

Spring NewsLetter No 15

All of life is education and everybody is a teacher and everybody is forever a pupil.
Maslow

**SAVE THE DATE:
SEBDA CONFERENCE**

Belonging Matters

Solutions for including all children in education

Catford July 4th 2025

Keynotes and SEB TALKS

SEBDA

OXFORD
BROOKES
UNIVERSITY

ONLINE POSTGRADUATE STUDY IN SEMH

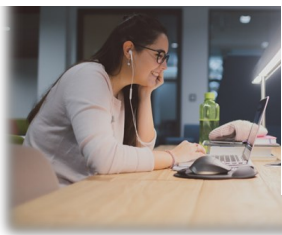
SEBDA, in partnership with Oxford Brookes University offers a Postgraduate Diploma in Social Emotional and Mental Health Difficulties.

This two year, part time online Diploma generates 120 masters level credits towards a full masters degree.

Our team includes specialist teachers, authors, psychologists, behaviour support professionals and SEN advisers – all with expertise in supporting children and young people with mental health needs.

The Diploma will enhance your understanding, skills and expertise to support children and young people with social, emotional and mental health difficulties.

sebda.org.



SEBDA'S Kathy Evans lost her battle with cancer in October 2024. Kathy was our warm, inclusive, and remarkably positive friend and colleague. She strove to make this world a better place, and I believe she continues to do so with the many ripples she created. It is easy to see why Kathy was drawn to SEBDA. Kathy embodied inclusivity. She aspired to understand and honour the whole child. She was passionate about advocating for and eliciting the best from every young person.

We have lost a kindred spirit .

Lynn Gazal

**How to Join SEBDA:
Contact
SEBDA.org**

Attachment By Juliet Taylor - Sebda Course Tutor

AIMS

The aim of the contents of this book is to support children and young people who have undergone a collective trauma, an event beyond their control.

Trauma and loss are huge topics, as are grief, wellbeing and support strategies. Factors such as our mental health, parental aloneness and an everchanging world (caught up in turmoil such as pandemics, war and economic spirals), all impact our ability to support the children and young people in our care.

- We cannot achieve the impossible and right every wrong.
- However, we can take bitesize snippets of knowledge and practical *handson strategies* to support these children and young people.
- **ONE ADULT - ONE GOOD THING - ONE CHILD**
- **The book is not designed to be a perfect model, nor is it exhaustive; it is there to dip into to seek out tips as much, or as little, as you want to read.**
- The theory is written to demonstrate why these interventions may make a difference and have a positive impact.
- The brief *chapter overview* at the start of each chapter aims to guide your reading, similarly the *endofchapter summary* sections may act as “prompts” or be a quick reference guide.

Overview

- Collective trauma comprises not only the event itself but also an **ongoing collective memory** of it‘remember when...’
- Individual trauma manifests as stress and grief, collective trauma can separate individuals from their family, friends, school or community, namely **connections that would usually provide a source of support during times of stress.**
- Everyone may experience the same collective trauma that impacts their family, community or world, but each exhibits individual responses. Instability itself has an impact.
- To engage in practical support for our pupils we need: (a) knowledge and understanding of their circumstances and plight. (b) to be equipped with knowledge and practical skills through our personal and professional development.
- Teachers can help pupils manage their thoughts, values, emotions and actions in constructive ways by guiding and modelling these skills and qualities, and by encouraging creative expression and social interaction opportunities (chapters 5–8). This requires a wholeschool, genuinely supportive ethos across staff and pupils alike (chapter 9) and a personalised, flexible approach to the school day and curriculum.
- During (& after) a traumatic event, employee wellbeing and performance are affected. **Staff morale is low** long after things “return to normal.” Our individual actions and our organisational actions can help improve staff performance, resilience and wellbeing.
- Children and Young People (CYP) form one of the most vulnerable groups at these times, since **they have the least autonomy and rely on a stable and supportive environment for their growth and secure development.** They need to be able to thrive, not just survive (Long, R 2023).

