

**VIOLENCE
REDUCTION
NETWORK**

PREVENTION THROUGH
CONNECTION

A Guide for:

**IMPLEMENTING
TRAUMA INFORMED
TRAINING**



**Trauma Informed
Partnership**

Leicester, Leicestershire and Rutland

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1. Introduction

In Leicester, Leicestershire, and Rutland (LLR) there is a collective commitment to becoming a trauma-informed area¹. Our local Strategy sets out five strategic priority areas which we have agreed to develop over the next three years. This guidance relates to the following two areas:

Increase Awareness and Understanding

We will raise awareness and understanding about trauma, it's prevalence and impact and how everyone can play a role in preventing trauma, mitigating its impact, and avoiding re-traumatisation.

Equip and Support Our Workforce

We will enhance the knowledge and skills of our workforce and provide on-going support so they can adopt a trauma-informed approach in their everyday practice.

We recognise that a vital component of developing these two areas involves supporting the training needs of our systems workforce. There are complexities and challenges with this, such as ensuring consistent messages despite differing requirements across sectors and roles. We aim to address these by:

- Establishing a tiered training framework.
- Set out minimum requirements for each tier.
- Provide an overview of the local and national offers we have accessed locally.

With the desired outcomes of:

- Supporting organisations to recognise and access quality and relevant training offers.
- Ensure all workforces receive consistent key messages.

¹ Increase Awareness and Understanding, Develop and Deliver Prevention Strategies, Equip and Support our Workforces, Support Organisations to become Trauma Informed and Build Resilience in Partnership with Communities. Trauma-informed Leicester, Leicestershire, and Rutland Strategy. violencereductionnetwork.co.uk/files/ugd/6e2bca_5fcd9b96b0c34be9a79f7e12dbd835a8.pdf

- To utilise existing resources and reduce duplication of offers.
- Identify gaps in training provision.

2. Methodology

This guidance draws on the following data sources:

- Training data from across 138 sessions and 2,340 cross-sector participants.
 - Trauma Aware Practice – 1375 Participants.
 - Trauma Sensitive Practice – 965 Participants.
- Field work research through informal discussions with:
 - Virtual School – Leicestershire County Council.
 - Virtual School – Rutland County Council
 - The Beacon Hospital School – Leicester City Council.
 - Social, Emotional Mental Health Team – Leicester City Council.
 - Trauma Informed Train the Trainer Program – LLR
 - Children and Families Service- Leicestershire County Council.
 - Trauma Informed Practice Team LLR – Barnardos
 - CAMHS ACEs Team – Leicestershire Partnership Trust
- Field work observations of training delivery locally and nationally.
- Training feedback from 517 neighbourhood policing members from Leicestershire Police Force.
- 23 responses from a system wide consultation survey.

3. Findings: Summary of Attendee Data

This data was collected through a Violence Reduction Network commissioned project through Barnardos. The project offered three tiers of trauma-informed training² which were accessible to all professionals in LLR with most sessions having multiagency audiences. Feedback was captured over different time intervals post training.

The data showed three recurring key themes which were highlighted as essential for achieving positive learning outcomes for attendees (Figure One). A full Summary of the findings can be found in figure two.

² Further details of this training offer can be found in appendix one.



