

# A Golden Thread throughout all that we do:

The Beyond Psychology  
Academy supporting trauma  
informed Greater Manchester

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**beyond**  
PSYCHOLOGY

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# What is the Beyond Psychology Academy

A series of 12 pre-recorded workshops promoting trauma informed practice in easily accessible, bite-sized chunks – great for school staff, foster carers, parents of adopted children, Social workers or any person working alongside children or young people who have experienced early life trauma.

The workshops provide key understanding about the impact of trauma on the developing brain and consider how those working alongside children and young people can support healing through the interactions that they have, whether this be in a foster home, within schools, within mental health services or other settings.

## Topics covered

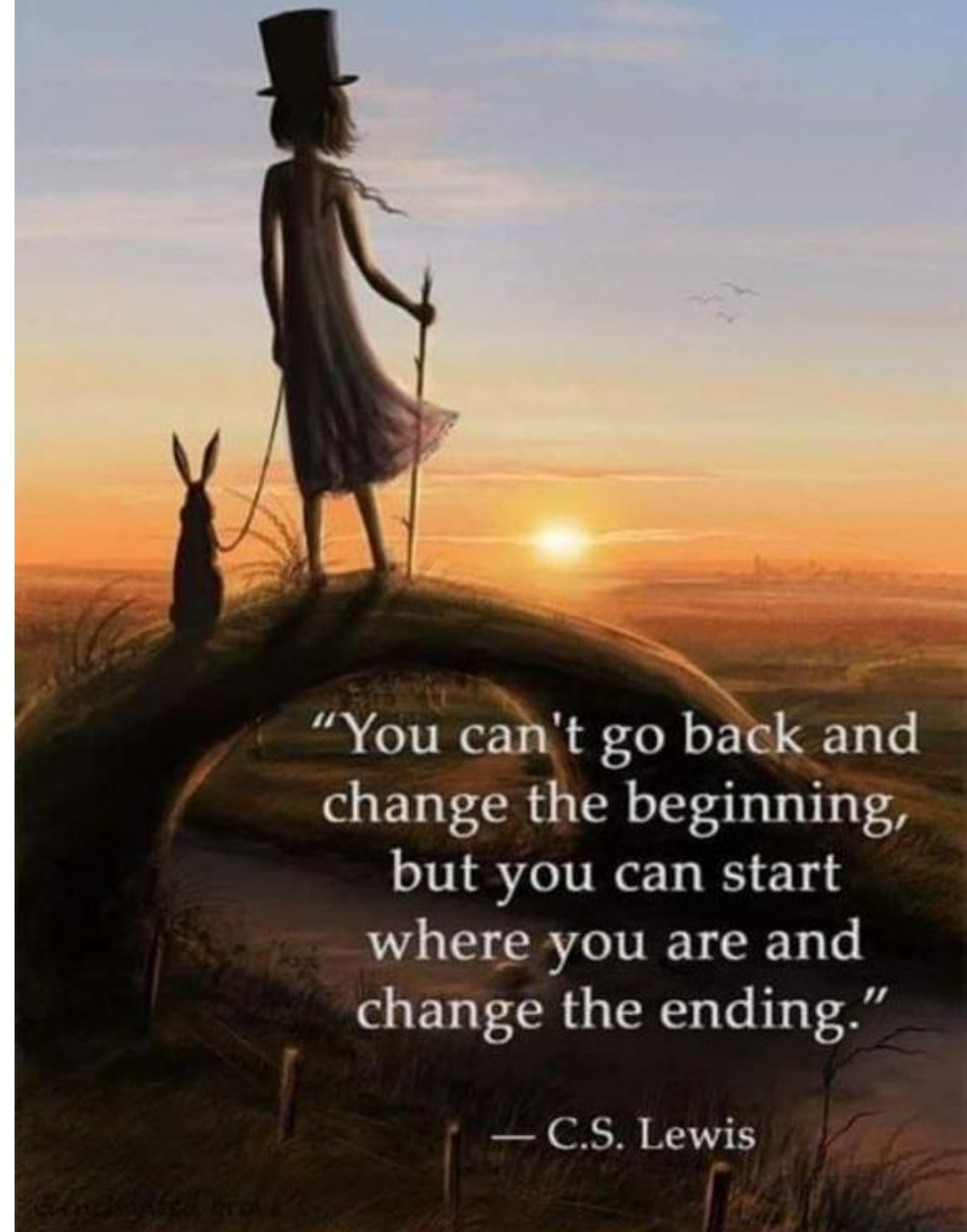
- The neuroscience behind attachment and Developmental Trauma
- The hand-brain model to help understand brain structure in relation to supporting emotional regulation (Daniel Siegal)
- Toxic Stress and Shame
- Approaches such as PACE (Dan Hughes), 3 Emotional Regulation Model (Paul Gilbert)
- Trauma-Informed (Non-shaming) consequences for Behaviour
- Strategies to support young people to heal



