Northamptonshire Educational Psychology Service

TaMHS and Other NEPS Training Programme for 2019 to 2020

Building mentally healthy schools

Impacting positively on children’s mental health

Developing staffs’ knowledge, confidence and skills

WINNER OF THE NCC CELEBRATING SUCCESS AWARDS 2015:
Improving Northamptonshire’s Wellbeing
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Northamptonshire TaMHS Programme 2019-20

The Northamptonshire TaMHS Programme uses the model below in order to build Mentally Healthy Schools in Northamptonshire. It supports schools in building their own capacity so they can implement approaches, programmes and interventions, which have a positive impact on children’s mental health. The development of staff knowledge, confidence and skills within this area is also central to the programme.

**Building Blocks of Provision for Building Mentally Healthy Schools in Northamptonshire**

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**Information regarding the TaMHS Building Blocks, Key Processes and Accreditation Scheme are available at**[www.northamptonshire.gov.uk/tamhsupdate](http://www.northamptonshire.gov.uk/tamhsupdate)

The countywide **TaMHS Team** delivering this programme is made up of representatives from Educational Psychology, Child & Adolescent Mental Health Services (CAMHS) Early Response and Intervention Team, and Early Help and Prevention Parental Support Co-ordinators. The programme is governed by the Northamptonshire Young Healthy Minds Partnership.

**TaMHS is available for all schools**, but for this financial year, 2019-20, the TaMHS Team is working especially closely with 5 secondary schools, 45 primary schools, 1 all-through school and 4 special schools from across the county. There is growing evidence that schools engaging with the TaMHS Programme has a positive effect on key measurable pupil outcomes: attendance, exclusions and attainment - that are important for pupils, schools and OFSTED!

Information regarding the TaMHS Building Blocks, Key Processes and Accreditation Scheme are available at [www.northamptonshire.gov.uk/tamhsupdate](http://www.northamptonshire.gov.uk/tamhsupdate)

For information on currently available centrally organised TaMHS & NEPS training courses, please go to [www.northamptonshire.gov.uk/tamhs](http://www.northamptonshire.gov.uk/tamhs). Please note new courses: Creating an Emotional Regulation Toolkit for the Classroom and Promoting Resilience and Coping Skills in Children and Young People

We also offer bespoke training and consultation in a range of areas, including: Learning focused courses, ADHD, ASD, Adolescent Brain, Attachment, Motivational Interviewing, Peer mentoring and Staff Wellbeing.

If you want to discuss any aspect of TaMHS or NEPS training, then please do contact us at: tamhs@childrenfirstnorthamptonshire.co.uk or educpsychology@childrenfirstnorthamptonshire.co.uk.

For further information about NEPS, please visit [www.northamptonshire.gov.uk/e](http://www.northamptonshire.gov.uk/e)
2019 Conference
Mental Health: The Bigger Picture

Target audience: Primary, Secondary and Specialist Schools; School Nurses; and other agencies who work with schools including the Voluntary/Charity Sector and Social Care

8th October 2019 at Kettering Conference Centre
£104 per attendee & £52 for 2nd attendee (same organisation)

Organised jointly by the Northamptonshire Educational Psychology Service and CAMHS Community Early Response & Intervention Team, this conference has been planned to help primary and secondary schools to meet children’s mental health and behavioural needs.

Following on from the success of last year’s conference, we have invited Dr. Pooky Knightsmith (Mental Health Author and Educator; Vice Chair: Children and Young People’s Mental Health Coalition) to present the Key Note Address again. This time Pooky will be talking about creating mentally healthy schools, which meet the needs of every learner, to coincide with the release of her new book “Mentally Healthy Schools Workbook: A Practical Guide to Meeting the Needs of Every Learner”.