Figure One - Key Findings from Attendee Data

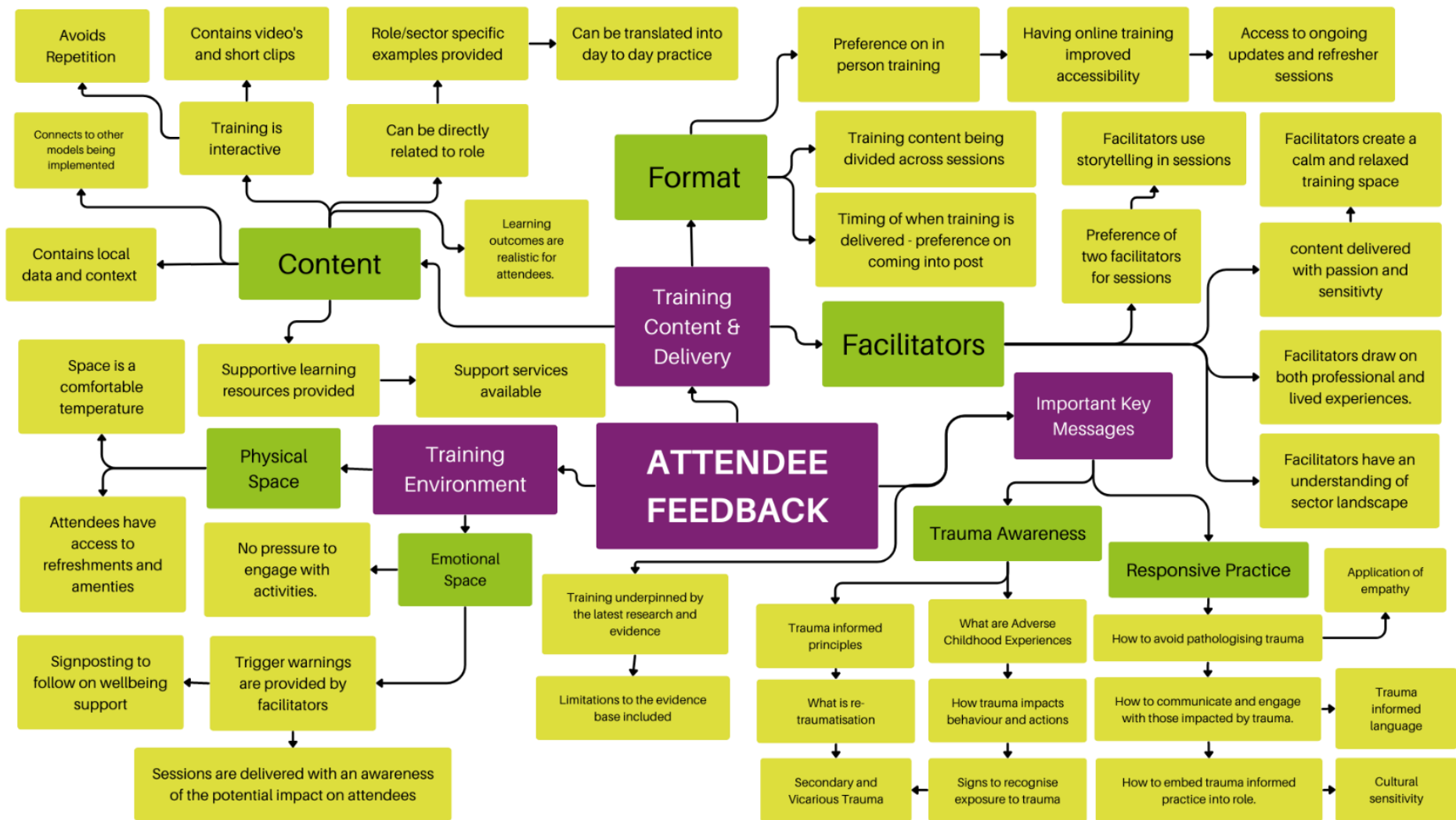


Figure Two: Summary of Attendee Feedback

4. Findings: Summary of Facilitator Discussions & Observations

Informal discussions and session observations were held with a range of trauma informed training facilitators across LLR. Discussions focused on:

- Training offers– including format, length, participant numbers, and content.
- Quality assurance processes – including how offers are reviewed and feedback incorporated.
- Monitoring and evaluation.

Training Format

Facilitators all preferred face-to-face delivery for a range of reasons, with some organisations having made the decision to only deliver in person sessions. They felt face to face delivery made it easier to meet the audience's needs and provided an adequate level of safety for the session. Some facilitators spoke about the additional challenges when delivering online and their own increased stress levels in managing these.

Although facilitators preferred in person delivery several of them mentioned the importance of being able to offer virtual sessions, in recognition of the needs of organisations and participants. As virtual sessions didn't incur additional expenses such as venue and travel costs, they could be more financially viable for organisations. Virtual sessions also provided participants with choices around their training environment, in keeping with the principles of trauma informed. Two facilitators talked about these choices, for example being able to turn camera's on/off, use of the chat functions instead of participating vocally, and being able to take comfort breaks without feeling. Whilst facilitators saw these as valuable for participants, they did highlight the additional challenges this had on facilitators providing safety.

All facilitators strongly felt that training shouldn't be delivered by e-learning because of the potential triggers in the content. There were discussions about the benefits of having pre training content through e-learning, covering specific topics or theories. Two training providers offered access to bitesize learning videos through an e-learning platform, with one creating three one-hour supporting podcasts.

Training Length & Participant Numbers

Training length was the most varied response of discussion, with facilitators have differing ideas even within the same sectors. The rational for this difference fell into two categories:

1. The needs of the participants.
2. The organisational commitment to the training.

Organisations offering their own internal training had the longest session delivery, wider specific offers and extensive follow up/wrap around support following attendance. Other facilitators spoke about having to balance the needs of the organisations they were catering for and their own capacity to offer training. For many facilitators they were offering training as an “add on” to their day-to day role which added a different element of complexities. One facilitator felt that the level of additional work in offering good training wasn’t understood by their organisation and this had impacted negatively on them.

There was more consensus around cohort sizes, with many identifying 20 participants as an ideal number for in person delivery, rising to 30-40 for virtual. However, a few facilitators talked about the value of offering whole team sessions which in some cases meant large training cohorts. This was of particular importance in education where whole school awareness training was preferred which meant a much larger group. What was notable was as the sessions moved through awareness, sensitive, responsive and system content the desired cohort sizes reduced. Facilitators felt this was important to support reflective practice, which was the priority outcome for many.

Most of the training offers being provided did not fit a tiered framework which posed a challenge when comparing offers. For example, some sessions were delivering an hour of awareness with an hour of trauma-responsive practice within the same session. Others were offering a full day training which covered trauma-awareness and trauma-sensitive topics. One provider was offering three full days of training which appeared to follow a tiered approach, although this wasn’t explicitly referred to or outlined in their offer. Single training offers varied anywhere from an hour to a full day.

Training Content

As training offers differed in length and target audiences the content often reflected this. Facilitators spoke about key messages being tailored and relevant to those attending sessions. Whilst there was no standard training content all offers contained similar referenced materials with the following key messages:

- The importance of trauma-sensitive language.
- Understanding of vicarious trauma and professional wellbeing.
- The need for reflective practice.
- Understanding around the role of shame.
- Stressed the importance of a strengths-based approach.
- The significance of relationships and connection.
- Neuroscience and developmental theory.

Those who took part in discussions highlighted a range of skills, knowledge and experience which they felt was just as important or held more significance than the actual training content. These included:

- Being able to draw on relevant first-hand examples to bring the content to life.
- Tailoring the session to meet varied levels of knowledge in the audience.
- Having a wide understanding of the evidence base.
- Sessions were integrative and offered reflective spaces to apply learning.

Quality Assurance (QA)

Some training offers were new in their design and implementation whilst others had been established for many years. Facilitators spoke about various methods of QA which were being implemented across offers including:

- Co-delivery.
- Team meeting discussions.
- Internal peer observation.
- External peer observation.
- Cross sector co-production.
- Pre & post attendee feedback.

Pre and post attendee feedback was the most widely used method of QA with internal peer observation and co-delivery also being highly preferred, with all facilitators using at least two methods. There was more use of internal based processes compared to external methods. However, one organisation had funded external QA through a CPD accreditation scheme, alongside a range of internal measures already in place. Three facilitators also spoke about the value of having access to connected trainers' networks to share experiences and knowledge at a wider level.

Monitoring and evaluation.

Whilst all facilitators were using methods to monitor and evaluate the impact of training in the short term, there was conversation about the need to also evidence long term impacts. Most facilitators were not in a position to conduct a more in-depth evaluation of their offers. However, two providers had developed methods of exploring long term outcomes of their training. One through an attitudinal change survey which was conducted before the training and re-administered 3- and 6-months following attendance. Another provider had implemented a follow up offer to explore practice changes within internal departments. With the training being one element of a much wider whole organisation approach to trauma-Informed.

