

Trauma Informed Services

supporting professionals to be trauma informed



TRAUMA INFORMED
SERVICES

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Our Services

Trauma Informed Services provide training and consultancy to anyone caring or working directly with children and young people in care. We aim to improve the quality of life of those individuals by supporting organisations to deliver effective, trauma aware, trauma informed and trauma responsive services. In essence, we want to ensure services engage with individuals in a way that avoids harm, supports recovery, and promotes individual resilience.

We teach the importance of developing safety and trust, promoting choice and prioritising collaboration, empowerment, and inclusivity, so that we can minimise re-traumatisation and improve engagement in services. However, we understand that trauma informed practice is more than a set of skills to master, it is a way of being with people that involves empathy, compassion, attunement and connection.

We know that to provide this practice consistently and predictably, staff and carers must be emotionally resilient, able to reflect on its practice and feel supported. They need to be curious about behaviour and its underlying causes and aware that every interaction matters. All of the above needs to be embedded within a strengths-based culture of learning and professional development that allows for positive growth and change.

By working through a trauma informed lens, we can adapt our approach to promote safety and trust, enhancing our ability to [connect](#) and improve engagement. By working with curiosity, we can look behind the behaviour, accepting and validating each individuals' unique experience.

Our experienced, multi-disciplinary team have extensive knowledge, expertise, and first-hand experience of working with individuals who have experienced childhood trauma. As such, we understand the challenges of embedding new ways of working and would like to share our learning with anyone ready to embrace trauma informed practice.

About us



Darren Beattie
Director

Darren has worked in local authority Children Services for over twenty years which led to being Head of Service for a Secure Children's Home for over ten years. Darren led a large multi-disciplinary team to fully embed trauma informed practice and therapeutic parenting. This practice led to children receiving excellent standards of care which was formally recognised by Ofsted. Darren strongly believes that outcomes for children in care would be improved if those caring or working directly with them were trauma informed..



Dr Karen Cloute
Principal Clinical
Psychologist

Karen has a Doctorate in Clinical and Community Psychology and specialises in child and adolescent mental health with a specific interest in neurodevelopment. Karen has worked as a clinician, trainer and supervisor and has delivered training for Exeter and Reading University. Since 2015 Karen has been the Clinical Lead for a Secure Children's Home where they have embedded a trauma informed, therapeutic parenting approach for children with highly complex needs and trauma histories



Dr Jess Parfrey
Consultant Clinical
Psychologist

Jess has over 25 years of working in numerous settings with children, adolescents and their families. Jess has worked across a diverse number of services which include; NHS Camhs, Neurodevelopmental pathways, Sure Start (0-5yrs), Child Mental Health teams, Secure Settings, Children in Care teams, Fostering and Adoption agencies and Residential Children Homes. Jess is passionate and committed to adopting a trauma informed approach when working with and carers and professionals. Jess is trained in DDP, Theraplay, Therapeutic Parenting, attachment therapy and EMDR. She integrates these approaches to support families to thrive holistically, make sense of their experiences and distress, and deepen their connections.

Trauma Informed Services CARES

We know that **every interaction matters**. By working through a trauma lens, we are providing opportunities for positive relational experiences, empowering people in their recovery from trauma and ultimately, offering a sense of hope for the future.

With this in mind we have developed the **CARES** model which relates to our core trauma informed principles.



Connection and Curiosity

The development of safe, trusting relationships is at the heart of any successful intervention; it's as important for professionals as the people we care for. We also value curiosity, which enables us to stay open to new ideas and understandings and to work collaboratively and respectfully with others.



Acceptance

Everyone's story is meaningful and everyone has the right to be accepted for who they are. While we may not always accept a person's behaviour, we can accept their thoughts and feelings, which helps to build trust.



Resilience and Reflective Practice

Building resilience, in part through reflective practice, is a central component of trauma informed care and improving outcomes for those we care for.



Empowerment and 'Every Interaction Matters'

Every interaction has the therapeutic potential to help develop trust and create safety for those we care for. To promote recovery from trauma, people must be empowered to make healthy choices to live their best lives.



