

# One Day Mental Health Training for Teachers

## We will come to your school

Providing training to over 500 primary, secondary, special and alternative schools and community organisations throughout the UK



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. Yet research shows that many teachers feel frightened and de-skilled about working with child mental health issues. Two out of three teachers for example, are worried that if they talk to children who self-harm, it will make things worse. (*Talking Self Harm Report, 2015*) Furthermore 50 percent of teachers say their job is causing them severe stress (many because of children's mental health problems) and many are leaving the profession as a result.

So this is a practical skills based training, supported by over 1000 evidence-based research studies, designed to empower teachers and school staff to respond effectively to children and teenagers who have suffered a trauma or have a mental health issue. Trainers are all senior staff with decades of experience, from Trauma informed schools UK in association with Centre for Child Mental Health London.

### Training content

#### The neuroscience and psychology of child and adolescent mental health and ill-health

- The ACE study and Protective Factors
- Professor Jaak Panksepp's model of mental health, mental ill-health and theory of change
- The neuroscience and psychology of different mental health conditions.

#### What do trauma and mental health informed schools do?

- TISUK Key Model: PROTECT/RELATE/REGULATE/REFLECT
- A wealth of practical relational and conversational skills, tools and techniques that work

#### What to do when trauma gets into bodies, minds, behaviour and learning

- Regulating stressed/distressed children: the science, the psychology and how to be and what to say
- A wealth of regulatory interventions to calm bodies and brains for learning, reflection and quality of life
- From pain to violence and often exclusion. Working effectively with traumatic loss and blocked grief
- The scream in the body (what children have seen, heard and felt) and how to respond

#### Transforming whole school cultures to ensure optimal mental wellness for all

- The psychology and neuroscience of mentally unwell and mentally well cultures (school, family, community)
- Implementation of key whole school policies to ensure a sense of belonging, psychological safety, feeling valued for all
- Supporting and nurturing school staff with emotion regulating interventions to prevent stress related illness or leaving the profession

#### 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 reflecting on their trauma with trusted adults.
- The vital role of psycho-education, mental state talk and coherent life narrative.
- Using sand play, big empathy drawings and emotion worksheets for safe processing of life experiences.
- Different and age appropriate ways of conveying empathy with vulnerable children/teenagers
- Facilitating theme based groups for troubled teenagers
- How healing troubled children comes from replicating best parenting not being a quasi-psychotherapist

#### For Fees, terms and conditions:

Please email [info@childmentalhealthcentre.org](mailto:info@childmentalhealthcentre.org)