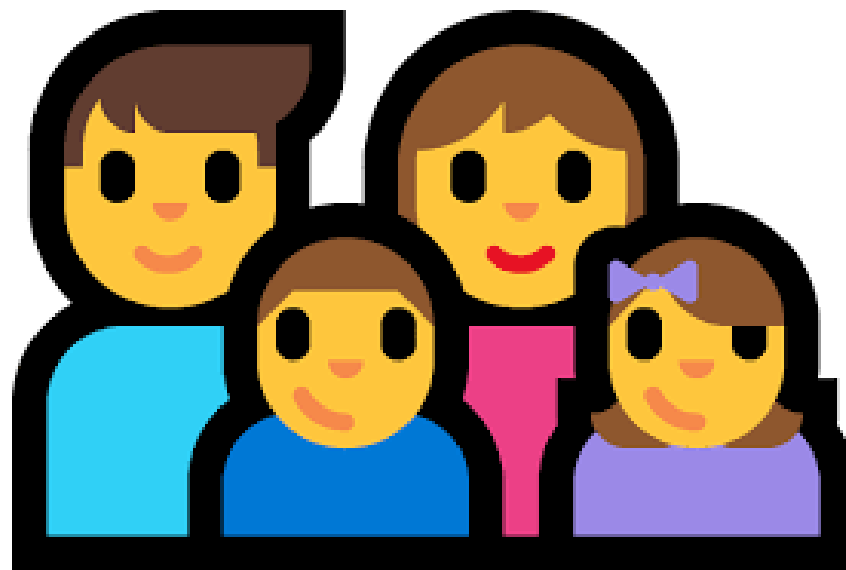






SIMPLES!



COMPLEX





Joining up the dots...a new way of doing things...Transforming community...measuring effectiveness, breaking down the barriers...



Joe Cudd Head teacher Ysgol Pen Rhos...Wales, UK...480 futures @
ysgolpenrhos.com

**Building positive
home-school relationships
through parental
engagement**

**Adapting pedagogy
and the curriculum**

**Strategic planning and
leadership**

Families are critical in schools.

Many factors influence a child's progress in the early years . . .

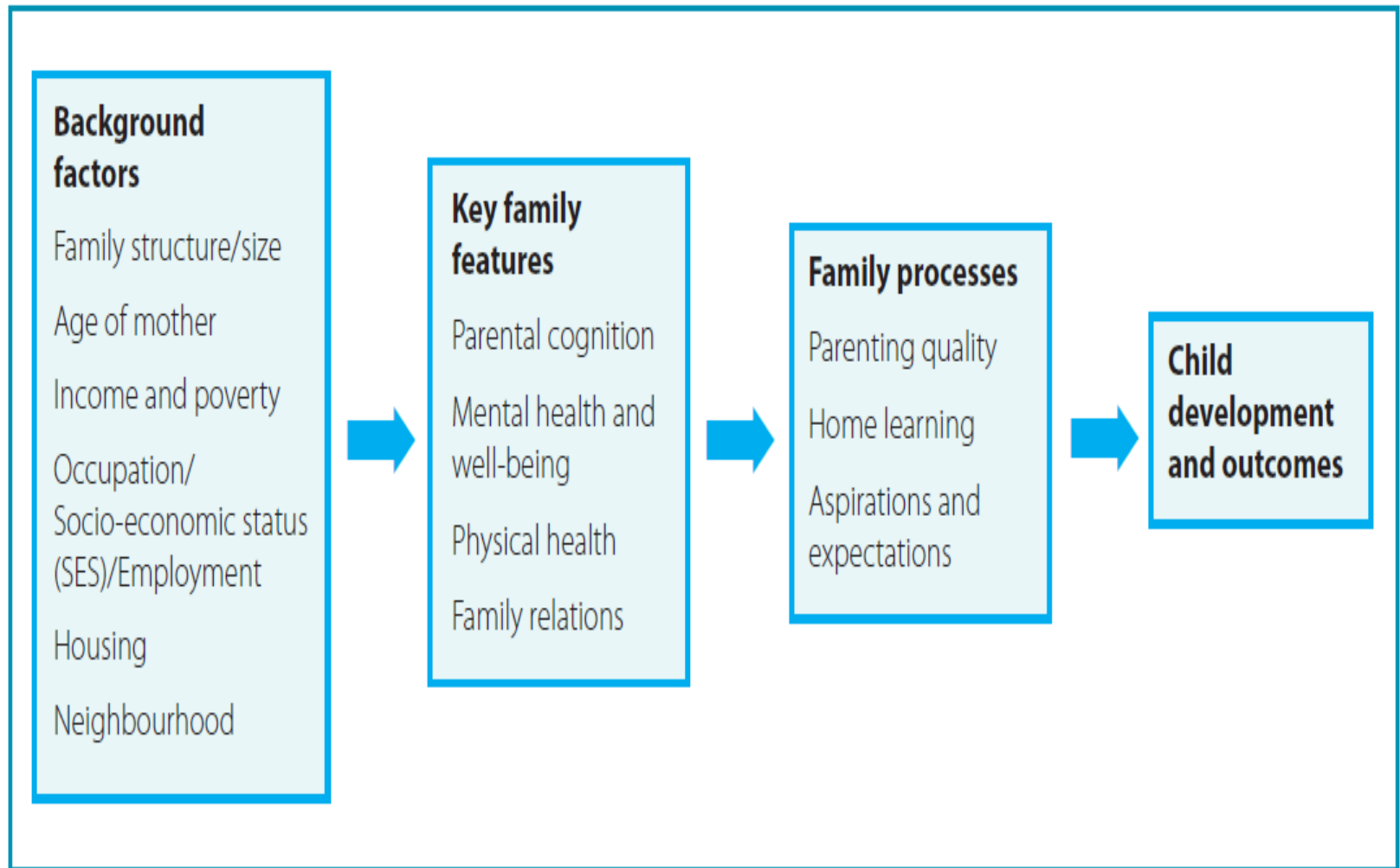


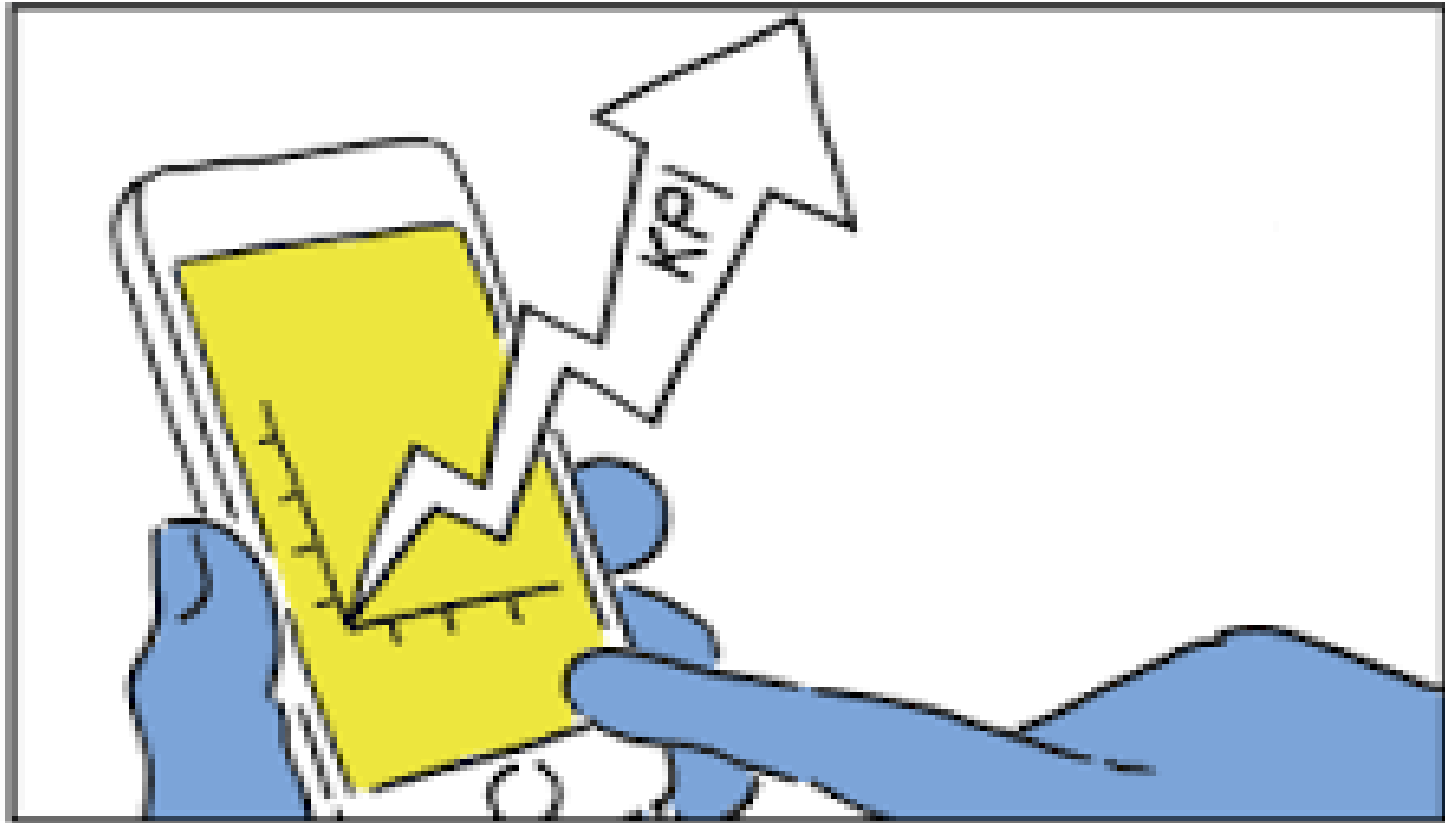
Figure 1: A model of the inter-generational transmission of educational success

Source: Feinstein, L., Duckworth, K. and Sabates, R. (2004)

you need a baseline...otherwise how do
you know your improving?

a minimum or **starting point** used
for comparisons...you can measure your effectiveness

Which ones are important? Local
solutions to local needs...you
decide...



Data is key...



Policy...is it fit for purpose?

how can policy respond to the needs of education in a fast changing world (which implies a need for largely autonomous and responsive schools), whilst simultaneously ensuring consistently high standards and equity across a large-scale system?



Improving all the time?