Safety and Self-Care

Everyone has a right to feel safe, crucially: *I feel safe here and I feel safe with you*. Again, this is as important for professionals as it is for those we care for. To care for others, you must take care of yourself. Training is a precious opportunity for professional development and self-care, which is central to our training ethos.

Our Approach

At Trauma Informed Services we know that one size does not fit all and that learning needs to be tailored accordingly.. While we believe all professionals will benefit from trauma awareness, both in their working and personal life, some teams may benefit from a more in-depth understanding or from focusing on specific aspects of practice.

Our training enables us to provide tailored programs, matched to your learning needs. To engage learners and ensure you experience real-world change, we understand that learning must be directly applicable, with relatable case studies and opportunities to reflect on current practice. As such, we ensure this is central to our delivery. We use a range of teaching methods designed to engage all learners, recognising that there are many learning styles.

To have confidence in the training, you need to know it is having an impact, both in terms of learners' knowledge, competencies and skills and ultimately in terms of the outcomes for those we care for. We provide evaluation tools to measure change and will work with you to ensure they are meaningful to your team and the outcomes you are seeking from the training.

Professionals will have varying levels of knowledge and skills and we can help you to evaluate what is already in place and make an informed decision as to what level of training is required to meet any gaps.

We ensure that trauma principles are embedded into our training ethos and aim to:

- Work hard to build a safe learning environment which values everybody's input and promotes open and honest discussion
- Promote self-care, particularly in the knowledge that learners may have experienced their own trauma
- Empower our learners to think about their learning needs and what outcomes they want to achieve from the training
- Prioritise reflective practice in all learning

Our Courses

Trauma Awareness

Suitable for	Anyone caring, working or supporting children and young people in care.
Time	3 hours
Delivery	In Person or Online

Delegates will begin to understand how trauma and adverse childhood experiences (ACE's) can have a life-long impact on individuals and how we can effectively support them. We will explore what we mean by Trauma Informed Practice from a care, practitioner and organisational perspective.

Learning Outcomes

- The nature and widespread occurrence of trauma is understood
- The impact of Adverse Childhood Experiences (ACE's) is understood
- The impact of trauma on individuals is recognised
- Key principals for aiding recovery and avoiding re-traumatisation are understood
- Workers demonstrate good self-care and can access appropriate workplace support

Trauma Informed

Suitable for	Anyone caring, working or supporting children and young people in care.
Time	1 day
Delivery	In Person or Online

Delegates will explore Trauma Informed Practice enabling them to identify and recognise trauma responses, whilst aiding recovery, building re-silience and avoiding re-traumatisation. We will explore vicarious trauma and the importance of self-care.

Learning Outcomes

- The nature and widespread occurrence of trauma is understood
- The impact of Adverse Childhood Experiences (ACE's) is understood
- The impact of trauma on individuals is recognised and understood at a neurological, psychological, emotional and social level
- Key principals for aiding recovery, building resilience and avoiding re-traumatisation are understood and applied to own area of work
- The impact of vicarious trauma is recognised
- The importance of working within a compassionate, strengths based, reflective system is understood
- Workers demonstrate good self-care and professional boundaries and can access appropriate workplace support

Trauma Responsive

Suitable for	Anyone with regular and intensive contact with children and young people in care
Time	2 days
Delivery	In Person or Online

Delegates will explore Trauma Informed Practice in more depth neurologically, socially and psychologically. We will explore 'complex behaviours' and how to look behind them and interpret the emotions driving the behaviour. Delegates will have the opportunity to link theory into practice with live case studies facilitated through reflective practice, organisational assessment and action planning enabling them to identify and recognise trauma responses, whilst aiding recovery, building re-silience and avoiding re-traumatisation. We will explore vicarious trauma and the importance of self-care.

