



Welcome to December's issue of DSL & DT briefing. We hope that the countdown to Christmas allows everyone to stay healthy and well, ready to enjoy what hopefully will be, a normal Christmas holiday! Christmas can be one of the hardest periods for our vulnerable children so if there is any further support or advice you might need please do get in touch.

A few reminders for DTs:

- Academic data for the autumn term **must be added to ePEP**. If you need any assistance please contact your VS case worker and they will be only too happy to help.
- Please check in with your children, Christmas can be a really triggering time for those not with their families. There are a few resources/website recommendations within this briefing to support you in schools with any discussion.



On Tuesday 1st July 2025 we will be hosting our Annual Virtual School Conference at The Crowne Plaza Reading East (Wharfedale Road, Berkshire, South East, RG41 5TS). More details will be sent in the January DSL & DT briefing but please make note of the date.

### County Lines: Strategic Threat Report (NPCC and NCLCC, November 2024)

The National Police Chiefs' Council (NPCC) and the National County Lines Coordination Centre (NCLCC) has published its strategic threat report about county lines based on data from April 2023 to March 2024.

#### Organised Crime Groups

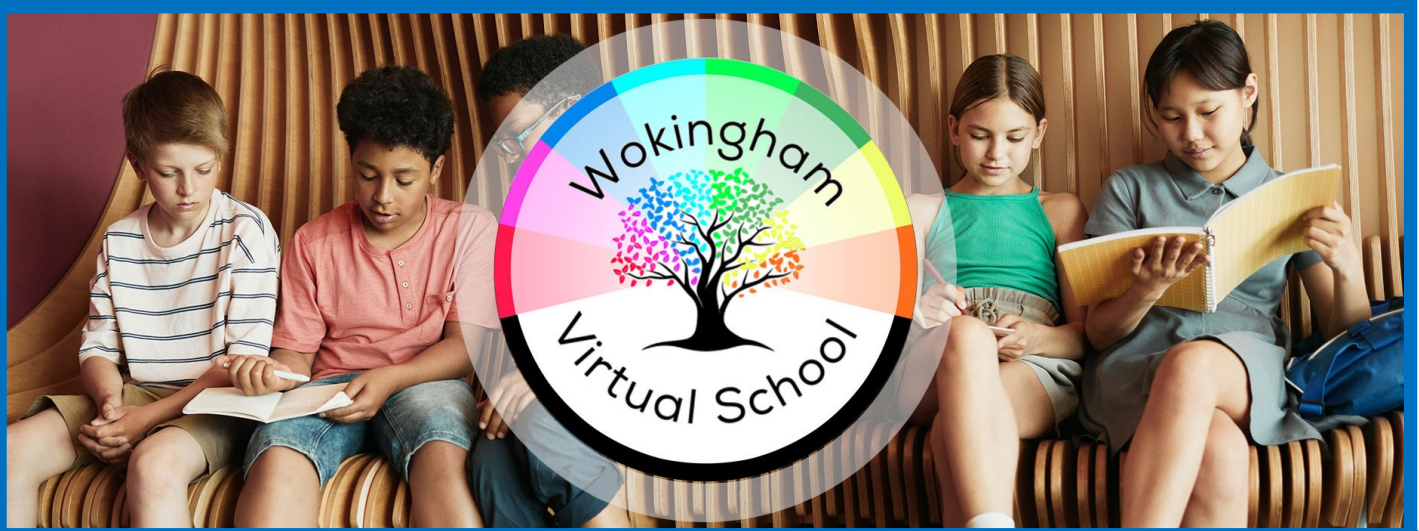
There are 1,447 Organised Crime Groups (OCGs) linked to County Lines, with the numbers of new OCGs and individuals linked remaining steady.

#### Key Findings

Key findings from the report indicate that county lines have become more localised, seeing a tripling of the number of lines that start and finish within the same police area. This means that drug runners, are travelling shorter distances and when found are usually in a different area of their city. It is likely that recruitment of children, often via social media, will also calls or texts). Online drug markets using social media is more often used for cocaine, cannabis, MDMA and ketamine, with delivery to the end-user through the postal network.