The book is formed of two main parts:

PART ONE

Theory: for Practical Application

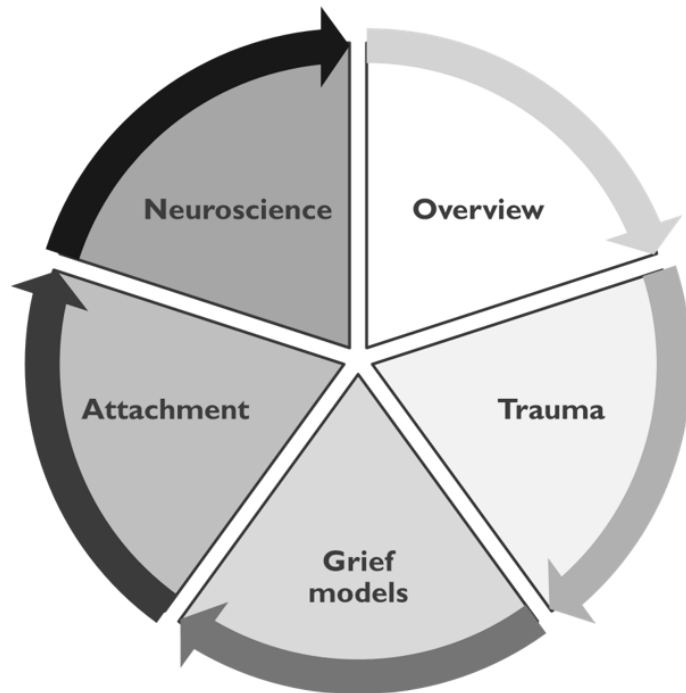
Overview and aims.

Ch1: Trauma and Collective Trauma

Ch2: Emotional Responses to Grief, Loss and Forced change

Ch3: Understanding Attachment Theory

Ch4: Neuroscience: Stress-response - Anxiety Impacts Learning



PART TWO

The 5-S Scaffold: A Practical 5-Layered Supportive Approach
Introduction to Part Two and the 5-S Scaffold

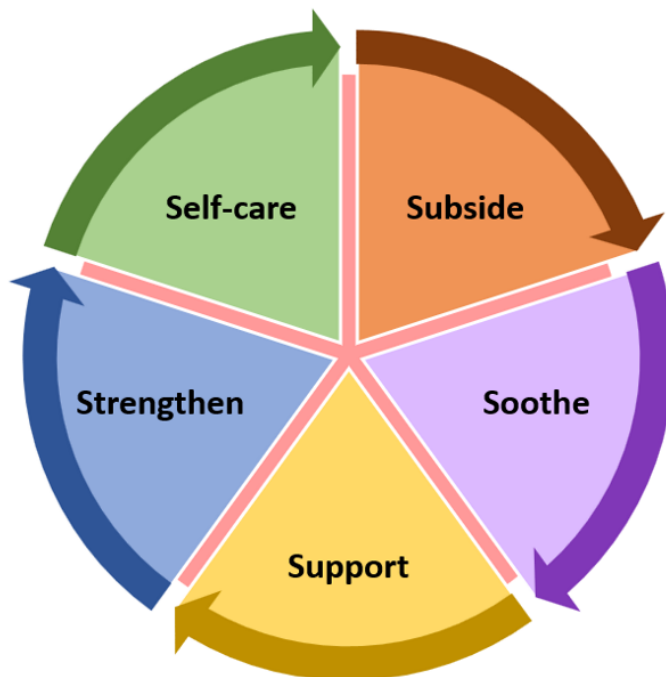
Ch5: Subside: A Natural Break to Calm, De-escalate and Regulate.

Ch6: Soothe: Co-regulation, Self-regulation, and Soothing.

Ch7: Support: Practical Strategies for each Big Emotion.

