



Empowering Young People to Thrive Through Compassion, Kindness and Love

Our Vision



We want to live in a world where there is no social stigma associated with mental health and every individual has a meaningful relationship within their community that promotes wellbeing.



Community Learning Programme



Education in
attachment and
trauma

Builds confidence
in people to
reach in

Mental health
ambassadors in
their community

Dare to Venture

A group of about a dozen hikers, mostly wearing backpacks, are standing on a grassy ridge. They are looking out over a vast, rolling landscape of green hills and valleys. The sky is a deep blue with scattered white clouds and a few thin, white contrails. The overall scene is bright and clear, suggesting a sunny day.

Offers therapeutic
connection with
nature

Develops
confidence through
team work

Builds resilience
to overcome
challenges

The Veteran ERV



Offers safe space
for veterans to
connect

Builds strong
relationships based
in trust and kindness

Provides a sense
of belonging and
camaraderie

Community and Relationship Mentor

A photograph of a woman lying on her back on a playground, supporting a large, round wooden platform. Two young girls are sitting on the platform. The woman is wearing a light blue shirt and dark pants. The girls are wearing dark jackets and pants. The playground is covered in wood chips. In the background, there is a red slide, a green van, and a cloudy sky.

Offers safe relationships to young people

Develops interpersonal skills and connections

Engages young people with larger school community



Why do young people
skidge/skive/dog
school?

