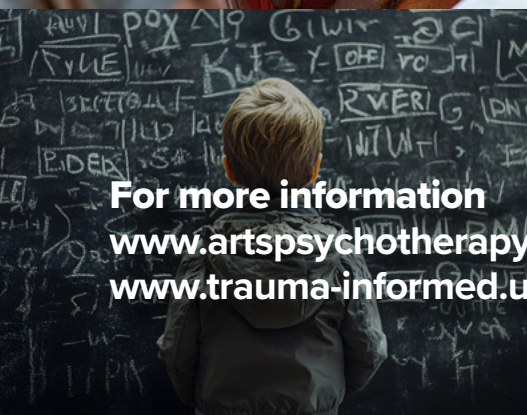


Online certificated trainings in child and adolescent mental health, child counselling and art therapy skills

From Institute for Arts in Therapy and Education (Academic Partner of University of East London) and Trauma Informed Schools & Communities UK

Trainers:
Top psychologists
and experts by
lived experience



For more information
www.artspsychotherapy.org
www.trauma-informed.uk



CCMH
The Centre for Child Mental Health



**TRAUMA
INFORMED UK**
SCHOOLS & COMMUNITIES

THE INSTITUTE FOR
ARTS
IN THERAPY & EDUCATION

Welcome!

Benefits for attending

- Flexible rolling programme (join when you like!)
- Part one: live streamed or watch the recording
- Progression routes to become a registered art therapist
- Or registered child counsellor/child psychotherapist (with major reduction on the fees if you attend these entry point trainings)

Who should attend: one or more of the following

- Anyone passionate about helping those suffering from mental health problems
- People who want to gain professional qualifications in child mental health
- People who are considering a career change to work as an art therapist, child counselling, child psychotherapist within the NHS and private sector

Our vision, aims and objectives

These trainings are for anyone who is passionate about helping children and young people who are suffering from mental health problems. All too often, superb professionals and parents which such warmth in their hearts, can be left feeling helpless, hopeless, because they just don't have the knowledge and skills to effectively support children and young people in distress. So, the trainings bring you cutting-edge knowledge about mental health problems and the interventions that mean children and young people can fully heal. All course content is backed by hundreds of research papers in psychology and neuroscience (available to delegates).

So, on the trainings, we don't just do 'spot the symptoms and refer on' we explore causes. We cannot expect children with mental health problems to get better until the people helping them, fully understand the causes of each problem, and the evidence-based interventions which bring long-term change, rather than just temporary symptom control.

Trainings are staffed by top psychologists and experts by lived experience who will give you vital knowledge about anxiety, depression, phobias, panic attacks, self-harm, obsessive compulsive rituals, emotionally based school avoidance, suicidal ideation, paranoia, disordered eating, and lots more. Then vitally the evidence-based interventions that bring about recovery. The training will also bring you endless ahah moments about your own mental health.

Then for people who want to take this thorough grounding in child mental health into therapeutic skills training, we offer training therapeutic skills trainings. If you attend one of these, there are progression routes onto professional qualifications (nationally recognised registration) in child counselling, child psychotherapy and art therapy leading to national recognised registration. Some days attended and fees (in part or full, depending on the training) can be transferred.

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ONLINE TRAINING

Certificate in Child and Adolescent Mental Health

Trainers: Dr Margot Sunderland and other top psychologists and experts by lived experience

A flexible rolling training programme co-run by The Institute for Arts in Therapy and Education (Academic Partner of East London) and Centre for Child Mental Health.

Start date

As this is a rolling programme, you can join at any time (subject to your application form being accepted). Once accepted, you will be given access to all 10 x 2 hours sessions (recorded).

Time commitment

- 10 x 1 to 2 hour child and adolescent mental health forums recordings view in your own time.
- 2 x additional mental health webinars on therapeutic relational skills (watch in your own time).
- Assessment: Multiple choice with a few additional questions about your most interesting take away points, to assess your assimilation of the course content.

How it works

Attend the 10 modules in any order, watch them live or the recording after the event (for limited time).



About the training

In the public arena, the media and schools, the narrative about mental health sounds a bit like Covid or the common cold. It's a narrative that's superficial, impoverished, brings little hope and is not neuroscience or psychology research informed. It rarely informs you about causes (apart from broken brain and faulty genes myths which are just plain wrong) or about

how to recover, meaning transformational change rather than just temporary relief or symptom control. In contrast when people are given the wealth of research (made accessible) and fascinating insights about the impact of unprocessed traumatic life experience on mind, body and brain, they feel both relief and hope. They are often motivated to engage in the relational interventions proven to bring mind in torment to mind in peace.

So, this training is for anyone who works with children and young people who wants the neuroscientific and psychological truth about mental health problems and how people can go on to live quality of life without emotional baggage. Proof? Trauma Informed Schools UK (sister organisation of IATE/CCMH) has been using this knowledge and interventions in over 5000 schools with over 20,000 staff. The knowledge and interventions are changing so many lives.



Course Content

- Causes of mental health problems: helping children and young people (cyp) heal.
- Causes of chronic anxiety, phobias, obsessive-compulsive rituals, panic attacks, insomnia: helping cyp heal.
- Causes of emotionally based school avoidance: helping cyp heal.
- Causes of depression: helping cyp heal.
- Causes of self-harm: helping children helping cyp heal.
- Causes of hearing voices, dissociation, 'psychosis': helping cyp heal.
- Causes of low self-esteem/self-hate: helping cyp heal.
- Causes of anger problems/complex PTSD/violent behaviour: helping cyp heal.
- Eating disorders, body dysmorphia, somatic symptoms, causes and healing.
- Suicidal ideation and attempts: causes, healing and prevention.

