

Supporting Children
Young People
and Families



Children's Services Professionals: CPD & Training 2025





Who is this training for?

This training is for all staff supporting Children and Young People's Emotional Wellbeing and Mental Health in an Education, Health, Social Care or Voluntary and Community setting.

Better trained staff deliver higher-quality services

Professionals in children and family services play a crucial role in ensuring care is safe, ethical, and effective. High-quality training supports them in maintaining the knowledge, skills, and confidence required to meet the demands of their role.

In fast-paced, high-pressure environments, time away from service delivery is often seen as a luxury. That's why every minute of Continuing Professional Development (CPD) must be purposeful, practical and based upon recent and reliable evidence and research.

Supporting Children, Young People and Families offers a carefully designed suite of training that enhances the knowledge, skills and confidence of professionals working with children and families. All training is delivered face-to-face by an experienced CAMHS practitioner, ensuring in-depth, meaningful learning.

The training programme is based on the [Children and Young People's Mental Health Competency Framework](#) (2025). All training is rooted in evidence, empathy and realism; understanding that professionals enter children's services from a range of backgrounds, and not everyone starts in the same place. Training is delivered non-judgementally and with respect for the professional challenges and emotional demands of working with children and families.

Other benefits of training and CPD

High-quality, evidence-based training is one of the most effective, and lowest-risk, investments that public services can make. In a sector under immense pressure, this matters more than ever. With one in three child psychiatry posts vacant ([The Guardian 2024](#)), and some families waiting up to two years for specialist mental health input ([Children's Commissioner for England, 2024](#)). Services often lack the capacity to train staff internally.

Ensuring the children and families service workforce have access to appropriate training:

- Means better outcomes for children and young people, as they are supported by staff with increased skills and confidence.
- Addresses quality or risk issues that may be linked to: gaps in skills, poor morale, burnout, sickness levels.
- Helps staff feel valued, which boosts morale and can help with staff retention.
- Strengthens the services reputation, as a place where staff are supported to access training and CPD which in turn supports recruitment.



The Supporting Children Young People and Families Approach

Every element of this training has been shaped by real-world practice, frontline experience, and a deep understanding of what professionals in children and family services truly need.

Grounded in Practice

Training is developed and delivered by someone with extensive, up-to-date experience in frontline children and family services. It reflects the realities professionals face every day; the pressures, the complexity, and the decisions that matter.

Face-to-Face and Interactive

Sessions are delivered in person, in small groups, creating space for meaningful reflection, discussion, and peer learning. It's a chance to think, ask questions, and apply learning to your own context, not just absorb information.

Trauma-Informed and Relationship-Based

At its core, the training is rooted in empathy, safety, and connection. It supports professionals to respond confidently and compassionately, even in the most challenging situations.

Evidence-Informed, Without the Jargon

Everything is underpinned by research and theory, but it's explained clearly and accessibly. The focus is always on how the learning can be used in practice.

Realistic, Respectful, Relevant

Training acknowledges the skill, values and judgement professionals bring to their work. It offers tools and insight, not tick-box answers, because supporting families is complex, and there's rarely a one-size-fits-all approach.