Home life

No Purpose

Trauma

Poverty

Domestic abuse

Bullying

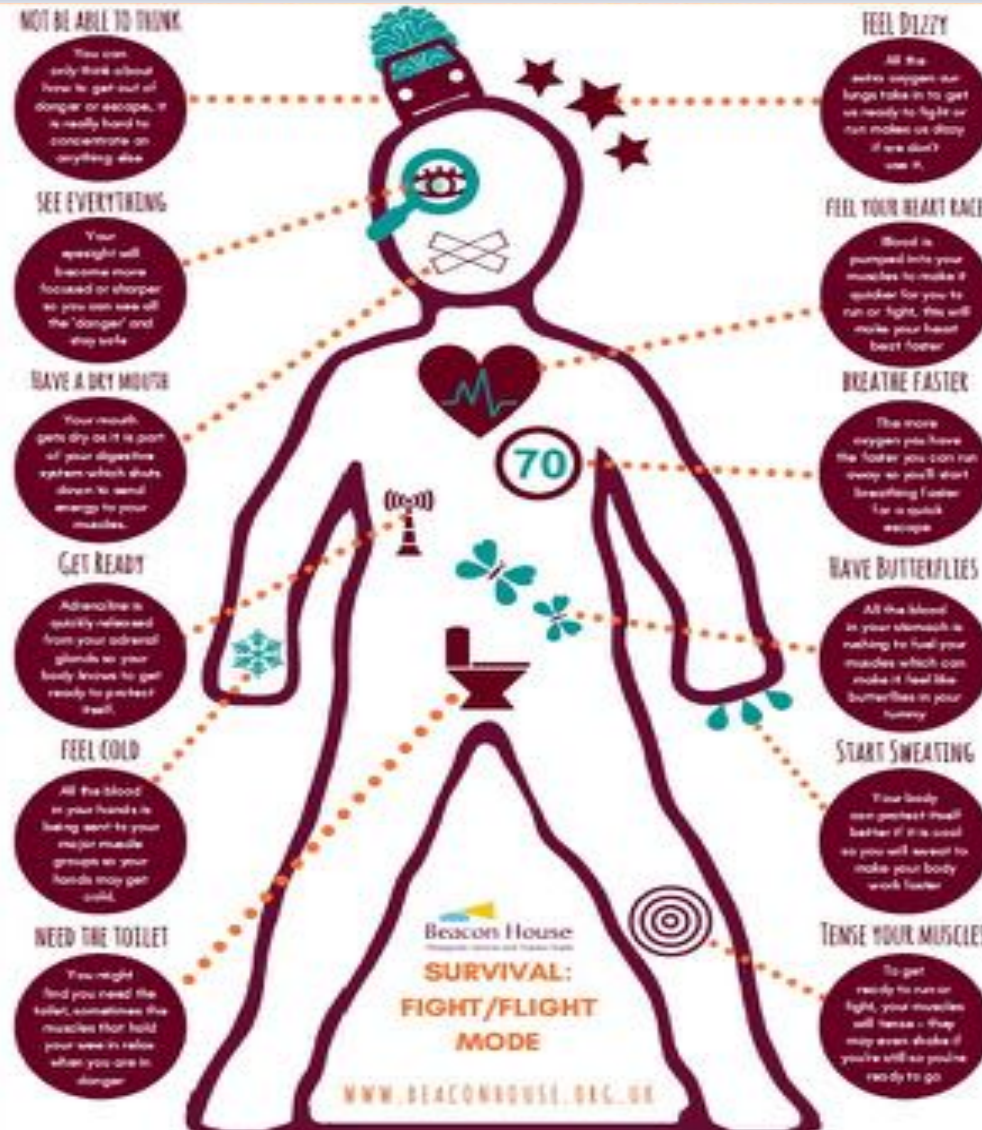
Self-esteem

Learning difficulties

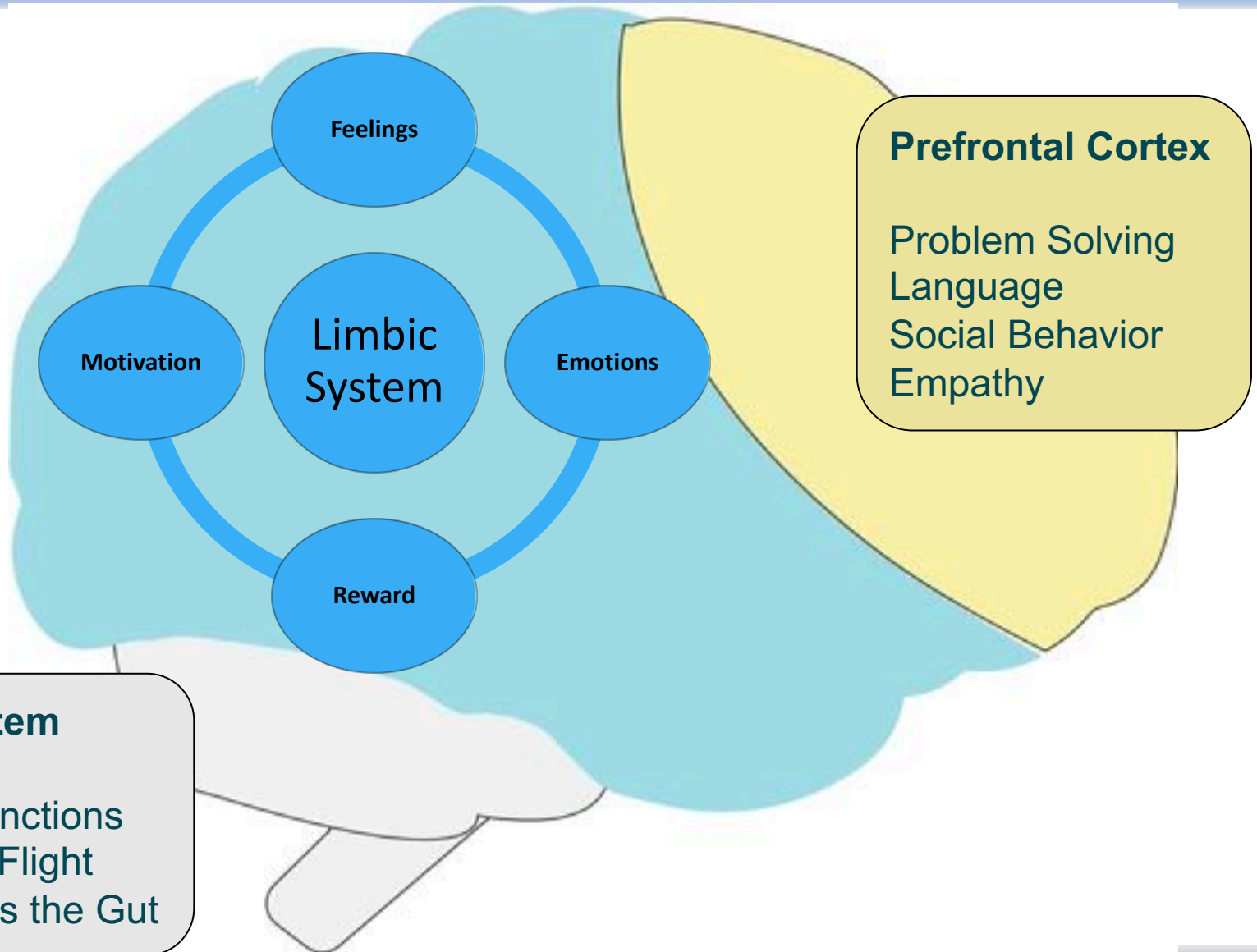
Be-inn
Unity

WE NEED TO BE CURIOUS.