5. Findings: Summary of Data

There were 23 survey responses in total, with a wide range of professionals and sector areas (see figure three). The survey contained 22 questions, each question was voluntary and not all questions received a response.

Questions 1-3: Job Role, Sector and Organisation

<u>Sector/Service</u>	<u>Responses</u>
Education	5
Early Help County	1
Youth Services – County	4
Youth Services – City	2

Public Health – County	1
Voluntary Community Sector Organisation	2
Social Care – City	2
Housing	1
Integrated Care Board – Safeguarding	3
University Hospital Leicester	1
Fire and Rescue	1

Figure Three – Sectors Represented in the Survey.

Questions 4-6: Preferred Delivery Format

71.43% of respondents preferred training delivered face-to-face compared to 23.81% online with E-learning being the least preferred method. The main reasons for format preference were related to attendee needs and learning styles, with respondents divided between balancing the benefits of learning outcomes with logistics/capacity issues. Face to face delivery was preferred as respondents felt relational interaction enhanced the learning and provided the psychological safety needed for the emotive content. A full summary of training format can be seen in figure four.

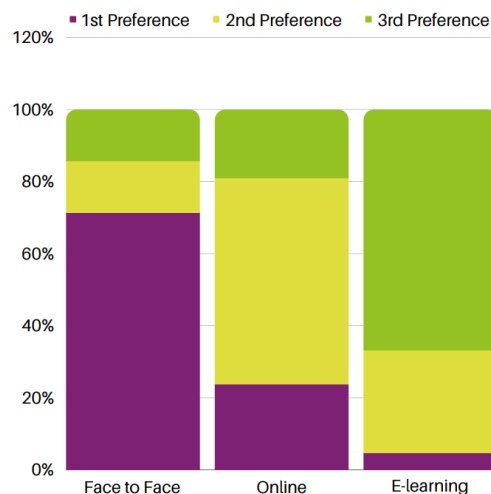


Figure Four: Summary of Preferences

The survey focused on four identified levels of training which were defined as follows:

Trauma Aware Practice

Foundational offer aimed to introduce the topic of childhood trauma and adversity and the potential long-term impacts across the life course. This level would be recommended and suitable for all roles within the workforce.

Trauma Sensitive Practice

Courses at this level are aimed at roles working directly with service users but would also be relevant for enhancing team communication and peer support. This level of training should ideally build on knowledge from trauma aware levels and focus on how to implement basic trauma informed principles into practice.

Trauma Responsive Practice

Courses at this level are aimed specifically at roles working directly with service users in a supportive or helping capacity. Courses may include specific approaches, models or frameworks which may form part of a therapeutic intervention within a sector.

Trauma Informed Systems

Courses at this training level are offered to provide understanding, guidance, and practical approaches to creating trauma informed systems. They are primarily aimed at senior leaders and managers across sectors.

Questions 7, 10 and 16: Training Duration

The survey looked at the preferred length of training over three identified levels (see figure five). Length of training for the trauma responsive level was not surveyed due to the individual requirements of different approaches, models, and frameworks.

<u>Training Level</u>	<u>Preferred Duration</u>	<u>Percentage</u>
Trauma Aware	3-4 hours	42.1%
Trauma Sensitive	3-4 hours	46.67%
Trauma Informed Systems	Half/full day	28.57% (each)

Figure Five – Preferred Duration of Training

Trauma Aware: The most popular duration of training was 3-4 hours however those working in roles around education, youth services and operational leads preferred training below 3 hours (26.32% each for 1-2 and 2-3 hours).

Trauma Sensitive: The most popular duration of training was 3-4 hours (46.67%). Two respondents (13.33%) felt that training should be a full day and one felt 4-5 hours was more desirable. Those working around the education sector or in operational lead roles felt 2-3 hours was a more appropriate level of time (26.67%).

Trauma Informed Systems: Respondents were divided in their answers for this level, 2-3 and 3-4 hours both received 28.57%. 35.71% choose “other” with 28.57% feeling a full day was needed and one not feeling equipped to answer. Only one respondent chose the 4–5-hour option.

Questions 8, 11 and 17: Key Themes/Messages within Levels

Respondents were asked to think about three of the levels defined and asked what content and key messages they would expect to see covered in each. The results have been summarised below.

Trauma Aware: There were fifteen responses received for this level, with one respondent not feeling equipped to answer the question. Those who did provide a response felt this level should be open to all roles and be a basic introduction covering:

- Defining childhood trauma and adversity and potential impacts across the life course.

- Recognising signs, symptoms, and maladaptive coping behaviours and the barriers these can create to engaging relationally with others.
- Impact on health and neurological functioning.
- Links to childhood development and attachment.
- Strong Evidence based including ACE's study and key literature.
- Secondary and Vicarious trauma and tools/support for workforces.
- Basic strategies to engaging and supporting those affected – including the use of compassionate boundaries, empathy, patience, connection, and non-judgemental approaches with practice examples.
- Signposting to further learning and good practice.

Trauma Sensitive: Twelve responses were received, three felt unsure on what key messages they'd expect to see at this level, and one gave the same answer as trauma awareness. Out of remaining responses received the key themes/messages included:

- Translating theory into practice through clear practice guidance.
- Exploring how the impacts of trauma can present in different settings.
- Understanding the links/similarities between the impacts of trauma and neurodiversity.
- Additional risks associated with vulnerability factors.
- Deeper focus on neuroscience and psychological impacts of experiences.
- Navigating conversations with individuals, children, and families around traumatic experiences its impacts.
- Deeper exploration of practical strategies, environments, and policies. Including techniques to empower people and trauma informed language.
- How to offer peer support to colleagues.