#### Links

Download the County Lines: Strategic Threat Report here: <https://news.npcc.police.uk/releases/county-lines-are-changing-to-become-more-localised-reveals-new-county-lines-strategic-threat-risk-assessment>



### Managing a disclosure of sexual harassment or assault

Ofsted’s review of sexual abuse told us that sexual harassment has become so commonplace in schools that young people don’t see the point in reporting incidents. If a young person chooses you as the person they trust with their disclosure, how you support them can have a profound impact on their lives.

As we all know being an educational professional is never easy. We are acutely aware that dealing with parents, children, older pupils and colleagues is all in a days work and presents ongoing challenges for our DSLs & DTs in schools.

The disclosure of sexual harassment, assault or abuse to you can be one of the most difficult things you will face in your career. However when it occurs, which sadly it almost certainly will, it is important that you are prepared to handle it.

The Brook Organisation, whose work has previously been featured in other briefings, have prepared a course intended to prepare you as much as possible for what to do and how to handle it. If you are interested please click [here](#) which will take you to the free course is to equip school staff with the skills and knowledge needed to confidently manage a student’s disclosure of sexual harassment or sexual assault or sexual abuse.

**"THEY MAY FORGET WHAT YOU SAID BUT THEY WILL NOT FORGET HOW YOU MADE THEM FEEL."**  
CARL BUECHNER .



### Barriers for professionals to reporting abuse and Neglect

This briefing shares experiences of adults working or volunteering with young people where they faced barriers to reporting abuse and neglect. This is drawn from contacts to the NSPCC Helpline and the Whistleblowing Advice Line in 2022/23.

By better understanding barriers to reporting we can consider how they could be removed.

The briefing identified gaps in knowledge and confidence for some professionals.

The full report can be accessed [here](#).

## Whats On

- ★ Thursday 12 December 2024 – 15:30 – 17:00 CareLeaders Online Training: Lucy Barnes: Fostering ‘Creator Consciousness –’ A Strengths-Based Approach to Communication Members only online via the portal
- ★ Friday 20 December 2024 WBC End of Term
- ★ Monday 23 December 2024 – Friday 3 January 2025 Christmas Holidays
- ★ Monday 6 January 2025 WBC Start of Spring term



Christmas is coming and for most children, young people and their families, this creates feelings of excitement and joyful anticipation as they recall their memories of Christmas past; family coming together, the magic, the surprise, the gifts, the food.... Unfortunately, Christmas isn't like that for everyone.

Children and young people with developmental trauma may recall Christmas as the time when the adults around them, who perhaps were always unpredictable, frightening and abusive, become even more so - for these children and young people, Christmas may be anticipated with terror.

(Acord Education and Care, 2020)

## Research

Fundamental to supporting children and young people with developmental trauma is establishing a sense of safety.

Critical to this is known carers providing reliable, predictable daily routines and boundaries, a consistency of communication and response and clarity of expectations within containing and sensory balanced environments.

Christmas however, often means a complete change in the norm—the environment is decorated, the lighting is different, bedtimes and getting up times may vary, the bedtime routine may be different in preparation for Santa, meal times may happen at different times, there may be unknown visitors, secret whispers and hiding, lots of surprises, loud noises, singing and nativity practise, unstructured timetables and references to sought-after gifts.

It would seem then, at a time when a traumatised child or young person is in most need of feeling safe, a time when they are anticipating terror, everything that may bring that sense of safety, changes.