Stress Response System



The Brain





Responsive



Trauma ~~Informed~~ Support for
Children

Trauma Responsive



Promoting Positive Relationships Framework and Guidance

7 steps to responding and highlighted in the framework from EchoTraining.

1 Create safety
If the child is overwhelmed, perhaps guide them to a quiet corner or allow them to decompress by visiting the restroom. If you are in a classroom, maybe you have a peace corner that you've outfitted with blankets or a screen so that it feels like a safe place.

2 Regulate the nervous system
Stress brings a predictable pattern of physiological responses and anyone who has suffered toxic stress or trauma is going to be quickly stressed into hyperarousal (explosive, jittery, irritable) or hypoarousal (depressed, withdrawn, zombie-like). No matter how ingenious our regulation strategies, how artsy-crafty we get with tools, the child has to find what works for them.

3 Build a connected relationship
This is the number one way to regulate the nervous system. When we are around people we care about, our bodies produce oxytocin, which is the hormone responsible for calming our nervous system after stress. If we stay connected, then eventually the calm discussion of each person's feelings and needs can take place.

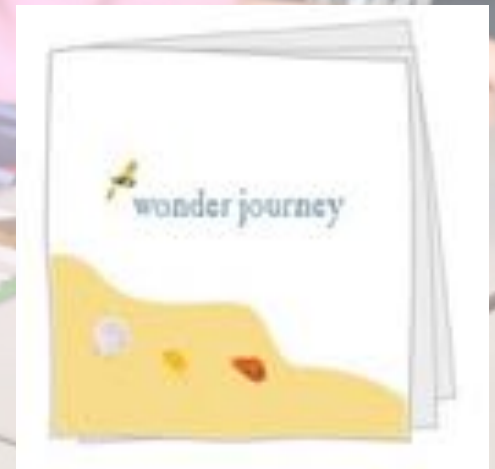
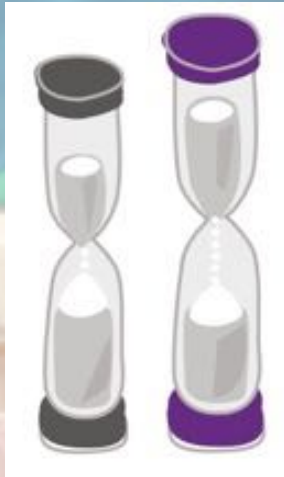
4 Support development of coherent narrative
Creating predictability through structure, routines and the presence of reliable adults helps reduce the chaos a child may feel and allows them to start creating the kind of logical sequential connections that not only help them understand their own narrative, but are also the fundamental requirement of many types of learning.

5 Practice 'power-with' strategies
One of the hallmarks of trauma is a loss of power and control. When someone is wielding power over you with no regard to your thoughts or feelings, the toxic shame of the original trauma may come flooding back. As adults, we should use our power well. If we model a 'power-with' relationship with children it's our best chance of creating adults who will treat others with dignity and respect.

6 Build social emotional and resiliency skills
Trauma robs us of time spent developing social and emotional skills. The brain is too occupied with survival to devote much of its energy to learning how to build relationships and it's a good chance we didn't see those skills modeled for us. Learning to care for one another is the most important job we have growing up.

7 Foster post-traumatic growth
We know that there are qualities and skills that allow people to overcome the most devastating trauma and not just survive but find new purpose and meaning in their lives. Problem solving, planning, maintaining focus despite discomfort, self-control and seeking support are all known to lead to post-traumatic growth and are skills we can foster in children.