Ensuring Learning and Understanding

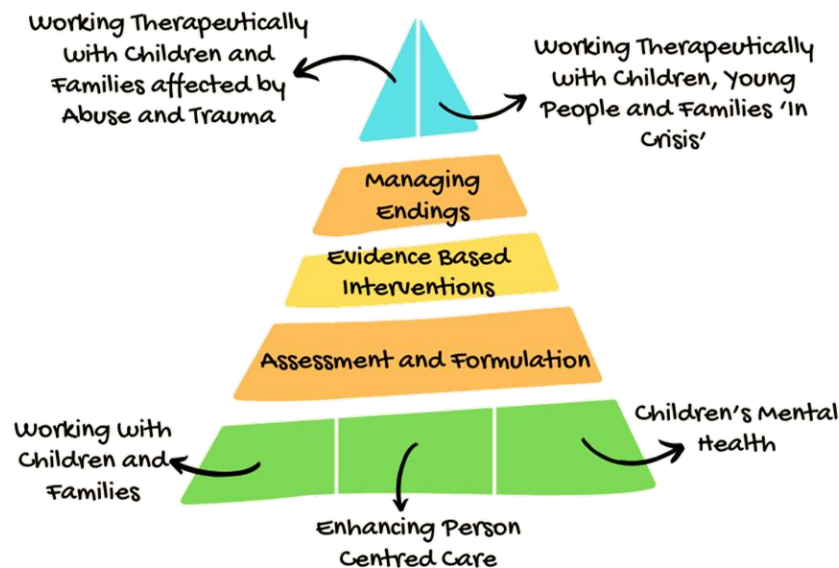
The training is structured to ensure participants gain the most from their learning, combining thoughtful assessment, practical application, and individual reflection. There will be a range of short questionnaire or similar exercises to help track growth in knowledge and confidence and consolidate understanding. Learning is brought to life through group discussions, case studies, and interactive exercises that allow participants to explore ideas in a supportive environment. Real-world scenarios and role-plays give participants the chance to practice and apply the skills and receive constructive feedback. Throughout the programme, participants are encouraged to reflect on their progress, through a journal, or whatever is most comfortable to them, helping them absorb the content at their own pace and feel confident in their understanding.



Training Structure

Training is structured in three interconnected levels: **Foundation**, **Enhanced**, and **Specialist**. Each course builds on the knowledge from the previous, deepening understanding while reinforcing core principles. The structure is designed like a pyramid: **Specialist** knowledge sits at the top, supported by **Enhanced** learning, all grounded in strong **Foundations**. Each module is designed to provide both breadth and depth of learning, building participants' confidence, strengthening their practice, and equipping them to deliver safe, effective services.

It's essential to note that **Foundation** training is not just for new starters or less experienced staff. It serves as a critical baseline for all practitioners — whether new to the field, returning to practice, or experienced professionals looking to refresh, reflect, or address knowledge gaps.



Importantly, the themes and evidence base remain consistent throughout. For example, the updated Staying Safe From Suicide [guidance](#) (April 2025) highlights that:



"All mental health practitioners should follow these principles... real change requires improvements in training and education."

The principles and learning in this guidance is repeated across the entire training offer:

- **Foundation modules** introduce key concepts within children's mental health and enhancing person centred care.
- **Enhanced modules** develop specific skills in areas like assessment and formulation.
- **Specialist modules** apply the knowledge in its entirety to complex and real situations, whilst learning how to deliver Therapeutic Crisis Intervention (TCI).



Foundation Course

Module 1:

Introduction to Working with Children, Young People and Families (2 days)

This module builds the foundations for good practice with children, young people and families. It explores key ideas like child development and attachment, alongside professional duties and ethical responsibilities. There's a strong focus on relationships, values, and the wider systems we work in. It's designed to support both new and experienced staff to reflect on their role and the difference they can make.

Key Learning Outcomes:

- ✓ Understanding child development and attachment theory
 - ✓ Engaging children and families in a meaningful way
 - ✓ Understanding the legal frameworks and responsibilities for professionals in children's services
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Module 2:

Enhancing Person Centred Care (1-2 days)

This module looks at how we can offer care and support that's genuinely led by the child or young person. It covers how to work in partnership with families, how to balance risk and rights, and how to respond to each person's needs and identity. We'll explore inclusive, trauma-informed approaches and how to build confidence in tricky conversations and shared decisions.

Key Learning Outcomes:

- ✓ Understanding person-centred principles in practice
 - ✓ Supporting autonomy and shared decision-making
 - ✓ Delivering culturally competent and inclusive care
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Module 3:

Understanding Children's Mental Health (2 days)

This module introduces the key ideas and issues in children and young people's mental health. It helps staff understand what can affect wellbeing – including development, trauma, and neurodiversity – and how to spot when someone might be struggling. The focus is on building confidence to offer early support and knowing when and how to get others involved.