Fees: £545

For more information

www.artspsychotherapy.org | info@iate.uk

APPLY ONLINE



ONLINE TRAINING

Certificate in Child and Adolescent Counselling Skills

Includes second award: Certificate in Child and Adolescent Mental Health



A flexible rolling training programme co-run by The Institute for Arts in Therapy and Education (Academic Partner of the University of East London) and Centre for Child Mental Health.

About the training

This training builds on the foundations of Rogerian counselling with powerful therapeutic interventions that help children and teenagers develop psychological insight and safely process painful life experiences within a warm, empathic relationship. Drawing on Dyadic Developmental Psychotherapy, Emotion-Focused Therapy, Mentalization, Gestalt therapy, Memory Reconsolidation and therapeutic storytelling, delegates will also learn collaborative sense-making, big empathy drawings, when to work in metaphor and when directly, and how to address 'unstoried' emotions. A wealth of moving case studies throughout, show journeys from distress to recovery, bringing the learning vividly to life.

Admissions

Successful application form.

Evidencing appropriate work experience with children and young people either as an employee, volunteer and/or experience as a parent. You will need to pass both part one and part two of the training to attain the award.

For more information

www.artspsychotherapy.org | info@iate.uk

Fees: £995

Part One (leading to the award of Certificate in Child and Adolescent Mental Health)

As this is a rolling programme, you can complete part one at any time (subject to your application form being accepted). Once accepted, you will be given access to all 10 x 2 hours sessions (recorded).

Time commitment

- 10 x 1 to 2 hour child and adolescent mental health forums recordings view in your own time.
- Two additional mental health webinars on therapeutic relational skills (watch in your own time).
- Assessment: Multiple choice with a few additional questions about your most interesting take away points, to assess your assimilation of the course content.

Part Two: From Mental Health Theory to Therapeutic Practice (Child and Adolescent Counselling Skills and Interventions)

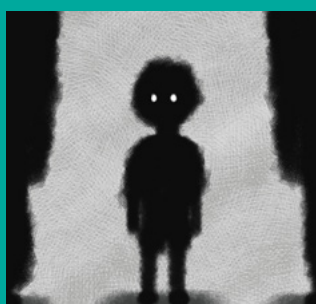
Time commitment

- Six weekend dates (online), 10am – 5pm each day:
 - 6th and 7th February 27
 - 13th and 14th March 27
 - 17th and 18th April 27
- Two additional child counselling skills webinars (watch in your own time).
- The final day (Sun 18 April 2027) will include an assessment. You can attend the training without doing the assessment and gain a Certificate of Attendance not the award.
- You will need to pass assessments from Part One and Two to gain the award.

ONLINE TRAINING

Online Certificate in Therapeutic Art Skills (for work with children and young people)

Includes second award: Certificate in Child and Adolescent Mental Health



A training programme co-run by The Institute for Arts in Therapy and Education (Academic Partner of the University of East London) and Centre for Child Mental Health.

Benefits from attending

A deeply enriching personal and professional journey into the transformative power of the arts. This inspiring training will equip you with practical art therapy skills that help children and young people express feelings, tell their stories, deepen self-understanding and safely process painful life experiences within a supportive therapeutic relationship.

Discover how to access the profound wisdom of the right brain through sandplay, clay, drawing and painting, poetry, puppets and therapeutic storytelling. Learn how the arts can open up communication when words are too difficult, enabling children to feel seen, connected with and empowered to heal.

Admissions

Successful application form.

Evidencing appropriate work experience with children and young people either as an employee, volunteer and/or experience as a parent. You will need to pass both part one and part two of the training to attain the award.

Part One (leading to the award of Certificate in Child and Adolescent Mental Health)

As this is a rolling programme, you can complete part one at any time (subject to your application form being accepted). Once accepted, you will be given access to all 10 x 2 hours sessions (recorded).

Time commitment

- 10 x 1 to 2 hour child and adolescent mental health forums recordings view in your own time.
- Two additional mental health webinars on therapeutic relational skills (watch in your own time).
- Assessment: Multiple choice with a few additional questions about your most interesting take away points, to assess your assimilation of the course content.
- Please note it is fine to begin part two before you have completed part one
- Part Two: From Mental Health Theory to Therapeutic Practice (Art Therapy Interventions)

Part Two of the programme

ONLINE (10am to 4.30pm)

2027

Day 1: Saturday January 30th

Day 2: Saturday Feb 27th

Day 3: Sunday March 21st

Day 4: Saturday April 17th

Day 5: Saturday May 8th

Day 6: Saturday May 22nd

Day 7: Saturday June 26th

(Assessment)

2 x additional Art Therapy Skills webinars (to watch in your own time).

All days must be attended for the award. If you miss a day, you can join the next cohort to complete that day. The trainings are run twice yearly.

Early booking highly recommended as limited places

For more information

www.artpsychotherapy.org | info@iate.uk

Fees: £1,195

ONLINE TRAINING

Certificate in Neurodiversity: Understanding, Diagnosis and Developing Practice

Working with Children, Teenagers and Families

A five-day in-depth training programme

Optional additional assessment day for certificate qualification (6 days total)

Why this course matters

Behind every diagnosis is a child trying to make sense of the world, a family navigating uncertainty, and professionals working within overstretched systems. Rates of neurodevelopmental diagnoses are rising, and children with autism, ADHD, and developmental language issues are at increased risk of anxiety and depression – not because of neurodiversity itself, but due to barriers to understanding, support, and attuned care. Long waits, complex processes, and deficit-focused language can leave children feeling stigmatised, powerless and with chronically low self-esteem. Then for some, developmental trauma has been a reality and the child's and family's narrative is compromised through misdiagnosis.