(Acorn Education, 2020)

Research shows that children and young people with developmental trauma are hypersensitive to danger and are thrown back into their primitive drive for survival, adopt states of 'Flight/Flight/Freeze' and within these present with many behaviours:

- \* Not focused
- \* Not listening
- \* Clumsy
- \* Daydreaming
- \* Aggressive
- \* Disruptive / loud
- \* Hyperactive
- \* Running away / hiding
- \* Silly voices
- \* Controlling

(Bowlby, 1969)



## Strategies for Home

### Try to make Christmas a predictable, planned event:

- \* Talk about Christmas beforehand. Explore fears and hopes. Think about coping strategies.
- \* Involve the children in the planning, allow them to have some control over the events.
- \* Prepare a schedule for Christmas— who is around, what will happen and when.
- \* Use the advent calendar as the countdown and schedule of events.
- \* Prepare your children ready for the next school term— what will they be learning, why the classroom will look different (the decorations will be put away before they are at home, displays will change etc).

### Keep to the house routines:

- \* Try to maintain the daily routines; particularly the child or young person's individualised routines for getting up, washing, dressing, bedtimes and meal times, even Christmas dinner.

### Keep to the house rules:

- \* Stick to the house or individual rules about time on social media or gaming consoles.
- \* Maintain the usual boundaries and behavioural expectations.

### Provide opportunities for emotional regulation:

- \* Build in quiet times to the festive days, after each exciting point providing time to calm, regulate and touch base.
- \* Make time to get some fresh air or take some physical exercise.
- \* Be thoughtful about noise levels, allocating a 'quiet room' where noisy games and activities are kept away from.

## Strategies for School

### Routines and Structure:

(Beacon House, 2021)

- \* Do more of what works (rather than less): Children may need more of your presence, more supervision, more scaffolding and more support than usual. How can time for this be built in? How can you build up your emotional reserves to give you the energy you need?
- \* KNOWLEDGE is empowerment: Making the Christmas schedule explicit and predictable lowers stress for all. Draw it out, write it out, repeat it lots, keep as much as you can as the same as usual. Share the timetable with parents who can support their children with their daily routines.
- \* Provide opportunities for emotional regulation: Build in quiet times to the festive days, after each exciting point providing time to calm, regulate and touch base.

### Zones of Regulation and Emotional Check-ins:

- \* EXPLORE the anticipation of Christmas: "Christmas is coming, what's that like for you?" "Where do you think you are today?"
- \* EXCITEMENT is just the other side of the coin: Anticipate that excitement can often feel the same as stress for traumatised children. It's okay to keep things low key and by reducing excitement you are reducing stress.
- \* CONNECT then REFLECT: "I can have a hard time when Christmas is over too—especially when I was a kid.... Here's what we could do together to get back into a routine we enjoy..."

### Naughty or Nice list:

- \* Help the child to know that giving and receiving presents is not dependent on them being good. They are loved and worthy regardless of their behaviour. Similarly, you are thinking of them over the break, perhaps give them some colouring to bring back in January that you are very much looking forward to seeing!
- \* Elf Cams and Santa's watching—be mindful that this can be stressful for children who feel shame and rejection.



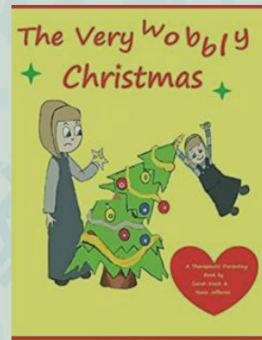
Resources

**Useful Websites:**

- [Issue-4-Christmas.pdf \(acorneducationandcare.co.uk\)](https://www.acorneducationandcare.co.uk/Issue-4-Christmas.pdf)
- [Coping with Christmas | Adoption UK Charity](https://www.adoptionukcharity.org.uk/coping-with-christmas)
- [5 Ways To Have A Trauma Informed Christmas - Lisa Cherry](https://www.lisa-cherry.com/5-ways-to-have-a-trauma-informed-christmas)
- [Xmas storm \(beaconhouse.org.uk\)](https://www.beaconhouse.org.uk/xmas-storm)
- [PACE at Christmas \(beaconhouse.org.uk\)](https://www.beaconhouse.org.uk/pace-at-christmas)
- [Surviving Christmas with Trauma - The Trauma Practice](https://www.traumapactice.com/surviving-christmas-with-trauma)
- [Surviving the Holidays with C-PTSD / DID — Beauty After Bruises](https://www.beautyafterbruises.com/surviving-the-holidays-with-c-ptsd-did)
- [50+ Christmas Crafts for Kids - The Best Ideas for Kids](https://www.thebestideasforkids.com/50-christmas-crafts-for-kids)
- [Christmas Sensory Survival Kit \(sensoryintegrationeducation.com\)](https://www.sensoryintegrationeducation.com/christmas-sensory-survival-kit)
- [Sensory Gift Guide for All Ages \(sensoryintegrationeducation.com\)](https://www.sensoryintegrationeducation.com/sensory-gift-guide-for-all-ages)