Trauma Informed Systems: Nine responses were received with two reporting they were unsure or didn't feel equipped to answer the question. Out of remaining responses received the key themes/messages included:

- Understanding of the issues and responses needed to lead cultural change and embed trauma informed approaches. Drawing on theoretical models of change.
- Guidance on how to implement, measure and evaluate strategic and systemic change.
- Considerations and examples for physical environments, policies, and staff wellbeing.
- How to achieve the buy in from workforces.
- How organisations can develop models of peer support to embed theory into practice and progress a trauma informed organisational ethos.
- Managing and supporting staff working with complex trauma cases.
- Understanding how traumatic experiences can affect and change how individuals' experience services.

Questions 13-15 and 19: Trauma Responsive Practice

To gain a balanced understanding of LLR's collective needs around responsive practice respondents were asked four questions. These were designed to identify what approaches,

models, or frameworks are available in LLR currently (see figure six). Eleven responses were received, five of which reported they weren't aware of any approaches, models or frameworks being used.

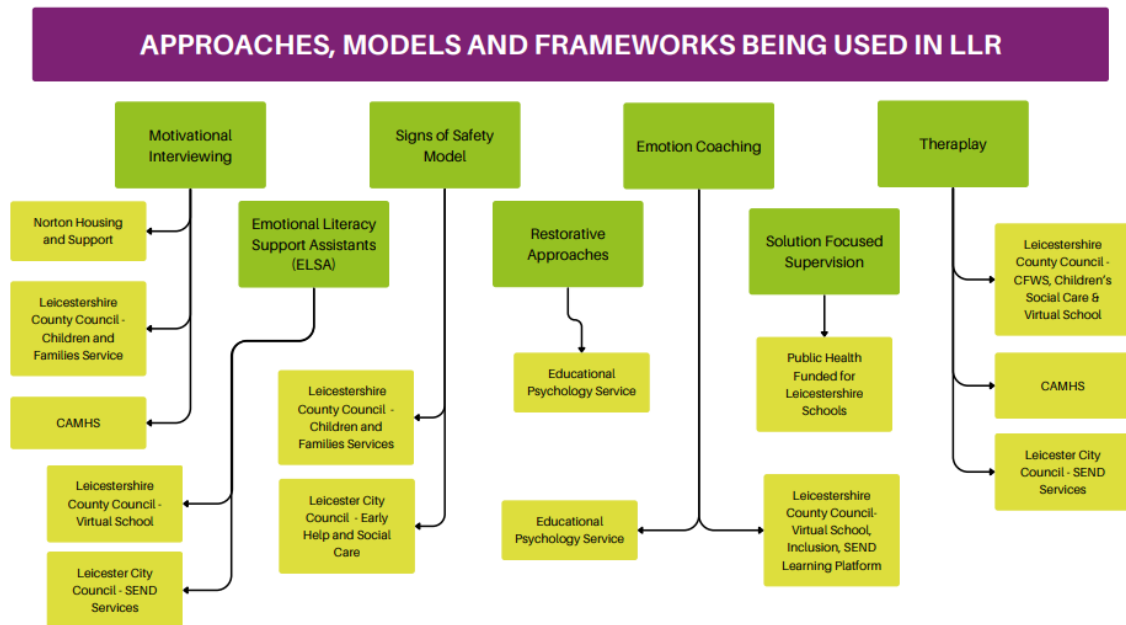


Figure Six- Approaches, Models and Frameworks Identified in LLR

Respondents were asked what therapeutic models, frameworks or approaches they felt should be being used. Several responses were received, four were unsure or unaware of possible options. From the responses received there were similar thoughts about what our local next steps might be:

- More available free training for schools.
- A consistent offer of evidence-based interventions for schools across LLR.
- A wider use of solution focused and restorative approaches.
- Consistency and joined up working at a strategic level.

Respondents were also asked if any models, frameworks, or approaches could be utilised in LLR specifically for managing therapeutically. Nine answered, eight did not know of any and one highlighted the Trauma Informed Organisational Self-Assessment.

Questions 9,12,15 and 18: Available Training

Respondents were asked if they were aware of any local or national training offers, they felt meet the given definitions for each of the four levels (see figure seven). They were also asked if they had received any training across the four.

Trauma Aware: Fourteen responses were received, ten had received training at this level and four had not and were not aware of any offers.

Trauma Sensitive: Eleven responses were received, five had received training at this level and six had not and were not aware of any offers.

Trauma Responsive: Nine responses were received, four had received training, four had not and one was unsure and were not aware of any offers.

Trauma Informed Systems: Eight responses were received, no one reported they had accessed training at this level. Two were aware of available offers and six were not.

<u>Training Level</u>	<u>Available Offer</u>
Trauma Aware	Virtual School: Leicestershire County Council, Leicester City Council and Rutland County Council.
	Internally delivered content: Leicestershire County Council.
	Trauma Informed Practice Team: LLR: Barnardos
	Domestic Abuse Team (Triage): Leicestershire County Council.
	Paid provider, name not disclosed
	Social, Emotional Mental Health Team: Leicester City Council.
	Post Adoption Services: Leicester City Council
	Internally delivered content: Norton Housing and support
	Dr Sheena Webb: The Tavistock and Portman NHS Foundation Trust.
Trauma Sensitive	Trauma Informed Practice Team: LLR: Barnardos
	Dr Sheena Webb: The Tavistock and Portman NHS Foundation Trust.
	Virtual School: Leicestershire County Council, Leicester City Council and Rutland County Council.
	Internally delivered content: Leicestershire County Council.
Trauma Responsive	Dr Sheena Webb: The Tavistock and Portman NHS Foundation Trust.
	Trauma Informed Practice Team: LLR: Barnardos
	Virtual School: Leicestershire County Council, Leicester City Council and Rutland County Council.
Trauma Informed Systems	Trauma Informed Practice Team: LLR: Barnardos
	Karen Treisman

Figure Seven: Available Offers Highlighted

Question 20: Comments and Suggestions on Identified Levels of Training

Six responses were received with five being happy with the identified levels of training. One respondent highlighted that offers currently available combine theories/strategies to offer less training sessions.