# The Greater Manchester offer

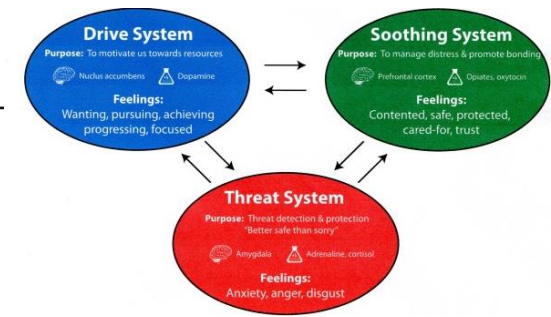
Beyond Psychology were delighted that local commissioners saw the potential for the Beyond Academy for their 10 localities. For the last 18 months, the workshops have been rolled out and offered to 2500 people to access and use within their work with young people and families who have experienced ACEs. With recent service changes for Beyond Psychology, this offer has been extended and opened up to unlimited numbers for Greater Manchester locality staff.

To support the roll out, Q&A sessions have been booked alongside the workshops to give people the chance to reflect on learning, ask questions about the content and consider this for their own circumstances.



*“You can't go back and change the beginning, but you can start where you are and change the ending.”*

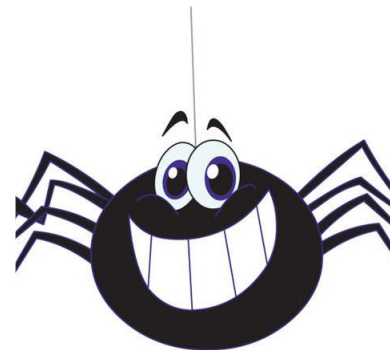
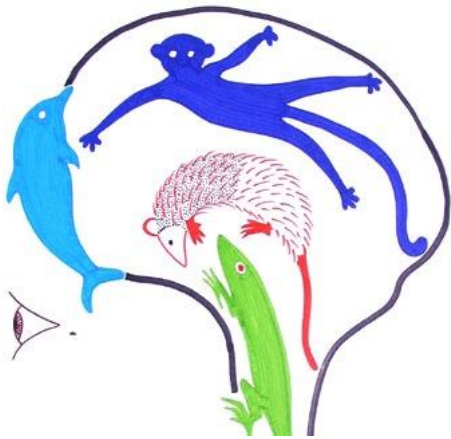
— C.S. Lewis



