

My Safety Plan



Signs that I am not feeling ok are (e.g. I just want to be on my own, I can't sleep)



Any triggers or patterns in my behaviour that I have noticed? (e.g. crying easily at sad films/videos, not addressing when I feel sad)



What would I say to a friend who was feeling this way?



What can I say to myself to distract myself and help my mood? (e.g. "You've got through this before", "The storm will pass", "Remember that funny story...")





Things to avoid / things I know don't help me: (e.g. Doom scrolling, eating junk food, people who say mean things to me)



Who can I speak to about how I am feeling? (e.g. relatives, friends, people at school or who I know in the community, friends online, pets)



Things I can do to improve my mood/ things I have done before that have helped (e.g. listening to music, playing games, talking to my friends)

People I can seek help from are

A trusted family and/ or friend:

A member of school staff:

My GP:

Text "SHOUT" to 85258 (24 hrs a day)

Call Samaritans: 116 123 (24hrs a day)

Call 999 (24hrs a day)

**If I am very worried, I can go
straight to A&E.**



Getting support



WWW.VICTIMSUPPORT.ORG.UK



WWW.KOOTH.COM



WWW.LONDONVWS.ORG.UK



WWW.THEMIX.ORG.UK

SAMARITANS

Call us free 24/7 on
116 123
samaritans.org

WWW.SAMARITANS.UK



WWW.RASASC.ORG.UK

childline

WWW.CHILDLINE.ORG.UK



WWW.SAFELINE.ORG.UK

**Text
SHOUT
to
85258**

WWW.GIVEUSASHOUT.ORG



WWW.YOUTHACCESS.ORG.UK



PDF
Metropolitan
Police Victim
Information
Leaflet



PDF
London Victim
and Witness
Service



PDF
Metropolitan
Police Support for
Victims and
Witnesses of Crime



PDF
The Victim's
Code



PDF
The Witness
Charter



Dealing with a disclosure from a young person who has been a victim of crime

Supporting a young person who is disclosing that they have been a victim of a crime requires a sensitive and empathetic approach. Here are step-by-step details on how to provide that support:

- **Stay Calm and create a safe environment:**

When the young person discloses the crime, stay calm and composed. Ensure that you are both in a safe and confidential environment, where possible quickly finding a more suitable or comfortable space. Ask the YP if they are comfortable here or would like to go elsewhere – depending upon where you are.

- **Listen Actively:**

Maintain eye contact and offer your full attention to show you are listening. However, be flexible as sometimes diverting your gaze can give young people space without pressure.

- **Embrace the power of silence:**

During active listening, don't be afraid of silence. Allow the young person to take their time to gather their thoughts and share at their own pace. Silence can also signal that you are fully engaged and ready to hear whatever they want to share.

- **Confirm, Validate and thank:**

Use summarising techniques to confirm that you have understood what they are communicating with you.

Start by expressing your belief in their words and your concern for their well-being. Let them know that their feelings and experiences are valid and important. Thank them for sharing this with you.

- **Assure Confidentiality:**

Keep the conversation confidential unless there's a risk to their safety or the safety of others. Make them aware of any legal or ethical limits to confidentiality.

- **Empower Choice:**

Encourage them to share as much or as little as they are comfortable with. Let them control the pace of the conversation. If they are struggling to find the words, give them some paper/pen so they can write things down or draw things. Ask them what they need from you.

- **Avoid Blame or Judgment:**

Focus on the perpetrator's actions rather than questioning the victim's choices. Notice any of your own judgments and focus on making the young person feel comfortable as part of the conversation.



- **Ask Open-Ended Questions**

Use open-ended questions to encourage them to share their feelings and thoughts whilst being mindful of the potential legal implications. For instance, you might ask, 'Could you provide additional details about the situation?' or 'What emotions are you experiencing in this situation?'

- **Offer Emotional Support:**

Be empathetic and validate their emotions. You can say, "This sounds like such a difficult experience, I'm here to help support you. Is there anything you need right now?"

- **Provide Resources:**

Offer information on available resources such as local counselling services, support groups, or helplines for crime victims. Ensure they are aware of their rights as a victim.

- **Respect Their Decisions:**

Respect their choices, including whether they want to involve law enforcement or take legal action, while ensuring their safety and protection are the utmost priorities. Support them in whatever decisions they make, always with their safety in mind.

- **Stay with Them:**

If they are willing, stay with them or help them find someone they trust to be with them. Safety and emotional support are crucial.

- **Encourage self-nurturing:**

Suggest self-care strategies, like deep breathing exercises or mindfulness, to help them manage their immediate distress and positive self-talk.

- **Follow Up:**

Check-in with them regularly to see how they are doing and whether they need further assistance or support. Let them know you're there for the long term. Plan with them when you are going to check back in with them, make a note of it, and take any contact details necessary e.g. mobile/email so you can follow-up with ease.

- **Report if Necessary:**

If the young person is a minor or in immediate danger, you may need to report the crime to the appropriate authorities or child protective services, depending on the situation.

- **Professional Help:**

If the situation is severe, encourage them to seek professional help from a therapist, counsellor, or support organisation specializing in crime victims.

- **Documentation:**

If the young person decides to involve law enforcement, help them gather any relevant information, such as dates, locations, descriptions of the perpetrator, and any evidence they may have.

Remember, every individual's experience is unique, and the young person's needs and preferences should guide your approach. Your role is to provide support, empathy, and information to empower them to make the choices that are right for them.



Peer Supervision Template for a Group of 4-6

Supervision agreement

Before starting the peer supervision session, it's important to establish a clear understanding of the group's purpose, expectations, and confidentiality.

1

Group Purpose

Our peer supervision group is committed to creating a safe and confidential space for professional growth and development. We aim to provide support, share experiences, and collaboratively find solutions to challenges we encounter in our work.



2

Confidentiality Agreement

All discussions and information shared within this group are strictly confidential. Members agree not to disclose personally identifiable information about cases or individuals discussed during the session.