Learning Outcomes

- The nature and widespread occurrence of trauma is understood
- The impact of Adverse Childhood Experiences (ACE) is understood
- The impact of trauma on individuals is recognised and understood at a neurological, psychological, emotional and social level
- Different forms of trauma such as childhood relational trauma, one-off events and domestic abuse are explored
- Clinical consequences of trauma, such as PTSD, Developmental Trauma and mental health difficulties are explored (can be tailored according to the learners needs)
- Challenging behaviour is understood as a symptom of distress; the importance of 'looking behind the behaviour' is recognised

Trauma Responsive

Learning Outcomes continued

- Learners are aware of how to support people affected by trauma to safely disclose, where appropriate
- Learners are aware of when, where and how to signpost those affected by trauma to support services
- Key principals for aiding recovery, building resilience and avoiding re-traumatisation are understood, including the concept of 'safety' and the need to avoid shame
- Following a 'gap-analysis', an action plan will be drafted to improve the trauma-responsiveness of the learner's own workplace
- The impact of vicarious trauma on the individual and the wider system is recognised and managed in the workplace
- The importance of working within a compassionate, strengths based, reflective system is understood through experiential learning
- Workers demonstrate good self-care and professional boundaries

Therapeutic Parenting

Suitable for	Anyone who has regular and intensive contact with children and young people in care
Time	2 days
Delivery	In Person or Online

Delegates will learn how to develop or enhance their therapeutic relationships and improve engagement. Working with children or young people who are in 'blocked trust' is not easy as many present with behaviours that challenge, from active resistance of support offered, to extreme behaviours that pull you in or push you away. Sadly, 'blocked trust' is often the default setting for young people who have experienced relational trauma, many of whom reside within our care system.

This training aims to improve empathy for children and young people, to see behind the behaviour and to understand that it takes time and commitment to build the relationships that will enable them to recover from their trauma and learn to trust again.

Learning Outcomes

- Understand what is meant by relational trauma and when this might occur
- Understand how early relationships with primary carers affects the developing brain
- Understand changes that happen to the brain during adolescence
- Understand the principals of attachment theory and how attachment strategies help children to get their needs met

Therapeutic Parenting

Learning Outcomes continued

- Understand what is meant by 'blocked trust' in young people and 'blocked care' in practitioners
- Understand what is meant by 'toxic shame' and how young people guard against it
- Review Kim Golding's House Model of Parenting (for practitioners working in residential settings)
- Review the Trauma Recovery Model (Skuse and Matthews)
- Understand what is meant by 'two hands of parenting' and how this helps to create safety
- Understand the acronym PACE (Hughes and Golding) and how we can apply this in everyday practice
- Understand the importance of adult led, relational repair in which we connect before correct
- Reflect on how they might apply the principals of therapeutic parenting in their practice
- Reflect on their own attachment style and how this may impact their practice
- Reflect on their own needs for self-regulation and self-care

Sensory Attachment Intervention (SAI)

Suitable for	Anyone working with children and young people in the fields of Education, Health, and Social Care, including the community and residential homes.
Time	1 day
Delivery	In Person or Online

Delegates will review the sensory and attachment theories and how this relates to those individuals they are working with. Consideration is given to the impact of sensory and attachment issues on relationships, and on the impact to engage in everyday activities. Participants will learn about the core principles of regulation and co-regulation used to regulate emotional states and behaviour. The course can be tailored depending on the work context and the level of interaction the organisation has with children, young people, and their families/carers

Learning Outcomes

- Introduction to Sensory Attachment Intervention (SAI)
- Introduction to Self-Regulation & Co-Regulation
- The SAI Impact of Trauma Model
- The Use of Calming & Alerting Stimuli to Regulate Arousal States
- Overview of contributing theories

Self-Harm

Suitable for	Anyone working directly with children and young people who self-harm, either in the community or residential settings.
Time	half day or full day
Delivery	In Person or Online

Delegates will explore the emotions behind self-harming behaviour and learn how to manage and effectively communicate with children and young people who self-harm in the community or residential settings. The course can be tailored depending on the work context and the level of interaction the organisation has with children, young people and their families/carers.

