

# Diploma in Trauma and Mental Health Informed Schools and Communities (Practitioner Status)

## Post 16 & Higher Education Diploma

Days 1 & 2: 11th & 12th February 2026

Days 3 & 4: 2nd & 3rd March 2026

Days 5 & 6: 29th & 30th April 2026

Days 7 & 8: 18th & 19th May 2026

Days 9 & 10: 22nd & 23rd June 2026

Assessment Day: 17th July 2026



A practical skills-based course, underpinned by evidence-based research studies. Designed to inform and empower staff to respond effectively to vulnerable young people who have experienced trauma and/or have mental health issues by delivering interventions addressing mild to moderate mental health problems, with a focus on recovery.

*"I can honestly say that it was, by far, the best, most insightful, profoundly moving, expertly evidenced, endlessly interesting and fascinating, relevant and (as I'm sure will be testified to before long) most useful training I have received in my teaching career."*

**2020 Delegate**

### Who is it for:

Professionals working with young people.

### Duration/format:

11-day training, live online via zoom

### Admission Requirements:

No previous training required, delegates will need to be working in a setting with young people.

**Cost:** Max £1,595 (no VAT)



To book a place email  
[info@traumainformedschools.co.uk](mailto:info@traumainformedschools.co.uk)

## VISION AND AIMS

The government Green Paper, 'Transforming Children and Young People's Mental Health Provision' (December 2017), states:

There is evidence that appropriately trained and supported staff such as teachers, teaching assistants can achieve results comparable to those achieved by trained therapists in delivering a number of interventions addressing mild to moderate mental health problems (anxiety, conduct disorder, substance use disorders and post-traumatic stress disorder."

This training provides the core skills to make this possible, informed by cutting edge research on what brings about trauma recovery.

The training also includes the knowledge and skills for cultural change resulting in mentally healthy schools and communities (for both adults and students). The curriculum covers interventions designed specifically to address staff stress, absence and poor staff retention. So if you want to change vulnerable young people's lives, reduce exclusions, improve student attendance and staff retention, while positively impacting on the mental health of the culture as a whole, then this certificated training is a must.

---

## WHAT YOU WILL GAIN FROM ATTENDING

### Working with young people...

- Learn to relate to young people in ways that alleviate their suffering, support their learning, and make them feel cared for and appreciated.
- Know how to respond to young people who are in distress/ stress states in ways that help them to emotionally regulate, feel psychologically safe and develop the capacity to handle stress well over time.
- Learn how to relate with young people in ways that enhance their self-esteem, confidence, and feelings of psychological safety.
- Know how to listen and empathise when young people want to talk about painful issues and help them reflect and resolve.
- Develop an in-depth understanding of what it's like for a young person to suffer from specific mental health problem (e.g., depression/anxiety and feel confident in offering them accurate empathy, understanding and key psychoeducation without inferring meaning
- Develop an in-depth understanding of the long-term impact of specific adverse childhood experiences and how to enable the child or teenager to work through feelings of anger and traumatic loss.
- Employ strategies for early intervention (early

indicators of mental health difficulties) know limits of competence and refer on to other agencies when these are available.

### Whole School Implementation...

- Work to increase the protective factors and 'safety cues' in the school culture to prevent adverse childhood experiences from becoming long-term mental, physical, and societal health problems.
- Enable other staff to think psychologically about students in terms of what has happened to them rather than simply why are they behaving this way.
- Educate staff to understand when challenging behaviour and explosive outbursts are likely to be trauma triggers and how to calm young people.
- Support staff to relate to young people in ways that enable them to move from blocked trust to trust.
- Using accessible language, educate staff with the brain science and psychological research on child mental health problems and their impact on quality of life and learning.
- Educate staff about what young people need in their relationships with adults, so they don't suffer misdiagnosis, distress, or additional trauma in the school environment.
- Support staff in ways that prevent them suffering from high levels of stress, developing secondary trauma, and leaving the profession as a result.

---

## COURSE STRUCTURE

The Diploma course is run over 11 days across two terms. There is an expectation to complete approximately 50 hours of work-based learning to deliver a twenty-minute Power Point presentation on Day 11 demonstrating how you have implemented your learning for the course. There is no written exam.