



Kirklees Keep in Mind

Training offer 2024

Kirklees educational psychology

Whole school development training offer 2024



All centralised courses can be booked via Business Solutions. Please make sure the member of staff who will be attending the training is signed up rather than an alternative contact in school. For further support regarding bookings on Business Solutions, please contact Clair Oldroyd at:

Educational psychology and early years SEN support service

Email: clair.oldroyd@kirklees.gov.uk

Tel: 01924 483744

Supporting children's emotional wellbeing in the early years

Who is eligible to attend?

Early years lead, early years teachers, early years nursery nurses and practitioners.

Course content:

Early years practitioners will develop an understanding of how to recognise and support children within their early years setting who present with emotional needs. A key focus will be on the key adult approach within an EYFS setting. Staff will understand how to identify any language and communication gaps and understand the importance of play in developing language as well as emotional regulation.

What delegates have fed back about the training so far:

'I learnt lots! Even though I have attended quite a lot of training recently.'

'I will think more carefully about what is happening underneath and make sure I take the time to help children understand how they might be feeling.'

'I learnt strategies to deal with children who have communication and language difficulties.'

'I've learnt ways to support challenging behaviour, and the importance of attachment and relationships.'

'Reminded me that children often have reasons behind their behaviour. I will try and be more understanding of children's wellbeing.'

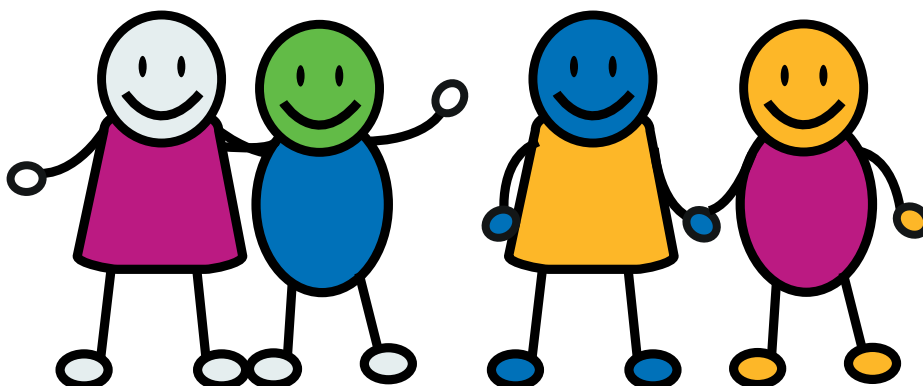
'All was very useful.'

Course duration: 3.5 hours

Places per school: 3

Dates and venues:

| Date | Time | Venue | Trainer |
|-----------------------|---------------|------------------|------------------|
| Thursday 7 March 2024 | 9am – 12:30pm | Batley Town Hall | Dr Judith Baxter |



Emotion Coaching



Who is eligible to attend?

One member of senior management and an additional member of staff including: SENDCo, class teacher, wellbeing lead.

Course content:

Emotion Coaching is an evidence-based strategy based on the work of John Gottman who researched naturally occurring parenting styles. It has then been applied to staff working in settings with children and young people as a way of helping children to understand the different emotions they experience, why they occur and how to handle them.

This course helps staff to develop skills which will allow them to support children and young people during times when emotions are heightened, and behaviours may be challenging. There will be a focus on the ways in which adults can help children to find effective ways of expressing and managing their feelings, also an introduction to the Emotion Coaching reflective log and suggestions about how it might be used to support practice.

The course will cover the psychological theory behind the technique and the four steps of how to respond to and support children and young people. <https://www.emotioncoachinguk.com/>

Before attending the training it's helpful to access the online training module: <https://kirkleesbusinesssolutions.uk/Page/18278>

What delegates have fed back about the training so far:

'I would be recommending any schools to take part in the training.'

'It was really useful. I particularly enjoyed all the theory sections. I think the comments about empathy were insightful and I enjoyed the brain connection information. I am going to do more research into the hand brain model so I can use it with students.'

'Really useful to be able to discuss issues and some possible approaches to dealing with individual pupils (as well as more general incidents).'

'It helped to talk with other people/experts about how to handle children's different stresses.'

'I now understand how to support children to develop their emotional vocabulary, so they are better able to describe/name their feelings.'

Course duration: 1 full day

Places per school: 2

Dates and venues:

| Date | Time | Venue | Trainer |
|--------------------------|--------------|-------------------------------|------------------|
| Thursday 8 February 2024 | 9am – 4:15pm | Empire House Dewsbury, UGF | Dr Kathryn Thorn |
| Tuesday 21 May 2024 | 9am – 4:15pm | Batley Town Hall | Dr Dorota Martin |

Whole school relational policy

Who is eligible to attend?

Members of senior leadership team, emotional wellbeing lead and special educational needs and disabilities coordinator (SENDCo).