6. Conclusion & Recommendations

Across LLR we have a range of trauma informed training offers which are accessible for our workforces. However, there is a lack of understanding for organisations on what “good” training offers should look like, which can negatively impact on facilitators and audience experiences. From reviewing all the information, Trauma Informed training, where possible should:

- Be delivered across a tiered approach (See section 7 for suggested framework).
- Be available both in person and online.
- Be delivered by suitable facilitators (see section 8).
- Be delivered safely for participants.
- Include interactive elements for participants.
- Link theory to practice.
- Use a robust quality assurance process for monitoring and evaluation.
- Be connected to follow up support and further learning opportunities.

We have identified that training offers come in many shapes and forms. Whilst this means that organisations can tailor an offer to meet their workforce needs, it does present a challenge in ensuring a collective approach, as set out in our local strategy. To support our local ambitions of becoming a trauma informed area, we recommend a four-tier framework (see figure Seven) be adopted in LLR to help provide consistency and effective monitoring of our progress.

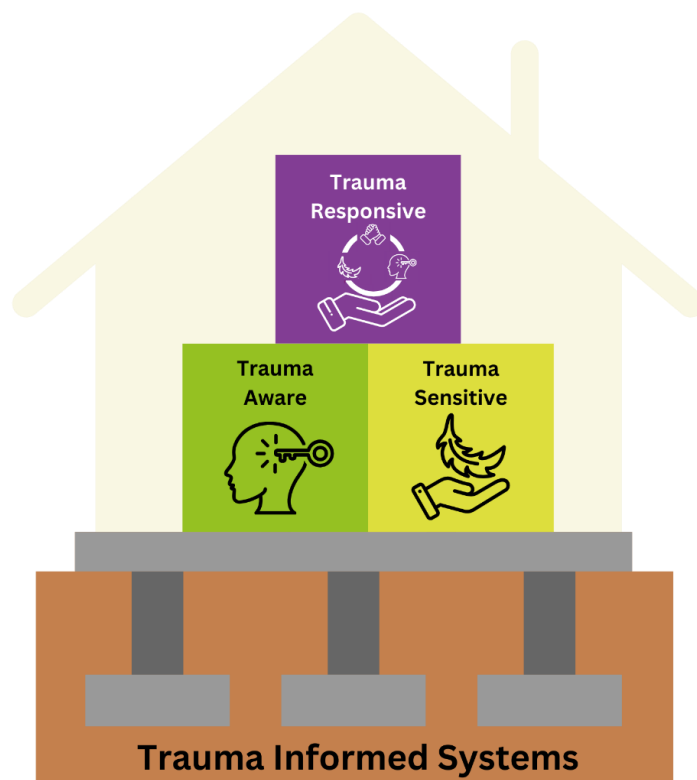


Figure Seven: Suggested Tiered Training Framework



7. Tiered Training Framework

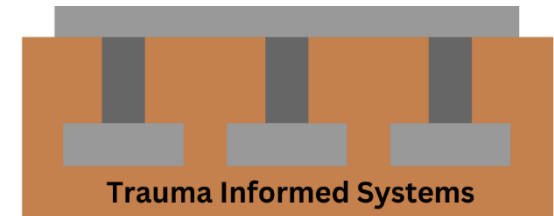
Training Level Overview	Minimum Training Requirements	Content Requirements	Viable Referenced Material
<p>This is a foundational offer aimed at introducing the topic of childhood trauma and adversity and the potential long-term impacts across the life course. This level would be recommended and suitable for all roles within a workforce.</p>	<p>In Person or Online.</p> <p>Minimum 3 hours (half day).</p> <p>Signposting to further learning and resources are given after session.</p> <p>Signposting to wellbeing support for attendees given.</p> <p>Evidence of how participant safety will be met during session.</p>	<p>Content:</p> <ul style="list-style-type: none"> • Definition, prevalence and impacts of Adverse Childhood Experiences (ACEs) across the life course. Including the limitations and risks of using population data to predict individual’s outcomes. • Takes a broad view of potentially traumatic experience that can occur in childhood. • Introduces the risks and protective factors around childhood trauma and adversity. • Offers an understanding of the impact childhood experiences can have on social, emotional and mental health which is routed in current evidence. • Presents an understanding of how childhood experiences can lead to survival adaptations which may be seen through a range of presenting behaviours. • Introduces the principles of trauma informed practice and the role individuals can play in preventing and mitigating childhood trauma and adversity. 	<p>Dr. Felitti Dr. Anda Nadine Burke Harris Substance Abuse and Mental Health Service (SAMHSA) Dr. Gabor Maté Centre for Disease Control and Prevention (CDC) Dr. Mark Bellis World Health Organisation (WHO) Katherine Ford Karen Hughes</p>



Training Level Overview	Minimum Training Requirements	Content Requirements	Viable Referenced Material
<p>This level is aimed at roles where there is indirect or direct contact with service users. It would also be relevant for enhancing team communication and peer support. This level of training should ideally build on knowledge from trauma-aware levels and focus on how to implement basic trauma-informed principles into practice.</p>	<p>In Person or Online.</p> <p>Minimum 3 hours (half day).</p> <p>Signposting to further learning and resources are given after session.</p> <p>Signposting to wellbeing support for attendees given.</p> <p>Evidence of how participant safety will be met during session.</p>	<p>Content:</p> <ul style="list-style-type: none"> • Offers a deeper understanding of the physical and psychological impacts of trauma. • Discusses the importance of professional curiosity and interpersonal communication skills. • Explores the key role of connection in healing and recovery from traumatic experiences. • Incorporates equality, diversion and inclusion principles and practices. Exploring how our own biases and lived experiences can affect our work. • Highlights the signs and symptoms of vicarious and secondary trauma and the importance of self-awareness and self-care. • Includes strength-based techniques to empower and actively reduced the risk of traumatisation. • Deeper exploration of how principles of trauma informed can be embedded into service design and delivery. • Introduces trauma informed systems and organisational trauma. 	<p>Dr. Daniel Sigel – neurodevelopment Maslow – hierarchy of needs. Dr. Brené Brown – empathy, guilt, shame and vulnerability John Bowlby/Mary Ainsworth – attachment. Dr. Daniel Hughes- PACE ACE Hub Wales Dr Karen Treisman Anna Freud Centre Beacon House Luna Dolezal- Shame Anna Freud Centre Beacon House</p>