Pooky is an internationally respected and prolific keynote speaker, lecturer, trainer and author. Pooky develops and shares practical, evidence-informed approaches to promoting mental health – arming health, social care and education staff with the skills, information and knowledge they need to support the children in their care; whilst also working hard to drive collaboration and change at a national and international level amongst politicians and charity, business and service leads.

A choice of 18 half-day workshops/courses is available. For details of course content and learning objectives please visit: www.northamptonshire.gov.uk/tamhsupdate.

There will be a range of stalls show-casing interventions, resources and local support agencies for perusing during breaks and lunch.

To apply for one or more places, please register and book at: www.northamptonshire.gov.uk/tamhs. If you need help with your booking, please ring 01604 368123. Priority places and course choices will be given to early bookers. Bookings will close when full capacity is reached or at midnight on Friday 26th July 2019.

Confirmation of your courses will be provided early in Autumn 2019. All courses with good take-up will be run.

PARTNERSHIP WORKING
TaMHS 2019 Conference: Workshop information

Morning Course Options

A: Coping Skills
We, as the CAMHS Community Early Response and Intervention Team (CERIT), are offering a practical session for the TaMHS Conference on building resilience with practical skills and coping strategies.

We will be practicing, demonstrating and modelling work with:
- Calming jars and mindfulness techniques, using the senses with young people and adults
- Relaxation and breathing techniques, self-soothing using your senses.
- CBT tools around detective-thinking and solution-focus.
- Solihull Approach model of containment, translating to supportive relationships in school settings and staff teams.

This will be an interactive, participatory and fun session. Come prepared to join in!

B: An Introduction to Emotion Coaching
Emotion coaching is a relational approach which helps children to become more aware of their emotions and to manage their own feelings, particularly during instances of misbehaviour. It entails validating children’s emotions, setting limits where appropriate and problem-solving with the child to develop more effective behavioural strategies. Emotion coaching techniques instil the tools that will aid children’s ability to self-regulate their emotions and behaviour. It enables practitioners to create an ethos of positive learning behaviour and to have the confidence to de-escalate situations when behaviour is challenging. Emotion coaching provides a value-added dimension to behaviour management strategies and creates opportunities for longer-term solutions to children’s wellbeing and resilience. Emotion coaching incorporates neuropsychology, attachment theory and a focus on developing and maintaining relationships with children to support their social, emotional and mental health and attainment.

This workshop is aimed at enabling school staff to:
- Explore the benefits of Emotion Coaching and to increase understanding of the impact of relationships between children and adults upon behaviour.
- Consider aspects of attachment theory relevant to Emotion Coaching.
- Discuss opportunities to receive whole school staff training in Emotion Coaching.
- Develop a plan in relation to how Emotion Coaching may be implemented successfully in their school.

*Please note that this training offers to provide a brief introduction to emotion coaching- this is not the complete training package. It would be helpful if a member of senior management was able to attend this session if this is considered a beneficial whole school approach. Further training can be arranged by the Educational Psychology Service.
C: Engaging Parents and Carers in the School Community
Research tells us that if parents and carers are actively involved in their children’s learning and activities at school, they will be more likely to thrive both in terms of academic performance and also in their general wellbeing. Yet it can be difficult to involve all parents and carers in the school community, especially if their own experiences of school weren’t positive.

This workshop, facilitated by Information Advice Support Service for SEND in Northamptonshire, is aimed at enabling staff to:
• Explore barriers to parental and carer engagement
• Share good practice, reflecting upon their own experiences of working with parents and carers
• Identify appropriate strategies to that encourage parental and carer engagement, especially when working with those harder to reach parents and carers
• Identify ways that school staff can work with parents and carers to support their children.

D: The Language of Wellbeing and Mental Health
The first of its kind in TAMHS: A workshop exploring the views and experiences of young people and their mental health. Dr. Pooky Knightsmith will also be participating in this workshop.