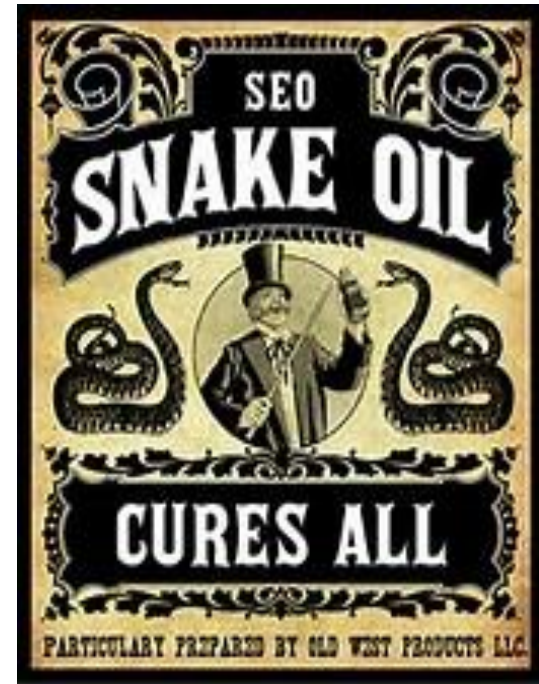
at the simplest level, a 'self-improving' system can be characterised as one that is the opposite of either a top-down centrally directed system or attempts at tri-level reform



=



Snake oil...from Wales...



A collection of parts that do not connect is not a system. It is a heap. O'Connor and McDermott (1997)



Schools are...ever present and known in their communities...they are assets...

- A hub in this sense means an organisation or institution that is a focal point in a community...Ysgol Pen Rhos...



Innovation Hub

DEFINITION OF
A COMMUNITY





Views need to be captured from a range of stakeholders...student views on being poor, senior education officers, children...see next slides...

inadequate
money worried restricted
lonely anxious
angry upset depressed disorganised
stuck unsure bored
low
debt
lost
frustrated stressed
weak invisible
hopeless
mood

sad

different
feeling
unfair

victimised worthless
support control
small
desperate
despair

A word cloud of adjectives arranged in a circular pattern. The words are: terrified, ranting, money, rags, smelly, scary, heart, happy, broken, jobless, and hungry. The colors transition from green at the top to red at the bottom.

terrified
ranting
money
rags
smelly
scary
heart
happy
broken
jobless
hungry

Walk the community through which the children come to school...welcome them...some walks are not so good...this is what we found...NOT GOOD...see slides

Say “its lovely to see you today”...children have experience's before they meet their teachers everyday...kindness goes a long way...









olympic
VEGETABLE OIL
A highly versatile oil for deep and shallow frying, it's neutral flavour makes it suitable for a large variety of foods.

INGREDIENTS:
Olive, Sunflower, Rapeseed, Palm, Soybean, Corn, Cottonseed, and other natural sources.

NUTRITION **Per 100g**

Energy Values	
Per 100g	Value
Calories	900 kcal
Carbohydrate	1.5g
Protein	0.1g
Fat	100g
Salt	0.05g

NEODA
PRODUCT OF THE U.K.

olympic
VEGETABLE OIL
Vegetabilisk Olje

AUTHENTIC PAKISTANI BASMATI RICE
اصلي پاکستانی بھت

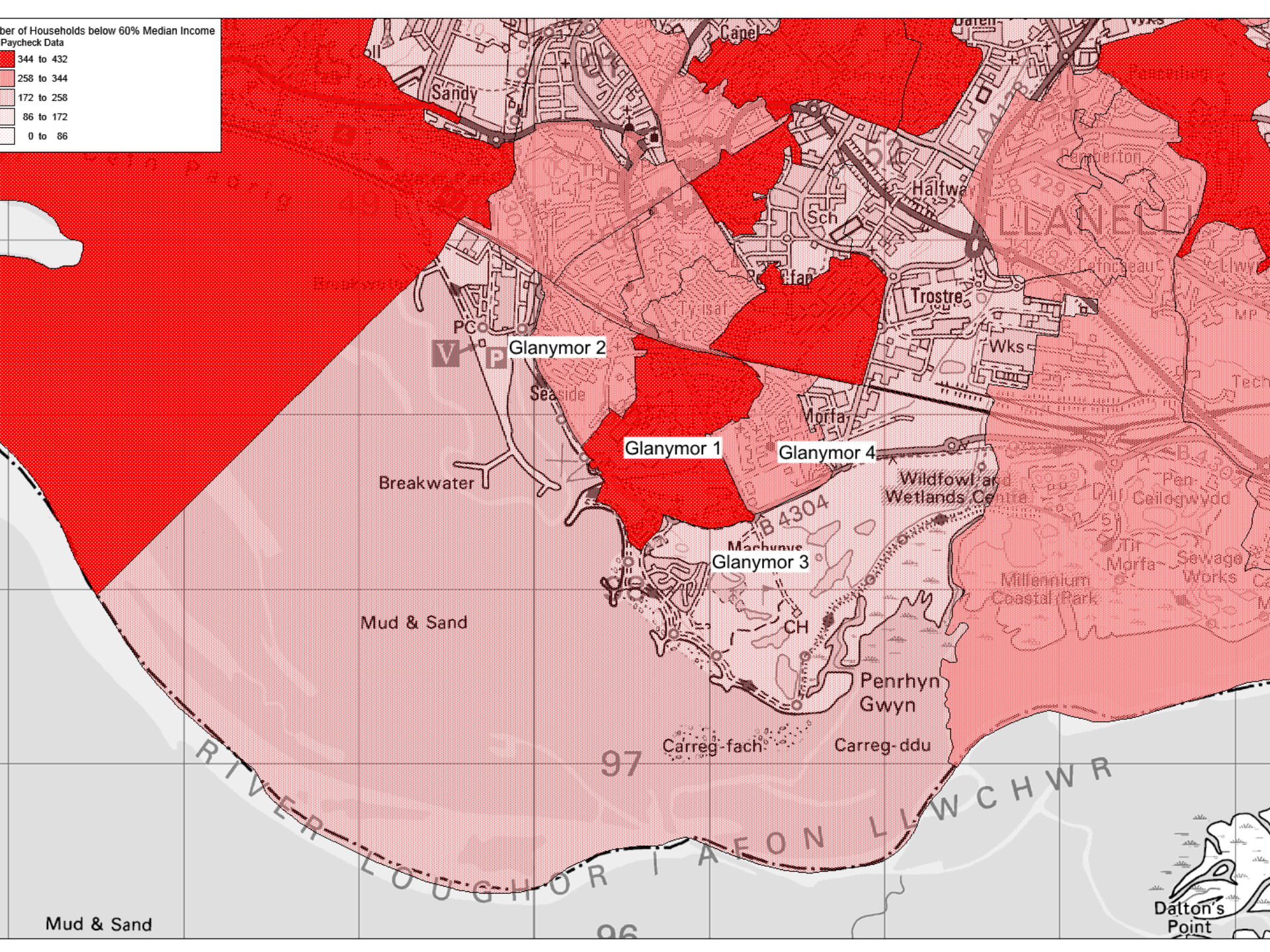
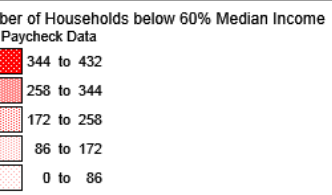
FRUCO
Fruco
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olympic
VEGETABLE OIL
Vegetabilisk Olje
Longer life Cooking Oil
20 Litre

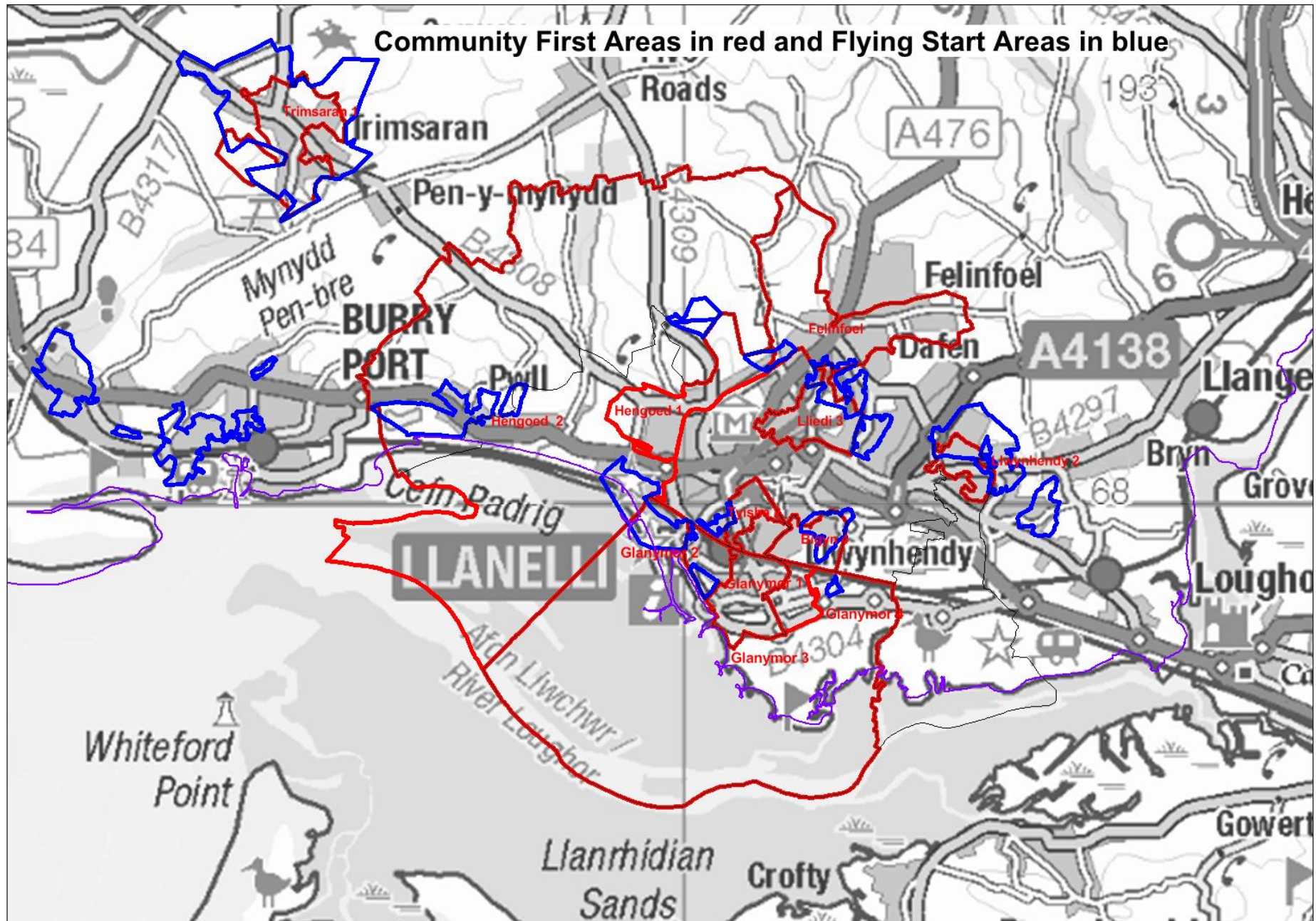


Strategic Planning based on intelligence...you need to understand what you are dealing with...schools need to understand the numbers...





Community First Areas in red and Flying Start Areas in blue



**None of us know
what all of us
know!**

Beyond Random Acts: Family, School and Community Engagement as an integral part of school improvement:

FACTS:

- Children **do better** when their parents are involved.
- Parental involvement is a **lever** for school improvement.
- Engaging the hardest to reach families has the **biggest** positive effect on pupils achievement.
- **72 % of parents want more involvement..**



International Professional Learning Communities: Investigating Community Focused Schools in the USA.