What you'll gain from attending

- A wealth of therapeutic and relational interventions that empower neurodiverse children, teenagers and families to thrive.
- Insight into the language, assumptions and professional lenses that shape practice.
- Interventions to support expression, emotional regulation and social, cognitive and emotional development.
- Greater confidence in creating meaningful change where diagnosis has a profound personal and systemic impact.

A deeper understanding of:

- Autism, ADHD and Developmental Language Disorder in terms of correct diagnosis and misdiagnosis
- Neurodiversity: sensory, relational and cognitive development
- The emotional and psychological impact of diagnosis on identity, self-worth and relationships
- How to support the systems around the child – families, schools and services

Course dates (2027)

10am to 5pm each day

- Day 1: Saturday 6th February 2027
- Day 2: Saturday 27th February 2027
- Day 3: Saturday 13th March 2027
- Day 4: Saturday 17th April 2027
- Day 5: Saturday 8th May 2027
- Day 6: Saturday 22nd May 2027 – Optional assessment day (Certificate Award)

Who should attend

For anyone working with children/teenagers and families in a professional context.

Staffing

The course is facilitated by a multi-disciplinary team of professionals with extensive experience working with children, teenagers and families within the prism of neurodiversity and diagnosis. Drawing on expertise in integrative child and adolescent psychotherapy, psychology, counselling, therapeutic play, speech and language therapy and occupational therapy.

Admission

Application form. Experience working professionally with children, teenagers or families.



For more information

www.artspsychotherapy.org | info@iate.uk

Fees: £995

ONLINE TRAINING

**Learn
anytime,
anywhere**



Certificate in the Psychology and Neuroscience of Trauma to Recovery

Flexible, on-demand learning through online webinars

Without the right knowledge and training, it's totally understandable to feel hopeless and deskilled when trying to support people whose painful life experiences have resulted in mental health symptoms and relationship distress. This essential training – led by top psychologists, neuroscience experts, specialist educators, and informed by over 1,000 studies – is designed for anyone working with children, teens, or adults affected by adversity. You'll learn to look past the symptoms and behaviour to the underlying fear, pain and unmet needs.

Drawing on cutting-edge neuroscience and psychology, the training explains how trauma shapes brain, body and mind. Then in terms of recovery, why managing symptoms doesn't work, whereas relational interventions create lasting changes in neuroanatomy, neurochemistry and physiology. Through vivid case studies, you'll learn how it's entirely possible to interrupt the trajectory from early or later-life adversity to long-term mental and physical ill-health, antisocial behaviour and premature death.

How it works and start date

As this is a rolling programme, you can join at any time (subject to your application form being accepted). Once accepted, you will be given access to the modules for 12 months.

Assessment: Multiple choice with a few additional questions about your most interesting take away points, to assess your assimilation of the course content.

Please note, this is not a practitioner training.

Modules

- The Psychology of Trauma
- The Psychology of Trauma Recovery
- The Neuroscience of Trauma
- The Neuroscience of Trauma Recovery
- Holding the Beginning: Preventing and Healing Early Trauma
- Where Fear Lives: Mapping Trauma in the Body
- Intergenerational Transfer of Trauma: Prevention and Intervention
- Poverty, Homelessness and Addiction
- From Hurt to Harm, Healing the Causes of Violence
- The Muddle Between Trauma and Neurodiversity
- Trauma Informed Alternatives to Psychiatric Diagnosis
- The Role of Emotion in the Process of Change and Confidence
- From Trauma-based Shame to Self-compassion
- Traumatized Children: Why Pace Heals
- Blocked Trust and Blocked Care and How to Melt Defences.
- Using Arts and Imagery to Help People Talk about their Lives

Total 25 credits

For enquiries contact:

info@traumainformedschools.co.uk

Cost: £595

Certificate in Early Years Trauma-Responsive Practice

Transform outcomes for infants affected by trauma and neglect

Why this training matters

The early years lay the foundation for lifelong mental health. Yet for some infants, this crucial period is shaped by trauma, neglect, or unmet emotional needs – often rooted in the parent's own adverse childhood experiences. Without the right support, these infants can grow up in survival mode: unable to learn, play, have fun, or build lovely relationships. But with the right interventions, everything can change. When adults understand both traumas of omission (what was missing) and traumas of commission (what happened) and are equipped with the right relational and therapeutic skills, infants can go on to recover and flourish. This training provides those skills underpinned by key evidence based theoretical models.

A deeply moving training featuring rich video footage of adult-infant interactions that heal

You will watch a wealth of real interventions in action – research-informed approaches that directly address developmental needs. These are deeply moving moments of connection between infants and practitioners, from babies as young as three months to children aged five.

Benefits of Attending

What you will gain from attending:

- An understanding of how early trauma shapes developing mind, brain and body
- Confidence in recognising developmental delays and how to address them
- Interventions that support social, emotional and language development
- Be able to build an infant's self-esteem and provide secure attachment

You will learn how to:

- Transform the impact of early trauma
- Help infants feel safe, emotionally regulate and develop lovely relationships
- Use attuned, empathic interactions to calm and connect
- Communicate with mental state talk and collaborative sense making
- Provide enriching sensory and attachment-based play
- Support parents to attune, set boundaries and break cycles of trauma

Certification requirements

Written assessment: 300 words per module reflecting on key personal take aways and learning.