Course content:

Information and guidance on developing an attachment aware behaviour regulation policy. Staff will gain an understanding of the impact of a relationship-based approach to inclusion, and the impact this can have at a whole school level. Staff will understand the limitations of a behaviourist approach to responding to behaviour.

What delegates have fed back about the training so far:

'It was great – very useful, thank you.'

'Thank you, this was a really useful session – lots to do around this now to make sure what we are doing is recognised and explicit in writing!'

'I think the session brought all my previous training back to the forefront and has linked it all together with what we are doing and now hopefully I can look at our policies with fresh eyes.'

'The knowledge of the presenters put the subject matter in context and was exceptionally helpful.'

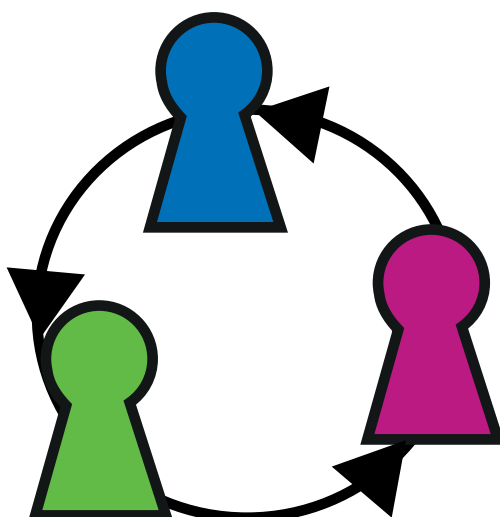
'I learnt more about the evidence behind the policies and how to embed it with whole staff.'

Course duration: 3 hours

Places per school: 2

Dates and venues:

| Date | Time | Venue | Trainers |
|------------------------|------------|------------------|-------------|
| Thursday 14 March 2024 | 9am – 12pm | Batley Town Hall | Emily Forde |



Social, emotional and mental health (SEMH) for school governors

Who is eligible to attend?

School governors who have responsibility for SEMH, safeguarding and special educational needs.

Course content:

Understanding the importance of good mental health in schools, and the role schools can play in this. This training will look at how policies and procedures can promote and underpin good mental health for staff and pupils, and the impact of key adults for children. Governors will be provided with information around how to reduce risk factors and promote protective factors in relation to resilience at a whole school level and look at the impact of part-time timetables and exclusion on wellbeing.

What delegates have fed back about the training so far:

'I have the confidence to understand the accountability of school for their strategy for SEMH for pupils and staff.'

'I will now be proactively engaging with the school's wellbeing leads to review the plan to ensure it gets the attention and focus it needs.'

'Will be looking to improve staff engagement and monitoring for wellbeing.'

'The session was really enjoyable, well-structured and the interactive sessions worked well.'

Course duration: 1 full day

Places per school: 2

Dates and venues:

| Date | Time | Venue | Trainers |
|----------------------------|-----------|------------------|------------------|
| Wednesday 28 February 2024 | 9am – 3pm | Batley Town Hall | Dr Samana Saxton |



Supporting children and staff in schools in dealing with bereavement

Who is eligible to attend?

Suitable for all staff that support children in school; particularly relevant for senior leaders, SENDCos and staff with pastoral responsibilities.

Course content:

For many children and young people, the death of a parent, caregiver, sibling, or grandparent is an experience they are faced with during their school years. Bereavement can have a significant impact on the child's emotional wellbeing, learning and educational performance and, where schools have spent some time planning and identifying how best to support such students and have implemented these plans when they are needed, there is clear evidence that the outcomes for these children can be significantly improved.

In some circumstances, a teacher, tutor, or other member of school staff is the person a bereaved child or young person is most likely to turn to when they need to talk about their bereavement.

There are also likely to be occasions when the death of a child or a member of staff within school can have an impact on many people, and by anticipating how this can be managed when the staff is in shock or upset, schools can be better placed to act effectively and calmly.

The session will explore the national picture, children's understanding of death at different ages, lived experiences, resilience, and recovery, provide an opportunity to share best practice, and some further guidance on developing a school bereavement policy.

What delegates have fed back about the training so far:

'Pitched perfectly. Well done to you both and thank you. Resources are fab.'

'The whole session was extremely useful and informative. Excellent delivery and subject knowledge...conveyed in an accessible way.'

'Keep the training the same. It was one of the most beneficial training sessions I have been on in my career. It has also helped me personally, for which I am very grateful.'

Course duration: 2 hours

Places per school: 1

Dates and venues:

| Date | Time | Venue | Trainer |
|-------------------------|------------|------------------|-----------------|
| Wednesday 13 March 2024 | 9am – 11am | Batley Town Hall | Charlotte Harte |

Positive Psychology

Using Positive Psychology to identify children's strengths, boost wellbeing and resilience

Who is eligible to attend?