2011,2014,2017...

Children Aid Society National Centre for Community Schools.

The focus for this organisation as a **charity** is to organise the resources of the community around student success...they define community schools as having:

- **Extended services.**
- **Extended hours.**
- **Extended relationships.**

The two key elements...

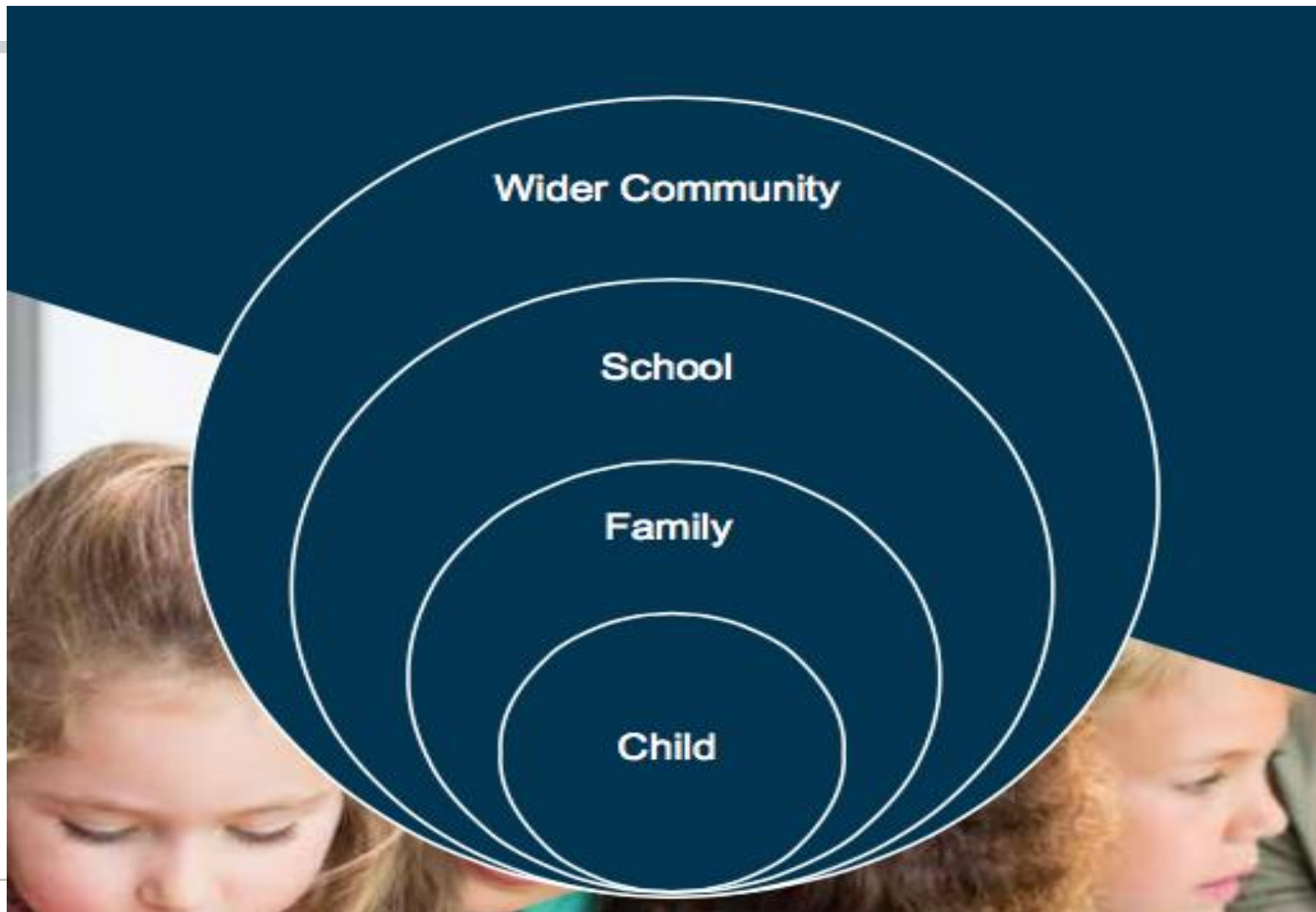
- Linking ' Core' curriculum with Out of Hours School learning
- Working to support families at home to develop children's learning.

.

Issues around FE

- Needs to be an integrated approach from a number of agencies.
- Schools need to have a FE officer and this should not be a part time post in areas of most need
- Issues of learning conditions at home - need to work with Social Services closely
- Match of families working together would need to be thought through carefully.

Simple?



About **50%** of student achievement is due to home and community factors



SCHOOLS NEED PARENTS

Parents taking an interest really does count . . .

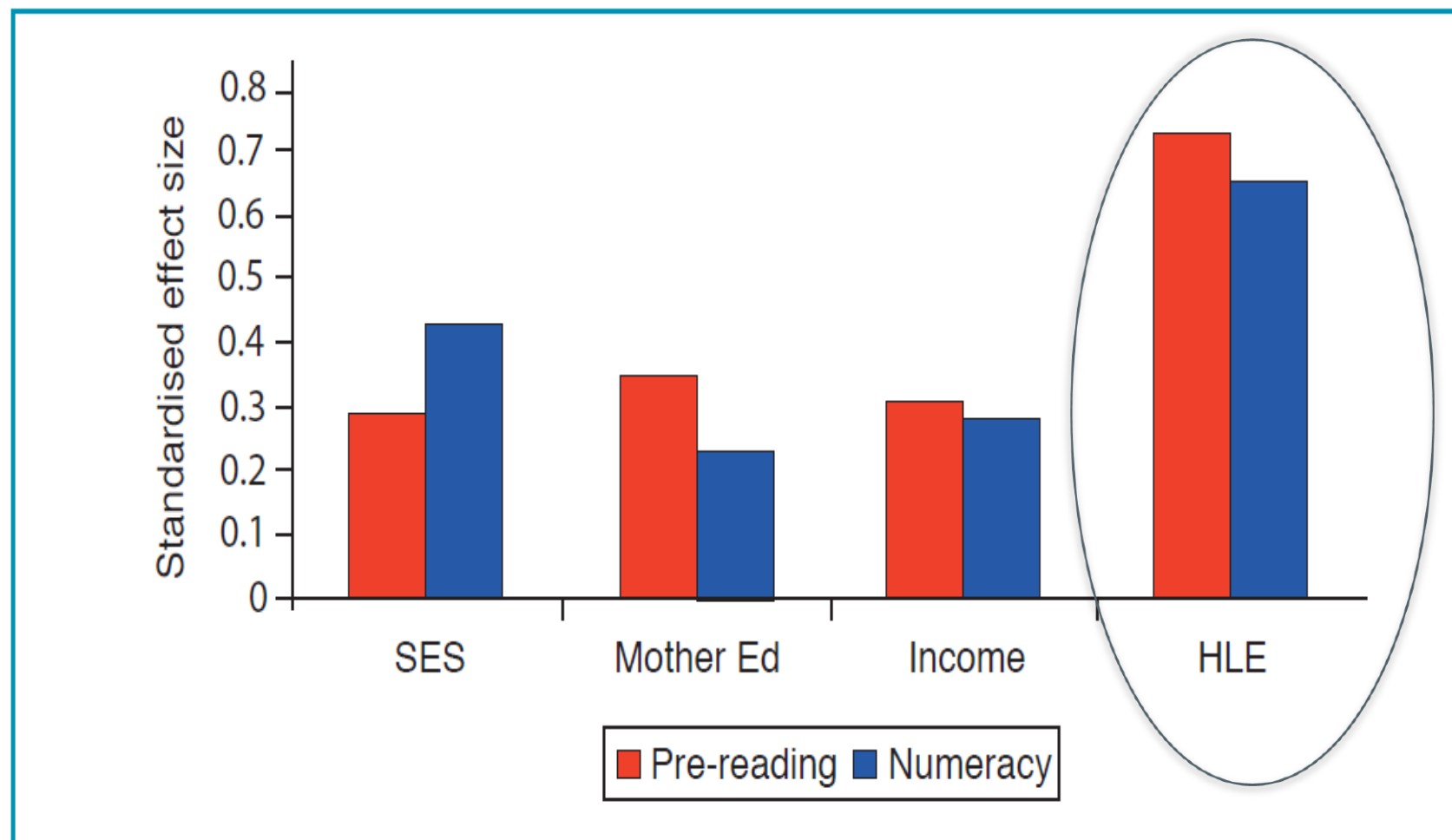


Figure 2: Effect sizes for socio-economic status (SES), parents' education, income and early years home learning environment (HLE) on age 5 outcomes

Source: Sylva, K., Melhuish, E., Sammons, P., Siraj-Blatchford, I. and Taggart, B. (2004)

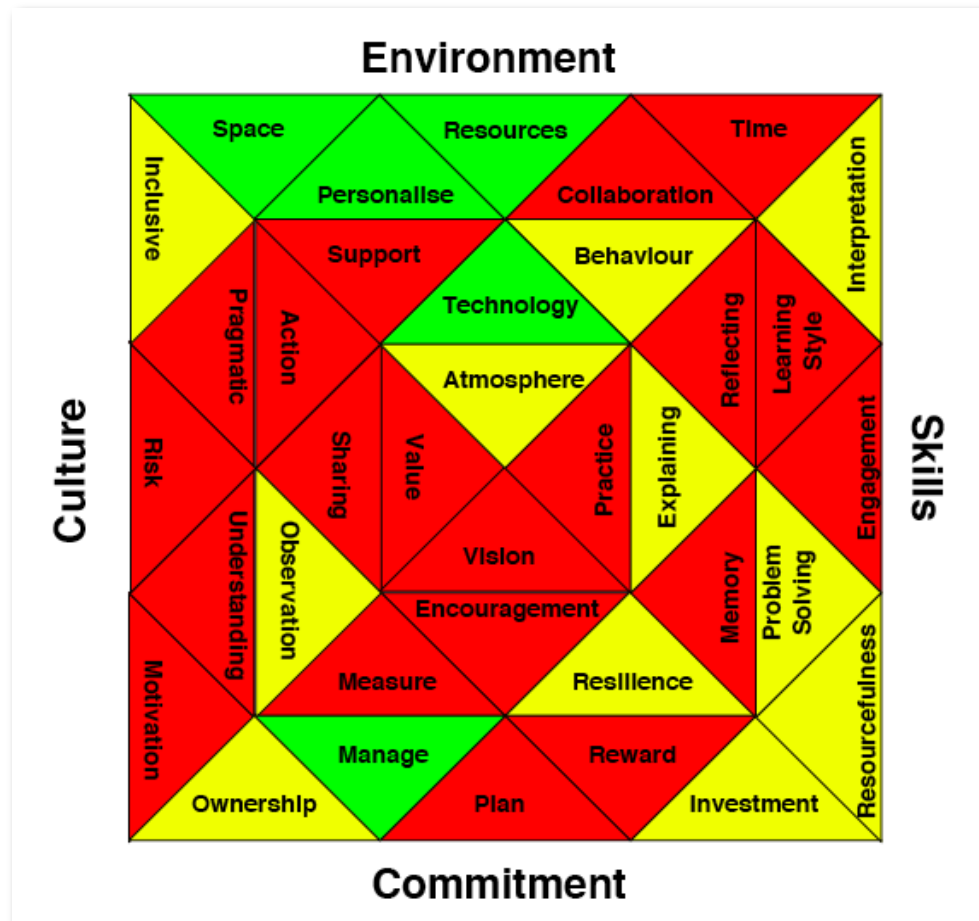
Family Learning Signature.



