

Code of Ethics and Professional Practice for TISUK Trainers

The purpose of this Code of Ethics and Professional Practice for TISUK Trainers is to establish and maintain standards for all trainers and visiting trainers at TISUK in order to encourage best practice and to protect TISUK delegates, applicants and members of the public.

- 1) All trainers will have the skills, attitudes and knowledge required to be competent teachers and facilitators of learning for trauma informed theory and interventions
- 2) Any selection of trainers will be fair, respectful and the recruitment procedure made transparent to candidates.
- 3) Trainers must respect, value and uphold the dignity of all humanity, regardless of such differences as gender, race, age, culture, class, sexuality, religion and disability.
- 4) Trainers will be able to support the learning process of all their delegates, attending to a range of different learning and contact styles.
- 5) When presenting case material in a lecture or in publication, this must be anonymised and the child/young person's confidentiality protected.
- 6) Trainers are expected to relate to delegates and colleagues in line with TISUK's Code of Relational Transactions, so as to model this well and to embody this code effectively – especially in times of relational stress or conflict.
- 7) Trainers are responsible for providing opportunities for delegates to discuss any of their practice-related difficulties in a relationally supportive way and, when appropriate to support delegates in taking positive actions to resolve difficulties
- 8) Trainers are responsible for notifying TISUK Senior Management at the earliest opportunity of any cause for concern about a delegate's work-based learning, safeguarding issues and/ or breach of the Code of Relational Transactions and personal readiness criteria on the contract.
- 9) Trainers are expected to conduct themselves in ways that ensure they adhere to all of TISUK's policies and procedures at all times.
- 10) Trainers must maintain regular CPD and keep abreast with latest research in counselling, neuroscience, psychology and current school practices. This should be relevant to the training, with specific reference made to the theoretical and clinical practice models covered on the training. Trainers are expected to submit details of their CPD, any research and relevant reading to Senior Management annually (end of summer term).
- 11) Trainers are responsible for establishing and maintaining TISUK professional boundaries between themselves and TISUK delegates.
- 12) Trainers have a responsibility to maintain their own self-care to ensure fitness to practice as a trainer. They are expected to monitor their own cognitive, relational and emotional good functioning and to seek help and/or withdraw from their role as trainer when they need to turn their attention to their own mental health concerns/self-care issues.
- 13) Trainers must ensure that an agreement is made with all of their training groups, which makes explicit the limits of confidentiality.
- 14) Trainers need to be aware when delegates might be using splitting defences to manage difficult feelings or experiences that arise when undertaking a training. Trainers are expected to direct the delegate to talk directly to the trainer concerned when such issues arise, so that this can be resolved appropriately.

15) Trainers are expected to conduct discussions about delegates in a respectful way.

16) Trainers must treat all of their colleagues at TISUK with respect. Denigrating or defaming a colleague to delegates would automatically become a disciplinary issue.

17) Trainers are required to report to Senior Management any current investigation or sanctions brought against them legally and/or by another professional body or organisation.

Iagree to adhere to all the above

Name PRINT

Signature

Date