

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

Online 29

Days 1&2: 11&12 January 2027

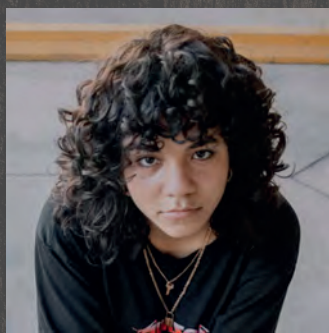
Days 3&4: 15&16 February 2027

Days 5&6: 15&16 March 2027

Days 7&8: 26&27 April 2027

Days 9&10: 24&25 May 2027

Assessment Day: 28 June 2027



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, in person (Day 9 & 11 Online)

Venue: Online via Zoom

Admission Requirements:

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

For more information:

Lindsay@traumainformedschools.co.uk

Wales@traumainformedschools.co.uk



VISION AND AIMS

The Welsh Government's '*Review of practices to prevent school exclusions*' (May 2024) states:

Trauma-informed practice in schools, supported by senior leadership and a consistent school-wide approach, can lead to positive student outcomes (e.g., attendance, academic achievement, emotional regulation and confidence), and improved understanding for practitioners of the underlying causes of challenging behaviour.

Estyn (2023) also states: "*The Trauma Informed Approach is about holistically embedding strategies to support all to feel safe, regardless of their experience in the wider world*"

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

The training 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. 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 from the course. There is no written exam.

Diploma mewn Ysgolion a Chymunedau sy'n Wybodus am Drawma (Statws Ymarferydd)

Ar-lein 29

Diwrnod 1ac 2: 11&12 Ionawr 2027

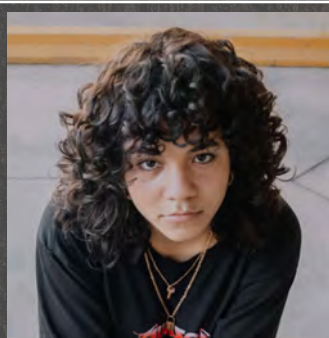
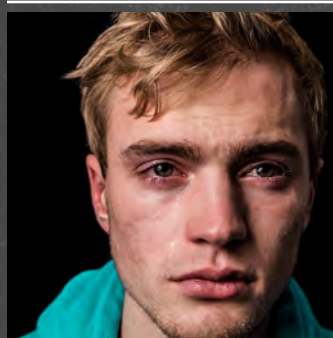
Diwrnod 3 a 4: 15&16 Chwefror 2027

Diwrnod 5 a 6: 15&16 Mawrth 2027

Diwrnod 7 ac 8: 14/15 Ebrill 2027

Diwrnod 9 a 10: 25/26 Mai 2027

Diwrnod Asesiad: 18 Mehefin 2027



Cwrs ymarferol sy'n seiliedig ar sgiliau ac wedi'i ategu gan astudiaethau ymchwil sy'n seiliedig ar dystiolaeth. Mae wedi'i gynllunio i hysbysu a grymuso staff i ymateb yn effeithiol i blant/pobl ifanc bregus sydd wedi profi trawma a/neu sydd â phroblemau iechyd meddwl trwy ddarparu ymyriadau sy'n mynd i'r afael â phroblemau iechyd meddwl ysgafn i gymedrol, gyda ffocws ar adferiad

"Roedd y cydbwysedd theori, mewnwelediad ymarferol, a chymhwyswyd y byd go iawn yn rhagorol. Rwyf wedi cerdded i ffwrdd gyda nid dim ond cymhwyster, ond ystyr o'r pwrpas newydd, a chyfoeth o strategaethau i defnyddio i gael effaith gadarnhaol ar fywydau y plant a pobl ifanc rwy'n cefnogi."

2025 Dirprwy

Ar gyfer pwy y mae hwn?

Gweithwyr proffesiynol sy'n gweithio gyda phlant a phobl ifanc.

Hyd/fformat: 11 diwrnod o hyfforddiant

Lleoliad: Ar-lein trwy Zoom

Gofynion Derbyn:

Nid oes angen hyfforddiant blaenorol, bydd angen i aelodau'r cwrs fod yn gweithio mewn lleoliad gyda phlant a phobl ifanc.



I archebu lle, e-bostiwch:

lindsay@traumainformedschools.co.uk

wales@traumainformedschools.co.uk



GWELEDIGAETH A NODAU

Mae 'Adolygiad o Arferion i atal gwaharddiadau o'r ysgol' (Mai 2024) yn nodi:

Gall ymarfer sy'n cael ei hysbysu gan drawma mewn ysgolion, gyda chefnogaeth uwch arweinwyr a dull cyson ar draws yr ysgol, arwain at ganlyniadau cadarnhaol i fyfyrwyr (e.e. presenoldeb, cyflawniad academiaidd, rheoleiddio emosiynol a hyder), a gwell dealltwriaeth i ymarferwyr o achosion sylfaenol ymddygiad heriol.