E: Loss, Separation and Bereavement
Ninety-two percent of young people in the UK will experience a significant bereavement before the age of 16, and four to seven percent will lose a parent through death (Ribbens, McCarthy & Jessop, 2005). Only 1 in 10 adults bereaved as a child said that their school was very supportive at the time of their bereavement (Child Bereavement UK). With the high prevalence of bereavement and other significant losses experienced by children and young people, it is important that school staff develop their thinking, approaches and resources to be able to support these children more effectively. Being able to support children who have experienced a significant loss is one of the Building Blocks for Mentally Healthy Schools at the Wave 2/ Targeted Level within the Northamptonshire TaMHS Programme.
The course is for anyone who wishes to explore the issues that many children and young people experience and to discover strategies and resources to help.

The workshop should enable participants from any key stage:
• To be aware of the impact of bereavement and loss as experienced by children and young people
• To recognise why some children and young people may be more vulnerable than others and how the response if affected by age and stage of development
• To understand the impact on staff and the school community and how to approach this positively
• To be aware of a range of strategies and resources to help children deal with loss, including the Northamptonshire Child and Adolescent Bereavement Service.
• To consider how to apply learning to your school at whole school, groups, class and individual levels
F: Peer Support
Appropriate peer support within primary schools can and does increase the opportunity for personal and social development within individuals of any age. It can also provide additional support and encouragement on aspects of school work, help to build confidence and self-esteem, and encourage a more positive participation in school life. Peer supporters provide younger pupils with an initial, accessible point of contact from which to seek support and build life-skills in a language and manner that is both familiar and acceptable. In this way, peer support can build capacity within a school for improving children’s mental health and also free-up some staff time to focus on higher level concerns. The training can build on whatever peer support is already taking place in school or can begin developing this kind of support within school for the first time.

The workshop should enable participants to:
- Have a clear awareness of the processes of setting up a peer support programme
- Understand the role of a peer supporter
- Understand how to recruit and train peer supporters
- Identify a sound structural framework in order to promote sustainability for a peer support programme
- Understand the importance of monitoring and evaluating a peer support programme
- Be clear about the next steps needed for me and my school to help set-up and run a peer support programme.

G: Promoting Healthy Relationships between Young People
Healthy relationships are core to our emotional wellbeing; research on emotional resiliency suggests connection with other people and social support are key in enabling us to manage the ups and downs of life. How can schools impact on young people’s aspirations for healthy, respectful and supportive relationships and their ability to recognise and sustain them?

This workshop will consider:
- What healthy relationships for teenagers look like
- How to encourage such relationships
- How to help teenagers in your school who are at risk of unhealthy relationships.
H: Promoting Positive School Transitions
Research has shown that for many children transitions between schools can be unsettling and stressful. Particular groups are more at risk of heightened anxiety, social difficulties, and a decline in academic performance and motivation. Developing a sense of belonging can have a positive impact on the transition process. Facilitating a sense of connectedness where pupils in their new school feel that they are genuinely cared about, wanted, listened to and supported can positively impact on their engagement, achievement and emotional wellbeing (Keay, Lang and Frederickson, 2015).

This course is aimed at enabling school staff to:
- Explore the issues that children and young people may experience during the unsettling time of school transition.
- Consider how to develop a sense of belonging and connectedness to promote a successful transition at the systemic, class and individual level.
- To co-create a plan of action during the workshop to take back to their school.

I: Tracking Children and Young People’s Mental Health and Wellbeing
How can you assess the value of mental-health focused interventions in your school and track children’s wellbeing more generally? This course will show how to do this and identify the tools that have shown to be of value in tracking the progress of pupils and determining the worth of provision, to help decide on whether they should continue, be refined or cease. There will be an opportunity to examine these tools and to discuss their use with others in small groups and with the presenter. The session will include links with OFSTED emotional health and well-being outcomes; and the requirement to provide evidence of impact of interventions for individual pupils in need – as well as to evidence wellbeing at class and whole-school level.

