



# **‘Inside I’m Hurting’**

## **Supporting the pupil who has experienced significant relational trauma and loss**

This day of training is suitable for a wide range of professionals and parents/carers who are interested in understanding how to settle a troubled pupil to learn within the education context. It is intended to inspire those who attend, enabling them to realize that they can all contribute and make a difference whatever their role or responsibility. The day will also encourage alternative practices in schools by using an attachment framework to understand behaviour as communication.

### **Themes covered:**

- Identifying those who are at risk within education
- Understanding the need for translation due to insecure attachment
- Understanding why investing into relationships is vital for adaption and recovery
- Differentiating emotional and social tasks and expectations
- The nervous system and the optimum state for learning
- Stress regulators vs behavior managers
- Behaviour as communication
- Connection first
- The reality of secondary stress
- Staff care
- The Attachment framework
- The impact of developmental trauma
- The Attachment Aware School
- Facilitating over compensatory safety
- Co-regulation
- Being kept in mind
- Developing a robust sense of self

### **Suitable for:**

This training is suitable for all education staff as well as adoptive and foster parents. Other professionals who are interested in understanding how to settle a troubled pupil to learn.

**Date:** Friday 28<sup>th</sup> January 2022

**Time:** 9.30am to 3.30pm

**Venue:** Online

**Price:** £150 + VAT (£180 inc VAT)

**Booking:** For further information or to book please visit [www.adoptionplus.co.uk/training](http://www.adoptionplus.co.uk/training) or contact Scott Casson-Rennie on 07468 012356 or [scott.cassonrennie@adoptionplus.co.uk](mailto:scott.cassonrennie@adoptionplus.co.uk)

### **Presented by Natalie Miller**

Natalie Miller is a Strategic Attachment Lead teacher across Sussex. She has worked in Primary Education for 20 years, specialising in Inclusion and SEN. Natalie has completed and continues to follow the recommended pathway for TIE (Trauma Informed Education).

Following her degree in psychology from The LSE and subsequent PGCE in primary education, Natalie began working with vulnerable pupils and their families in East London. She worked closely with the Local Authority to support refugees and Asylum Seekers in mainstream schools. This included planning and leading sessions to help children settle to learn, organising and leading activity weeks for pupils and establishing English language lessons and support groups for parents new to English.

Natalie went on to become an Assistant Head teacher with the responsibility for inclusion and safeguarding. As part of this role, Natalie works alongside teachers, support staff, parents and professionals to develop personalised plans for children in mainstream settings. Whilst completing a postgraduate certificate in special needs education, Natalie became interested in developmental trauma and attachment theory. She carried out an action research project into the role of key adults in supporting vulnerable pupils and this led to her undertaking the modular course to become an Attachment Lead.

As a member of the TouchBase™ Team, she provides a variety of support for schools, which includes carrying out developmental trauma work using Seguridad Plus and creating individual development plans to support children, families and schools. Natalie also works directly with children and young people with attachment difficulties and their Key Adult or parents/carers at 'Plot 22'. This is an allotment project where activities encourage connection for those who have experienced relational trauma and loss.

Natalie has completed Level 1 Theraplay Training. She leads Theraplay informed group sessions for key adults and individual pupils. In her 1-1 work with pupils, Natalie uses the PACE approach and is about to undertake Level 1 DDP training which will then be incorporated into her practice.



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