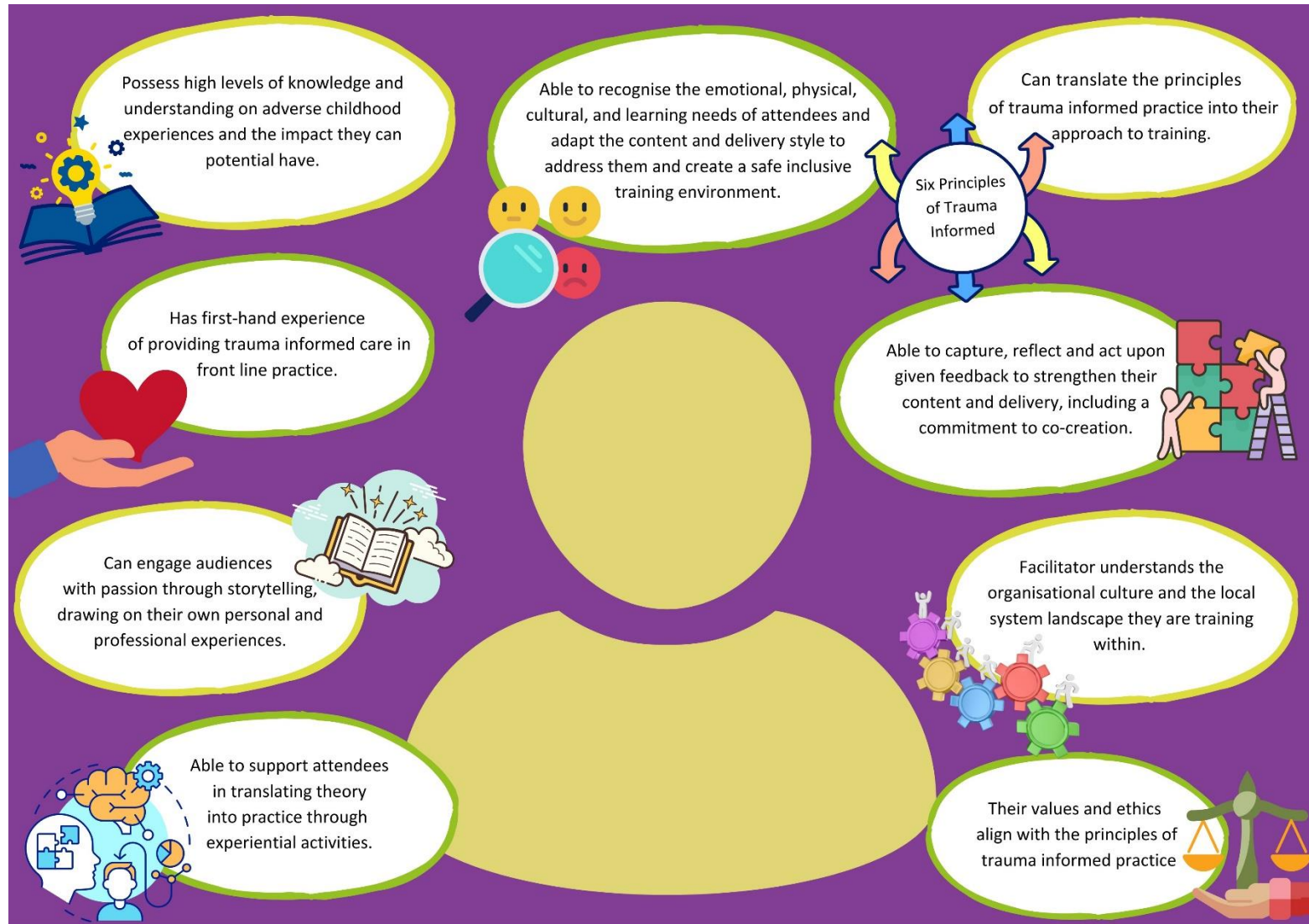


Training Level Overview	Minimum Training Requirements	Content Requirements	Possible Models, Frameworks or Approaches
<p>Courses at this level are aimed specifically at roles working directly with service users in a specific remit. Courses may include specific approaches, models or frameworks which may form part of a therapeutic or specialist intervention or the management of them.</p>	<p>In Person or Online.</p> <p>Length of course will be dependent on the topic being covered.</p> <p>Signposting to further learning and resources are given after session.</p> <p>Signposting to wellbeing support for attendees given.</p> <p>Evidence of how participant safety will be met during session.</p>	<p>Content:</p> <ul style="list-style-type: none"> • Is underpinned by a clear evidence base or best practice guidance. • Explores how professionals can build resilience in partnership with individuals, families and communities. • Follows a strength-based approach to working relationally with individuals. • Covers the considerations needed to accurately assess suitability of approach. 	<p>Zones of Regulation Polyvagal Theory Emotion Coaching Motivational Interviewing Theraplay Trauma Recovery Model Reflective Practice/Supervision Emotional Literacy Restorative Practice Lego Therapy Drawing & Talking Therapy Solution Focused Practice Eye Movement Desensitisation and Reprocessing (EMDR) Child-Parent Psychotherapy Shame Sensitive Practice Social Skills Training</p> <p>*Suggestions based on feedback from across the partnership and is not an exhaustive list.</p>



Training Level Overview	Minimum Training Requirements	Content Requirements	Viable Referenced Material
<p>Courses at this level are provide understanding, guidance, and practical approaches to creating trauma-informed systems. They are primarily aimed at senior leaders and managers across sectors. It is recommended that those attending have previously completed trauma-aware and trauma-sensitive models. There is an expectation that participants will also access trauma responsive training specific for their role.</p>	<p>In Person or Online.</p> <p>A full day</p> <p>Signposting to further learning and resources are given after session.</p> <p>Signposting to wellbeing support for attendees given.</p> <p>Evidence of how participant safety will be met during session.</p>	<p>Content:</p> <ul style="list-style-type: none"> • Introduces trauma informed care and practice from a service design perspective, covering cultural, historical and diversity considerations. • Explores the impacts of organisational and vicarious trauma, the signs and symptoms and the responses needed to lead cultural change utilising theoretical models. • Explores organisational policy and procedure and how they can compound or mitigate trauma impacts on service users and the workforce. • Guidance given on how to implement, measure and evaluate strategic and systemic change. 	<p>Dr Karen Treisman The National Child Traumatic Stress Network (NCTSN) Substance Abuse and Mental Health Service (SAMHSA) Dr Sandra Bloom Dr Roger D. Fallot & Dr Maxine Harris NHS Education for Scotland (NES) The Scottish Government Trauma-informed Oregon ACE Hub Wales</p>