**Books:**

- [11 Christmas Books For Adoptive Families | Adoption.com](https://www.adoption.com/11-christmas-books-for-adoptive-families)
- [The Very Wobbly Christmas: A story to help children who feel anxious about Christmas: Amazon.co.uk: Naish, Sarah, Jefferies, Rosie: 9781726626729: Books](https://www.amazon.co.uk?ref=ast_spl?pf_rd_p=9781726626729)



**The Power of PACE at Christmas Time**

There are a lot of feelings flying around at Christmas time for children and adults alike. Finding the right balance for YOU is something to work towards. PACE can help. PACE - Playfulness, Acceptance, Curiosity, Empathy



**Playfulness** isn't the same as playing but is enjoying time with someone else or yourself in an unconditional way.

This can look like a 5 minute sofa snuggle with someone, walking hand in hand, swapping cringey cracker joke or even taking yourself off for a cry on your own if that's where you're at and trying to leave behind any guilt about it.

It's about showing a real interest in someone, or yourself, and finding something you really enjoy about them - or you. Even if that's 2 minutes alone with yourself outside the front door!



**Acceptance** means sitting with strong emotions or perspective of another and knowing that you might not be able to take these away. There may be no words of advice to give, strategies to implement or thoughts to share, only comfort by offering your safe presence.

It is allowing uncomfortable sensations and emotions to be in your own body without judgement. Accepting their existence.

For an example of this and Empathy, watch the YouTube clip called 'Brené Brown on Empathy' or find inspiration from the song 'Hold Space' by Ward Thomas.



**Curiosity** isn't about asking "why?" even when this is exactly what we want to know! It's about wondering what is going on inside for someone or ourself.

It's about taking the risk of being wrong "Can I share my ideas with you... I wonder if... I might be wrong, so tell me if I am, but here are my thoughts..."

A way of letting someone know that your mind is on their mind and genuinely interested in anything at all that's going on in there without judgement.

It is practising this same non-judgemental curiosity within ourselves.



**Empathy** can take a lot of energy at Christmas. Sitting with the disappointment of a child who hasn't got the gift they hoped for "I can see the sadness in your eyes that it's not what you wanted" or accepting our own disappointment that the time hasn't felt very festive "I am where I am and things are how they are and I'm going to do my best to feel okay with that".

A top tip is try to move away from reassurance or denial of feelings - others or your own. Naming what is happening for ourselves or another helps us in our offering of empathy.

To PACE oneself: "To do something at a speed that is steady and that allows one to continue without becoming too tired."



Beacon House is passionate about developing freely available resources so that knowledge about the repair of trauma and adversity is in the hands of those who need it.

Please visit their website for the whole range of resources available:

[Resources \(beaconhouse.org.uk\)](https://www.beaconhouse.org.uk)

### Virtual Schools

A Virtual School acts as a local authority champion to promote the progress and educational attainment of children and young people who are or who have been in care and those who have had social services involvement, so that they achieve educational outcomes comparable to their peers. Ensuring that they receive a high-quality education is the foundation for improving their lives.

Useful contact information



Don't forget the virtual school are here to assist you should you require any support. You can email us at the following addresses and we promise we will respond within 24 hours.

**Jane Everton Head of Virtual School and Vulnerable Learner Support**

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Here's how to  
**CONTACT US!**