Class teachers, teaching assistants, senior leaders, SENCOs, wellbeing leads, staff with pastoral responsibilities.

Course content:

Introducing Positive Psychology - "The scientific study of the strengths that enable individuals and communities to thrive," (University of Pennsylvania Positive Psychology Center). Positive Psychology supports our ability to tap into our strengths and boost our wellbeing and resilience. Working with character strengths has been shown to make people more confident, energetic, and engaged, with increases in academic and work performance, self-esteem, with personal relationships and personal growth. More specifically, the course will:

- Introduce many of the powerful tools and strategies in Positive Psychology which are known to boost children's mental health and wellbeing-e.g. PERMA.
- Examine ways to identify 'signature strengths' –which if developed have a significant positive impact on children's lives – including 'strength-spotting', where we learn to identify and measure strengths through conversations with children.
- Look at tools and techniques that build and develop character strengths, to enhance positive emotions, and give children a greater sense of meaning and purpose which is linked to what Positive Psychology calls 'flourishing'.
- Enable you to feel confident to use aspects of Positive Psychology and strength building in your work with children and young people.

What delegates have fed back about the training so far:

'The character strengths were new to me. I found this really interesting and was keen to find out my own strengths! Also found 'flow' as scientifically proven exciting too. I hadn't heard of PERMA'.

'Fascinated by character strengths and how to work on this with children'.

Course duration: 1 full day

Places per school: 2

Dates and venues:

| Date | Time | Venue | Trainer |
|---------------------|-----------|------------------|--------------|
| Tuesday 4 June 2024 | 9am – 4pm | Batley Town Hall | Tony Mancini |

Understanding emotionally based school avoidance (EBSA)

Who is eligible to attend?

Staff who are or may be involved in supporting children or young people experiencing anxiety and/or emotionally-based school avoidance: support staff, keyworkers, SLT, teachers and SENDCos working in any phase of education.

Course content:

- The session will cover emotionally-based school avoidance; how these needs can be identified earlier enabling intervention to support young people and their families.
- Delegates will become familiar with resources for further support.

Course duration: 2.75 hours

Places per school: 1

Dates and venues:

| Date | Time | Venue | Trainer |
|-----------------------|--------------|------------------|-------------|
| Tuesday 16 April 2024 | 1pm – 3:45pm | Batley Town Hall | Emily Forde |



Understanding emotional regulation and how to develop and support this in school



Who is eligible to attend?

All school staff and senior managers in school.

Course content:

- To understand what is meant by emotional regulation
- To understand the concept of coregulation, how this is developed and why it is important
- To understand the impact of contextual factors on pupils' emotional regulation
- To understand how to assess pupils with emotional regulation needs so there is an accurate understanding of what is contributing to the presentation
- To understand the role that emotional regulation policies and practices play in developing emotional regulation at a whole school level (including emotion coaching)
- To understand factors that inhibit and reduce emotional regulation developing in pupils

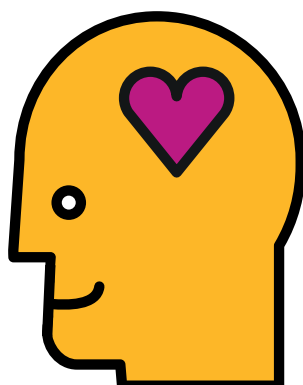
This course is designed for all staff in school and will support staff to understand what emotional regulation is and the significance of contextual factors in the development of emotional regulation.

Course duration: 3.5 hours

Places per school: 3

Dates and venues:

| Date | Time | Venue | Trainer |
|---------------------------|---------------|------------------|------------------|
| Wednesday 10th April 2024 | 9am – 12:30pm | Batley Town Hall | Charlotte Renton |



Practical ways to help students manage revision and exam stress

Who is eligible to attend?

Secondary teachers and learning/pastoral support staff.

Course content:

The course will cover the following content:

- What causes exam and revision stress and recognising the signs of this in students.
- Recognising good and bad study habits.
- What works to ease revision pressure and exam anxiety.
- What can we do to help? – practical strategies to use with students.
- Staying healthy under pressure.
- Implementing plan B - Supporting young people to deal with disappointment.
- After the celebrations and getting back to normal.

This course is designed to aid teachers and support staff in their endeavours to help students navigate their way through revision and exams as healthily and successfully as possible. The course builds upon good practice, recent research and importantly shares practical strategies which delegates can use with students at school. The course is designed for secondary teachers and learning/pastoral support staff.

Course duration: 3 hours

Places per school: 2

Dates and venues:

| Date | Time | Venue | Trainer |
|------------------------|------------------|------------------|--------------|
| Monday 11th March 2024 | 9:30am – 12:30pm | Batley Town Hall | Penny Sheard |



Understanding anxiety and how to support pupils

NEW
COURSE

Who is eligible to attend?