3

Respect and Constructive Feedback

We commit to providing respectful and constructive feedback to help each other grow professionally. We understand that our feedback is intended to support, not criticize, one another.

4

Meeting Schedule

- We agree to meet [frequency, e.g., bi-weekly or monthly] on [day of the week] at [time] for approximately [duration] minutes.
- At the beginning of each meeting assign one member the role of timekeeper to ensure that the session stays on track.
- The timekeeper will help manage the agenda, allocate time for each agenda item, and remind the group when it's time to move on to the next topic.



5

Check-In (10 minutes)

Begin each session with a brief check-in round. Each member shares their current state of mind and any personal or professional updates they'd like to share.

6

Case Presentation and Discussion (10-15mins/participant)

- Each group member presents a specific case or issue they would like supervision and feedback on for a few minutes
- Group discussion, questions and reflections on the issue – the group offers insights, and collaboratively generates ideas and seeks solutions to challenges presented.



7

Closing and Action Steps (5 minutes)

- Identify any action steps or commitments for individual members before the next session.
- Check-out Sometimes a one-word check-out is useful e.g. how are you feeling now? "hopeful", "challenged" etc.

8

Next Meeting Date and Time (2 minutes)

- Confirm the date, time, and location/platform for the next session.
- Ensure everyone has it marked in their calendars.

This template provides a structured framework for a peer supervision group of 4-6 members, ensuring that the session is focused, productive, and respectful of time constraints.



BOUNDARIES

Types of Boundaries

1

Physical Boundaries

Maintain appropriate physical space between you and the young person and avoid any physical contact.

2

Emotional Boundaries

- Empathize and support young people, but avoid becoming emotionally enmeshed or overly attached.
- Keep your own emotional well-being in check, and seek supervision or counselling if necessary.

3

Professional Boundaries

- Clearly define your role and responsibilities in working with young people.
- Avoid engaging in activities or relationships that are outside the scope of your professional role.

4

Social Media and Technology Boundaries

- Be mindful of your online presence and interactions with young people on social media.
- Maintain privacy and never share personal contact information or engage in inappropriate online relationships.



Tips for Maintaining Boundaries

Maintaining boundaries is crucial not only for the well-being of young people but also for your own professional integrity. By following these guidelines, you can create a safe and respectful environment for your work with young people while building trust and positive relationships.

1

Know Your Role

Understand the limits of your professional role and avoid trying to be a friend or substitute parent to the young person.

2

Establish Ground Rules

Clearly communicate expectations and boundaries at the beginning of your interactions or relationships with young people.



3

Maintain Privacy

Keep personal information, including your own life, out of discussions unless relevant to the young person's well-being.



4

Use Age-Appropriate Language

Communicate with young people in a manner suitable for their age and development level.

5

Seek Supervision and Consultation

Consult with colleagues, supervisors, or mentors when facing challenging situations that could compromise boundaries.



6

Respect Cultural Differences

Be sensitive to cultural norms and values, as they may impact how boundaries are perceived.

7

Recognize Signs of Boundary Violations

Be vigilant for signs of potential boundary violations, such as excessive gift-giving, secretive behaviour, or undue favouritism.



8

Respond to Boundary Violations

If you suspect or become aware of a boundary violation, address it promptly, professionally, and in accordance with organizational policies.

9

Self-Care

Prioritize your own self-care to prevent burnout and maintain a healthy work-life balance.

10

Document Interactions

Maintain accurate records of your interactions and communications with young people in case questions or concerns arise.



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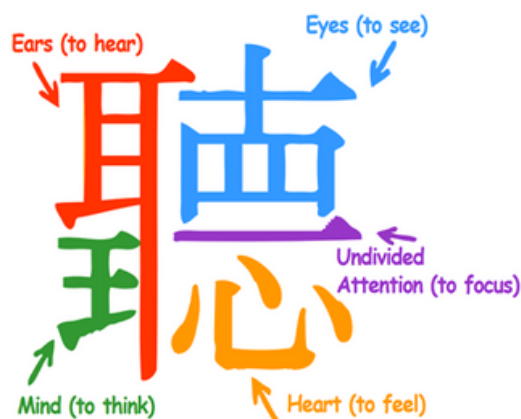
Educate Young People

Teach young people about the importance of healthy boundaries and how they can advocate for themselves.



Steps in Active Listening

1. Give the speaker your undivided attention: be present and seek to understand what they are trying to say
2. Show that you are listening (nodding, use encouragers like hum, aha, yes, use open body language)
3. Use silence effectively (try not to interrupt)
4. Provide feedback (what I am hearing is...)
5. Defer judgement
6. Respond appropriately



What it's called	How to do it	Why do it	Examples of Active Listening Responses
Paraphrasing	Restate the same information, using different words to more concisely reflect what the speaker said	Tests your understanding of what is heard by communicating your understanding of what the speaker said. Allows the speaker to 'hear and focus on his or her own thoughts. Allows the speaker to see that you are trying to understand his/ her message and perceptions. Encourages the speaker to continue speaking.	"What I'm hearing is... Sounds like you are saying..." "I'm not sure I'm with you but..." "If I'm hearing you correctly..." "So, as you see it..." "It sounds like what's most important to you is..."
Clarifying	Invite the speaker to explain some aspect of what she or he said.	Gives the speaker the opportunity to elaborate and clarify what was said. Gives you the opportunity to identify anything that is unclear and to check the accuracy of your understanding.	"I'm not sure I quite understand; or do you mean that...?" "Can you say more about...?" "You have given me a lot of information, let me see if I've got it all..."
Reflecting	Relaying what was said back to the speaker to show that you understand how he/ she feels about something.	Deepens understanding of feelings and content. Allows the speaker to see that you are trying to understand his/ her message and perceptions.	"I get the sense that you might be feeling afraid about what might happen if..." "To me, it sounds like you're frustrated about what was said, but I'm wondering if you're also feeling a little hurt by it..." "It seems like you felt confused and worried when that happened..." "So, you're saying that you were feeling more frightened than angry..."
Summarising	Identify, connect and integrate key ideas and feelings in what the speaker said.	Helps both listener and speaker identify what is most important to the speaker.	"Let me summarise what I heard so far..." "So, on the one hand...but on the other hand..." "I think I've heard several things that seems to be important to you, first..., second..., third..." "It sounds like there are two things that really matter most to you..."