the family has the biggest

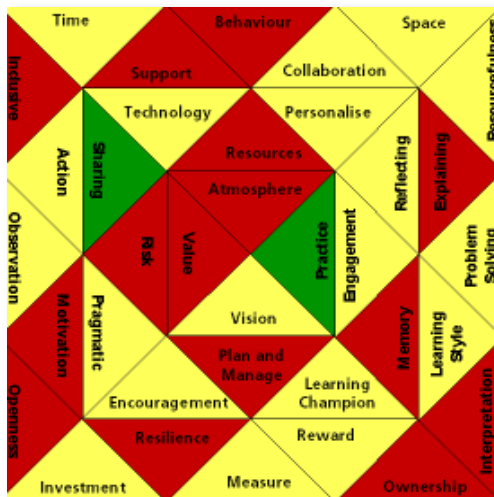
influence in children's lives... We measure the families capacity to

learn....

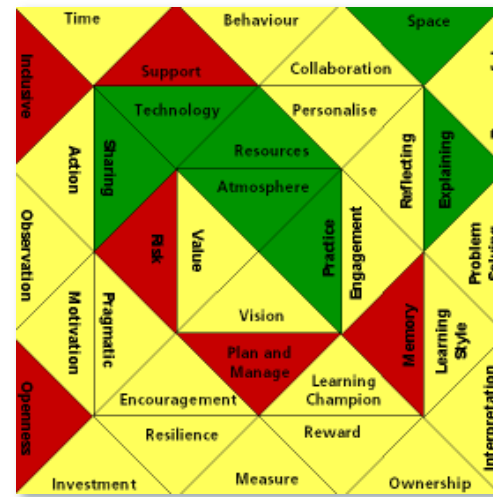


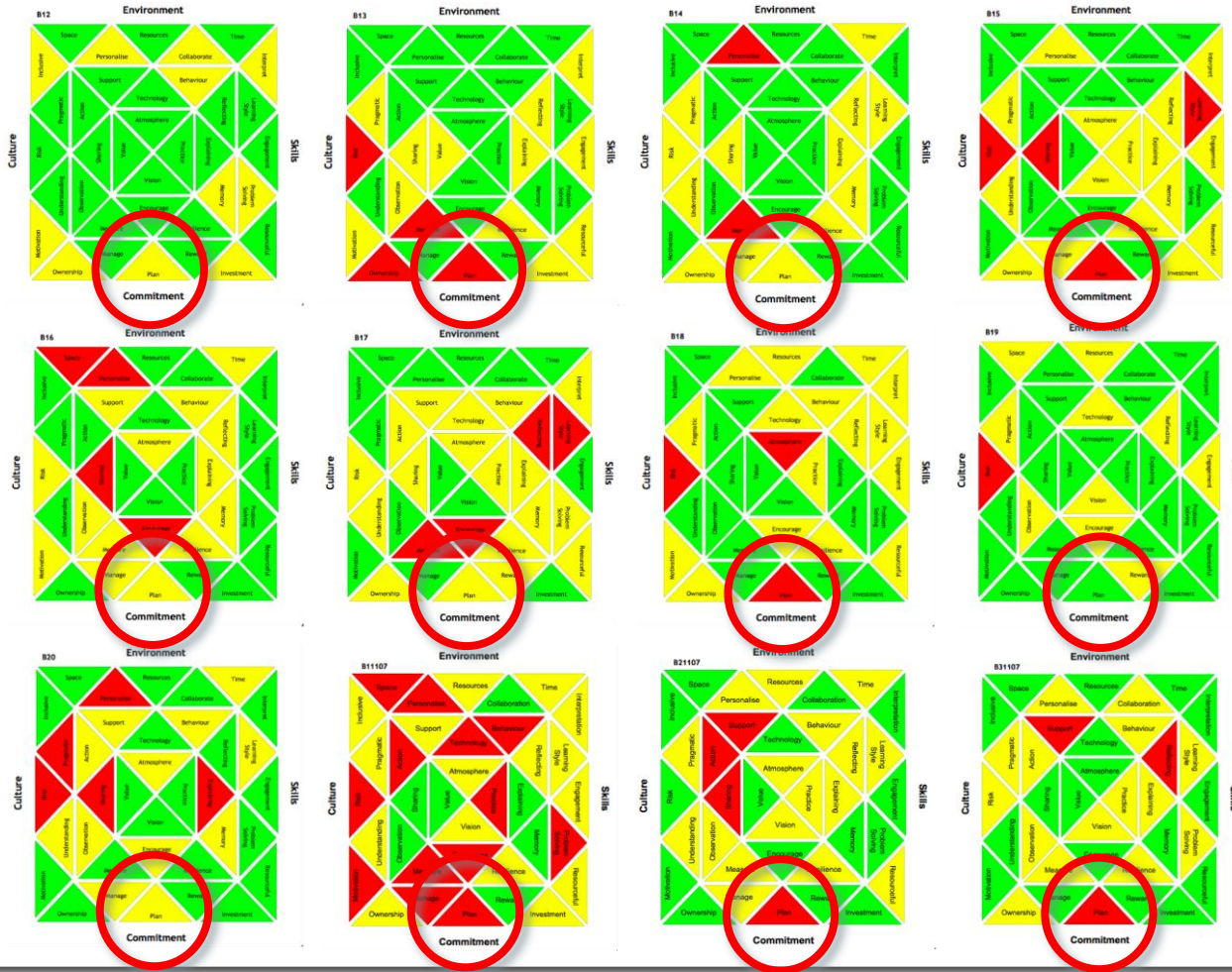


BEFORE



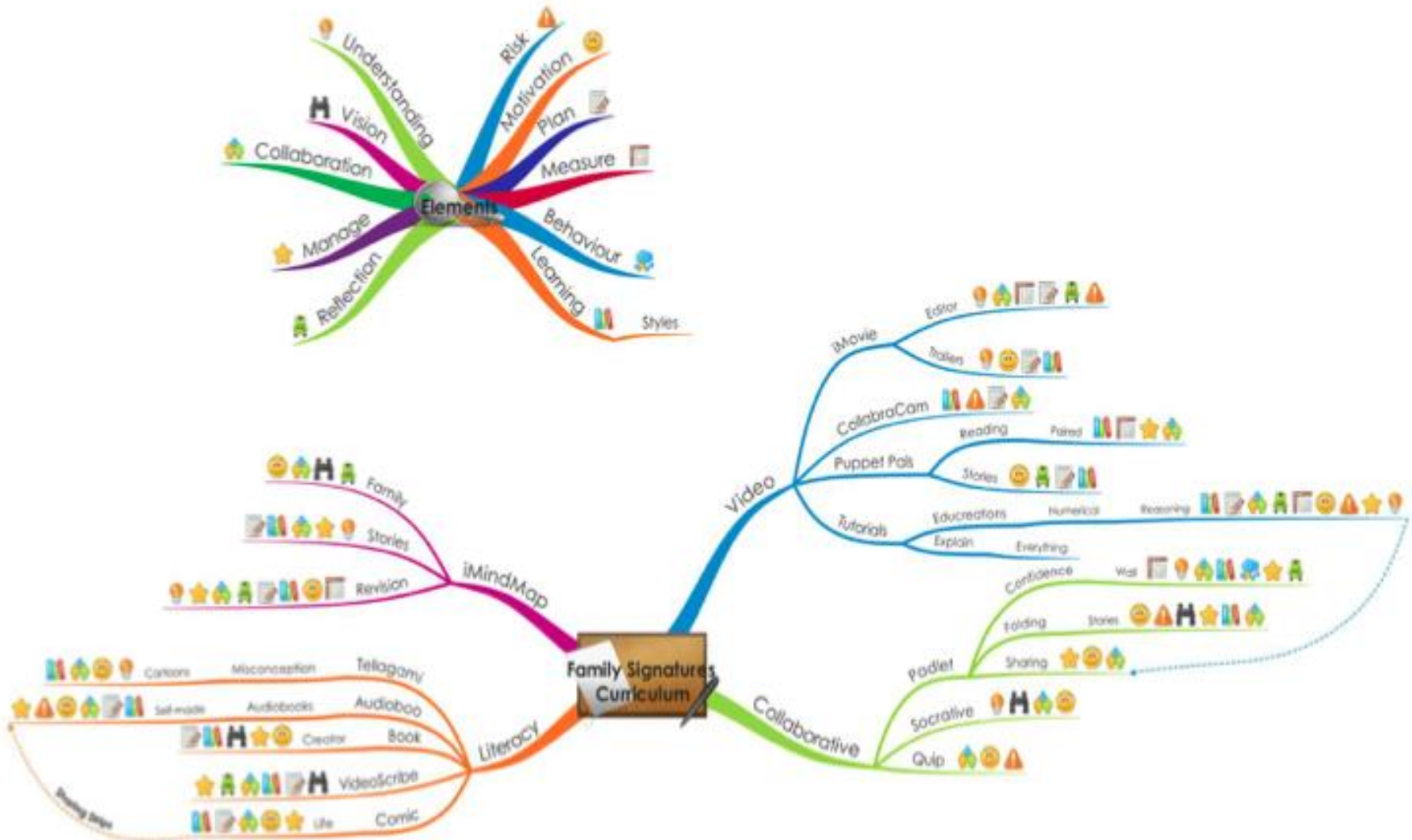
AFTER





Name	Culture										Commitment										Environment										Skills										Red	Green	Yellow
	Value	Sharing	Risk	Action	Inclusive	Pragmatic	Understanding	Observation	Motivation	Vision	Encouragement	Plan	Measure	Ownership	Manage	Reward	Resilience	Investment	Atmosphere	Technology	h	Support	Space	Personalise	Collaboration	Behaviour	Time	Practice	Explaining	Engagement	Memory	Resourcefulness	Problem Solving	Learning Styles	Reflection	Interpretation							
g	g	g	y	r	r	r	g	r	g	y	y	r	y	y	y	y	y	g	y	g	g	g	r	g	y	y	y	y	y	y	g	g	y	g	r	y	y	7	13	16			
	g	y	r	r	r	r	r	r	r	g	g	r	y	y	y	y	r	g	y	y	y	r	y	g	r	r	g	r	r	g	r	g	y	r	r	r	17	10	9				
	g	y	y	r	y	g	y	r	y	g	y	r	g	r	g	y	y	y	y	g	y	y	g	g	r	y	g	y	y	y	g	g	y	y	y	y	5	11	20				
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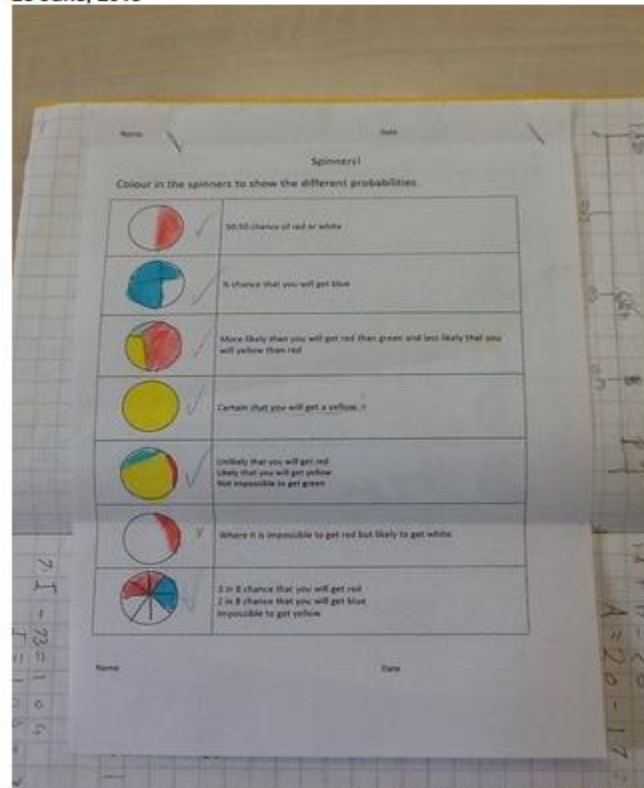
Family Digital Curriculum based on the data generated by the FLS...



Break down the barriers...share data with parents...

Mathematics: Handling Data

25 June, 2015