Class/subject teachers, support staff, pastoral staff, and anyone working directly with children and young people.

Course content:

- Describe the physiological experience of anxiety, as well as underpinning thoughts (in older children) which may be driving the anxiety
- Share some screening instruments for pupils, parents and staff to complete
- Identify common triggers
- Explore some case studies
- Outline how to support pupils with presenting anxiety
- Identify helpful coping strategies for pupils (depending on age)
- Transition planning

The course will provide an overview of anxiety, normalising it as a human emotion and identifying when it may become an issue for pupils by impacting on their educational experience. Attendees will learn about screening instruments which may be helpful in pinpointing when anxiety is an issue for individual pupils, as well as learning how best to support those with high levels of anxiety, with a view to building bravery and developing helpful coping strategies for managing anxiety.

Course duration: 2.5 hours

Places per school: 2

Dates and venues:

| Date | Time | Venue | Trainer |
|------------------------|---------------|------------------|------------|
| Wednesday 6 March 2024 | 9am – 11:30pm | Batley Town Hall | Katie Lees |

Relational training for midday supervisors

NEW
COURSE

Who is eligible to attend?

Midday supervisors.

Course content:

- Develop an overview of relational approaches that can be used in schools.
- Understand how to use strategies such as labelling and validating emotions, and problem solving to support emotional regulation.
- Understand how to use restorative conversations and strategies to resolve playground conflicts.

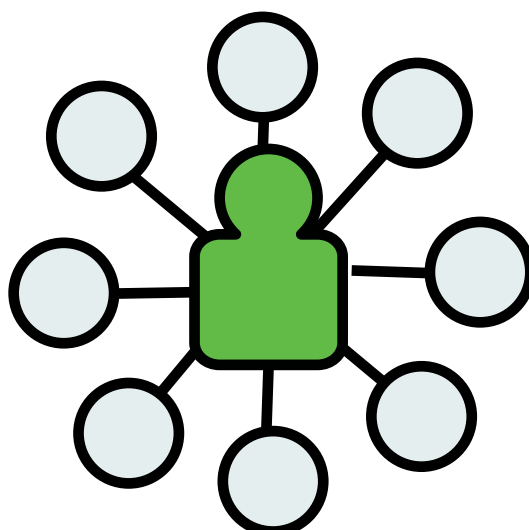
This course aims to build upon and develop staff understanding of relational approaches to support children's mental health and wellbeing in school. The course will begin with a discussion around the importance of adopting relational approaches in school, before exploring strategies informed by relational approaches, such as emotional labelling and validation to build connections before problem-solving, and restorative practice to support conflict resolution at lunchtimes. Interactive discussions, case studies and practical exercises will support staff with consolidating knowledge to inform their own toolbox of strategies to build positive connections and create a sense of belonging among children at lunchtime.

Course duration: 2 hours 15 minutes

Places per school: 2

Dates and venues:

| Date | Time | Venue | Trainer |
|----------------------------|------------------|--------|----------------|
| Wednesday 21 February 2024 | 9:15am – 11:30am | Online | Hannah Peduzzi |



If you require a copy of this information in any other format or language please contact the Trust.

إذا كنت تحتاج إلى نسخة من هذه المعلومات بأي تنسيق أو لغة أخرى، فيرجى الاتصال بـ Trust. (Arabic)

اگر شما به یک نسخه از این اطلاعات در هر قالب (فرمت) یا زبان دیگری نیاز دارید، لطفاً با بنیاد (Trust) تماس بگیرید. (Farsi)

Ha a jelen információk másolatát más formátumban vagy nyelven szeretné megkapni, akkor kérjük, hogy lépjen kapcsolatba a tröszttel. (Hungarian)

ئەگەر پوونوووسی ئەم زانیاریانەت بە هەر زمان یان فۆرماتیکی دیکە پێویستە تکایە لەگەڵ ئیمە پێۆهندی بگره. (Kurdish Sorani)

Jeśli potrzebują Państwo uzyskać kopię niniejszej informacji w innym formacie lub języku, prosimy o kontakt z Funduszem Zdrowia. (Polish)

Se necessitar de uma cópia destas informações em qualquer outro formato ou idioma, entre em contato com a Fundação. (Portuguese)

جے تہانوں ایس جانکاری دی اک کاپی دی کسے ہور فارمیٹ یا بولی وچ لوڑاے تے مہربانی کر کے ٹرسٹ نال رابطہ کرو۔ (Punjabi Pakistani)

Dacă aveți nevoie de o copie a acestor informații în orice alt format sau limbă, vă rugăm să contactați Trustul nostru. (Romanian)

اگر آپ کو اس معلومات کی ایک کاپی کی کسی دوسرے فارمیٹ یا زبان میں ضرورت ہو تو براہ مہربانی ٹرسٹ سے رابطہ کریں۔ (Urdu)