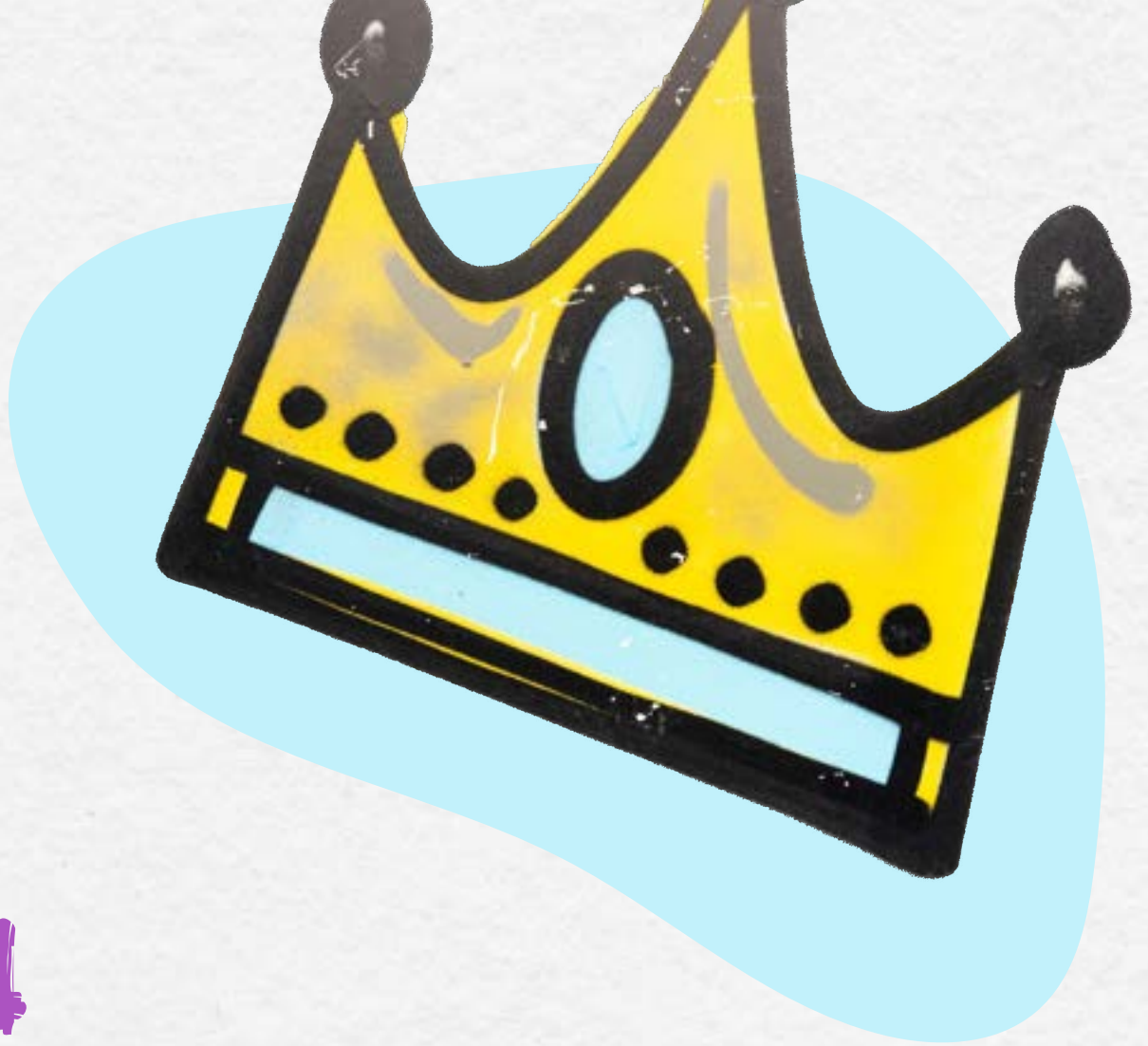
Mate, G, (2023) *Childhood development and parenting*. Available at: <https://drgabormate.com/parenting-childhood-development/>. Accessed (5 January 2023).

PAC-U (ud) *Meeting the needs of adopted and permanently placed children*. A guide for school staff. PAC-UK.

UK Trauma Council (2021) *Traumatic bereavement: A guide for schools and colleges to help children and young people who are struggling*. Available at: <https://uktraumacouncil.link/documents/UKTC-TB-Schools-guide-final.pdf>. Accessed (6 January 2023).

Womans Aid (2023) *The impact of domestic abuse*. Available at: <https://www.womensaid.org.uk/information-support/what-is-domestic-abuse/the-impact-of-domestic-abuse/>. Accessed (5 January 2023).





04

# Appendix

# Appendix 1

## Beanie's story

### Verse 1

Let me tell you where it all began, back in the day  
Two bed house in Hendon  
I just wanna fade away  
I don't wanna be here, but I have to be today.  
I want to see my Dad proud and tell me it's okay  
Yeah, I gotta keep strong, for little bro  
Yeah, he's counting on me so I can't really go  
Knocking around gangs, it's mad these days, even though it's dangerous, you wanna know why I stay?  
How can I put it words, could you really understand me?  
I came from a broken home, why you think the gang's family?  
Mum, she faded away, she forgot about me and bro, she had nothing to say  
I just want to feel wanted  
I'm angry, and scared  
Yeah, I hate going to school  
Does anybody care  
Yeah, they don't know what I'm going through  
Keeping talking  
They couldn't walk a day in my shoes

### Chorus

Could you understand me through the pain you see in my eyes  
If you knew my story, or if you could at least try  
I just wanna break free, break free, but I  
I know I will survive

### Verse 2

I didn't want to play ball anymore  
Reach the next level in the gang, that's how I score  
So, I played on the roads, repping my postcode  
Yeah, I'm lost, my friend telling me I should go  
Get out of the gang  
Then I got caught slipping dam  
I guess that wasn't part of the plan  
Now I'm sitting in a hospital bed  
Reminiscing, I should have been on the football pitch instead  
I need to do what's right for me, I got a little off track  
Yeah, I need to get back, yeah, I need to get back  
I got school on my back, I got the world on my back  
I need do what I love, it's as simple as that  
So many mixed feelings  
Of who I am, I don't really know the meaning  
I met a teacher for a meeting  
Before I knew it, I arrived at the Beacon

## Chorus

Could you understand me through the pain you see in my eyes  
If you knew my story, or if you could at least try  
I just wanna break free, break free, but I  
I know I will survive

## Verse 3

The beacon different, but different is okay  
They listen to me, I'm heard I'm safe  
Sometimes I hear shouting, screaming through the walls  
But no one is judged, we got one goal  
Different paths but where in it all  
Lindsey's cuddles makes me feel warm  
When I'm going through the storm  
They give me the tools to keep going

## Chorus

Could you understand me through the pain you see in my eyes  
If you knew my story, or if you could at least try  
I just wanna break free, break free, but I  
I know I will survive

## Repeat Chorus



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