Examples of Roadblocks to Good Listening

Fixing	Evaluating	Diverting	Interrupting
Ordering Suggesting Advising Diagnosing	Judging Threatening Praising Condemning Taking sides Giving opinions	Reassuring Changing the subject Focusing on your own agenda Minimising	Interjecting comments Not allowing speaker's own pace Tuning out Creating/ responding to distractions Cross-examining

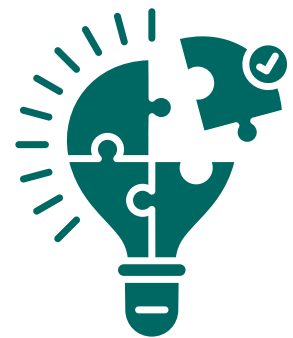


Promoting Resilience in Young People

Resilience is a key factor in the healthy development of young individuals, and as a professional, you play a crucial role in fostering it. Dr. Kenneth Ginsburg's Seven C's—Competence, Confidence, Connection, Character, Contribution, Coping, and Control—serve as a comprehensive framework for promoting resilience in young people. Here's a guide on how to implement these principles effectively:

1 Competence

- **Invest in self-esteem:** Encourage young people to explore and understand their identity and values. Help them recognize their unique strengths and talents.
- **Encourage belief in abilities:** Foster a mindset of self-belief. Encourage them to trust their capabilities and assure them that it's okay to face challenges—it's a part of growth.
- **Learning from experiences:** Cultivate a habit of reflection. Help them analyse their experiences, both successes, and setbacks, to extract valuable lessons for personal growth.



2 Confidence

- **Positive relationships:** Facilitate and encourage positive connections with friends and adults. These relationships provide a support system, reinforcing their sense of self-worth.
- **Personal challenges:** Support them in taking on personal challenges. Even if they don't succeed, emphasize the value of the learning experience, promoting resilience through setbacks.
- **Use creativity to encourage problem-solving:** Foster creativity by encouraging young people to think outside the box. This helps them develop adaptive problem-solving skills, a crucial aspect of resilience.

3 Connection

- **Build positive relationships:** Help young people establish and nurture positive connections with peers and adults. These relationships provide a sense of belonging and support.
- **Open communication:** Create an environment where they feel comfortable expressing their thoughts and emotions. Actively listen and validate their feelings.
- **Identify support networks:** Assist young individuals in identifying and strengthening their support networks. Knowing they have a reliable support system enhances their ability to bounce back from challenges.



4

Character

- **Values and morals:** Encourage the development of a strong moral compass. Discuss values and ethical principles, helping them make choices aligned with their character.
- **Model integrity:** Demonstrate integrity in your actions and decisions. Serve as a positive role model for them to emulate.



5

Contribution

- **Community engagement:** Foster a sense of social responsibility by encouraging involvement in community activities. Volunteering and contributing to others can enhance their sense of purpose.
- **Encourage teamwork:** Highlight the importance of collaboration and working towards common goals. This reinforces a sense of belonging and shared achievement.

6

Coping

- **Emotional management:** Assist them in understanding, expressing, and managing their emotions constructively. Provide coping mechanisms for dealing with stress and adversity.
- **Resilience through challenges:** Emphasize the importance of facing challenges head-on. Assist them in developing coping strategies that promote resilience in the face of setbacks.
- **Promote mindfulness:** Introduce mindfulness practices to help them stay present and manage stress. Mindfulness techniques can enhance emotional regulation and overall well-being.
- **Self-care habits:** Emphasize the significance of self-care. Encourage healthy habits such as adequate sleep, regular exercise, and nutritious eating to support their physical and mental well-being.



7

Control

- **Independence:** Foster independence in both actions and thoughts. Help them develop decision-making skills, enabling them to take control of their lives.
- **Goal setting:** Guide them in setting SMART goals—Specific, Measurable, Achievable, Relevant, and Time-bound. Maintaining routines provides a sense of structure and control.
- **Adaptability:** Teach the importance of adaptability in the face of change. Life is unpredictable, and being flexible in their approach can help them navigate uncertainties.
- **Cultivate a growth mindset:** Instill a mindset of continuous learning. Emphasize that mistakes are opportunities for growth, and learning is a lifelong journey.



By incorporating these principles into your interactions with young people, you can contribute significantly to their resilience and empower them to navigate life's challenges with confidence and strength.



Secondary Trauma

Working with young people, especially in roles like education, counselling, social work, and healthcare, can be rewarding, but it can also expose individuals to the risk of experiencing secondary trauma. Secondary trauma, vicarious trauma, burnout or compassion fatigue, is the emotional and psychological distress that can result from hearing about or witnessing the traumatic experiences of others.

Here are some guidelines and information for professionals who work with young people to understand and manage secondary trauma:

- **Emotional Exhaustion:** One of the primary signs of secondary trauma is emotional exhaustion. You may feel drained, overwhelmed, and emotionally depleted as a result of your work with young people who have experienced trauma. This exhaustion can manifest as feelings of helplessness and hopelessness.
- **Increased Stress:** Secondary trauma can lead to elevated levels of stress. You may find yourself constantly on edge, feeling anxious or worried about the young people you work with, and experiencing a heightened state of arousal.
- **Irritability and Anger:** As a result of the emotional toll, you may become more irritable and prone to outbursts of anger or frustration. Small stressors that wouldn't typically bother you may become more significant triggers.
- **Sleep Disturbances:** Secondary trauma can disrupt your sleep patterns. You may have trouble falling asleep, staying asleep, or experiencing restful sleep, which can further contribute to your feelings of exhaustion.