Presentation: A recorded 15-minute PowerPoint demonstrating the understanding of theory and application of training interventions with under-fives **£449**

Alternative pathway to certification: Certificate in Understanding Early Year Trauma-Responsive Practice

Written assessment only £370

For booking and further enquiries contact:

01752 278477

www.trauma-informed.uk

info@traumainformedschools.co.uk



Certificate in Leading Relational Parenting Groups

...Because good relationships change everything

AMAZING
DEAL

We'll give you all the materials you need to run your groups: PowerPoints, film clips, guidance notes... packed full of delightful and moving resources that work.

Build your confidence and skills to lead relational parenting groups in schools or other settings that truly make a difference.

What parents will gain from your groups

- Tools to create more playful, calmer, stress-reducing interactions at home
- Greater confidence and satisfaction in their parenting
- A deeper understanding of their child's/teenager's thoughts, feelings and behaviour
- Parenting skills that help break unhelpful intergenerational patterns
- Practical ways to use strengthen and deepen meaningful connection
- A more connected, understanding and positive relationship with their child/teenager
- A place to share common experiences, frustrations as well as lovely moments and successes.

All the relational interventions covered in your five parenting sessions, not only make family life easier and far more rewarding, but they bring positive changes to the child/teen, emotionally, socially and cognitively.



To book:

www.trauma-informed.uk

Finally the training also shows you how to create safe, supportive spaces where parents can connect, reflect and enhance their personal and social development too!

Course structure

- 1 x full day training
- 1 x webinar – Understand group dynamics for group facilitators (view in own time)
- 1 x full day including supervision & group facilitation
- 1 x assessment day (20 minute PP presentation of your experience of running the parenting group)
- Work based implementation (the parenting course is 5 sessions of 90 minutes each. They can be run fortnightly, monthly. It's up to you)

Who it is for

The training is open to Practitioners who have received the TISCUK Diploma qualification (not just attendance) or wellbeing training equivalent, counselling or psychotherapy qualification, senior counselling/ psychotherapy trainee status (at least second year and started supervised clinical work). You will need to be working in a school or setting in a role that supports parents.

Time commitment

3.5 days training + work-based learning

Fees

£549 per person. £195 annual fee to maintain accredited facilitator status and access to materials.

Advanced Certificate in Therapeutic Group Work (Online) (Children, Teenagers and Adults)



This exciting practice-focused training is designed for practitioners to develop the skills and confidence needed to run effective therapeutic groups.

Delegates learn a highly structured model that helps participants quickly feel safe, valued and understood. Within this secure environment, group members learn the skills of empathy, mentalization, emotional awareness, and attunement – creating the conditions for deep and lasting change.

Course content includes:

- What makes a group therapeutic?
- Emotion focused therapy in groups
- Theory and practice of group facilitation
- Supervised practice of group therapy skills
- Using the arts in therapeutic groups
- From alexithymia to naming the pain
- Using psychoeducation in groups
- Supporting group members to develop empathy/psychological awareness
- Key theories of group dynamics
- Psychological games (T.A.) played in groups
- How community groups heal
- Selection process, safeguarding and knowing when to refer on

Fees

(early booking recommended due to limited places)
£795 including the assessment day, or £695 without the assessment.

Dates and times

- Cohorts starting each Autumn & Spring Term
- Training days run from 9.30am – 4pm

Contact info@traumainformedschools.co.uk



Advanced Practitioner Certificate in Parent-Child Therapy

Course content by Dr Margot Sunderland (author: The Science of Parenting)



**On line
Live streaming**



Curriculum includes:

This training equips practitioners with the skills to heal troubled parent-child relationships where both parent and child are living with ongoing distress, conflict, disconnection and repeated cycles of painful relating. Often difficulties are rooted in the parent's own unresolved childhood trauma and attachment experiences. As a result of the training, practitioners often bring about remarkable transformational change, helping parents and children move from defensiveness, fear and shame to true connection, understanding, empathy, and play. The training draws on a range of evidence-based approaches including Mentalization-Based Treatment, Dyadic Developmental Psychotherapy, Filial Therapy, Nonviolent Communication, Trauma Reflective Functioning, The Parent-Child Game, Attachment Play and Video Interaction Guidance. It also explores the neurochemistry of painful and pleasurable parenting, healing attachment ruptures and preventing intergenerational transmission of trauma.

Time commitment

7 days including supervision and assessment
(includes work-based learning)

Admissions: Qualification in counselling, psychotherapy or equivalent or TISCUK Diploma.

Fees: £1025

Cohorts starting each Autumn & Spring Term

To apply and for more information

www.traumainformedschools.co.uk

Email: info@traumainformedschools.co.uk



ONLINE TRAINING

Certificate in Mental Health Education

Neuroscience, Psychology and Applied Practice*

A complete evidence-based qualification and done-for-you implementation package for an emotionally healthy school culture: **Train your staff. Transform your school.**

Learn
Anytime
Anywhere



For website and any enquiries:
www.artspsychotherapy.org
Email: admissions@iate.uk

*Awarded by The Institute for Arts in Therapy and Education Higher Education College London UK and Academic Partner of University of East London. Materials written by Dr Margot Sunderland, Senior Psychotherapist with over 24 published books/resources in mental health, including British Medical Book Awards.





**A radical new approach to mental health education:
not just symptoms, understanding causes and how to heal**

Cutting-Edge, Evidence-Based Mental Health Education Resources and Certificated Training: Neuroscience, Psychology and Applied Practice

Awarded by The Institute for Arts in Therapy and Education, Higher Education College
and Academic Partner of the University of East London, UK.