Ch8: Strengthen: Reconstructing Emotions and Hopes for the Future

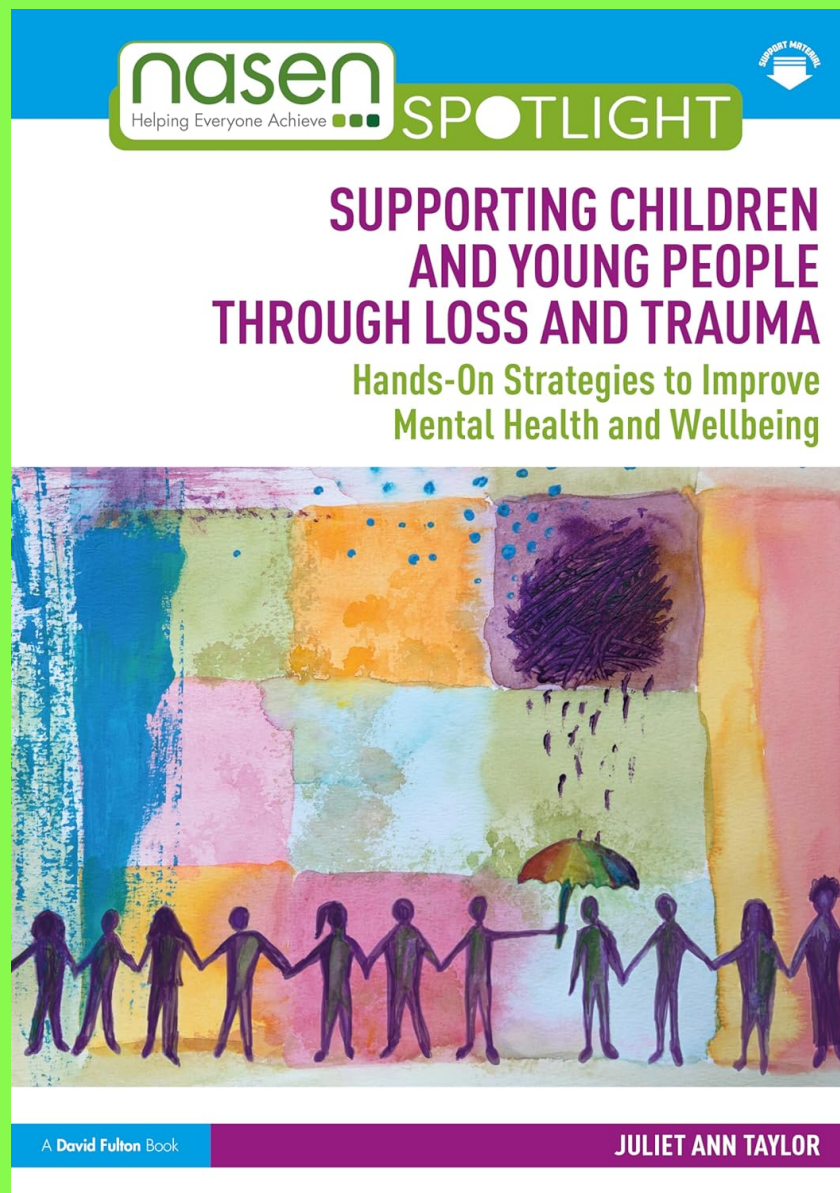
Ch9: Self-care: Caring for the Carers



PART ONE: The first half of the books lays the foundations, that is the theory behind the strategies.

PART TWO: The second half of the book is more practical; the '**Subside – Soothe – Support – Strengthen – Self-care**' scaffold presents five chapters dedicated to each of the '**5-S**' supportive techniques. While they are designed to read successively, the strategies can be personalised and the sections from the 5-S scaffold utilised in a way, and in an order, that is most appropriate for the child or young person.

The summary sections, and online photocopiable resources in Chapter 10, should add to the book's practicality – whether the sheets are to pin up on a fridge, behind a teacher's desk, or display in a staff room - they can be utilised for an individual intervention, for classroom use or for whole-school staff development.



To purchase: available from booksellers. including Waterstones, Routledge and Amazon <https://amzn.eu/d/fIOSn8b>

- This practical book provides strategies and interventions to support the effects of loss and trauma in children and young people. It offers easy-to-understand research and theory to develop knowledge and skills, alongside hands-on strategies to support emotional responses, with practical examples of "what to do if..." Chapters consider why and how these emotions occur, recognising each child's life experiences, and focus on identifying suitable approaches. The intention is to validate feelings and help each child find a way to navigate the variety of emotions experienced, using the simple "5S-Scaffold" model: SUBSIDE–SOOTHE–SUPPORT–STRENGTHEN–SELF-CARE.
- With a wealth of information and additional downloadable resources, *Supporting Young People Through Loss and Trauma* is essential reading for teachers, senior leaders, mental health or behaviour leads, parents and SENDCos.