- **Intrusive Thoughts:** You might find that the traumatic stories or experiences of the young people you work with intrude into your thoughts even when you're not at work. These intrusive thoughts can be distressing and make it challenging to disconnect from your work.
- **Heightened Emotional Reactivity:** Secondary trauma can lead to heightened emotional reactions. You may become more sensitive and reactive to emotional triggers, even outside of your work environment. This can impact your ability to manage your own emotions.
- **Physical Symptoms:** Some professionals may experience physical symptoms such as headaches, gastrointestinal issues, or changes in appetite due to the stress and emotional toll of secondary trauma.
- **Disengagement:** Secondary trauma can cause professionals to disengage or become emotionally detached as a defense mechanism. You may find it challenging to connect with or invest emotionally in your work with young people.
- **Avoidance:** Professionals may consciously or unconsciously avoid situations or conversations related to the traumatic experiences of the young people they work with to protect themselves from emotional distress.
- **Decreased Job Satisfaction:** You may experience a decrease in job satisfaction or a loss of enthusiasm for your work as a result of secondary trauma. This can lead to burnout and a sense of disillusionment.



Recognising these signs is the first step in addressing secondary trauma. By acknowledging your own emotional responses and behaviour changes, you can take proactive steps to manage the impact and seek the support and self-care strategies necessary to maintain your well-being and continue to support the young people in your care.

Tips to Manage Secondary Trauma

1

Self-care

- **Prioritise self-care** to maintain your own well-being. Engage in activities that rejuvenate you, such as exercise, mindfulness, hobbies, and spending time with loved ones.
- **Set boundaries** to prevent overextending yourself and to maintain a healthy work-life balance.

2

Seek Supervision and Support

- **Regularly meet** with supervisors, mentors, or peers to discuss your experiences and feelings.

3

Develop Resilience and Coping Strategies

- **Learn** stress management techniques, such as deep breathing, meditation, or progressive muscle relaxation.
- **Develop** a toolbox of coping strategies that work for you to help mitigate the effects of secondary trauma.

4

Maintain Professional Boundaries

- While it's important to build strong relationships with young people, maintain appropriate boundaries to prevent becoming too emotionally invested.
- Be mindful of your own limitations and avoid taking on more than you can handle.

5

Know When to Seek Help

- If you experience persistent and severe symptoms of secondary trauma, do not hesitate to seek professional help from a doctor, therapist or counsellor.



Why self-care is so important when working with young people

Self-care is an essential component of maintaining your well-being when working with young people, especially when it involves dealing with trauma and difficult situations. Here's an elaboration on the importance of self-care:



- **Prevents Burnout:** Self-care acts as a protective shield against burnout, which is a state of emotional, mental, and physical exhaustion often experienced by professionals in high-stress roles. Regular self-care practices can help you sustain your passion and energy for your work.
- **Promotes Resilience:** Engaging in self-care activities enhances your resilience, enabling you to bounce back from challenging situations more effectively. This can help you stay emotionally and mentally healthy, even when dealing with difficult cases.
- **Enhances Emotional Well-being:** Self-care activities, such as practicing mindfulness, meditation, or engaging in hobbies, can improve your emotional well-being by reducing stress, anxiety, and depression. It helps you maintain a more positive outlook.
- **Improves Physical Health:** Taking care of your physical health through exercise, a balanced diet, and adequate sleep is essential for staying physically fit and resilient, which can directly impact your ability to cope with the demands of your job.
- **Maintains Work-Life Balance:** Self-care helps you set and maintain boundaries between your work and personal life. It ensures that you have time and space for your own needs, relationships, and interests outside of work.
- **Increases Compassion and Empathy:** When you care for yourself, you are better equipped to show compassion and empathy towards the young people you work with. You can be more present and emotionally available to support them effectively.
- **Prevents Vicarious Trauma:** By engaging in self-care, you reduce the risk of experiencing vicarious trauma or secondary trauma. Taking care of your own well-being allows you to process the challenging experiences you encounter in a healthier way.
- **Encourages Self-Reflection:** Self-care provides moments for self-reflection and introspection. This can help you become more self-aware and better understand how your work is affecting you emotionally and mentally.
- **Enhances Creativity and Problem-Solving:** Activities like creative pursuits or hobbies can stimulate your creativity and problem-solving skills. These qualities can be valuable in your work with young people.
- **Sets a Positive Example:** Demonstrating self-care practices sets a positive example for the young people you work with. It can encourage them to prioritise their own self-care and well-being.

Remember that self-care is not a one-size-fits-all concept. It's about finding activities and strategies that resonate with you personally and help you recharge. Developing a self-care plan tailored to your needs and consistently implementing it can significantly contribute to your ability to thrive in your role while taking care of your own health and well-being.



My Self-Care Plan

How I am feeling:

Identified stressors:

Goals:

Self-care activities:

Daily routine:

Support system:

Emergency self-care:



RECAP

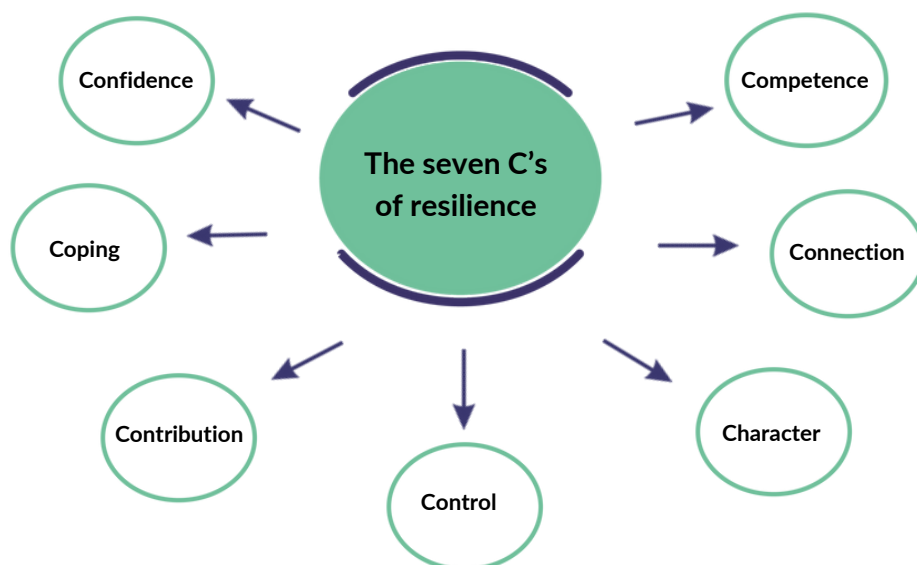
Session 1

Characteristics of a Trusted Adult:

