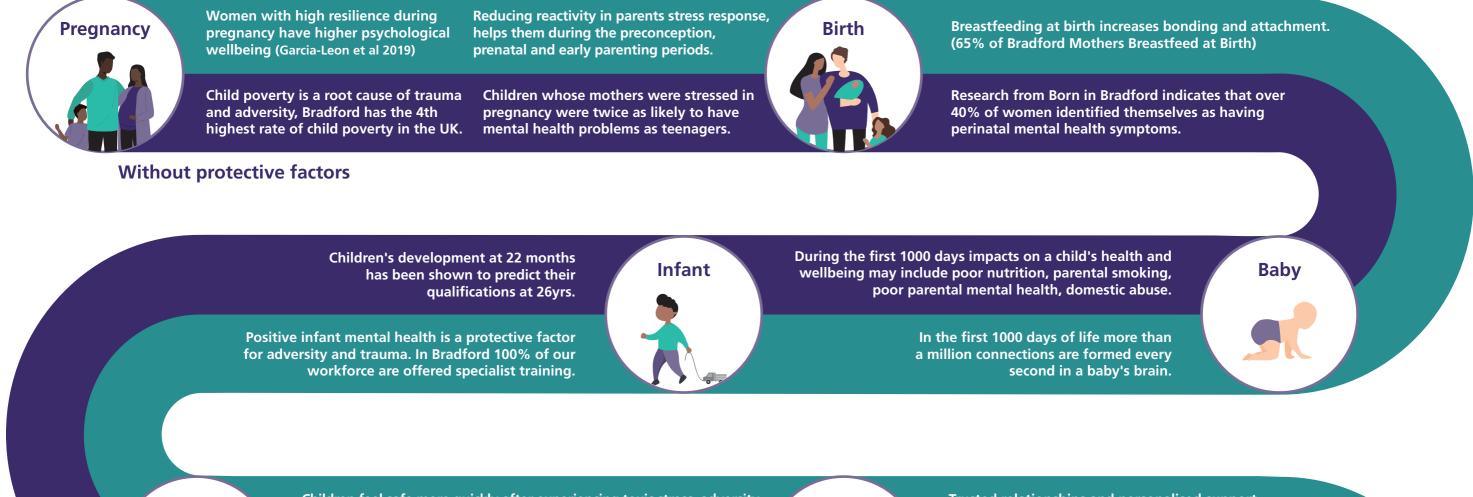
## With protective factors



Women with high resilience during wellbeing (Garcia-Leon et al 2019)

Child



Children feel safe more quickly after experiencing toxic stress, adversity and trauma. Protecting the developing brain, immune system, and the body as a whole from negative effects. (Jamieson K 2018)

Children with 4 or more ACEs are twice as likely to be overweight or obese

and are more likely to have learning or behaviour problems compared with children with no ACES.



Trusted relationships and personalised support build individual resilience. Bradford's new approach to wellbeing uses 'one trusted pathway'.

18% of school age young people are reported to be persistently absent from school, impacting on educational attainment and future opportunities.

### What do we mean by 'protective factors'?

Studies show that an important way to prevent ACEs and toxic stress is to build "protective factors" in children. Protective factors are like a shield to protect children from ACEs and trauma and build resilience.

If there are no protective factors for a child, toxic stress can affect brain development. The most important protective factor is a caring, loving relationship with parents or caregivers.

Individuals who experience trauma, adversity and toxic stress are more likely to have poor physical health e.g. adults are 2.2 times as likely to have ischemic heart disease.

Adults who acknowledged having childhood protective factors report reduced rates of suicidal thoughts and self-harming (19%). Compared to (39%) of those without protective factors.



Adult

West Yorkshire and Harrogate **Health and Care Partnership** 



# With protective factors



## without protective factors

Sometimes I don't cry anymore because my cues are not picked up.

My family are able to buffer me from the stress so that I feel safe and am responded to sensitively.



My family experience lots of stresses but they don't realise that I feel worried too.

My family can make sense of my cues and understand my internal world.



I can manage some worries and I can talk about my feelings with my family, friends at school or my teacher.

I feel frightened a lot, especially when there is a lot of shouting at home. At school I get into trouble because I can't sit still. I feel the world is full of danger and stress.



Sometimes I feel anxious but I know what calms me down and I can talk to my family and friends if I need to.

I don't like school, I'm not doing well but wonder why bother. Sometimes I feel angry or low but I just keep it in.

Now I am an adult, I am more aware of what happened to me as a child and the affects on my wellbeing.

> My childhood experiences have had a tremendous impact on my health and quality of life.



West Yorkshire Violence Reduction Unit Tackling Violence Together