Learning Objectives
- To know and understand what to look for in an evaluation or tracking tool.
- To become familiar with a range of evaluation and tracking tools.
- To share experiences of such tools already used by participants and presenters.
- To identify one or more useful tools to use back in school.
**Afternoon Course Options**

**J: Attachment- So what?**
Attachment theory was developed by psychologists to explain how children interact with the adults looking after them. A child who develops a secure attachment style will have the confidence to explore their environment and develop a good sense of self-esteem. For children who don’t develop secure attachment styles, there are potentially serious consequences for their time in education, their emotional well-being, and their journey to adulthood.

**This half day training is aimed at helping school staff to understand:**
- How attachment difficulties begin and how they can present in children and young people
- How attachment difficulties affect learning, education and social development
- How they can support children and young people with attachment difficulties.

**K: Emotionally-Based School Anxiety**
This workshop will explore recent research and good practice in relation to emotionally-based school anxiety. We will consider ecological and social, emotional and mental health factors that can impact on school attendance for children and young people. Strategies and resources to support children and young people successfully back into school will be shared with the participants. The session is particularly aimed at staff working with Key Stage 3 pupils although it may also be helpful for those working with Years 5 and 6. The workshop will be delivered by a Specialist Senior Educational Psychologist for Social Inclusion.

**This workshop is aimed at enabling school staff to:**
- Reflect on their current practice working with pupils who are experiencing Emotionally-Based School Anxiety and identify areas they would like to develop further
- Review recent psychological research in this area and consider how to apply good practice models in their own schools
- Learn more about the structured group intervention work developed by Northamptonshire Educational Psychology Service in supporting pupils with Emotionally-Based School Anxiety
L: Keys for Happier Living
This course is for anyone who is keen to establish an ethos of positivity and change within their setting, for individual pupils and staff alike.

Action for Happiness- a movement for positive social change, with the goal of happiness for everyone-have reviewed the latest research from psychology and related fields considering what influences our levels of happiness. Everyone’s path to happiness is different, but the evidence suggests that there are some commonalities in what can help us to experience greater levels of happiness.

Action for Happiness have brought together this research to develop the ‘Ten Keys for Happier Living’ all of which consistently have a positive impact on people’s happiness and well-being.

This workshop will provide an overview of the ‘Ten Keys for Happier Living’ based on the ‘GREAT DREAM’ model by Action for Happiness and will also provide information about the Keys to Happier Living Toolkit for Primary Schools (KS2). This is an evidence-based resource for teachers to support children to learn, develop and embed the core skills for emotional wellbeing and resilience.

The Keys to Happier Living toolkit has received the PSHE Association Quality Mark indicating that it meets the requirements of their ten principles for effective Personal, Social and Health Education.

M: Listening to Children: Eliciting and understanding the child’s perspective to support change
Every child has the right to be involved in decisions made about them as set out in the United Nations Convention on the Rights of the Child and numerous other sources of law and guidance. Involving the child in decisions about them as well as the process of changing their own behaviours enhances their sense of autonomy, competence and belonging; increases their motivation and contributes to positive emotional well being.

Using psychological theory and techniques including Personal Construct Psychology and Solution Focused Approaches, this session will help practitioners to understand and gain the child’s perspective of a particular situation, thus enabling them to share their views.

Delegates will be provided with:
• An understanding of the benefits of gaining a rich picture of the child’s perspective
• Awareness of the key principles for consulting with children and young people
• Practical guidance on talking with children and young people
• Knowledge of effective techniques for eliciting children and young people’s views
All of which will enable children and young people’s voices to be heard, so that they are at the centre of any decisions.
**N: Mindfulness**

Mindfulness is an approach to building resilience to cope better with the stresses of life; it enhances our emotional wellbeing and has been shown to enhance performance in a range of activities such as sport, music and academia, through improved attention control and through the promotion of confident, positive focus and greater self-efficacy.