Why These Resources and Training Matter

In an age obsessed with mental health, it is astonishing how many children and teenagers leave school understanding almost nothing about how their brains, minds, emotions and relationships actually work. They may learn coping strategies, breathing exercises and anti-stigma messages – but rarely the deeper psychology and neuroscience of why people feel good and why they suffer, what drives feelings such as panic, shame, heartbreak or despair, and what genuinely helps people heal from mental health problems. Yet it is this knowledge they need to live life well.

So, these resources and this powerful and accessible training move far beyond superficial wellbeing approaches. Informed by over 1000 research papers, they blend key knowledge from neuroscience, psychology and psychotherapy to offer the emotional education children and teenagers urgently need. At a time of rising emotional distress, deep emotional understanding is no longer optional – it's life-protecting.

Furthermore, research shows that standardised mental health programmes focused primarily on coping strategies alone, don't work (Foulkes 2024)*. This is hardly surprising. We would never accept physics being taught without physicists or biology without biologists, yet much mental health education remains disconnected from the rich knowledge of psychology, affective neuroscience, attachment research and trauma recovery.

*Foulkes (2024) The problem with mental health awareness. The British Journal of Psychiatry

What's Included in Your Done-for-You Whole-School Wellbeing Implementation Package

Everything you need to deliver a high-quality, evidence-informed mental health education programme that enhances student wellbeing and emotional health. Designed to make implementation simple and impactful, this comprehensive package provides all the resources, tools, and guidance needed to embed a whole-school approach to wellbeing with confidence.

- **10 engaging webinars** exploring what we mean by good mental health and then the causes of mental health and relationship difficulties, and pathways to healing. Full access for any member of staff in your school or organisation.
- **Professional presentation slides for all topics** (see the full list of topics in this brochure).
- **Full-length mental health film**, performed by teenagers for teenagers (one-year licence included).
- **Powerful film clips** bring the learning to life through real-life case studies of journeys from stress to recovery.
- **The Belonging Audit:** A toolkit to ensure all staff and students feel known, valued and seen
- **Detailed lesson plans**, teaching resources and facilitator notes for every topic.

Fees £1975 | [Apply now](#)

**Or for free webinar about the training and resource package and any other queries
please email margot@childmentalhealthcentre.org**

**Includes
Done-for-You
implementation
package for whole
school wellbeing
enhancement**



- **Mental health resource cards** and 'Talking About Feeling' cards, with accompanying booklets essential to support teenagers to talk freely in student small-group discussions and one-to-one sessions.
- **Beautiful printable handouts for students.**
- **Qualification for two members of staff. Certificate in Mental Health Education, Neuroscience, Psychology and Applied Practice.** Assessment for two members of staff who wish to attain the award: (Additional staff members may undertake the assessment for an additional fee.) Please see details of the assessment in this brochure.

Course Modules (Webinars)

For all your staff: watch anytime, anywhere (available for a year)

1. Your emotional brain. The science of feeling good and feeling bad.
2. What are mental health problems and how do they develop?
3. Making sense of specific mental health symptoms.
4. How people heal and recover from mental health problems.
5. Relationship Intelligence: Having the best relationships you can.
6. Whole school implementation of psychology and neuroscience informed practice to promote mentally healthy cultures.
7. Key listening skills and therapeutic interventions for vulnerable children.
8. Using arts and imagery to help people talk about their lives.
9. Using storytelling and story listening as therapeutic tools with children and teenagers.
10. Use of emotion cards with children and teenagers to help them talk about their feelings.

Why Schools and Other Settings Choose This Programme

- **A complete, evidence-based mental health education programme** that equips schools with the knowledge, resources and confidence to transform how children and young people understand emotional wellbeing, mental health

struggles and recovery.

- **Engaging and entirely relatable to** – resources are designed to connect with children and young people at a deeply human level.
- **Practical and immediately applicable** – translates complex neuroscience into everyday accessible language to inform effective interventions.
- **Relational wellbeing** – recognises the profound impact of positive relationships on mental health and how to optimise this in your setting.
- **Culturally responsive and globally relevant** – adaptable to diverse cultural contexts and schools and other communities.
- **Promotes inclusion, belonging and connection** – helping every child feel seen, valued and understood.

Outcomes for Your School or Organisation

By implementing this programme, your school or setting can expect:

- **A reputation for excellence in wellbeing and mental health education**, demonstrating a commitment to evidence-informed practice and whole-child development.
- **A school community where children**, young people and staff have a deeper understanding of emotions, relationships, mental health – creating the conditions for better learning, belonging and flourishing.
- **Increased staff confidence**, knowledge and capability in supporting children's emotional wellbeing and mental health.
- **Improved emotional literacy** and enhanced pupil psychological awareness so they are more able to reflect instead of reacting.
- **Reduction in challenging behaviours** through a deeper understanding of underlying distress and its causes.
- **Earlier identification and support for emotional difficulties**, helping prevent problems from becoming entrenched.
- **Eligible to apply for the Mentally Healthy School Award** (please write in for details)

Fees £1975 | [Apply now](#)

Or for free webinar about the training and resource package and any other queries please email margot@childmentalhealthcentre.org



Your package includes: Exclusive licence to show full length film performed by teenagers for teenagers

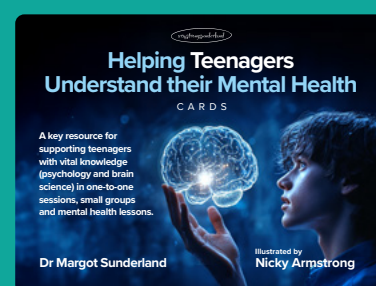
Mental Health
Education Film
and Resource
Card Packs

What Every Teenager Needs to Know About Mental Health



About this Mental Health Education Film

- A powerful one-hour professional film, performed by teenagers for teenagers.
- Grounded entirely in evidence-based neuroscience and psychology, the film helps young people understand what's happening in their brains, minds and bodies when they experience mental health difficulties – in ways that feel accessible, relatable and deeply validating.
- Through moving true stories of teenage distress to recovery, teenagers are helped to feel seen, heard and less alone.
- Teenagers who have watched the film tell us they feel immense relief in realising they are not 'mad' or 'bad', but struggling with understandable responses to painful life experiences.
- The film explores the causes – and healing – of common mental health difficulties including anxiety, panic attacks, social phobias, depression and complex PTSD. It aims to help teenagers think psychologically about themselves and others.
- Watch the film trailer by clicking [here](#).



