

Trauma and Mental Health-Informed Schools

Senior Leads Training

A two-day course for Senior Leads to gain a deeper understanding of the models which underpin the Trauma-Informed Schools UK approach in order to embed key principles and skill sets within their settings and fully support and engage school staff.



About the course

On average children wait 10 years to get help for a mental health problem. (*The Centre for Mental Health Report: Missed Opportunities: Children and Young People's Mental Health 2016*). So schools are left holding the baby. But in many ways it makes sense for schools to pick up the baton as children spend 190 days a year at school whereas a counsellor coming in once a week can only see a few children.

The aim of the course is therefore to support you in ensuring that your school is trauma and mental health-informed. It is designed to support those children/teenagers whose learning is interrupted by trauma or mental health problems and whose troubled behaviour may have become a barrier to learning for other pupils. Furthermore, major Public Health studies have shown that the majority of these children, if unhelped, will go on to suffer severe mental and physical ill-health and even early death. In fact, untreated adverse childhood experiences are a leading determinant of all the main physical, mental and social problems in our society today (*Felitti and Anda, 2014*). That said, if schools become 'trauma-informed', suffering really can be preventable for our vulnerable children.

The course will therefore positively impact on pupils, staff and the whole school culture. The highly innovative relational, regulatory and reflective skills are backed by over 1000 evidence based studies in neuroscience and psychology. Each course is run by a Psychologist and Senior Educator. Key conversational skills to support children and teenagers with specific mental health issues will also be covered.

Course content to include:

- What do trauma and mental health-informed schools do?
- What to do when trauma gets into bodies, minds, behaviour and learning
- Relationships that heal and corrective emotional experience
- From pain to violence and often exclusion. Working effectively with traumatic loss and blocked grief
- Emotional regulating conversations with school staff to prevent them suffering from toxic stress or experiencing secondary trauma
- The healing power of talking about feelings and making sense of painful life experiences
- 'I wish my teacher knew' They want to tell us. Are we ready to listen?
- Helping children/teenagers to make the shift from expressing their trauma through challenging behaviour, to thinking about their trauma in conversation with trusted adults
- The neuroscience and psychology of different mental health conditions
- Risk assessment, knowing when to refer on and to whom (specific mental health issues)
- Whole school approaches
- Using data to evidence impact
- Sharing good practice