Kitbag



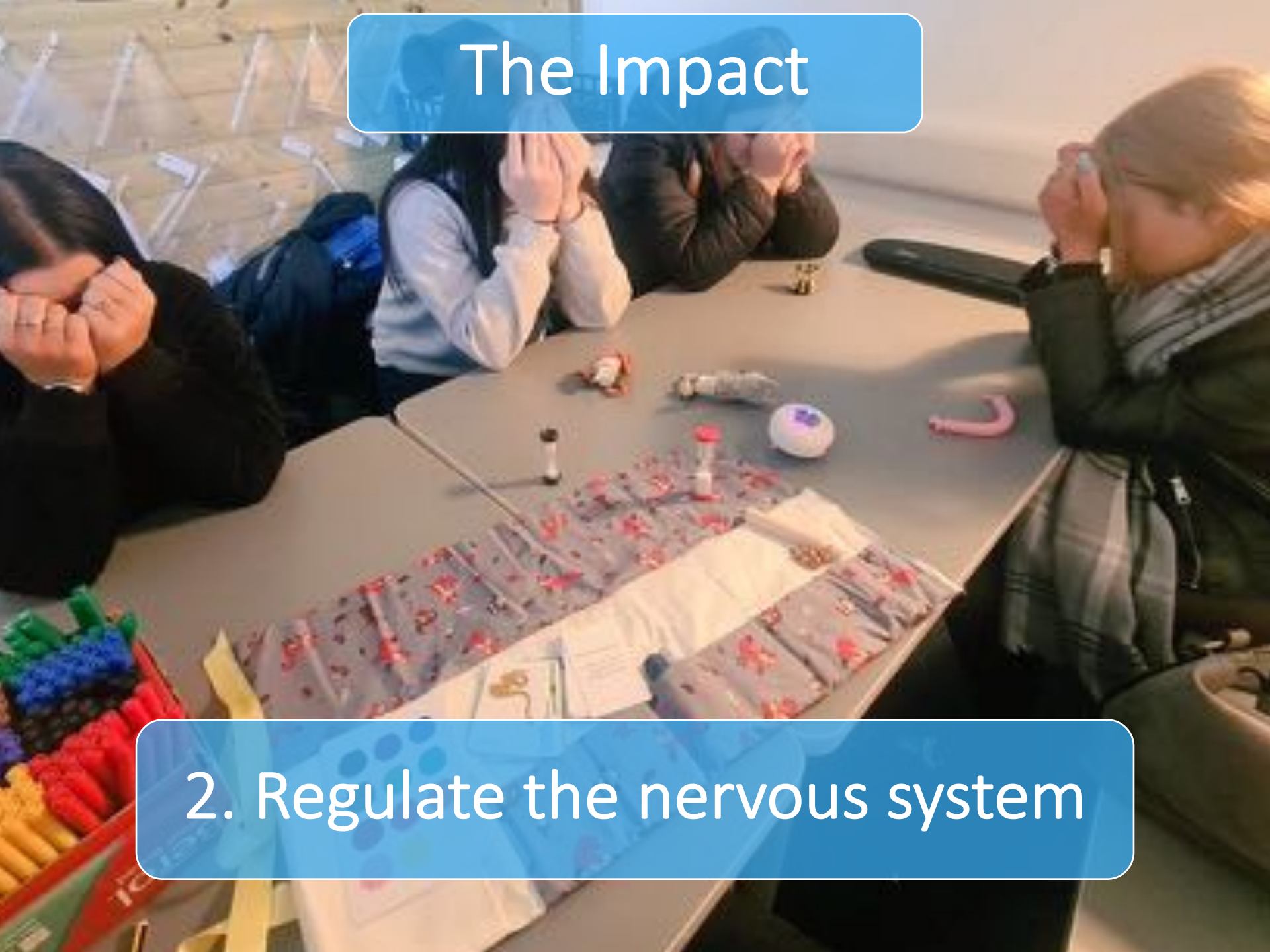
The Impact



1. Create Safety

The Impact

2. Regulate the nervous system



The Impact

A group of five people, including three older adults and two younger men, are sitting in a circle in a room. They appear to be engaged in a conversation. A large clock is mounted on the wall behind them. The room has light-colored walls and a carpeted floor. One of the older adults on the left is using a walker.

3. Build a connected relationship

The Impact

A photograph of two young boys sitting on a striped sofa. The boy on the left is wearing a white shirt and looking towards the right. The boy on the right is wearing a dark blue sweater and looking down at a book or paper he is holding. The background shows a window with blinds.

4. Development of a coherent narrative

A close-up photograph of a child's hand holding a drawing of a house. The drawing is on a piece of paper and shows a simple outline of a house with a chimney. The child's hand is visible, and the drawing is being held up.

The Impact



Our response is determined by where we are sitting in our nervous systems. We all have a window of tolerance and it is different for us all.

5. Practice “power-with” strategies

The Impact



6. Build social emotional and resiliency skills

The Impact



7. Foster post-traumatic growth

The Impact



The Impact



The Impact



The Impact



The Impact

A group of people, including a man in a blue shirt and a woman in a purple jacket, are seen from behind, looking out over a park. The park features a wooden walkway, a bicycle rack, and a grassy area. The scene is captured in a bright, sunny outdoor setting.

YP – Do you know what makes me happy?

Lisa – I don't know, what?

YP – All of us together.

Student Tango Case Study



S1 Context

- Attending 2 periods per day
- Verbally abusive to staff
- Didn't wear uniform
- Sent home on numerous occasions
- No academic progression
- Applied for specialist provision due to progress

Student Tango Case Study



S2 Context

- Not been sent home
- Cares for group members and more respectful to staff
- Wears his uniform!
- All applications for specialist provision are dropped...
- Attendance has improved to **91%** with participation in mainstream education!