# A Positive and creative response

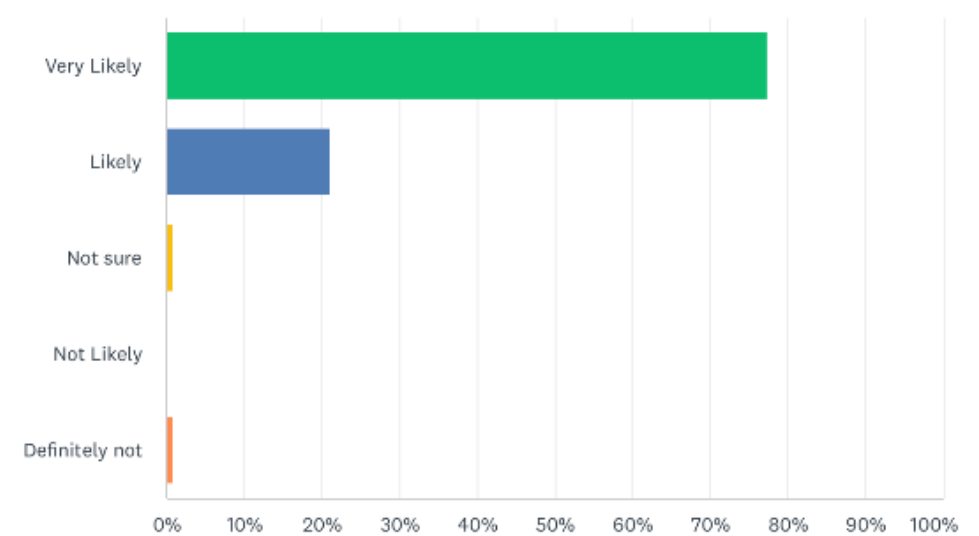
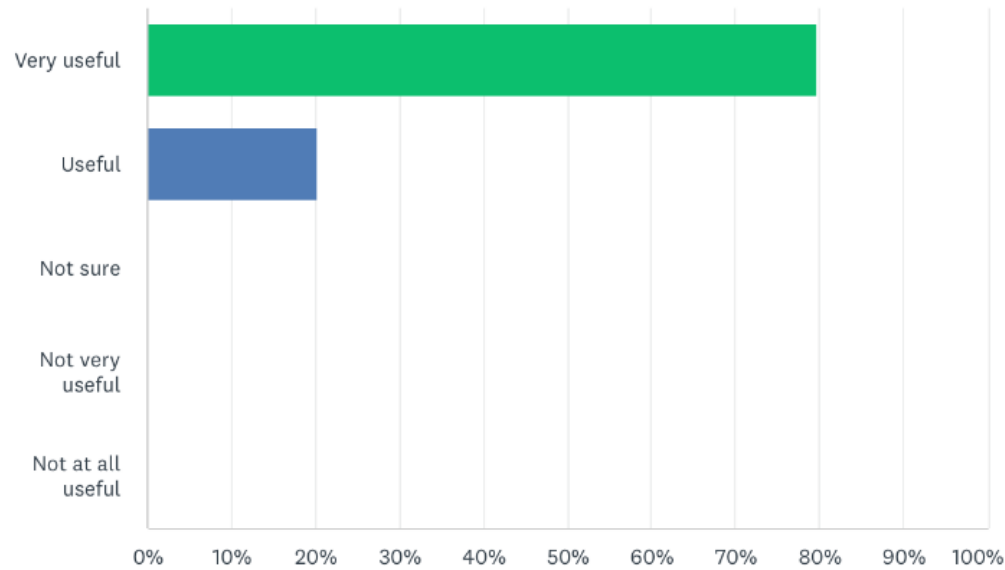
- ▶ The flexible and accessible nature of the videos that can ‘fit into life’ – helping different staff groups and foster carers engage with the learning process in a way suited to their needs. The roll out seems to work more effectively when there is someone driving it forward who is in a managerial role and is structured in relation to recruitment.
- ▶ A general reflection about how useful it is to have a **‘golden thread of understanding’** with a **shared language** throughout organisations.

*I found the sessions really engaging, which I don't usually do when these are online. I especially liked the way in which you used hands, items and pictures to explain things as this is how I learn the best and will also help me to be able to explain this to my colleagues, other professionals and young people. Thank you*



How useful you felt the course material was in terms of developing your understanding?

How likely is it that you will use the tools and strategies that you have learnt in the course in your work with young people/families?



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# Foster Carer Feedback snapshot

- ▶ I thought it was brilliant, it came up with things that I can see in my young person, I watched all of them. It should be given for all foster carers because its real-life issues, I just thought it was so useful, I will certainly refer to the tools.
- ▶ The course was full of lots of really interesting information, giving a great understanding of what is actually going on in the child's mind and how you as a carer can give the support needed.
- ▶ Thank you. I found the sessions really engaging, which I don't usually do when these are online. I especially liked the way in which you used hands, items and pictures to explain things as this is how I learn the best and will also help me to be able to explain this to my colleagues, other professionals and young people. Thank you
- ▶ Really well presented course, very informative & had some real lightbulb moments. It's refreshing to attend training where you know already you will implement the content & it will make a huge difference to your work. Thank you.