Learning Outcomes

- Understand what is meant by self-harm and its relationship to para-suicide and suicide
- Understand the risk factors for self-harm
- Explore their own assumptions, beliefs and attitudes to self-harm
- Gain a greater awareness of why young people self-harm
- Consider what is meant by the 'contagion effect' and the impact of the media on self-harm
- Understand how to assess self-harm and talk about suicidal ideation
- Understand what is meant by risk minimisation and safety planning
- Consider how best to respond, 'in the moment', to young people who are self-harming or threatening to self-harm
- Explore techniques to support young people to manage self-harm such distraction, displacement and delaying
- Explore support services and resources that are available both for young people and those supporting them
- Consider how working with young people who self-harm impacts them and the importance of self-care and reflective practice

LGBTQ+ Mental Health & Wellbeing

Suitable for	Anyone working directly with children and young people who identify as LGBTQ+ in the community or residential settings.
Time	3 hours
Delivery	Online

Delegates will explore some of the mental health challenges for this group of children and young people and how mental health outcomes are different for this group. Delegates will learn some of the definitions and terminology related to LGBTQ+ and ways to support children and young people who are struggling.

Learning Outcomes

- To become aware of some definitions and terminology related to the Lesbian, Gay, Bisexual, Transgender and Queer+ (LGBTQ+) communities
- To have an awareness of the differences in mental health outcomes for this group, compared to others
- To understand some specific mental health challenges for this group
- To understand ways in which you can support young people who are struggling
- To understand ways in which you can adapt the environment to support young LGBTQ+ people
- The regulating properties of food and daily activities
- Enriched Environment Provision in the home, school, and clinical settings
- Case Study Example and Intervention Planning: An Integrative and Sequential Approach to Choosing Interventions
- How to consider Sensory Attachment Intervention principles in your models of practice

ACCREDITED COURSES

NCFE Level 3 Award **Trauma Informed Care for Children & Young People**

We are delighted to introduce our latest Level 3 Trauma Informed Care customised qualification which has been created specifically for frontline staff in residential and community settings including foster carers and volunteers who work directly with children and young people in care. This NCFE accredited Level 3 Award is delivered by Clinical Psychologists who have substantial experience across a wide range of settings and directly supporting those who have parental responsibility for children in care.

This qualification will propel you on your journey to becoming a trauma informed practitioner, enabling you to understand, recognise and respond to trauma in a way that promotes recovery and minimises re-traumatisation for the children and young people in your care. This three-day course will help you to understand how relational trauma impacts our stress response and attachment systems, helping you to look behind the behaviour with curiosity and empathy.

It will introduce principles of trauma informed care and discuss the importance of creating safety and trust, not just for children but also for yourselves, given the risk of vicarious trauma. Using reflective practice, you'll be given the time and opportunity to evaluate and analyse current practice and to consider how you may implement meaningful changes that help to embed a trauma informed approach. The qualification will enable you to champion trauma informed care, empowering you to role model therapeutic practice and to help others understand the importance of adopting a trauma informed approach.

Suitable for	Anyone who has regular and intensive contact with children and young people in care
Time	3 Days
Delivery	In Person or Online

Unit 1: Introduction to Trauma

Learning Outcomes

- Understand how early relationships Understand the different categories associated with 'trauma'
- Be able to explain adverse childhood experiences (ACE's)
- Understand what is meant by relational trauma
- Understand what trauma looks like
- Understand what we mean by vicarious trauma
- Understand what we mean by our 'window of tolerance'
- Explore the impact of shame and the 'shield of shame' model
- Understand attachment theory and how it can cause a 'toxic stress' response
- Understand how adaptive attachment behaviour helps children meet their individual needs
- Understand common behaviours presented by children with insecure attachment styles

Unit 2: Principles of Trauma Informed Care

Learning Outcomes

- Understand what is meant Trauma Informed Care
- Understand the Trauma Recovery Model
- Be able to explain the four R's of trauma Informed care.
- Understand how to create safety for children who have experienced trauma
- Be able to explain the six principles of trauma informed care
- Understand the importance of building trusting relationships and adopting a PACE approach
- Understand how to minimize re-traumatisation
- Understand Kim Golding's 'Pyramid of Need' model

Unit 3: Applying Trauma Informed Care into Practice

Learning Outcomes

- Able to apply the principles of Trauma Informed Care into everyday practice
- Understand and apply reflective practice
- Be able to apply a 'trauma lens' when making sense of a presenting behaviour
- Understand the importance of self-regulation and how they can improve this for themselves
- Understand why children who have experienced trauma are more likely to 'flip their lid'
- Be able to assess your own service in terms of being trauma informed, identify strengths and areas for development

NCFE Level 4 Award

Trauma Informed Practice for Children & Young People

We are delighted to introduce our most comprehensive Trauma Informed Practice qualification which has been created specifically for residential and community social and health care professionals, supervisors, managers, registered managers, senior managers and responsible individuals working directly with children and young people in care.