Student Tango Case Study



Family Impact

Prior to the current support that is now in place for Student Tango he was only able to attend school for 1 ½ hours a day and that was if he so wished to attend. During that period (especially the previous two to three years) he did not want to attend school and was constantly failing. His reaction to the fear of failing was to refuse to go to school or cause disruption and be sent home.

He now attends school for full days and with the support is able to attend some mainstream classes.

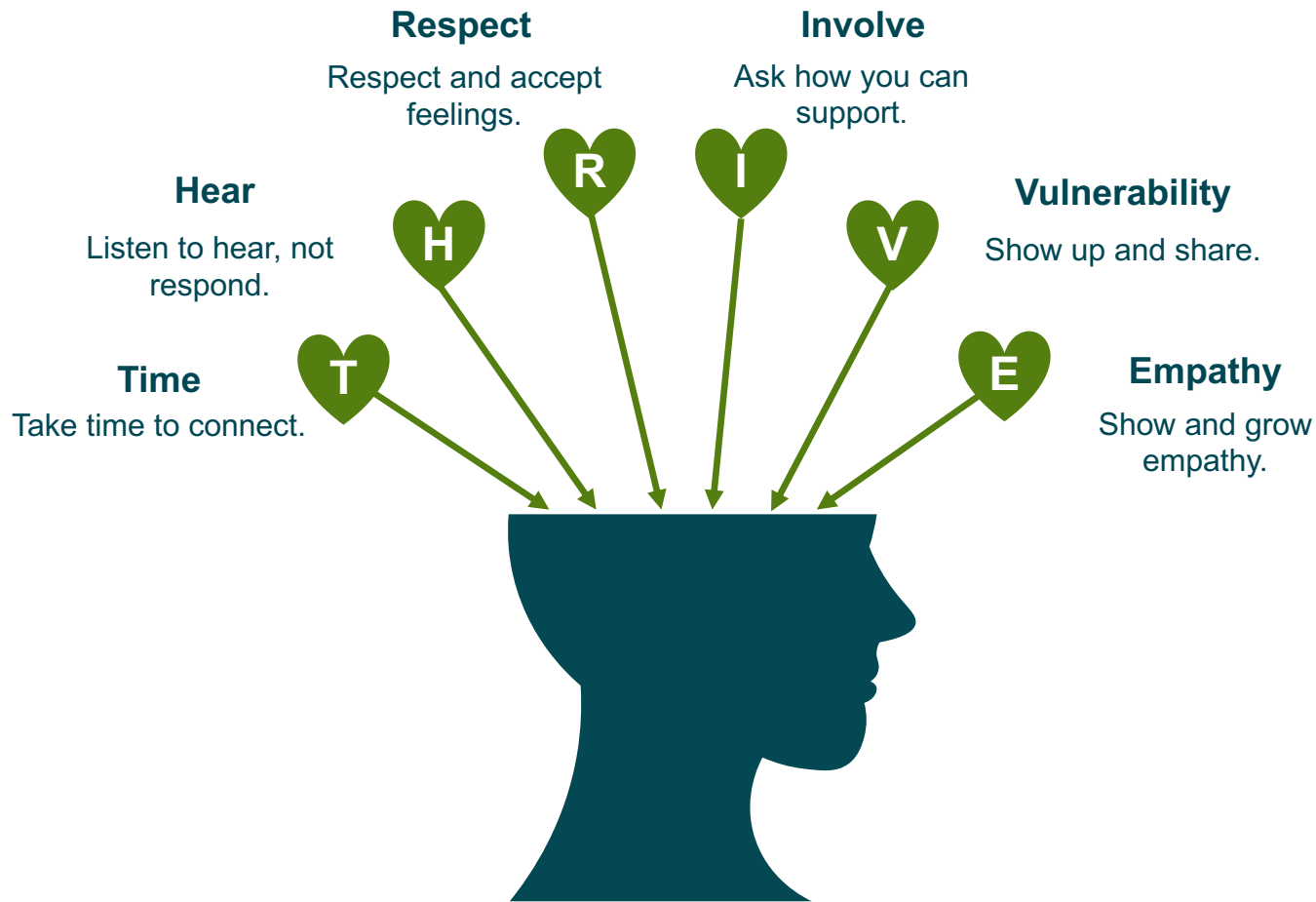
Student Tango Case Study



Family Impact

“At long last he is learning the skills he will require to ensure he can secure employment on leaving full time education.”

Empowered to THRIVE





We all belong to each other.

Website: www.beinnunity.co.uk

Twitter: [Beinn_Unity](https://twitter.com/Beinn_Unity)

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