Your package includes the above card packs. These are key for group discussions and/or one-to-one sessions (you can also order more).

These resources support children and teenagers to have meaningful conversations in small safe groups about their lives. This so often brings a real shift from self-help to seeking help and on to living a more fulfilling life with self-awareness, self-esteem and psychological knowing. The resources also

give children and teenagers the knowledge and language they need to fully understand the causes of mental health symptoms: why they act and feel the way they do. Then most importantly how they can enjoy a symptom-free life.

The resources are informed by our years of experience in 6000 schools and settings across the UK and internationally with children and young people.

Fees £1975 | [Apply now](#)

Or for free webinar about the training and resource package and any other queries please email margot@childmentalhealthcentre.org

Topics covered on the training

What you will learn on the training. From this vast menu, you can simply pick and choose the topics with resources that you want to include in your programme.

Your Emotional Brain: The Science of Feeling Good and Feeling Bad

- How can understanding my brain's emotion chemicals help me live life better?
- What does good mental health feel like?
- What's the brain science of feeling good?
- Can good mental health lead to good physical health?
- Why does being with people I like feel so good?
- If human connection is so powerful in releasing feel good chemicals, will texting do the same thing?
- Why does being creative with people I like feel so good?
- What's the brain chemistry of contentment, fun, joy, love?
- What brain chemicals drive energised engagement in life and how can you activate them more?
- Do celebrities have more powerful feel-good chemicals than me?
- Why do I often feel low until I've eaten some proper food?
- When I'm happy, why can't I just keep the feeling going?
- Why is emotional pain so painful?
- Why does feeling shamed or disapproved of feel so awful?
- Why does rejection and heartbreak hurt so much?
- What can I do to ease the pain of loss?
- I've suffered losses that I know I've never really mourned – does it matter?
- Can I get ill by pushing down my feelings?
- Why does emotional pain lead some teenagers to risky behaviour?
- What's the difference between fear and anxiety?
- What's healthy anger and what's destructive anger?
- Why do certain little things upset me so much?
- Why do I sometimes suddenly get angry, then regret it afterwards?
- When I'm upset, why can't I 'just calm down'?
- Sometimes I feel so tired, then I have a power nap and feel amazing. What's going on in my brain?



What are mental health problems and how do they develop?

- What are mental health problems and how do they develop?
- Are mental health problems illnesses?
- Do mental health problems come from a chemical imbalance that medication can fix?
- Am I weak for having mental health problems? Shouldn't I just be more resilient?
- Do labels like "disorder" help and bring recovery?
- Was Freud right about what he said about mental health problems?
- Why do some painful life experiences turn into mental health problems while others don't?
- Surely the past is past – just get on with life, focus on the present and the future – right?
- What's the difference between good stress and bad stress?
- What has stress got to do with mental health problems?
- So many different sorts of stress – everyday stress, post-traumatic stress (PTSD), Complex PTSD. What's the difference?
- Can a parent's painful life experiences affect their child's mental health?
- Can relationships with parents shape mental health – for better or worse?
- Why do some people use health-harming behaviours (self-harm, drugs, vaping, alcohol, food restriction) to numb emotional pain and other people don't?
- I've had bad things happen in my life that I've never really told anyone about. Does it matter?
- How can I move from mental health struggles to good mental health?

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Making sense of specific mental health symptoms

- Why does depression hurt?
- What causes depression?
- What's the difference between feeling low and major depression?
- When I can't find the motivation to do anything, is it laziness or trauma?
- Why do I have problems sleeping?
- Some people say depression is a coping mechanism – is that right?
- What childhood experiences make you vulnerable to depression in later life?
- If you've had them, how can you make yourself not vulnerable now?
- What causes anxiety?
- How do I know if my anxiety is normal or whether it's a mental health problem?
- What's the brain science behind rumination, catastrophising, panic attacks, phobias, obsessive-compulsive rituals?
- Why can't I just snap out of my phobias, obsessive rituals? How can I stop them?
- Why do I sometimes have frightening or disturbing thoughts – even though I know I would never act on them?
- Why am I frightened of places with lots of people in them?
- Why am I repeatedly worried that something is terribly wrong with my body?
- Why am I obsessed with body flaws? I know I look in the mirror far too much.
- Will I always be anxious?
- Why do some people hurt their bodies?
- Why don't I like myself?
- What causes the negative voices in my head that criticise me so much?
- Why do I sometimes feel detached from reality or myself?
- Why do I sometimes hear voices? Does it mean I'm mad?
- Why is food such a big deal for me: eating it/not eating it?
- Are eating disorders just a case of getting better habits around food?
- How can I move from mental health struggles to good mental health?

How people heal from mental health problems

- Can't I just heal my own mental health problems?
- Can't I just talk to a friend or read self-help books or go on social media?
- Can't I just think myself out of emotional pain?
- What helps people get better – because 'take a bath' or 'just meditate' feel like a joke?
- Will antidepressants fix things?