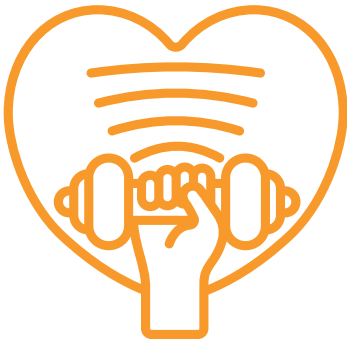
- Being non-judgemental and not trying to 'fix', young people.
- Ensuring relationships with young people have clear boundaries.
- Understanding when a situation extends beyond their skillset.
- Being a good listener, and using silence to give young people space to open up and guide conversations.
- Prioritising honesty, asking hard questions when necessary and being vulnerable with young people.
- Being reliable, through making themselves available to young people and engaging -
- Empower: confident, strength, responsibility, positivity, self-knowledge, self-awareness, overcoming, action accountable, reliant, loving oneself, taking charge, moving in a positive direction, choice, agency, asking for help .

Resilience

Pediatrician Dr. Kenneth Ginsburg identified 7 components that allow a child to show resilience.

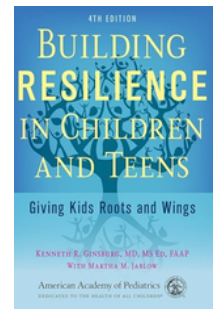


How you can help YP build emotional resilience



- Help them set SMART goals and encourage them maintain routines
- Help them build their confidence by taking on personal challenges and allow them to learn from them even if they do not manage to complete the challenges
- Help them learn to be independent in their actions and thoughts
- Encourage them to understand, express and manage their emotions
- Help them build positive relationships with their friends and other adults
- Invest in their self-esteem by encouraging them to get to know who they are, what values they hold
- Encourage them to believe in themselves and their abilities

Book recommendation: Building resilience in children and teens: Giving kids roots and wings by Kenneth R. Ginsburg (2014)



Breathing exercises

Breathing techniques

To soothe your nervous system

Box breath

INHALE 1, 2, 3, 4

HOLD 1, 2, 3, 4

EXHALE 1, 2, 3, 4

HOLD 1, 2, 3, 4

Diaphragmatic breathing

Place your hands on your belly

Inhale through the nose until the belly rises

Exhale through the mouth for twice as long

4-7-8 breathing

INHALE through the nose 1,2,3,4

HOLD 1,2,3,4,5,6,7

EXHALE through the mouth with pursed lips 1,2,3,4,5,6,7,8

Alternate nostril breathing

Out Right

Out Left

In Left

Out Right



think about categories

5, 4, 3, 2, 1 technique - Notice

- 5 things you can see
- 4 things you can feel
- 3 things you can hear
- 2 things you can smell
- 1 thing you can taste

Count backward from 100 by 7

List all the things you need to make a sandwich. Be as detailed as possible. If you're hungry, make a sandwich. Take your time and savour eating

Progressive Muscle Relaxation

- 1. SIT ON A CHAIR.** (Illustration of a person sitting upright on a chair)
- 2. SCRUNCH UP YOUR FACE... THEN RELAX IT.** (Illustration of a person scrunching their face, then relaxing it)
- 3. TENSE YOUR ARMS... THEN RELAX THEM.** (Illustration of a person tensing their arms, then relaxing them)
- 4. TENSE UP YOUR SHOULDERS AND CHEST... THEN RELAX THEM.** (Illustration of a person tensing their shoulders and chest, then relaxing them)
- 5. TENSE UP YOUR LEGS... THEN RELAX!** (Illustration of a person tensing their legs, then relaxing them)
- 6. BREATHE IN RELAXATION... BREATHE OUT TENSION.** (Illustration of a person breathing in, then breathing out)

On empathy vs sympathy by Brené Brown:

<https://www.youtube.com/watch?v=KZBTViDPIQ>



Session 2

What is Trauma?

- “Trauma can be defined as a psychological or emotional response to an event, experience or series of experiences, that is deeply distressing or disturbing.

Trauma is personal - what might be disturbing for one person may not be as distressing for another.

Overview of ACEs

Adverse Childhood Experiences (ACEs) are stressful events occurring in childhood including

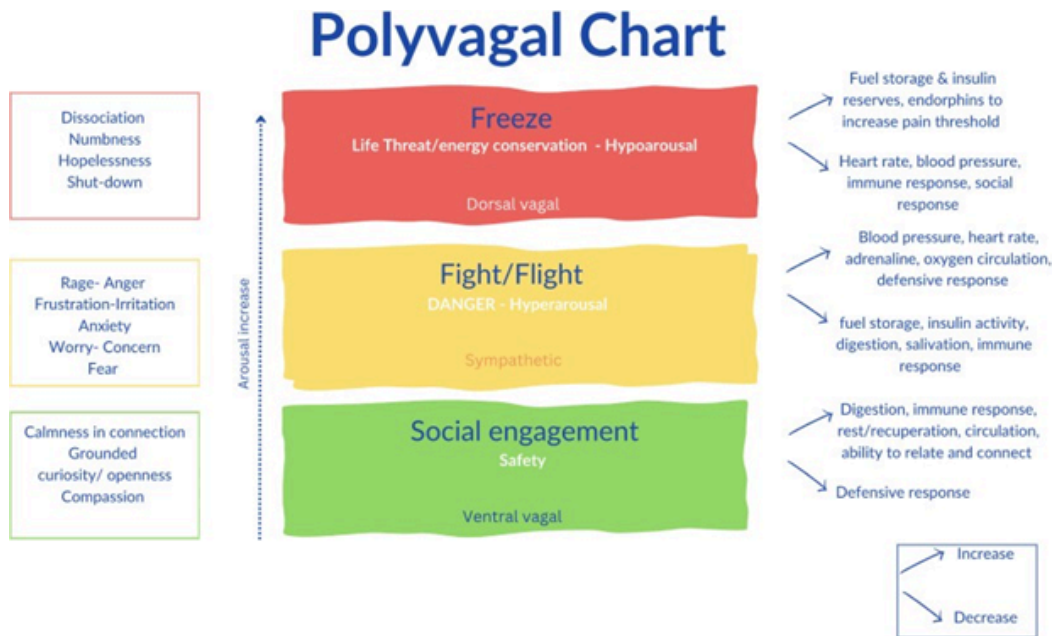
- domestic violence
- parental abandonment through separation or divorce
- a parent with a mental health condition
- being the victim of abuse (physical, sexual and/or emotional)
- being the victim of neglect (physical and emotional)
- a member of the household being in prison
- growing up in a household in which there are adults experiencing alcohol and drug use problems.