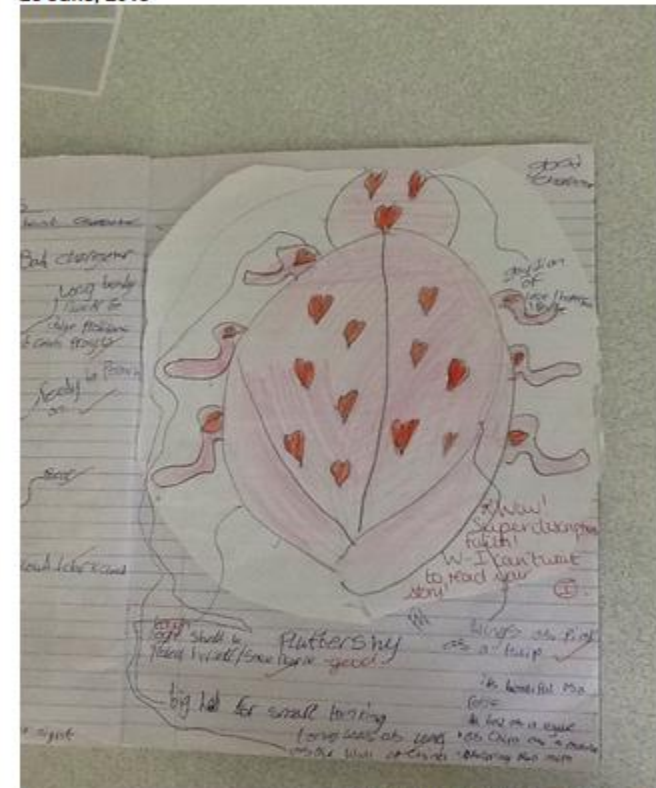


to rotate clockwise, [click here](#)
to rotate anti-clockwise, [click here](#)

Hide

English: Writing

25 June, 2015



to rotate clockwise, [click here](#)
to rotate anti-clockwise, [click here](#)

Mini beast

To edit this text, [click here](#)

Hide

Tickets to the good life...



To access the Incerts Reportal:

- 1) Visit www.report.al on the Internet
- 2) Type the ticket number **QWWW8366YPBC**

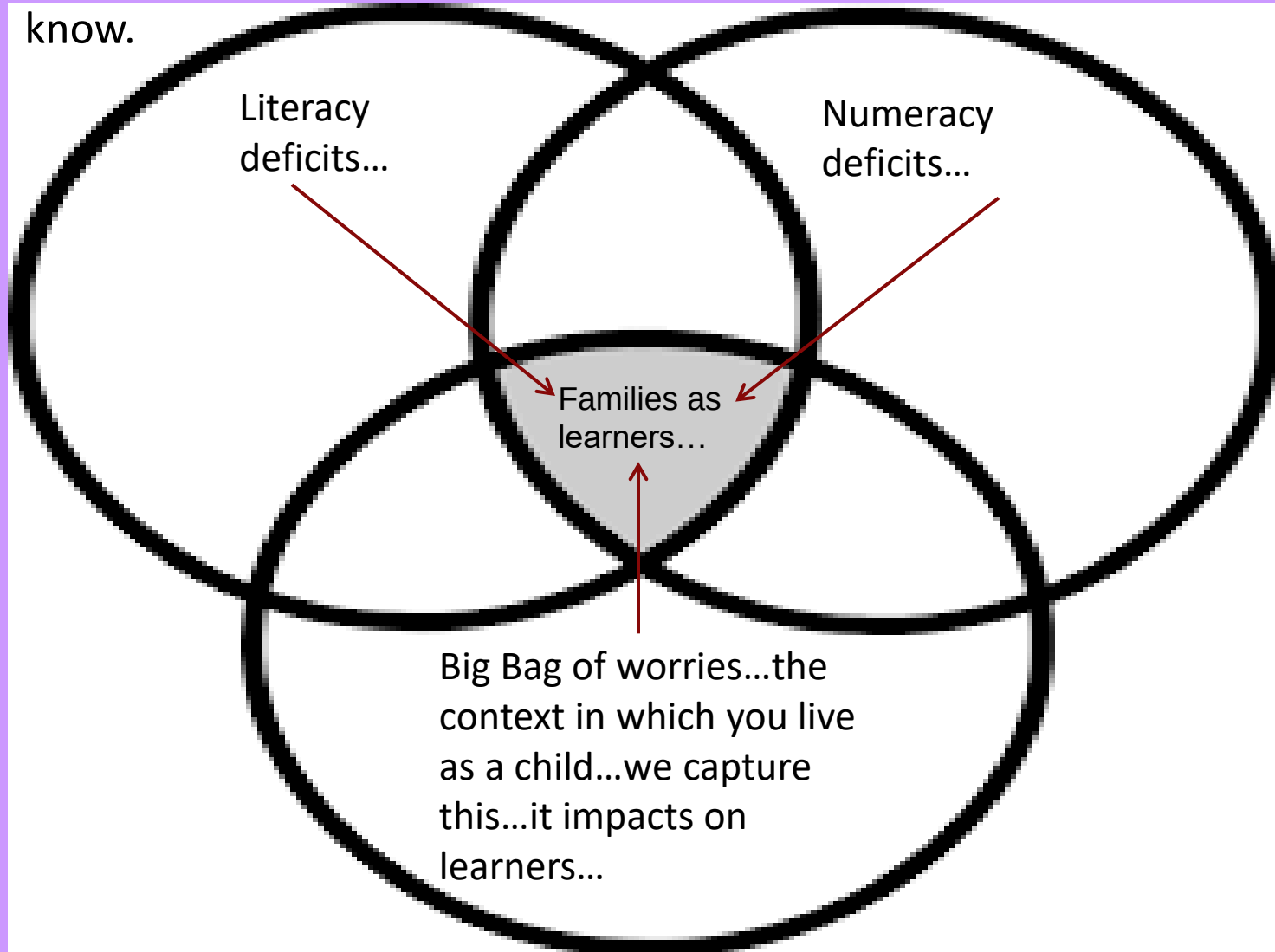
...Or...

- 1) Install a QR code reader app on your phone
- 2) Scan the ticket code that's printed here

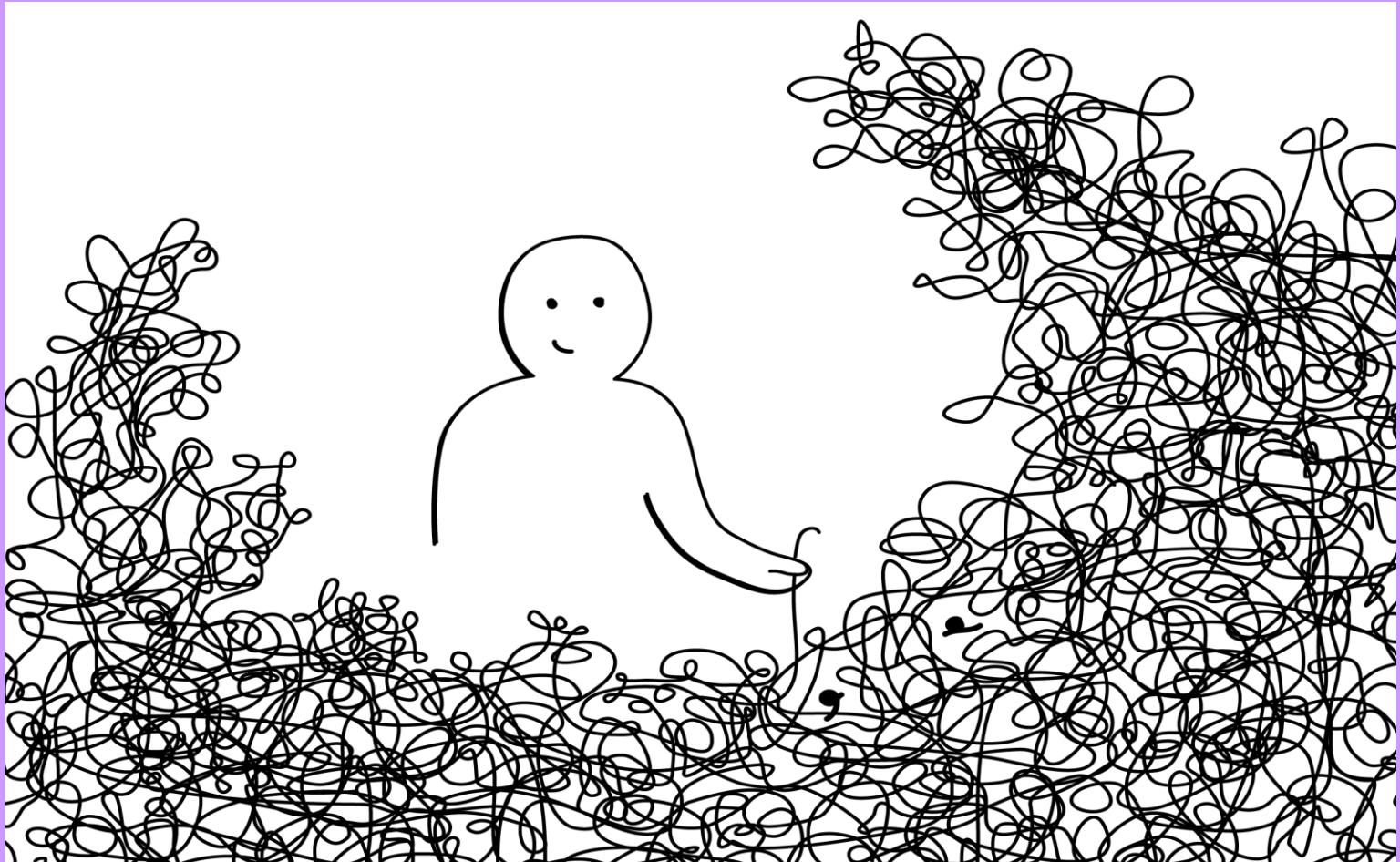
The information printed on this ticket will give you, or anyone else you share it with, access to additional information about your child's work. Note that this may include photographs and/or video recordings of your child. This data is held securely, and in the UK, by Incerts CIC on behalf of your child's school: legal information can be found on the Internet at www.report.al/legal. For technical help accessing the Reportal, please visit www.report.al/help on the Internet, or email our support team using help@report.al. If you have any questions about the information you find on the Reportal itself, your child's class teacher would be happy to discuss them with you.