- How do minds in torment get better through a therapeutic relationship?
- I've heard people say, 'What is shareable is bearable' – is that right and who should I tell?
- What makes a relationship therapeutic?
- What happens in an effective therapeutic relationship?
- How can a therapeutic relationship change my brain, mind, and body long-term?
- Isn't it dangerous telling someone about your painful life experiences?
- What actually happens in a therapy/counselling session or group session?
- Do I really need therapy, or am I just overreacting?
- Do I have to talk about things I'm not ready to talk about?
- Is something wrong with me because I need therapy?
- Will my friends think I'm weird if they find out?
- How long does it take before you trust a therapist?
- What if the therapist thinks I'm weird? Will they judge me? Will they like me?
- Can they cope with how bad I really feel? What if I'm too much for them?
- Can someone really understand me if they've never lived my life?
- How do you know if a therapist/counsellor is any good?

Having the best relationships you can

- What can I say in a conversation with someone I really like, when I don't know what to say?
- How do good relationships work?
- Are painful relationships bad for my health and lovely relationships good for my health?
- How do people make up well after a bad argument?
- When a relationship goes wrong, how can I repair it?
- When someone important in my life asks me what I feel, why don't I know?
- How do I know if someone genuinely cares about me?
- How do I leave a bad relationship when part of me still wants to stay?
- How can I deepen my emotional connection with someone?
- Why can't I say no in case I upset them?
- How can I stand up for myself more?
- Why do I find it so hard to trust people?
- Why do I always need reassurance that the person I like, likes me?
- Why do I push people away when I care about them?
- Why do I want closeness, then feel suffocated by it?
- Why do I choose people who make me feel bad about myself?
- Why do I get so anxious if they take hours to reply to my texts?
- Why do I fear getting close to people?
- Why do I compare myself to everyone else?

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About the training award

Certificate in Mental Health Education Neuroscience, Psychology and Applied Practice

Awarded by Higher Education College and Academic Partner of University of East London UK, The Institute for Arts in Therapy and Education.

Included in your package are places for two of your members of staff to gain this prestigious award. They will watch the webinars just like the other staff members but then go on to take an assessment. They will be asked to write 300 words on their understanding of each of the ten modules, focusing on key concepts, practical strategies and their takeaways from the case material. As this is a work-based learning programme, they will also be asked to send in a 20-minute recorded case study showing how they have implemented some of the resources in their school or setting.

It is possible to purchase additional places so that more staff in your school or setting can attain the award.

What delegates say:

"I can honestly say that it was, by far, the best, most insightful, profoundly moving, endlessly fascinating, relevant and – as I am sure will become clear in time – the most useful training I have received in my teaching career."

Thomas Mann

"This training has changed the way I understand children, people and myself. It's hugely influenced how I am with the people in my life and with children and colleagues at school."

Sophie Bell

"An exceptional training experience. The knowledge, skills and personal insights I gained have influenced every aspect of my work and enriched my relationships with my family."

Fatima Al-Mansouri

Meet the author of the materials



Dr Margot Sunderland: neuroscience scholar, award-winning author and leading psychotherapist. British Medical Association award winning author. Author of 20 published books in the field of child mental health, translated into 18 languages and published in 24 countries. Author of Master's Degree Programmes in Child Psychotherapy.

- Author of the internationally acclaimed **The Science of Parenting** (Dorling Kindersley), First Prize winner of the British Medical Association Medical Book Award, endorsed by internationally acclaimed affective neuroscientist **Professor Jaak Panksepp**.
- Director of Education and Training, **The Centre for Child Mental Health**, London (disseminating the latest research on child mental health for over 25 years).
- Co-Director, **Trauma-Informed Schools UK (TISUK)**, whose training has reached **over 6,000 schools and organisations** and more than **20,000 professionals** across the UK.
- Chief Executive and Founding Director of **The Institute for Arts in Therapy and Education (IATE)**, academic partner of the **University of East London**, and author of the **Master's Degree in Child Psychotherapy**.
- Former member of the **Early Years Commission**, **Centre for Social Justice**, and co-author of the influential cross-party report **The Next Generation**.
- International keynote speaker, lecturer, and media contributor on child development, parenting, trauma, attachment, neuroscience, and mental health.
- Passionate about bringing the latest brain science and psychology to parents, educators, and mental health professionals to help children and young people thrive.

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What you'll learn on the trainings about the psychology, brain science and healing of troubled young minds

with Dr Margot Sunderland, other top psychologists & experts by lived experience



Mental health symptoms can cause abject misery, adversely impact on functioning, relating, learning, doing, thinking. Symptoms are sometimes so awful that people take their own lives. So, these trainings provide key knowledge to alleviate suffering. They will bring you fascinating psychology and neuroscience about the causes of mental health problems coupled with evidence-based roads to recovery. This vital knowledge is all too rarely in the public awareness. Instead, many sufferers and helping professionals alike, spend hours focusing on symptom control rather than addressing the core emotional pain that's causing the symptoms in the first place. As a result, far too many children and teenagers don't get the help they need to have quality of life and to ensure that they have their emotions rather than their emotions having them!

Many sufferers and helping professionals think that the following is all there is:

- Coping strategies
- Diagnosis and medication
- Spot the symptom and refer on

(The latter is particularly concerning, as 1 in 4 young people try to take their own lives on an NHS waiting list: *Young Minds. End the Wait Campaign 2022*).