The impact of trauma:

- Difficulties managing one’s own emotions, difficulty concentrating and staying focused, sleep issues
- Trauma heightens the fight, flight, freeze response in the body meaning the person is on a constant state of high alert, therefore more prone to arguments, physical fights, running away, or avoiding communication altogether
- Increase in risky behaviours such as drug/alcohol abuse, inappropriate or unhealthy relationships, risky sex



Latent Vulnerability - The way in which our brains and biological systems adapt according to ACE's For example, it might be difficult for a YP to trust a male role model if experienced abuse by a father figure.



The window of tolerance



How can we support someone who is experiencing trauma:

- Listen to them and thank them for sharing their experience with you
- Validate their feelings and trust what they are saying
- Use the same words as they do
- Remind them that it's not their fault
- Give them space to find their words
- Remind them that they are not alone
- Signpost to relevant support services
- Providing a safe, containing environment
- Try and understand their triggers
- Recognising that they have experienced trauma

Coping strategies

Adaptive

- Setting appropriate boundaries
- Acceptance
- Positive reframing
- Active coping skills
- Using physical resources
- Reaching out for emotional support
- Creating healthy routines

Maladaptive

Problem focused

- Avoidance
- Aggression
- Substance misuse
- Perfectionism
- Overworking

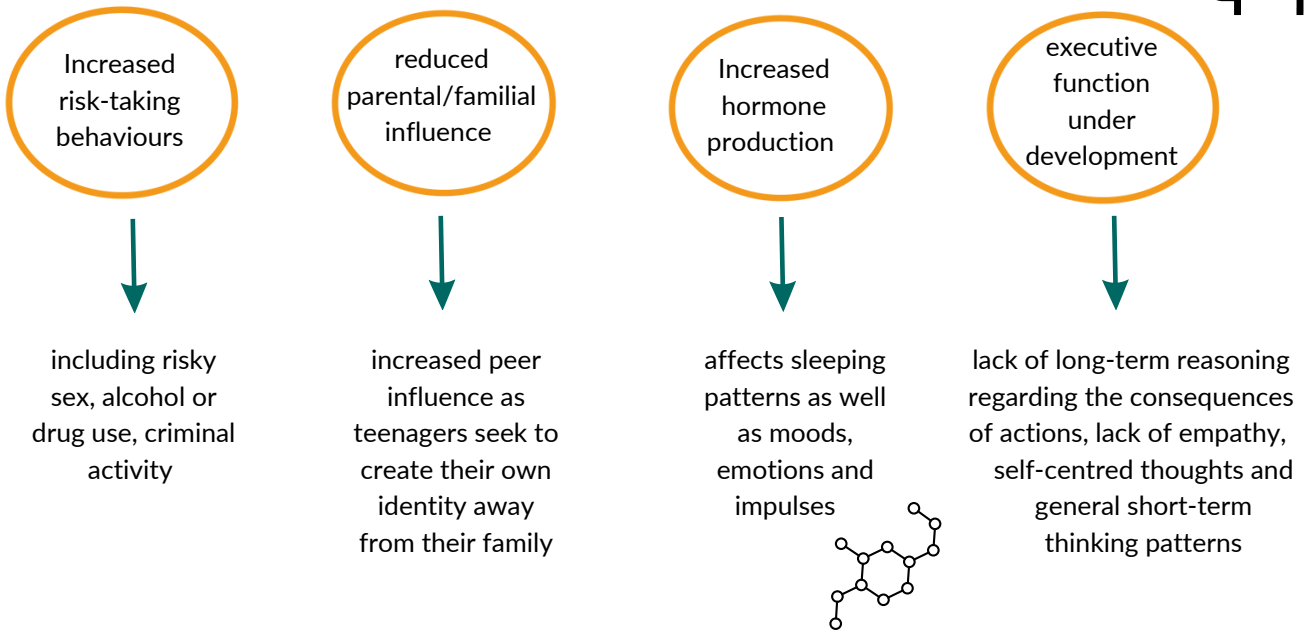
Emotion-focused

- Dissociation
- Suppression
- Denial
- Rumination
- Self-blaming
- Cutting-off

The brain doesn't fully develop until 25.