This short course offers an introduction to the principles, rationale and practice of mindfulness, and gives the opportunity to consider the potential of mindfulness to school situations both in terms of staff development and approaches to working with children and young people.

This half-day training is aimed at enabling school staff to:

- Understand what mindfulness is (and what it isn’t), and the growing research evidence for its effectiveness
- Understand how mindfulness can be applied in their own lives, with opportunities for practical experience during the session
- Extend their knowledge of mindfulness based approaches with easy to use ideas to apply in their own work with children and young people
- Consider how they might develop mindfulness practices more generally within their school community
- Know where further help and resources can be accessed.

**O: Self-Injury**

Self-injury (also referred to as ‘self-harm’) is any type of behaviour which results in an individual intentionally damaging or injuring their body. It can take many forms including self-cutting and risk taking behaviour.

Since 2005 there has been a dramatic increase in self-injury figures (NHS Digital), with 13-45% of adolescents reported to have engaged in non-suicidal self-injury (STORM). There is also evidence of increasing prevalence of self-injury in primary-aged children.

It is therefore important that school staff understand such behaviours and are able to support children/ young people who engage in such behaviours hence this workshop being a Wave 2 Building Block within the Northamptonshire TaMHS Programme.

This workshop is aimed at school staff from any Key Stage, and aims to enable them to:

- Understand why children and young people engage in self-injury
- Know how to best to respond to and support children and young people who engage in self-injury
- Know where further help and resources can be accessed
P: Solution Focussed Approach: An introduction
Solution Focussed Brief Practice can enhance well-being and performance by enabling a person to feel in control of their situation and with a clear small-step approach to improving whatever situation they are trying to find a way forward with.

Solution focussed brief practice can be used on a 1-1 basis or with a group of students or adults.

This in an introductory session and will cover the key aspects of solution focussed brief practice with time to practice these skills. Other key skills will be talked about and then practice can be followed up at a later date.

The session will:
• Introduce you to key terminology in relation to solution focussed work
• develop your awareness about the knowledge and skills necessary to effectively practice solution focussed brief work in an educational setting
• help you start to understand how using solution focused brief practice can support the well-being of staff and students
• provide you with the opportunity to practice some solution focussed skills
• help you start to understand what is and what is not solution focussed brief practice

Q: Solihull Approach: A taster session
The Solihull Approach is a nationally recognised and locally endorsed theoretical approach to working to working with children and their families that enhances team working within and across services. It focuses attention on promoting the emotional well-being and mental health in infants, children, adolescents and families. The Solihull Approach draws on theories of psychotherapy, child development, including attachment and behaviourism, and brings them together in a practical way. The model integrates the concepts of Containment; Reciprocity and Behaviour Management into a reflective model that informs practice. It supports practitioners in their work with children and families and helps parents and carers to understand their child. It provides a framework for thinking about children’s behaviour that develops practice and consistent approaches across agencies and within services.

This taster session will:
• Provide knowledge of the Solihull Approach model and the theory that underpins it.
• Highlight how the Solihull Approach can be used to inform reflective practice.
• Provide a knowledge base that will be helpful when working with colleagues already trained in the Solihull Approach
• Inform working practice.
• Provide a platform for consideration of the Solihull Approach Foundation Course training for the individual, team or service.
R: Using Drawing, Talking, Stories and Puppets with children

The purpose of the course is to enable participants to become aware of how drawing has helped many children, particularly when they find it difficult to talk about themselves or their difficulties. Safety is often the key issue around talking, or maybe the lack of words to express how they feel. The use of puppets and stories are also helpful to children which we will examine, considering the use of stories for different issues children experience. The session will be interactive and practical in nature.

This session enable delegates to:
- Understand how they can help children to draw and talk.
- Provide some theoretical background to children and drawing.
- Explore examples of work done with children in school.
- Consider how materials developed by Margot Sunderland, Marge Heegaard & others can be used.
- Consider practical activities that can be used to help children draw 1:1 with an adult.
- Provide examples of how puppets can be used with children to help them talk.
- Explore how stories can be used to help children express themselves.
- Evaluate the work with children.
Northamptonshire Educational Psychology Service

Training

Anxiety: What do you do with it?