In light of the above, an inaccurate message often prevails in schools, organisations and the public at large: "If you suffer from mental health symptoms, think something or do something and you will feel better". This is not true. At best,

it's temporary stress regulation. At worst it encourages suppression, proven to be dangerous to physical health. If you suffer from social anxiety, phobias, compulsive rituals, etc., your mind is screaming DANGER! At the end of your run, warm bath or meditation, your mind will still be screaming DANGER!

These trainings are the opposite of simply teaching coping strategies or surface-level thinking techniques. Instead, they explore the underlying causes of mental health difficulties and, crucially, what genuinely helps children and young people heal. The counselling skills and relational interventions are all evidence-based, drawing on the latest research in psychology, neuroscience and trauma-informed practice. They have also been developed and refined through our work with over 6,000 schools and communities, where we have seen the profound difference these approaches can make.



Helping Teenagers Understand their Mental Health

CARDS

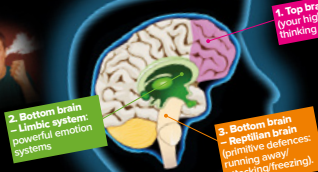
A key resource for supporting teenagers with vital knowledge (psychology and brain science) in one-to-one sessions, small groups and mental health lessons.

Dr Margot Sunderland

Illustrated by Nicky Armstrong

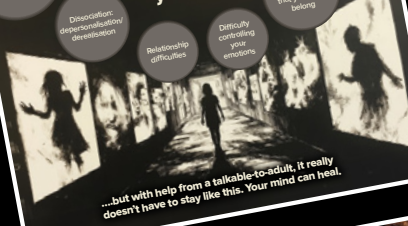
Available from [amazon.co.uk](https://www.amazon.co.uk)

Three key areas of your brain



In teenagers, the bottom brain is often in the driving seat, so you can feel very intense emotions and act impulsively (without thinking) and then regret it.

Complex Post-traumatic Stress (haunted by your past)



You don't get mental health problems like you catch a cold



Painful life events only become mental health problems when no-one helps you make sense of what happened.

When you don't eat enough your brain can't produce enough dopamine, so your mood suffers

Available from [amazon.co.uk](https://www.amazon.co.uk)

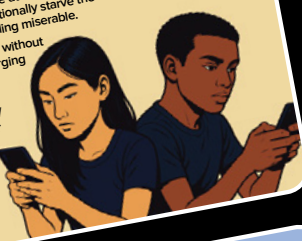


Illustrated by Nicky Armstrong

The loneliness of being with someone who isn't really being with you

When phones get more attention than you give each other, you'll emotionally starve the relationship and you'll end up feeling miserable.

Just as cars won't go without fuel or electrical charging it's the same with relationships. They need fuelling/charging with your full attention, interest and appreciation.

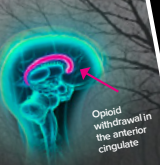


In our brains, each of us has neurochemicals. When we know how to use them, they can bring us the loveliest states of joy, wellbeing and sense of, 'all is well in my world'.



The most powerful way to activate these, is to spend time with the people in your life who are warm, kind and fun to be with.

The pain of being rejected is awful because it triggers opioid withdrawal in the brain. But it will always ease and particularly if the people in your life are warm and kind.



When you don't eat enough protein, your brain can't make enough dopamine, so you'll have low mood.

Using your hand to show what happens in the brain when someone 'flips their lid' and has an emotional melt-down



Top brain (frontal lobes) Thinking brain. Stable under stress.

flip your lid



Bottom brain (emotional and reptilian brain) Floods the top brain with stress hormones.

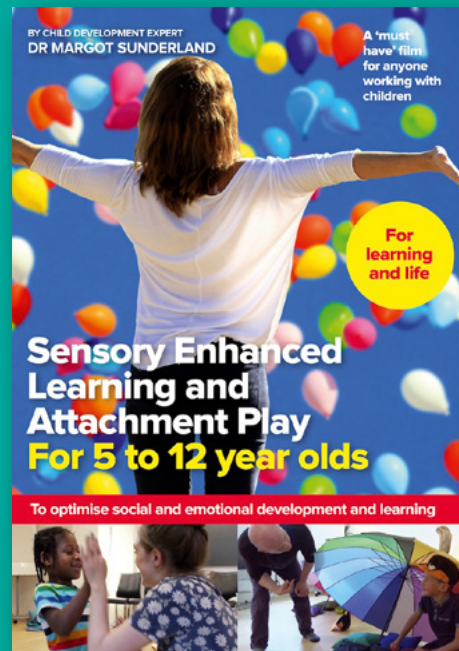
Panic attacks

What to know about panic attacks

- A sudden feeling of intense fear
- Common fears: fear of dying, losing control, fear of going mad, fear of having a heart attack
- Common symptoms: can't breathe, racing heart, chest/abdominal pains, sweating, shaking, feeling sick, dry mouth, dizziness, feeling faint
- Remember, when you are having one it can feel like it'll never end but actually, they usually reach their peak in 10 minutes and end within 20 minutes
- It can help to time it.
- You can live in fear of having another one, so you start to avoid places/situations where you think you might have one.
- Causing something too difficult happened in your life that you've never processed
- When you tell a mentor what happened and get their help to process it, you don't need to live with a brain that keeps going into panic.



Two Essential Films on Attachment Play for Professionals Working with Children Aged 5-12 and/or Infants



These films are designed to empower and inspire child professionals, teachers and parents to engage children in attachment play, sensory play and games that will enhance language development. Illustrated throughout with delightful footage of a wealth of adult-child attachment play and ideas for sensory enhanced learning. Both are proven to enhance confidence, social skills, ability to trust and actual brain development.

Fees:

One month full access: £30 each

www.trauma-informed.uk

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