Adolescent Neuroscience



Self-Care



Intergenerational Trauma:

- Mark Wollyn: It didn't start with you: How Inherited Family Trauma Shapes Who We Are and How to End the Cycle
- Resmaa Menakem: My Grandmother's Hands: Racialized Trauma and the Pathway to Mending Our Hearts and Bodies

Further resources:

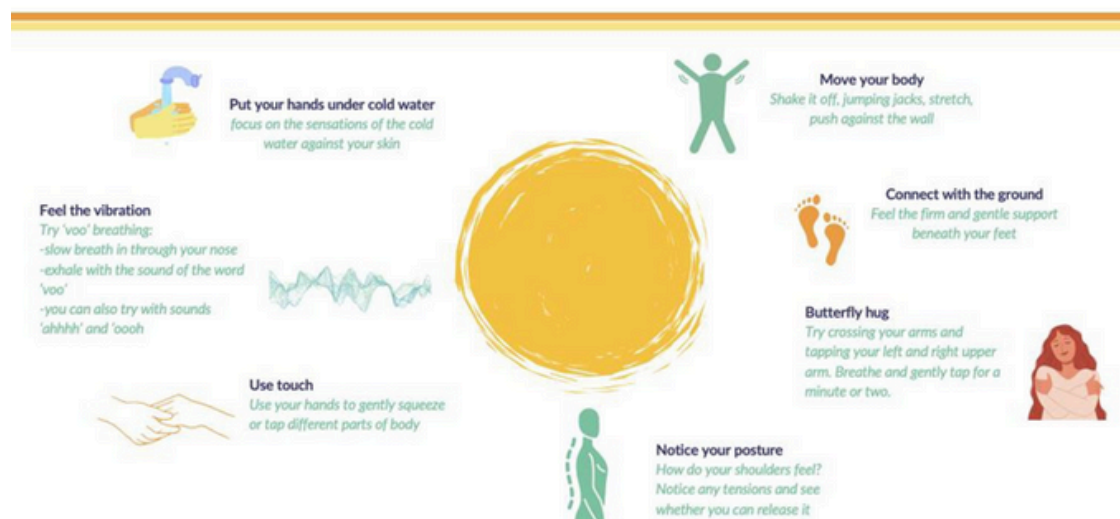
- UK Trauma Council ; comprehensive and evidence-based information on Trauma: <https://uktraumacouncil.org/>
- London Victim & Witness Service: <https://londonvws.org.uk/>
- Victim Support: <https://www.victimsupport.org.uk/>
- London Survivors Gateway; for victims of sexual assault: <https://survivorsgateway.london/>
- St Giles: <https://www.stgilestrust.org.uk/>
- Child Victims of Crime: <https://embracecvoc.org.uk/>
- Catch-22: <https://www.catch-22.org.uk/what-we-do/criminal-justice/victim-services/>
- Mind: <https://www.mind.org.uk/>
- Young Minds: <https://www.youngminds.org.uk/>
- Black Minds Matter ; charity connecting black people with free mental health support provided by black therapists : <https://www.blackmindsmatteruk.com/>
- PACT ; support for families impacted by imprisonment: <https://www.prisonadvice.org.uk/>



How to best prepare for supervision:

- Be prepared for supervision; come with questions and specific topics you'd like to discuss
- Be open to what could happen in supervision
- Understand your own responses to constructive criticism
- Reflect on / write down what your own needs are, and update regularly
- Ensure your peers are aware of your needs, and communicate when your needs might change for any reason
- Keep a log of your supervision and any relevant notes to refer back to
- Ask for help if you need it

Short tasks for grounding



Book recommendation trauma:

Bessel Van Der Kolk - The Body keeps the score

Gabor Mate - The Myth of Normal

Dan Siegel - Brainstorm

Judith Herman- Trauma and recovery

Richard Swartz- No Bad Parts: Healing Trauma and Restoring

Wholeness with the Internal Family Systems Model



SMART GOALS

Navigating life after experiencing crime victimisation can be daunting, especially for young individuals. In the face of trauma and adversity, setting SMART goals can serve as a beacon of hope, guiding them towards healing, resilience, and empowerment. In this article, we'll explore the importance of setting SMART goals for young people coping with crime victimisation and provide practical strategies for their implementation.

S Specific	Encourage young victims to define their goals clearly and specifically, tailoring them to their unique needs and circumstances. Instead of vague aspirations like "moving on," help them articulate specific objectives such as "seeking counselling to address trauma symptoms" or "establishing a safety plan to prevent future incidents." Specific goals provide a clear direction for recovery efforts and empower individuals to take tangible steps towards rebuilding their lives.
M Measurable	Goals should be measurable to track progress and celebrate achievements along the way. Encourage young victims to establish concrete metrics for their objectives, whether it's attending a certain number of therapy sessions, practising self-care activities regularly, or reaching out to a support network for assistance. Measurable goals provide visible indicators of progress and reinforce a sense of agency and control.
A Achievable	While recovery may seem overwhelming, it's essential to set goals that are realistic and attainable. Help young victims assess their strengths, resources, and support systems to determine achievable objectives. Break larger goals into smaller, manageable tasks, allowing individuals to make incremental progress without feeling overwhelmed. By setting achievable goals, young victims can regain a sense of efficacy and empowerment in their recovery journey.
R Relevant	Goals should align with the individual's needs, values, and aspirations for recovery, while also being realistic in the context of their circumstances. Encourage them to reflect on what matters most to them and identify goals that resonate with their personal healing journey. Whether it's rebuilding trust, reclaiming a sense of safety, or pursuing justice, emphasise the importance of relevance in fostering motivation and resilience. Ensure that goals are achievable within the resources and support available, considering the individual's current capabilities and limitations. By setting relevant and realistic goals, young victims can maintain a sense of purpose and progress while navigating the challenges of recovery.
T Time-bound	Establishing timelines creates a sense of urgency and momentum in the recovery process. Encourage young victims to set specific deadlines for their goals, whether short-term, medium-term, or long-term. This could involve scheduling therapy appointments, participating in support groups, or taking steps towards legal recourse within a defined timeframe. Time-bound goals provide structure and focus, guiding individuals towards tangible progress and eventual resolution.



Supporting young people coping with crime victimisation in setting SMART goals requires a compassionate and trauma-informed approach. Here are additional strategies to facilitate the goal-setting process and promote healing:

1

Provide trauma-informed support

Create a safe and supportive environment where young victims feel heard, validated, and respected. Prioritise their emotional well-being and provide access to trauma-informed services, including counselling, advocacy, and support groups. Empower them to express their needs and preferences in goal-setting, ensuring that interventions are tailored to their unique experiences and circumstances. You can find a guide about supporting young victims of crime [here](#).