Key Learning Outcomes:

- ✓ Understanding mental health in children and young people
- ✓ Identifying needs and concerns
- ✓ Applying a person-centred, responsive, and collaborative approach to support



Enhanced Course

Module 4:

Assessment and Formulation (2 days)

This module supports staff to carry out structured, thoughtful assessments that lead to meaningful support. It introduces tools like the 5Ps and risk formulation, and explores how to build a shared understanding of what's going on for a young person — across their relationships, environment and experiences. The aim is to strengthen understanding and planning, not just gather information, or reasons to exclude people from accessing services.

Key Learning Outcomes:

- ✓ Completing holistic and collaborative assessments
 - ✓ Understanding and conducting formulation
 - ✓ Implementing effective risk formulation and safety planning
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Module 5:

Evidence Based Interventions (2 days)

This module explores some of the most widely used approaches in children's mental health work, including CBT techniques, systemic ideas, and relational approaches. It looks at how to adapt these methods to different settings, and how to measure what's working. The focus is on practical application, informed by research and real-world experience.

Key Learning Outcomes:

- ✓ Understanding evidence-based therapeutic interventions
 - ✓ Using outcome measures (ROMS) to track progress
 - ✓ Applying interventions tailored to the needs of children and families
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Module 6:

Managing Therapeutic Endings (2 days)

Endings are an important part of any support journey, and Therapeutic Drift can have serious consequences, for Children and Families, and for services. This module helps staff think through how to plan and manage endings in a way that supports reflection, closure, and positive transitions. It also explores how endings can affect staff emotionally, and how to manage those feelings in a professional and safe way.

Key Learning Outcomes:

- ✓ Understanding the importance of appropriately managing endings
 - ✓ Recognising and overcoming barriers to ending interventions
 - ✓ Managing therapeutic drift and maintaining professional boundaries
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Specialist Course

Working with Children, Young People and Families affected by Trauma (3 days)

This module explores how trauma shapes children's development and their relationships. It covers trauma-informed practice and responding to disclosure. The training focuses on equipping professionals with the practical skills needed to create safe, supportive environments for children and families who have experienced trauma.

Participants will deepen their understanding, learning strategies to build trust, regulate emotions, and promote healing. The course also addresses the long-term effects of adverse childhood experiences and emphasizes the importance of understanding trauma's impact from a relational, non-judgemental perspective.

Participants will gain insights into their own responses to trauma and develop strategies to maintain professional boundaries, enhance resilience, and collaborate effectively within multi-agency teams. The module is grounded in a strengths-based, compassionate approaches, preparing practitioners to navigate the complexities of trauma work with confidence and clarity.

Key Learning Outcomes:

- ✓ Understanding the impact of trauma and abuse
- ✓ Recognising trauma and ensuring responses support recovery (e.g PACE)
- ✓ Developing trauma-focused interventions skills (e.g TF-CBT)

Working with Children, Young People and Families in Crisis (3 days)

Crisis work demands clarity, calm and confidence. This module is designed for professionals supporting children and families during times of acute distress, risk or high need. It equips staff with practical skills in therapeutic crisis intervention, risk formulation, suicide prevention, and emotional regulation.

The training explores how to respond effectively and compassionately in urgent situations, where families may be overwhelmed and systems under pressure. It emphasizes the value of relational, non-judgemental practice, and the importance of holding hope even when circumstances feel most challenging.

Practitioners will also be supported to reflect on their own responses in crisis work — developing self-awareness, resilience, and strategies for working collaboratively across services.

Key Learning Outcomes:

- ✓ Understanding Crisis in children and young people
- ✓ Develop Therapeutic Crisis Intervention Skills
- ✓ Managing Crisis effectively across multiple services and agencies



Evidence Base and Research behind this document includes (but is not limited to):

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