TRAUMA INFORMED UK™
SCHOOLS & COMMUNITIES

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

Greater London & South East 12 (SEGL12)

Days 1 & 2: Mon 13 & Tue 14 September 2027
Days 3 & 4: Mon 11 & Tue 12 October 2027
Days 5 & 6: Mon 15 & Tue 16 November 2027
Days 7 & 8: Thu 9 & Fri 10 December 2027
Days 9 & 10: Mon 10 & Tue 11 January 2028
Assessment Day: Mon 7 February 2028






A practical skills-based course, underpinned by evidence-based research studies. Designed to inform and empower staff to respond effectively to vulnerable children/ 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.

"The balance of theory, practical insight, and real-world application was outstanding. I have walked away with not just a qualification, but a renewed sense of purpose, and a wealth of strategies I can use to positively impact the lives of the children and young people I support."

2025 Delegate

Who is it for:

Professionals working with children and 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 children and young people.

Cost: Max £1,595 (no VAT)



To book a place, complete our booking form:

form.fillout.com/t/4zfqVLSk22us

or scan the QR code



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 children). The curriculum covers interventions designed specifically to address teacher stress, teacher absence and poor staff retention. So if you want to change vulnerable children's lives, reduce exclusions, improve pupil attendance and staff retention, while positively impacting on the mental health of the school 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 children and young people in ways that alleviate their suffering, support their learning, and make them feel cared for and appreciated.
- Know how to respond to children 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 children in ways that enhance their self-esteem, confidence, and feelings of psychological safety.
- Know how to listen and empathise when children want to talk about painful issues and help them reflect and resolve.
- Develop an in-depth understanding of what it's like for a child or teenager 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 pupils 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 children.
- Support staff to relate to children 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 children 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.