2

Encourage self-care

Emphasise the importance of self-care as an integral part of the recovery process. Encourage young victims to engage in activities that promote physical, emotional, and spiritual well-being, such as exercise, mindfulness, creative expression, and spending time with loved ones. Help them identify self-care strategies that resonate with their interests and preferences, empowering them to prioritise their own needs amidst adversity. Click [here](#) to access a personalised self-care plan.

3

Foster empowerment

Empower young victims to reclaim a sense of control and agency in their lives. Encourage them to advocate for their rights, seek out information and resources, and make informed decisions about their recovery journey. Provide opportunities for skill-building and empowerment activities, such as assertiveness training, self-defense classes, and leadership development programs. By fostering empowerment, you can help young victims rebuild their confidence, autonomy, and resilience in the aftermath of victimization. Find out more about supporting young people build resilience [here](#).

4

Promote community engagement

Facilitate connections with supportive peers, mentors, and community resources to enhance young victims' social support networks. Encourage them to participate in peer support groups, volunteer activities, and advocacy initiatives that align with their interests and values. By fostering a sense of belonging and solidarity, you can help young victims feel less isolated and more empowered to navigate their recovery journey with confidence and resilience.

Setting SMART goals can empower young victims of crime to take control of their recovery journey and reclaim their sense of agency, purpose, and resilience. By providing trauma-informed support, encouraging self-care, fostering empowerment, and promoting community engagement, we can help young victims build a foundation for healing and growth in the aftermath of victimisation. We can help create a future where all young people have the support and resources they need to thrive, despite the challenges they may face.



Understanding sextortion and what you can do to support young people

In today's digital age, young people face unique challenges in navigating the online world. One such challenge that has emerged in recent years is sextortion, a form of online blackmail where individuals are coerced into providing sexual images or videos, which are then used as leverage for further exploitation. Sextortion can have devastating effects on victims, leading to emotional distress, reputational harm, and even long-term psychological trauma. Recognising the severity of this issue, professionals play a crucial role in supporting young people and providing them with the necessary resources to combat sextortion effectively.

Sextortion typically begins with an initial contact online, often through social media platforms, online forums, or messaging apps. Perpetrators may use various tactics to manipulate and exploit their victims, including threats of exposure, coercion, or promises of affection or attention. Once victims are coerced into providing explicit images or videos, perpetrators use these materials to extort further images, money, or other forms of exploitation.

How it can affect young people

Experiencing sextortion can profoundly affect young people, often exacerbating feelings of vulnerability and distress. As young people navigate their formative years, they are particularly susceptible to the emotional toll of sextortion. The violation of privacy and trust inherent in sextortion can lead to intense feelings of shame, embarrassment, and self-blame. These emotions may be magnified in adolescents and teenagers who are still developing their sense of self and identity.

Moreover, the pervasive nature of digital communication means that the consequences of sextortion can extend far beyond the initial incident. Young people may fear the social ramifications of having explicit images or videos circulated among their peers or posted online. The fear of judgment and social ostracisation can further isolate victims, exacerbating feelings of loneliness and despair.

In addition to the psychological impact, sextortion can also have tangible consequences on young people's daily lives. The stress and anxiety caused by sextortion may manifest in physical symptoms such as difficulty sleeping, loss of appetite, and increased irritability. These symptoms can impair academic performance, disrupt social relationships, and hinder overall wellbeing.



Professional Support

Professionals working with young people, including educators, counsellors, social workers, and mental health professionals, play a critical role in addressing sextortion and providing support to those affected.

Here are some ways professionals can offer assistance:



- **Education and Awareness:** Professionals can educate young people about the risks of sextortion and empower them with the knowledge to recognize warning signs and protect themselves online. Workshops, presentations, and educational materials can raise awareness and promote safe online behaviour.
- **Confidential Counselling:** Offering confidential counselling services provides a safe space for young people to discuss their experiences with sextortion and seek guidance without fear of judgment or repercussion. Trained counsellors can provide emotional support, help victims navigate their options, and develop coping strategies to manage the psychological impact of sextortion.

FREE counselling for young people

The Mix and Kooth



- **Legal Guidance:** Professionals can provide information about legal rights and options available to victims of sextortion, including reporting the crime to law enforcement, obtaining protective orders, and pursuing legal action against perpetrators. Legal advocacy services can guide victims through the legal process and ensure their rights are protected.

Click [here](#) for more information about reporting a crime.

- **Referrals to Support Services:** Connecting victims with support services like **Victim Support**, crisis hotlines (like **Shout**, **Papyrus** or **Samaritans**) and mental health resources, can provide additional support and assistance beyond what professionals can offer directly. These organisations often specialise in supporting victims of sexual exploitation and can provide specialised services tailored to their needs.



Available resources

Numerous resources are available to support young people affected by sextortion and assist professionals in their efforts to combat this form of online exploitation.

Some key resources include:

Victim Support: Victim Support offers comprehensive assistance to victims of sextortion, providing emotional support, practical guidance, and access to resources. They have trained professionals who specialise in supporting individuals affected by various forms of exploitation, including online blackmail.

The Metropolitan Police Service: Metropolitan Police actively provides support and assistance to victims of sextortion through dedicated units, such as the Child Abuse and Sexual Offences Command (CASO) and the Cyber Crime Unit.

Childline: Childline actively offers confidential support and counselling services to young victims of sextortion and other forms of online exploitation. The helpline actively provides emotional support, information, and guidance to victims.

Child Exploitation and Online Protection (CEOP): CEOP, part of the National Crime Agency in the UK, offers resources and support for victims of online sexual exploitation, including sextortion, as well as educational materials for professionals and young people.

Stop Sextortion: Stop Sextortion is an international campaign aimed at raising awareness about sextortion and providing support and resources to victims. The campaign offers educational materials, reporting tools, and support services for victims and professionals.

Sextortion poses significant risks to young people in the digital age, but with the support of professionals and access to resources, victims can receive the assistance they need to navigate this challenging experience. By raising awareness, providing support services, and advocating for the rights of victims, professionals can play a crucial role in combating sextortion and promoting online safety for young people.