Delegates will fully understand the profound impact of childhood trauma and how this leads to behaviours which can be extremely challenging for those caring for them.

The course will provide delegates with the knowledge, tools and strategies to effectively care for children by adopting therapeutic parenting and trauma informed principles into everyday practice.. These principles will create safety, trust and a sense of belonging enabling children to heal, flourish and improve lifelong outcomes.

This course is delivered by Consultant Clinical Psychologists who have substantial experience in a wide range of community settings including Secure Settings, Children's Homes, Fostering, and Community Mental Health Services.

Suitable for	Social Care and Health Professionals, Registered Managers, Senior Managers and Responsible Individuals.
Time	7 days
Delivery	In Person or Online

Unit 1: Trauma, Brain Development and Attachment

Learning Outcomes

- Understand how early relationships with primary care givers impacts brain development
- Understand changes that happen to the brain during adolescence
- Understand the principles of attachment theory and how these apply in day-to-day practice
- Understand what is meant by relational trauma and how this can present in children and young people
- Explore the principles of 'therapeutic parenting' and how we can apply these in day-to-day practice

Unit 2: Child & Adolescent Development

Learning Outcomes

- Understand the different areas of child and adolescent development
- Understand the factors that can affect healthy development
- Understand the prevalence of difficulties among young people who are, or at risk of being, looked after
- Understand the difference between chronological and developmental age
- Understand social and cultural factors that can affect development, including difficulties faced by LGBTQ+ children

Unit 3: Complex Behaviours

Learning Outcomes

- Understand why children display complex behaviours
- Understand the term 'formulation' and how it helps us understand complex behaviours
- Learn theories about child development that enable us to understand complex behaviours
- Understand why some children may lie or make false allegations
- Learn ways to work with children who may make false allegations or lie
- Understand why children self-harm and how to support them
- Understand the term 'harmful sexual behaviour' and how to support children with a history of this behaviour
- Understand why some children may engage in aggressive or violent behaviour
- Learn how to work with children who display with aggressive or violent behaviour
- Understand how violent and, or aggressive behaviour impacts upon the wider team

Unit 4: Resilience, Self-Care and Compassion Fatigue

Learning Outcomes

- Understand resilience and its importance when working with children who have experienced trauma
- Understand how resilience and relationships are connected
- Understand the meaning of indirect trauma
- Explore individual triggers, signs of stress and reduced resilience
- Explore own self-care needs and support options
- Understand what self-regulation is and why it is important
- Understand compassion fatigue and how it impacts relationships when working with children who have experienced trauma
- Understand the importance of reflective practice and supervision

Unit 5: Trauma Informed Practice

Learning Outcomes

- Understand the concept of adopting a 'trauma lens' within practice
- Understand why we don't say 'what is wrong with you'
- Learn how to apply the core principles of a trauma informed approach
- Understand the wider implications of safety
- Understand the concept of re-traumatisation
- Recognise a trauma informed environment
- Learn about ACEs and the importance of building relationships
- Be able to reflect on group living dynamics
- Understand how to work with breaks in relationships
- Understand the importance of positive endings
- Learn about restorative approaches
- Understand why formulation is critical within the care planning process

Unit 6: Trauma Informed Leadership

Learning Outcomes

- Understand how trauma impacts organisations
- Understand the importance of positive role modelling by managers
- Understand how emotions affect the way we work
- Understand the concept of re-enactment and why it isn't helpful
- Understand how secondary trauma can lead to compassion fatigue and burnout
- Recognise why leadership is important when adopting a therapeutic parenting approach
- Explore how supervision can help embed trauma informed practice



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