<http://report.al/QWWW8366YPBC>

Family Learning Curriculum...97 % of our pupils live in the top 10% of the most deprived communities in Wales...our response ...we integrate families into the learning to support their children...we model what we know.



We capture the context...and track impact...we have a tracking system that acknowledges the community we serve...it is fair and pragmatic...schools are complex organizations...existing in their community...we need to find the thread for each learner.



AK49

☐ X ☒ ✓ f_x Y

Current Decimal Levels



Contextual

6	8	10	12	14	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100	101	102	103	104	105	106	107	108	109	110	111	112	113	114	115	116	117	118	119	120	121	122	123	124	125	126	127	128	129	130	131	132	133	134	135	136	137	138	139	140	141	142	143	144	145	146	147	148	149	150	151	152	153	154	155	156	157	158	159	160	161	162	163	164	165	166	167	168	169	170	171	172	173	174	175	176	177	178	179	180	181	182	183	184	185	186	187	188	189	190	191	192	193	194	195	196	197	198	199	200	201	202	203	204	205	206	207	208	209	210	211	212	213	214	215	216	217	218	219	220	221	222	223	224	225	226	227	228	229	230	231	232	233	234	235	236	237	238	239	240	241	242	2
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eFSM learners 6

Contextual																																			English	English	English	English			
	ALN	SA+	Poverty Index	Child In Need	Traveller	FS	PS	FFT Blue	FPOI	MAT	Red	Yellow	Green	Blue	FSM	L less 85	L 85-115	L 116+	N less 85	N 85-115	N 116+	NG	MultiAgency	FLS	FLC	Jellytotz	Art Therapy	Summer-born	E-	E	E+	< 84% Attend..	85-89% Attend	90-94% Attend	95% + Attend..	Gender	Highest	Average	Lowest	Blacks	
irke	Y		Y	Y		Y	Y				Y				Y	Y			Y			Y	Y			Y								Y	M	ST	4.67	4.54	4.38	4.53	
	Y		Y			Y					Y				Y	Y			Y			Y	Y	Y		Y	Y							Y	F	ST	3.98	3.83	3.81	3.87	
			Y			Y			Y	Y		Y			Y		Y								Y	Y	Y						Y	M	ST	2.92	2.79	2.80	3.01		
			Y			Y	Y		Y						Y		Y		Y						Y	Y	Y	Y						Y	M	ST	-	-	-	-	
	Y		Y			Y									Y		Y		Y					Y	Y		Y	Y						Y	M	ST					
je			Y			Y			Y				Y		Y	Y			Y								Y							Y	F	ST					
			Y			Y			Y						Y		Y		Y				Y	Y									Y	M	ST						
d			Y	Y		Y			Y						Y		Y		Y							Y									Y	F	ST				
	Y		Y			Y					Y				Y		Y		Y						Y		Y							Y	F	ST					
checl			Y							Y					Y		Y		Y								Y					Y		M	ST						
	Y		Y	Y		Y				Y				Y	Y			Y		Y		Y	Y	Y		Y	Y							Y	F	ST					



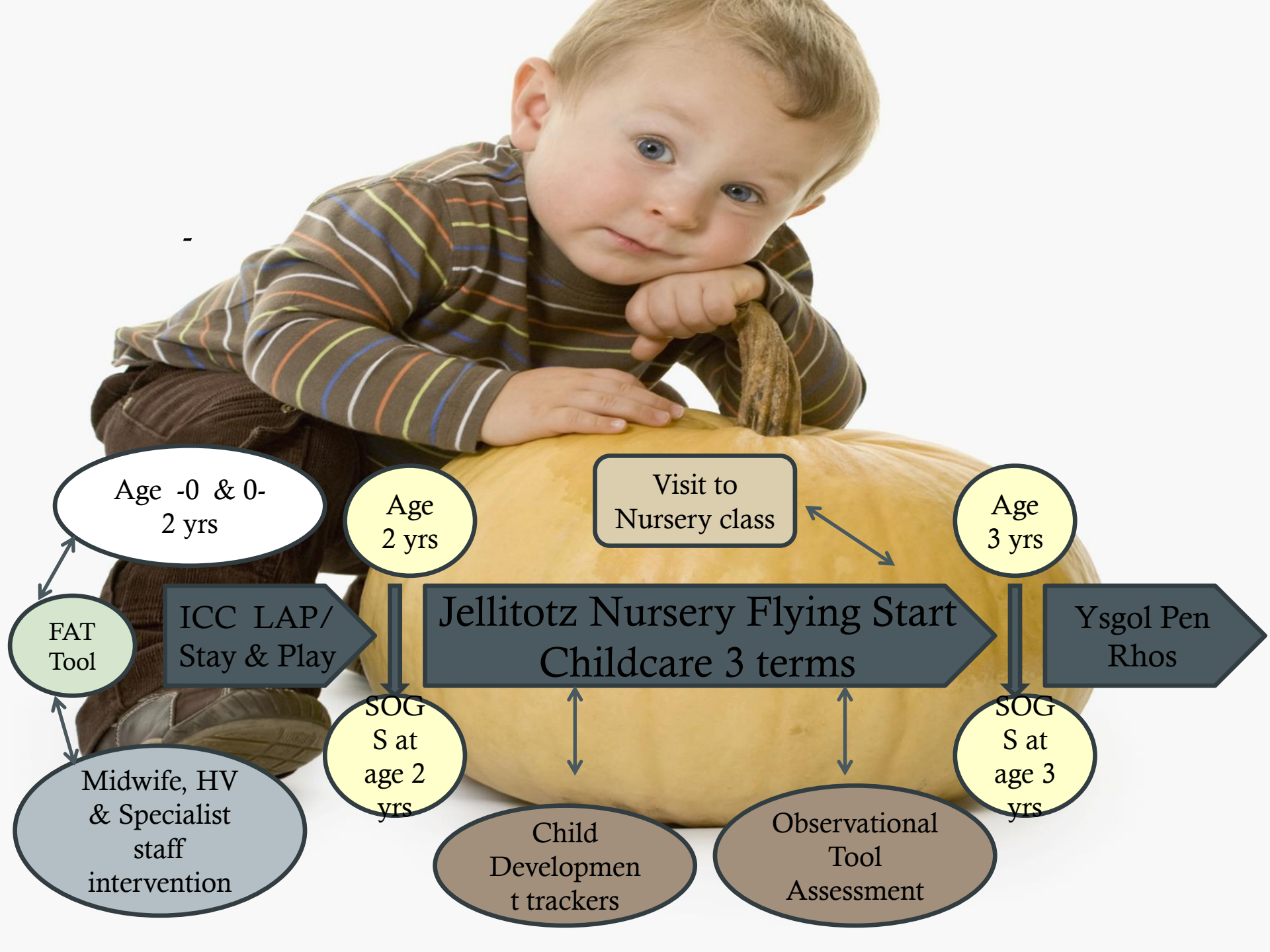
on insects, www.insects.org

eFSM at pupil level...this level of detail needed...

Contextual																																	English: C	English: F	English: V	English: C							
			ALN	SA+	Poverty Index	Child In Need	Traveller	FS	PS	FFT Blue	FPOI	MAT	Red	Yellow	Green	Blue	FSM	L less 85	L 85-115	L 116+	N less 85	N 85-115	N 116+	NG	MultiAgency	FLS	FLC	Jellytots	Art Therapy	Summer-born	E-	E	E+	< 84% Attend..	85-89% Attend	90-94% Attend	95% + Attend..	Gender	Highest	Average	Lowest	Blanks	
Y	Y	Y	Y	Y	Y	Y	Y	Y	Y				Y				Y	Y			Y			Y	Y				Y								Y	M	ST	3.44	2.79	2.80	3.01

Multi-agency work is absolutely critical...you cannot work in isolation...an example...Flying Start.





Have had Flying Start support...

Year Group	% of class in F.S.
Nursery	88
Reception	90
1	100
2	90
3	87
4	70
5	88
6	50

This informs our strategic approach to learners...we track progress...to inform our approach to deprivation...