Mae Estyn (2023) hefyd yn nodi: "Mae'r Dull sy'n Gwybodys am Drawma yn ymwneud ag ymgorffori strategaethau'n gyfannol i gefnogi pawb i deimlo'n ddiogel, er gwaethaf profiad yn y byd ehangach"

Mae'r hyfforddiant hwn yn darparu'r sgiliau craidd i wneud hyn yn bosibl felly, wedi'i lywio gan ymchwil arloesol ar yr hyn sy'n arwain at adferiad trawma.

Mae'r hyfforddiant yn cynnwys y wybodaeth a'r sgiliau ar gyfer newid diwylliannol sy'n arwain at ysgolion a chymunedau iach yn feddylol (ar gyfer oedolion a phlant). Mae'r cwricwlwm yn cynnwys ymyriadau a gynlluniwyd yn benodol i fynd i'r afael â straen athrawon, absenoldeb athrawon a chadw staff gwael. Os ydych am newid bywydau plant sy'n agored i niwed, lleihau eithriadau, gwella presenoldeb disgyblion a chadw staff, tra'n cael effaith gadarnhaol ar iechyd meddwl y diwylliant ysgol yn ei gyfanrwydd, yna mae'n rhaid yr hyfforddiant ardystiedig.

YR HYN A GEWCH O FYNYCHU

Gweithio gyda phobl ifanc...

- Dysgu uniaethu â phlant a phobl ifanc mewn ffyrdd sy'n lleddfu eu dioddefaint, yn cefnogi eu dysgu, ac yn gwneud iddynt deimlo eu bod yn cael gofal a'u bod yn cael eu gwerthfawrogi.
- Gwybod sut i ymateb i blant sydd mewn trallod/cyflyrau straen mewn ffyrdd sy'n eu helpu i reoleiddio'n emosiynol, teimlo'n ddiogel yn seicolegol a datblygu'r gallu i drin straen yn dda dros amser.
- Dysgu sut i ymwneud â phlant mewn ffyrdd sy'n gwella eu hunan-barch, eu hyder, a'u teimladau o ddiogelwch seicolegol.
- Gwybod sut i wrando a dangos empathi pan fydd plant eisiau siarad am faterion poenus a'u helpu i fyfyrion a datrys.
- Datblygu dealltwriaeth fanwl o sut brofiad yw i blentyn neu berson ifanc yn ei arddegau ddioddef o broblem iechyd meddwl benodol (e.e., iselder/gorbryder) a theimlo'n hyderus i gynnig empathi, dealltwriaeth a seicoaddysg allweddol gywir iddynt heb awgrymu ystyr.
- Datblygu dealltwriaeth fanwl o effaith tymor hir profiadau niweidiol penodol yn ystod plentyndod a sut i alluogi'r plentyn neu'r person ifanc yn ei arddegau i weithio trwy deimladau o ddicter a cholled drawmatig.
- Defnyddio strategaethau ar gyfer ymyrraeth gynnar (dangosyddion cynnar anawsterau iechyd

meddwl), gwybod terfynau cymhwysedd a chyfeirio ymlaen at asiantaethau eraill pan fydd y rhain ar gael.

Gweithredu Ysgol Gyfan...

- Gweithio i gynyddu'r ffactorau amddiffynnol a'r 'ciwiau diogelwch' yn niwylliant yr ysgol er mwyn atal profiadau niweidiol yn ystod plentyndod rhag dod yn broblemau iechyd meddwl, corfforol a chymdeithasol tymor hir.
- Galluogi staff eraill i feddwl yn seicolegol am ddisgyblion o ran yr hyn sydd wedi digwydd iddynt yn hytrach na dim ond pam eu bod yn ymddwyn fel hyn.
- Addysgu staff i ddeall pryd mae ymddygiad heriol a ffrwydradau yn debygol o fod yn sbardunau trawma a sut i dawelu plant.
- Cefnogi staff i uniaethu â phlant mewn ffyrdd sy'n eu galluogi i symud o ymddiriedaeth wedi'i rwystro i ymddiriedaeth.
- Gan ddefnyddio iaith hygyrch, addysgu staff am wyddoniaeth yr ymennydd ac ymchwil seicolegol ar broblemau iechyd meddwl plant a'u heffaith ar ansawdd bywyd a dysgu.
- Addysgu staff am yr hyn sydd ei angen ar blant yn eu perthynas ag oedolion, fel nad ydynt yn dioddef camddiagnosis, trallod, na thrawma ychwanegol yn amgylchedd yr ysgol.
- Cefnogi staff mewn ffyrdd sy'n eu hatal rhag dioddef lefelau uchel o straen, datblygu trawma eilaidd, a gadael y proffesiwn o ganlyniad.

STRWYTHUR Y CWRS

Cynhelir y cwrs Diploma dros 11 diwrnod ar draws dau dymor. Mae disgwyl i chi gwblhau tua 50 awr o ddysgu sy'n seiliedig ar waith er mwyn rhoi cyflwyniad PowerPoint ugain munud o hyd ar Ddiwrnod 11 yn dangos sut rydych chi wedi rhoi eich dysgu o'r cwrs ar waith. Nid oes arholiad ysgrifenedig.