



more
good
days

Training & Consultancy Prospectus

“Probably the best
training I've done in
nearly 30 years in the job!”

Working with you to create more good days.

Through our knowledge of trauma prevention and recovery, we promote community resilience, recognising that healing and recovery from stress and trauma happen when we come together.



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Find your course....

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We co-create learning and development tailored to your unique needs, helping you and those you work with to have **more good days**.

Our team of experienced practitioners turn science-based knowledge, into practical learning tailored for you. When we work with you, we'll be right there every step of the way, making sure your unique needs are met with our commitment and knowledge.

Our co-created approach to learning means you can choose a theme to focus on or blend themes from our knowledge base featured in this brochure to meet your needs. Talk to us about a co-created learning journey

face to face | webinars | pre-recorded video | e-learning



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five to thrive

Respond • Engage • Relax • Play • Talk

Five to Thrive: Model for promoting secure attachment: Brain development and positive parenting/caring

Five to Thrive is a model that helps us to notice what happens inside us, in our brains and nervous systems, when we form a connected relationship with another person in order to meet their needs. Connecting to meet needs is at the heart of responsive parenting and care giving and it is these connections that help to build healthy brains in babies and children. Helping parents and other care givers e.g. early years professionals, social workers, ante and perinatal staff, to understand the impact they have on the developing brains of children can develop confident parenting and practice. This confidence will then improve outcomes for children in the short term and across their lifetime.

Aims of this course:

- To understand how adults contribute to brain development in children
- To recognise the importance of attuned caregiving relationships for the brain development of children
- To be able to promote confident and reflective caregiving

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five to thrive

Respond • Engage • Relax • Play • Talk

Five to Thrive and Relational Practice: Building and maintaining healthy brains

The Five to Thrive model enables us to notice what happens inside us when we connect with another person in a relational way in order to meet their needs. An increasing body of research shows that relationships are essential to our survival and our wellbeing, and this course will enable practitioners to embed the key elements of relational ways of working into their day-to-day practice, thereby improving outcomes for those they serve and also themselves. Relational practice helps to reduce stress, promotes resilience and supports everyone in communities improving service user engagement and practitioner job satisfaction.



Aims of this course:

- Understand how positive connected relationships contribute to healthy brain development and maintenance throughout the life course
- Recognise the indicators of attunement and co-regulation in connected relationships
- Be able to promote confident and reflective relational practice



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Trauma Recovery Informed Practice: Mending Hurts as a model for promoting self-healing communities

Trauma is prevalent and until we recover from trauma it impacts on the way we think, feel and behave. So, an understanding of trauma and what is needed for recovery is crucial for anyone working in public services. This course covers both individual and collective trauma, the signs and indicators of trauma and what is needed for recovery. It gives participants the opportunity to reflect on what is happening in their own lives and the lives of those with whom they live and work. Participants are introduced to KCA's model for promoting recovery from trauma, Mending Hurts, and encouraged to notice the small things they do in practice that make a difference to others when they are vulnerable. Covering the key elements of trauma informed practice, participants develop an understanding of how to build resilience in themselves and others. This course leaves practitioners feeling hopeful and optimistic through focusing on the nine outcomes of recovery.

Aims of this course:

- To understand how individuals and communities recover from trauma
- To recognise the indicators of trauma and recovery
- To be able to maintain hope, contribute to recovery and develop self-healing communities



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Secondary trauma and community resilience: Maintaining wellbeing throughout the network

Working in public service in service to others who are vulnerable can lead to various forms of secondary stress – stress that arises from the work of making connected relationships with people who are living with individual and collective trauma – in addition to the ordinary stresses of the workplace.

Compassion is built into our human brain and nervous system – we are born to connect and care. However, the circuit in our brain for compassion, like any other part of our biological system, can experience fatigue and this exhaustion can over time lead to secondary trauma or burnout. This has an impact not only on individual practitioners but on the service they provide, leading to recruitment and retention as well as wellbeing issues.

This course enables participants to reflect in a safe space on their own experience, to recognise the signs and indicators of various forms of secondary stress and understand what helps in preventing, managing and recovering from them. In so doing the course builds resilience in individuals and the teams they work in.

Aims of this course:

- Understand preventing and managing secondary traumatic stress
- Recognise the signs and indicators of compassion fatigue, burnout, moral injury and secondary trauma
- Be able to contribute to preventing injury and building network resilience

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Understanding Stress, Trauma and Resilience: Building workplace well-being for employees and managers

Stress is good for us, except when it overwhelms us. Stress is our body's response to any challenge and an understanding of stress and stress regulation is crucial for individual and workplace well-being. When we are unable to regulate stress there is the risk that stress will become toxic, and it is toxic stress that can lead to a trauma injury or burn out. As adults, many of us have learned how to self-regulate but when stress becomes overwhelming, we all benefit from co-regulation ie when a safe emotionally available person supports us in keeping the stress under control. This course will familiarise participants with key elements of trauma informed practice as trauma informed workplaces are ones which operate within a framework of understanding about stress and its impact and the importance of relationships to support all of us in preventing stress from becoming overwhelming. Focusing on promoting positive wellbeing for individuals and developing resilient teams this course will help everyone understand the importance of being part of a network of stable, meaningful relationships in order to thrive.

Aims of this course:

- Understand stress, toxic stress and trauma
- Recognise the importance of connected relationships for workplace wellbeing
- Be able to work in ways that develop self-regulation and build self and team resilience

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Creating Connections: Building resilience and promoting collaborative working

Trauma happens not just to individuals, but also to whole communities. This is collective trauma. When we experience trauma as individuals, we become stuck in a fear state, which leads to us disconnecting internally and from each other and the world around us. When we experience collective trauma, such as during a pandemic, cost of living crisis or climate change, communities disconnect and become chaotic, unpredictable, volatile and punitive.