8. Facilitator Specification



9. Appendix One: Local Training Offers Identified

	Training Offer	Aims	Details
Leicestershire County Council	<p>Foundational Awareness.</p> <p>Family Time and Trauma.</p> <p>Trauma in the Sensory System.</p> <p>Trauma and Parenting.</p> <p>Trauma and Direct Work.</p> <p>Trauma Through an EDI Lens.</p>	<ul style="list-style-type: none"> A selection of full day training sessions covering a range of trauma related subjects including awareness and practice. 	<p>Available for practitioners working within the Children and Families departments in Leicestershire County Council.</p> <p><u>Cost</u>: Free for professionals in the children and families' service.</p> <p><u>Duration</u>: Full day</p> <p><u>Format</u>: In-person</p> <p>Available through the Learning Hub on Leicestershire County Councils Intranet.</p>
Leicestershire Virtual School	<p>Early Years Attachment and Trauma Training (Including Emotion Coaching)</p>	<ul style="list-style-type: none"> To understand the barriers to learning for children and young people who have had a difficult start in life, including the impact of trauma and attachment difficulties. To recognise what's behind children's behaviour and how settings can develop positive attachments. To develop strategies and approaches to use, including Emotion Coaching. 	<p>Available for early years childcare providers in Leicestershire.</p> <p><u>Cost</u>: Free</p> <p><u>Duration</u>: 2 hours</p> <p><u>Format</u>: In-person/online</p> <p>virtualschool@leics.gov.uk</p> <p>https://resources.leicestershire.gov.uk/leicestershire-virtual-school/professionals/training-opportunities</p>

Leicestershire Virtual School	Principles of Theraplay Training	<p>To develop an understanding of how to support children to:</p> <ul style="list-style-type: none"> ○ Build attachment. ○ Promote trust. ○ Develop self-esteem and self-worth. ○ Organise and regulate feelings. ○ Stay calm. ○ Internalise motivation. 	<p>For staff directly involved in the education of children in a primary or secondary settings in Leicestershire only.</p> <p><u>Cost:</u> £45pp</p> <p><u>Duration:</u> 6 hours</p> <p><u>Format:</u> In-person</p> <p>virtualschool@leics.gov.uk</p> <p>https://resources.leicestershire.gov.uk/leicestershire-virtual-school/professionals/training-opportunities</p>
Leicestershire Virtual School	Whole School Training	<ul style="list-style-type: none"> ● To understand the barriers to learning for children and young people who have had a difficult start in life, including the impact of trauma and attachment difficulties ● To recognise what's behind children's behaviour. ● To develop strategies and approaches to use at school, including Emotion Coaching. 	<p>For all staff working within a primary or secondary school setting in Leicestershire.</p> <p><u>Cost:</u> Free</p> <p><u>Duration:</u> 2 hours</p> <p><u>Format:</u> In-person/Online</p> <p>virtualschool@leics.gov.uk</p> <p>https://resources.leicestershire.gov.uk/leicestershire-virtual-school/professionals/training-opportunities</p>

Leicestershire Virtual School	Primary and Secondary KALM (Key Adult Learning Modules)	<ul style="list-style-type: none"> • Understand the role of the key adult for children in care and other vulnerable children in schools. • To increase understanding of children’s behaviour, including the impact of trauma and attachment needs. • To understand how executive functioning difficulties affect learning and to learn strategies to support the development of executive functions. • To become familiar with resources, strategies, and activities to improve children’s emotional well-being, including Emotion Coaching and Theraplay activities. • To be familiar with the use of assessment tools, including the Boxall Profile. • To reflect on practice and ways to problem-solve difficult situations. 	<p>Support staff in schools who are, or may become, key adults working with vulnerable children in both Primary and Secondary schools in Leicestershire.</p> <p><u>Cost:</u> £150pp</p> <p><u>Duration:</u> 3 days</p> <p><u>Format:</u> In-person/Online</p> <p>virtualschool@leics.gov.uk</p> <p>https://resources.leicestershire.gov.uk/leicestershire-virtual-school/professionals/training-opportunities</p>
The Children’s Hospital school	Adverse Childhood Experiences and Trauma (2 sessions)	<p>Session 1</p> <ul style="list-style-type: none"> • What is trauma and what are Adverse Childhood Experiences (ACEs). <p>Session 2</p> <ul style="list-style-type: none"> • Strategies for supporting young people exposed to ACEs within education. 	<p>Available to educational providers across Leicester, Leicestershire and Rutland.</p> <p><u>Cost:</u> £25 a session</p> <p><u>Duration:</u> 1 hour each</p> <p><u>Format:</u> Online</p> <p>training@childrenshospitalschool.leicester.sch.uk</p> <p>https://www.childrenshospitalschool.leicester.sch.uk/support-for-schools/</p>





