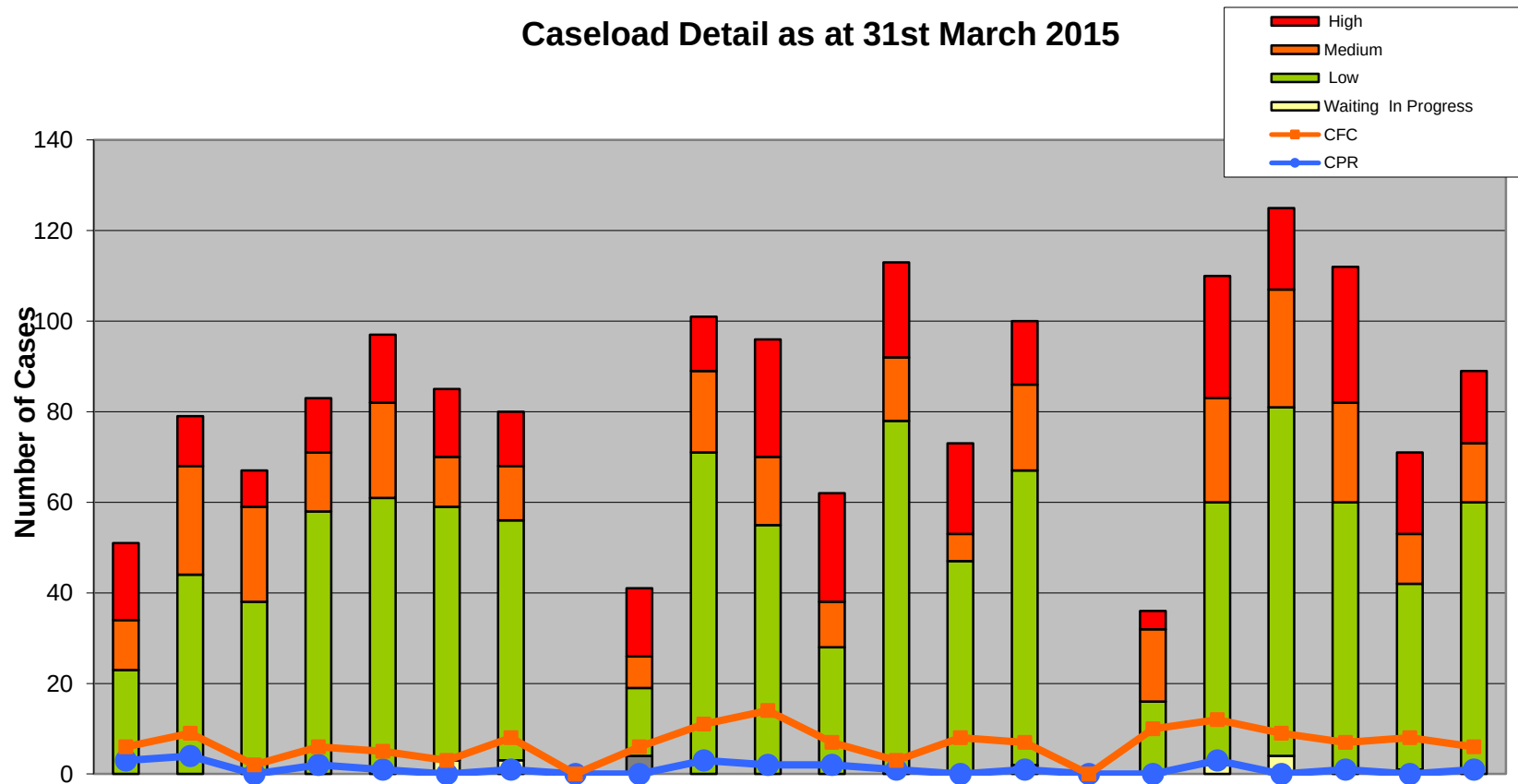


Year Group		High need	Medium Need	Low Need
N	16	2	3	13
R	19	4	4	11
1	30	4	9	17
2	27	7	5	15
3	27	2	6	19
4	17	2	2	13
5	28	0	6	22
6	10	0	2	8



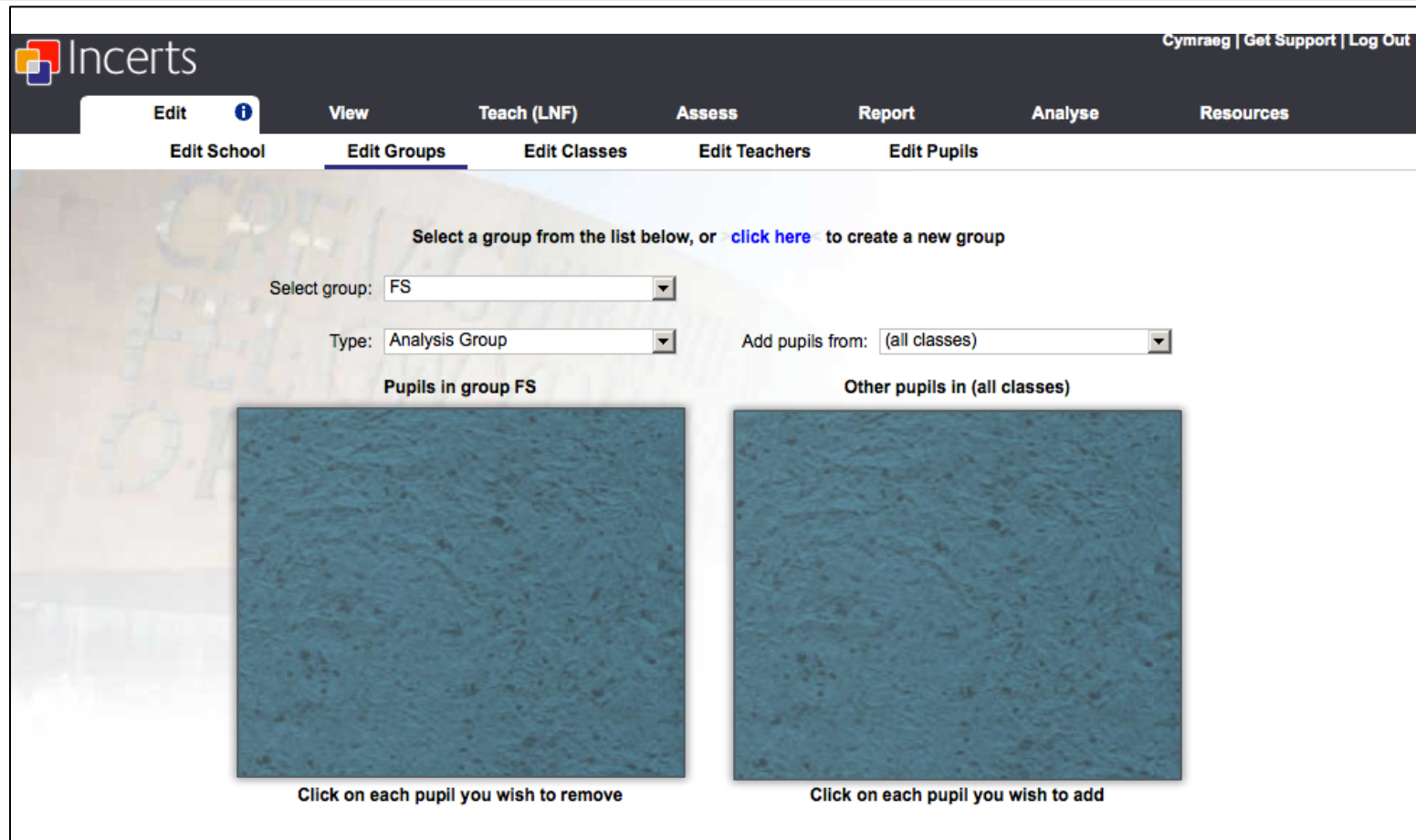
Rhaglen Dechrau'n Deg/Flying Start

Caseload Detail as at 31st March 2015



Professional with Caseload

We have created a Flying Start Group...in our tracking system.



The screenshot displays the Incerts tracking system interface. At the top, the Incerts logo is on the left, and navigation links 'Cymraeg | Get Support | Log Out' are on the right. Below this is a main menu with 'Edit' (selected), 'View', 'Teach (LNF)', 'Assess', 'Report', 'Analyse', and 'Resources'. Under the 'Edit' menu, there are sub-links: 'Edit School', 'Edit Groups' (selected), 'Edit Classes', 'Edit Teachers', and 'Edit Pupils'. The main content area has a heading 'Select a group from the list below, or [click here](#) to create a new group'. Below this are two dropdown menus: 'Select group:' with 'FS' selected, and 'Type:' with 'Analysis Group' selected. To the right, there is an 'Add pupils from:' dropdown menu with '(all classes)' selected. Below these are two large blue rectangular areas. The left area is titled 'Pupils in group FS' and has the instruction 'Click on each pupil you wish to remove' below it. The right area is titled 'Other pupils in (all classes)' and has the instruction 'Click on each pupil you wish to add' below it.

Incerts Cymraeg | Get Support | Log Out

Edit View Teach (LNF) Assess Report Analyse Resources

Edit School Edit Groups Edit Classes Edit Teachers Edit Pupils

Select a group from the list below, or [click here](#) to create a new group

Select group: FS

Type: Analysis Group

Add pupils from: (all classes)

Pupils in group FS

Other pupils in (all classes)

Click on each pupil you wish to remove

Click on each pupil you wish to add



	ALN	SA+	P	Child In Need	Traveller	FS	FTBlue	FPOI	MAT	Rad	Blue	Yellow	Green	FSM	L less 85	L 85-115	L 116+	N less 85	N 85-115	N 116+	NG	Multigravity	ELs
						Y		Y										Y					
			Y			Y		Y										Y	Y			Y	Y
			Y			Y		Y	Y					Y				Y			Y	Y	Y
			Y			Y		Y	Y										Y				
Y			Y			Y		Y	Y						Y			Y					
			Y			Y		Y	Y		Y						Y		Y				
			Y			Y		Y	Y						Y	Y		Y				Y	
Y			Y			Y		Y	Y						Y	Y		Y				Y	
Y			Y			Y		Y	Y														
		Y	Y	Y	Y	Y		Y	Y		Y				Y			Y					
			Y	Y	Y	Y		Y	Y						Y			Y	Y				
			Y			Y		Y	Y														
			Y			Y		Y	Y						Y			Y					
			Y			Y		Y	Y							Y		Y					
Y			Y			Y		Y	Y									Y					
Y			Y			Y		Y	Y									Y					
		Y	Y			Y		Y	Y											Y		Y	
Y		Y	Y			Y		Y							Y			Y			Y	Y	

Case study...



2 February 2015

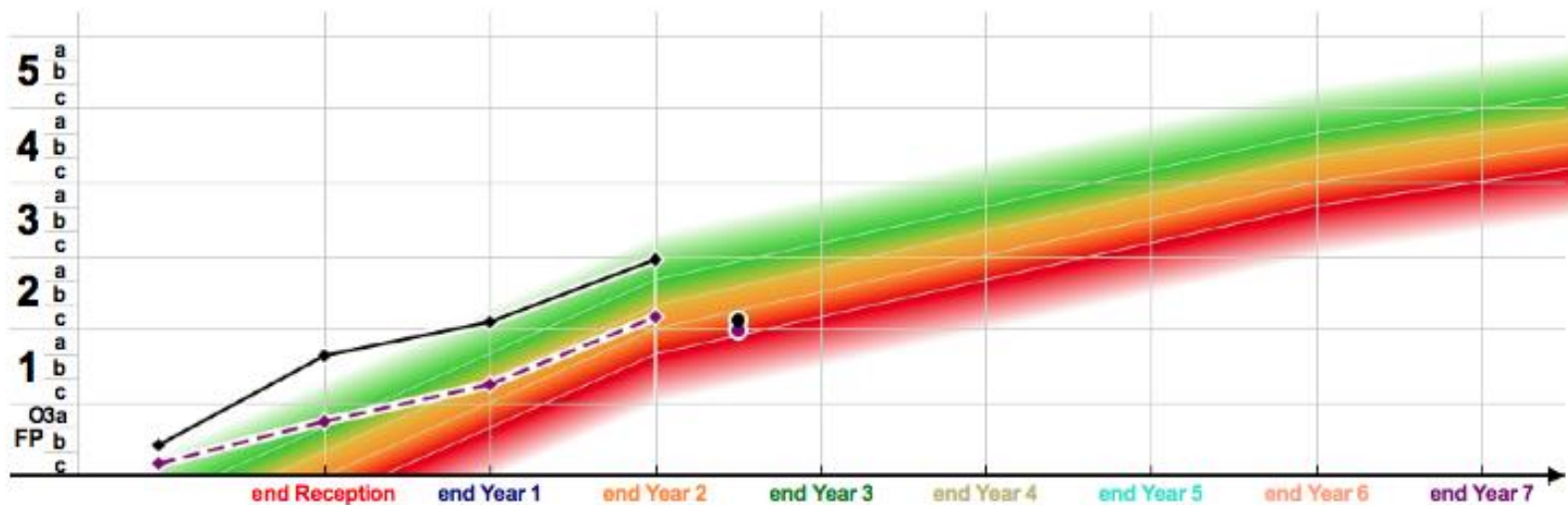
	Last Update	Outcome	This Year's Progress	Progress to Target/Target	
Personal and Social Development	17 December 2014	O4c (previously O3a)	0.2 ●	II	O4b
Language, Literacy and Communication	17 December 2014	O4c (previously O4c)	0.2 ●	III	O4a
Mathematical Development	17 December 2014	O4c (brought forward)		I	O4a
Welsh Language Development					
Understanding of the World	17 December 2014	O3b (brought forward)		I	O4b
Physical Development	17 December 2014	O4c (brought forward)		I	O4a
Creative Development	17 December 2014	O3a (brought forward)			O4b

