





## What school and community staff will gain by attending the course

- 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 psycho-education 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.
- Feel more confident in distinguishing developmental trauma from possible diagnosis of ASD, ADHD and FAS and be able to challenge misdiagnosis.

## Work with whole school implementation of mentally healthy policies and practices

- 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.

### For more information and how to apply

[www.traumainformedschools.co.uk](http://www.traumainformedschools.co.uk)

[julie@traumainformedschools.co.uk](mailto:julie@traumainformedschools.co.uk)