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## Examples of service delivery models to meet the needs of individual localities

### Stockport:

The roll out model used was in 2 phases aimed at working towards **creating a workforce that uses a trauma informed lens whatever their role**. Social workers, IROs, school nurses, the virtual schools team and service leads were initially enrolled and then focus was turned to Mockingbird hub Foster Carers. This supports **reflective practice** and makes sure Foster Carers are supported from staff who already had a good grasp of the content. **Clear leadership** in terms of who held the roll out and managed recruitment really helped to support the process, as well as service leads following up with people to encourage engagement.

### Wigan:

The roll out focus was on big group, in-person sessions to participate in the workshops and reflect as a staff team about the contents and relevance to different roles within teams. This seems to have helped **embed one of the key principles of working together and connection**.

### Manchester Leaving Care Team:

Came together for the roll out into *small groups to enable lots of time for reflection together within teams*.

*Consolidated learning together and considered how best to help staff members to implement the ideas explored*



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*“The accessibility of the Beyond Psychology Academy has meant that we have been able to target specific groups supporting children in our care and care experienced young people within our workforce. With a reflective approach that has promoted the need for trauma informed practice knowledge to be a golden thread through all that we do. We recognise more and more that the trauma informed approach is a whole system approach and that our next step on the journey is to become trauma responsive at many different levels of service development and delivery. One quote that sums up the approach is **‘People not programs, change people’**”*

Workforce Development Manager, Stockport

*“We have been using the Beyond Psychology Academy in our service and it has been such a great addition to the training offer for staff. Whilst the content is online, we have chosen to **come together** in small groups to enable and guide conversations about the learning and explore how being a trauma informed practitioner impacts our personal and professional selves. This has been received so well by staff who really appreciated the bite size modules followed by reflective discussion. The training has been **a great boost** for staff learning as well as morale and wellbeing and the relaxed and informal approach to the content means it is **accessible for all.**”*

Service Lead - Children Leaving Care, Manchester

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# What's next?

- It is not too late to access the Beyond Academy. Currently, the workshops will be **available for all localities up until the end of December 2024**. There is now an unlimited number of licenses available for Greater Manchester workforce.
- Each locality has a number of lead people who are supporting the roll out and will continue to need to make a plan as to how best to disseminate the licenses and support staff and carers to complete the courses as soon as possible. This can be monitored by requesting that each person downloads their certificate at the end of each course as evidence for CPD. Beyond Psychology can also supply raw data from the website of those who have registered on the courses and the progress they have made.



## Last word – Sustainable model that is a journey not a destination

- It is clear that with leadership and a targeted model of roll out, the academy bite-sized, online structure can be used to benefit many people working with children and young people. Indirectly, over the time the project has run, this will have had an impact on thousands.
- Raising awareness of the impact of early life trauma is just the start. Feedback from those who have accessed the courses say that developing understanding in the area of trauma has had a direct impact on how they then work in their professional roles
- Through reflective sessions, feedback and Q&As, it is also clear that a trauma informed model and embedding the related practice takes time and energy and many different levels from individual, to groups and then also to embed within team ethos and policy.
- The trauma informed approach needs careful consideration in terms of how it is sustained over time. Once the ball is rolling, work is needed to keep the momentum up over time – a journey, not a destination! This momentum is about embedding regular practise at many different levels from a leadership team to staff teams, to one-to-one support structures and team around the child formats. It often comes down to the language that is used, whether that's language within policy or whether that is generically around the language that is used within meetings with colleagues or within one-to-one interactions.
- What we know from best practice is that the approach, taken to it's deepest level is implemented into a model of care for organisations to support system change in line with recent government legislation and the Integrated Care System.



*Beyond Psychology is a not-for-profit social enterprise led by chartered clinical psychologists, who use expert knowledge, research and experience to improve mental health of children and families and empower those that work with them. All profits are invested into looked after children within the community.*

"What do you want to be  
when you grow up?"



"Kind" said the boy