	Last Update	Outcome	This Year's Progress	Progress to Target/Target	
Personal Development and Well-Being	17 December 2014	O3a (previously O3b)	0.3 ●●●	II	O4b
Social Development and Cultural Diversity	17 December 2014	O4c (previously O4c)	0.2 ●	II	O4a
Language, Literacy, Communication: Oracy	17 December 2014	O4b (previously O3a)	0.6 ●●●●●	IIIIIIII	O4b
Language, Literacy, Communication: Reading	17 December 2014	O4c (previously O4c)	0.1 ●	I	O4a
Language, Literacy, Communication: Writing	17 December 2014	O4b (previously O4b)	0.1 ●	I	O4a
Math Development: Using and Applying	17 December 2014	O3a (previously O3a)	0.1 ●	I	O4b
Math Development: Number and Algebra	17 December 2014	O4b (previously O4c)	0.1 ●	II	O4a
Math Development: Shape, Space and Measure	17 December 2014	O4b (previously O4c)	0.2 ●	III	O4a
Math Development: Handling Data	29 June 2014	O3a (brought forward)			O4b

We can measure projected attainment...the black line is a FS pupil...trajectory is above the rest of the cohort...

English (combined)

2 February 2015



	end of Reception	end of Year 1	end of Year 2	current (Year 3)	end of Year 3	end of Year 4	end of Year 5	end of Year 6	end of Year 7
(converted from FP)	1.65 / 1b	2.09 / 2c	2.95 / 2a	2.13 / 2c					
national targets					3.29 / 3c	3.64 / 3b	3.99 / 3a	4.34 / 4b	
RG's class (converted from FP)	0.75 / ??	1.25 / 1c	2.16 / 2c	1.97 / 1a					
national targets					2.70 / 2a	3.25 / 3c	3.79 / 3a	4.34 / 4b	

Identification and prioritising of each family

- Analysis of pupil tracking data
- National and school based assessment information
- Pupil/parent/teacher interviews
- Nominations from class teachers, TAs, other agencies

Third sector partners deliver to the families...based on needs identified by the school.

In the Press x Llanelli children's charity n x

www.llanellistar.co.uk/llanelli-children-s-charity-making-huge/story-28768976-detail/story.html

LLANELLI STAR

TUE 15.2 °C Partly Sunny Site Directory Search...

News Sport What's On Jobs Property Cars Directory Offers Notices Buy&Sell Dating ALL

Crime | Education | Business | Health | Politics | Blogs | Letters | Transport | Community | Llanelli Live

Llanelli children's charity making 'huge developments' delivering services to most vulnerable

By Llanelli Star | Posted: February 24, 2016

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Salary : £8.26 per hour

Care Assistant, Cardiff - NVQ 2 / QCF 2 Qualified

Salary : Up to £7.89 per hour plus benefits

Direct Sales Representative - Venue Charity Fundraising

Waiting for llanellistar.uk.intellibxt.com...

I'm Cortana. Ask me anything.

8:35 PM 7/5/2016

Breastfeeding program launched in the classroom in the school.

Support group for mums

www.llanellistar.co.uk/support-group-mums-launched/story-16515129-detail/story.html

Share Tweet Share Email 0 COMMENTS 0 SHARES



Comments (0)

A NEW support group for mothers and babies has been launched in Llanelli.

The weekly group had its first meeting at Maes y Morfa School to coincide with national breast feeding week, and future sessions will be supported by health visitors and midwives.

A Llanelli spokeswoman said: "The aim is to target pregnant women and new mothers to practice that will benefit the physical and emotional



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Salary : Negotiable depending on experience

Probate Secretary

Salary : Undisclosed

Architectural Technician

Salary : Salary negotiable depending on experience

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Find out more

The voice of the smart meter rollout

immediate delivery & free 10 year guarantee

order now >>

BRITISH FUNNER TIME ROOMS FROM £29

THAT'S TRAVELOGICAL

Waiting for llanellistar.uk.intellitxt.com...

School Engagement with parents
and the wider community.

Community Emergency Plan...the parents and children wrote this with WG for the community in which they live...give them the opportunity.



Following the campaign, Cynefin and Llanelli Community Partnership held a conference to ensure that National, Regional and Local Authority plans connected with local needs and aspirations.

Local Priorities:

A Resilient Llanelli

This project will involve working with all groups within the town to map out vulnerabilities, strengths, skills, knowledge and resources within each ward, as highlighted in the Dyfed Powys Risk Register. Working together with the emergency services, the Llanelli Town Partnership can be one of the partners that help with preparing a community, communicating information and co-ordinating a response after any kind of emergency.



Creating a Resilient Future: Parents and Children in Maes y Morfa School co-creating a Community Emergency Plan.

A Vibrant Town Centre

This work will involve bringing a community voice to future developments in the town centre. Building on links with the Business Investment District, Carmarthenshire's Regeneration Team and Communities First, the Llanelli Partnership will offer opportunities for the local community to play a key role in identifying barriers to utilising Llanelli Town Centre and offer innovative solutions to building a vibrant and healthy experience for local people.

available for food growing within Llanelli, promote the Town Council Allotments and look for innovative ways to grow food in an urban area.

Moving Forward - Ymlaen Llanelli

The Llanelli Community Partnership continue to meet on a quarterly basis. Cynefin has helped to create a Development Officer Group that supports the partnership by informing on current workstreams, and is also able to communicate the community's views to decision makers. This work will continue to be supported by the Town Council and forms part of their forward planning.

The Well-being of Future Generations Act will require Llanelli Town Council to be part of the Local Well-being plans and to deliver towards the seven goals. Cynefin has supported the council to ensure that the whole process meets those requirements and has prepared them for new ways of working. Llanelli is now part of a group of councils and are assisting the other councils to prepare for the legislation and to bring decision making closer to the people.



The Llanelli we want conference

Mentor Mums...Numicon squad...parents trained by the school to deliver mathematics interventions to other parents of efsm learners...in the community.





Classroom meets community...a new innovation.



The Fridge.







During the delivery, school and partner staff move up and down the line checking with parents and providing information on the upcoming health fair or adult education information. This process helped the school to start regularly conducting surveys focusing on community need, and the efficacy of partnerships. Cherryland has a captive audience of between 100-300 people once a month they're also using it as an opportunity to vet new partnerships. Before fully deciding to integrate new partners Cherryland gives them the opportunity to offer their service at their mobile food pantry on a trial basis, to ensure it is a good fit for the school and partners.

"If not **you,** *then* **who?**
If not **now,** *then* **when?"**

Next steps...Llanelli Children Zone:
1 comprehensive and 6 primary
schools...we can make that change...Ysgol
Pen Rhos...a new way.

- We know that a wide range of outcomes for children and young people – most notably educational outcomes – are strongly related to poverty and children's social background.
- Poverty and deprivation is concentrated in some areas...Llanelli is one...these schools have many poor children in them

The area is identified as having very high levels of deprivation. With five of the seven LSOAs being in the top 20% most deprived in Wales. Tyisha 2 is in the top 3% most deprived in Wales and is ranked in the top 10% across all key domains. It is a Flying Start and Communities First area.

LSOA	Overall Index	Income	Employment	Health	Education
Glanymor 1	194	278	197	315	209
Glanymor 2	346	419	301	445	355
Glanymor 3	427	553	761	410	220
Glanymor 4	156	245	157	395	141
Tyisha 1	504	713	544	475	383
Tyisha 2	54	109	28	64	115
Tyisha 3	184	181	137	390	306

Top 10%
Top 20%
Top 30%

Adverse Childhood Experiences (ACEs) are an increasing international concern. There is a growing body of evidence that our experiences during childhood can affect health throughout the life course. Children who experience stressful and poor quality childhoods are more likely to adopt health-harming behaviours during adolescence which can themselves lead to mental health illnesses and diseases such as cancer, heart disease and diabetes later in life. Adverse Childhood Experiences are not just a concern for health. Experiencing ACEs means individuals are more likely to perform poorly in school, more likely to be involved in crime and ultimately less likely to be a productive member of society.



CHILD MALTREATMENT



Verbal abuse
23%



Physical abuse
17%



Sexual abuse
10%

CHILDHOOD HOUSEHOLD INCLUDED



Parental
separation
20%



Domestic
violence
16%



Mental
illness
14%



Alcohol
abuse
14%



Drug
use
5%



Incarceration
5%

Preventing ACEs in future generations could reduce levels of:



Heroin/crack cocaine
use (lifetime)
by 66%



Incarceration
(lifetime)
by 65%



Violence perpetration
(past year)
by 60%



Violence victimisation
(past year)
by 57%



Cannabis use
(lifetime)
by 42%



Unintended teen
pregnancy
by 41%



High-risk drinking
(current)
by 35%



Early sex
(before age 16)
by 31%



Smoking tobacco or
e-cigarettes
(current)
by 24%



Poor diet
(current; <2 fruit & veg
portions daily)
by 16%

Ysgol Pen Rhos...a research focussed school...with Health.

Executive Summary



An increasing body of research identifies the long-term harms that can result from chronic stress on individuals during childhood. Such stress arises from the abuse and neglect of children but also from growing up in households where children are routinely exposed to issues such as domestic violence or individuals with alcohol and other substance use problems.

ACEs are stressful experiences occurring during childhood that directly harm a child (e.g. sexual or physical abuse) or affect the environment in which they live (e.g. growing up in a house with domestic violence).





Transformational Moments...Sustainable Practices...made in Wales...





New school...new model...



Many thanks for listening



Diolch yn fawr am wrando

Questions?