<p>The Children's Hospital school</p>	<p>Introduction to Attachment Difficulties</p>	<p>Session 1</p> <ul style="list-style-type: none"> • Introduction to attachment theory. • Identify attachment difficulties in YP in education. <p>Session 2</p> <ul style="list-style-type: none"> • How attachment difficulties can present in school. • Effective strategies if support. 	<p>Available to educational providers in LRR.</p> <p><u>Cost:</u> £25 a session</p> <p><u>Duration:</u> 1 hour each</p> <p><u>Format:</u> Online</p> <p>training@childrenshospitalschool.leicester.sch.uk</p> <p>https://www.childrenshospitalschool.leicester.sch.uk/support-for-schools/</p>
<p>LLR TIP Team Barnardos</p>	<p>Tier 1: Introduction to ACEs and Trauma Informed Practice</p>	<ul style="list-style-type: none"> • Understand the research around Adverse Childhood Experiences and trauma. • Understand the potential impact of trauma including on behaviours. • Understand the impact working with trauma can have on professionals. • Start to understand what trauma-informed practice means. 	<p>Project ended 30/07/2024</p> <p><u>Cost:</u> Free</p> <p><u>Duration:</u> 3.5 hours</p> <p><u>Format:</u> Online/in person</p>
<p>LLR TIP Team Barnardos</p>	<p>Tier 2a: Developing Trauma Informed Practice</p>	<ul style="list-style-type: none"> • To develop understanding of the theory and concepts behind the potential impact of ACEs and trauma across the life course. • To look at how trauma responsive theories can help inform our practise and responses to situations. • To gain a basic understanding into how individuals and organisation can begin a journey towards a trauma-informed culture. 	<p>Project ended 30/07/2024</p> <p><u>Cost:</u> Free</p> <p><u>Duration:</u> Full day</p> <p><u>Format:</u> Online/in person</p>

LLR TIP Team Barnardos	Tier 2b: Trauma Informed Organisations for Senior Leaders	<ul style="list-style-type: none"> To understand the benefits of a whole organisational approach to trauma-informed practice. To understand the concepts behind a trauma-informed culture for organisations. To begin to consider some different options for implementing trauma-informed practice within your specific setting. 	Project ended 30/07/2024 <u>Cost:</u> Free <u>Duration:</u> 4 hours <u>Format:</u> Online/in person
Leicester City Council – SEMH	Attachment and Trauma training for schools	<ul style="list-style-type: none"> Understand the research around Adverse Childhood Experiences and trauma. Understand the potential impact of trauma including on behaviours. Introduction to attachment theory. Covers trauma-informed practice and its practical application with a school setting. 	Available for educational settings in Leicester City through the Virtual School. <u>Cost:</u> Free <u>Duration:</u> Full day <u>Format:</u> In person vst-lac@leicester.gov.uk
Train the Trainers - VRN	Tier 1: Introduction to ACEs and Trauma Informed Practice	<ul style="list-style-type: none"> Understand the research around Adverse Childhood Experiences and trauma. Understand the potential impact of trauma including on behaviours. Understand the impact working with trauma can have on professionals. Start to understand what trauma-informed practice means. 	Available internally for a range of organisations who have a trained trainer through the Violence Reduction Network. <u>Cost:</u> Free <u>Duration:</u> 3.5hrs / Full Day <u>Format:</u> Online/in person

	Tier 2a: Developing Trauma Informed Practice	<ul style="list-style-type: none"> To develop understanding of the theory and concepts behind the potential impact of ACEs and trauma across the life course. To look at how trauma responsive theories can help inform our practise and responses to situations. To gain a basic understanding into how individuals and organisation can begin a journey towards a trauma-informed culture. 	
Leicestershire Police	An Introduction to Trauma Informed Practice and Childhood Adversity.	<ul style="list-style-type: none"> To develop understanding of the theory and concepts behind the potential impact of ACEs and trauma across the life course. To look at how trauma responsive theories can help inform our practise and responses to situations. To gain a basic understanding into how individuals and organisation can begin a journey towards a trauma-informed culture. 	<p>Available as part of the new recruits training programme and to departments within Leicestershire Police.</p> <p><u>Cost:</u> Free</p> <p><u>Duration:</u> 3 hours</p> <p><u>Format:</u> Online/in person</p>
CAMHS ACEs Team	Adverse Childhood Experiences and Trauma Informed Practice.	<ul style="list-style-type: none"> Delivers an in depth understanding of brain development, toxic stress and behaviour. Explores the links between trauma and adult outcomes including offending. Provides an understanding of regulation, resilience, and recovery. Offers an overview of vicarious trauma and self-care. Covers application of trauma informed practice within the youth justice system. 	<p>Available to professionals in the Youth Offending Services in Leicester, Leicestershire, and Rutland.</p> <p><u>Cost:</u> Free</p> <p><u>Duration:</u> 3 days</p> <p><u>Format:</u> Online</p>

10. Appendix Two: Additional Training Providers Identified

Whilst we cannot recommend any specific external training providers or highlight all offers available. We have provided a list of current training providers which are known across our partnership. By providing this we aim to support those seeking additional training offers, however we would strongly suggest using the framework discussed to inform selection of any offers.

Training Provider	Format	Level Guidance	Further Information
<i>Beacon House</i>	Online	  	https://beaconhouse.org.uk/training/ training@beaconhouse.org.uk
<i>The Sunflower Network</i>	Online, in-person, bespoke & consultancy	   	https://thesunflownetwork.co.uk/services/ info@thesunflownetwork.co.uk
<i>BdT Trauma Training and Consultancy</i>	Online & consultancy	  	https://www.betsytraininguk.co.uk/training training@betsytraininguk.co.uk
<i>TRM Academy</i>	Online & consultancy	 	https://trmacademy.com/trmlms/ info@trmacademy.com
<i>The Purple House Clinic</i>	Bespoke & consultancy	 	https://www.purplehouseclinic.co.uk/organisation-services/ leicester@purplehouseclinic.co.uk
<i>WAVE Trust</i>	Online, in-person, bespoke & consultancy	   	https://www.wavetrust.org/Pages/Category/can-we-help-your-organisation office@wavetrust.org
<i>Anna Freud Centre</i>	Online & In-person	 	https://www.annafreud.org/training/training-and-conferences-overview/ training@annafreud.org
<i>Trauma Informed Schools UK</i>	Online, in-person, bespoke & consultancy	   	https://www.traumainformedschools.co.uk/diploma info@traumainformedschools.co.uk
<i>Trauma Informed Consultancy Services</i>	Online, in-person, bespoke & consultancy	   	https://www.ticservicesltd.com/training/training-from-ticsltd/ hello@ticservicesltd.com