Although research shows us that humans are born to disconnect and survive under threat we are also born to reconnect and recover so that we can return to our nature, to connect and care and to nurture and protect those around us who are vulnerable. Human communities are adaptive and complex and always open to innovation and transformation. This course supports participants to understand what is needed to build and maintain healthy brains within the context of healthy communities by working together to create a resilient environment where our natural instincts to care for each other are nurtured.

Aims of this course:

- Understand key issues in individual and community resilience
- Recognise the importance of connected relationships and collaborative working across the network
- Be able to contribute confidently to working with others to build individual and community resilience



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AATRIButES: Attachment aware trauma recovery informed emotional behaviour support – universal and targeted

Designed for teachers and school leaders, AATRIButES draws on an extensive body of research and practice experience to support professionals to translate attachment aware trauma informed practice into practical classroom strategies. This course enables participants to identify and build upon the strategies they use on their best days to help children and young people develop pro-social behaviour for learning and to build a relational school culture, leading to more good days at school for everyone.

Aims of this course:

- Understand that behaviour is driven by emotion and affected by stress, trauma and unmet needs
- Recognise strategies and ways to develop a culture that promotes positive behaviour for learning and prevents stress and trauma driven behaviour arising
- Be able to de-escalate behaviour that harms and repair ruptures in relationships

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Relationships and Behaviour: How emotion coaching promotes pro-social behaviour

Emotion Coaching is an evidence-based approach to helping respond to behaviour in the moment that promotes healthy brain development and pro-social behaviour in children and young people.

This course draws together the original research of psychologists, John and Julie Gottman, on what the parents of happy, successful, healthy children do to support their children's development with more recent research from schools and educational settings across the UK to help practitioners understand the Emotion Coaching approach to behaviour that challenges. Combining the neuroscience of Five to Thrive with practical tools such as scripts, sentence starters and scenarios this course equips practitioners to adopt the Emotion Coaching approach, leading to more good days at home and school.

Aims of this course:

- Understand how emotions drive behaviour
- Recognise key steps in enabling others to regulate emotions and behaviour
- Be able to apply Emotion Coaching principles to support the development of pro-social behaviour



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Restorative Approaches and Trauma Recovery

Restorative Approaches are essentially relational ways of working that help improve outcomes for everyone in society, including the most vulnerable, by working with, and alongside people, to influence positive change. Restorative approaches are a way of being which enable us to build and maintain healthy, connected relationships based on mutual trust and promote recovery from trauma. Restorative Approaches help to create connections within communities and provide a mechanism for responding to harm and repairing ruptures in relationships thereby building social capital.

Aims of this course:

- To understand how restorative approaches can be used to build connected relationships and contribute towards trauma recovery
- Recognise ways in which restorative approaches can support the development of pro-social behaviour and repair harm
- Be able to hold a restorative circle meeting and apply the restorative five questions to resolve conflict situations

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Emotional Me: Mental wellness and emotional wellbeing programme for participants to teach to children and young people.

Emotional Me can be adapted to the needs of the setting with the ability to support children from pre-school to year seven.

This course is a strengths-based course and is designed to empower the adults in children's networks with the neuroscience of attachment, emotions and adversity in order that they can empower the children and young people to: understand the importance of human connectedness; develop emotional literacy; build resilience to increase their personal ability to cope with adversity. The course has been designed for teachers and school staff. It comes with tailor-made resources for each year group, which include, for example: videos, activities, discussion and reflection cards. All sessions can be explored in different ways to meet the needs of your particular school and children, and SEND and EAL extensions are included. Parental engagement resources are supplied, including videos and a family journal.

Aims of this course:

- Understand what happens in our bodies when we feel emotions
- Recognise emotions and thereby develop emotional literacy
- Be able to apply new skills and tools to everyday situations, including more challenging ones



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Train the Trainer

Our aim is to build a network of skilled trainers in your setting, service or organisation who can confidently share key elements of these essential practices, to ensure that more practitioners - including new starters - are equipped to support those impacted by trauma.

The "Train the Trainer" programme is designed to equip practitioners with the knowledge and skills to train others effectively.

This comprehensive programme provides an in-depth understanding of the principles of relational practice (Five to Thrive) and/or trauma-informed care (Mending Hurts).

The training ensures that trainers have the tools they need to create safe, supportive, and nurturing learning environments.

The Train the Trainer model provides a cost effective and sustainable approach to ensuring that whole services recognise and respond to trauma by fostering resilience and promoting healing.

Trainers are provided with a set of presentation slides, resources and an e-Learning module called 'Preparing to lead delivery' that acts as a digital reference guide for all future delivery.

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e-Learning

KCA Online (our e-Learning platform) is a key part of our connected learning approach. The online courses aim to develop knowledge, skills and reflection not by taking people out of their workplace, but rather by sending them to explore their workplace and their work relationships as part of an ongoing learning journey.

Activities and exercises require learners to:

- 'stop and think'
- 'go and do'
- 'read and reflect'
- record their discoveries in their online journal

With the facility for the journal to be shared with a designated learning mentor as a space for online reflective discussion, this makes for superb work-based learning, promoting practical application and professional conversations.

Although the learning is guided online, with input from experts, in reality people are learning from and alongside their managers, colleagues and service users

Topics

Attachment and brain development, promoting secure attachment, understanding trauma, brain development and positive parenting, community resilience and connected relationships, community resilience and secondary trauma, emotion coaching.

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