26th February 2020
9:30am-12:30pm
Kettering
Cost: £91 per participant

Anxiety is a natural feeling we all experience from time to time which can be useful when we face new or stressful situations. It can be our body’s way of preparing us to face a challenge by releasing a hormone called adrenaline which causes an alert and ready to react response sometimes known as ‘fight or flight’. All children and young people can get anxious and this is normal as they grow up to develop their survival skills. However, sometimes Anxiety can occur too often and at the wrong time and this may affect a child’s everyday life, development and relationships. Recent research suggests that as many as 1 in 6 young people will experience an anxiety condition at some point in their lives, this means that up to 5 people in a class may be living with higher levels of anxiety, whether that be OCD (obsessive compulsive disorder), social anxiety and shyness, exam stress, worry or panic attacks.

This half-day training aims to enable school staff to:
🔹 Understand that anxiety can be adaptive and part of the normal development of children and young people.
🔹 Know that anxiety has cognitive, physiological and behavioural components.
🔹 Be aware of ways to support children experiencing higher levels of anxiety and where further help and resources can be accessed.

This course is aimed at professionals.
To book now, please visit www.northamptonshire.gov.uk/EPStraining.
Creating an Emotional Regulation Toolkit for the Classroom

21st November 2019 in Northampton
9:30am – 12:30pm
Cost per person: £91 per participant

Emotional Regulation is an essential process for all children, helping them to be in a brain state for learning. The pressures of 21st Century living have increased the prevalence of anxiety in children, which is transferred to their lived experience in school, where we may experience their behaviour as angry outbursts or ‘inappropriate responses.’ As educators and carers of children we can understand what is happening in their brains and bodies and model a range of techniques that children can use in order to improve their emotional regulation.

This practical half-day training aims to enable participants to become aware of:
- The importance of co-regulating emotions with children, as in a healthy attachment.
- The relationship between the brain, feelings and the body.
- The importance of labelling feelings and recognising when children don’t feel safe.
- Techniques to help regulate feelings with children using the 7 points of Relax Kids.
- Ways of helping those children who have experienced Adverse Childhood Experiences.
- Mindfulness and other techniques to use with children

And so begin to create an emotional regulation toolkit to use with the children where you work.

Emotional Regulation weaves its way through a number of the Building Blocks for Mentally Healthy Schools at all levels within the Northamptonshire TaMHS Programme, for use: in the home, across the whole school, with whole classes, with small groups and with individual children.

To book now, please visit www.northamptonshire.gov.uk/EPStraining

Each training session starts and finishes promptly at the given times.
This session serves to help schools prepare for the unwelcome but possible occurrence of a critical or tragic event happening at school or within the school community and adversely affecting the school. Unfortunately, incidents such as a child / student / staff death or other sudden tragic events affecting the school community traumatically, can happen when we least expect it. In our experience of supporting schools, the benefits of being prepared to ensure the best possible response to supporting the school community have been found to greatly enhance positive outcomes.

This half-day training session will introduce participants to:

- Guidance materials which consider the need for addressing necessary organisational structures, communication issues, and need for psychological support for those experiencing distress.
- The focus of interventions that help the school to cope with the impact of a critical incident.
- Strategies and approaches which help to bring the school back to normal routines and functioning as quickly as possible.

Each training session starts and finishes promptly at the given times.

This course is suitable for anyone within the school community who already has, or is considering having a role in taking a lead in an incident or supporting staff and / or students following an incident.

To book now, please visit [www.northamptonshire.gov.uk/EPStraining](http://www.northamptonshire.gov.uk/EPStraining)
Domestic Abuse (or domestic violence) can be defined as: ‘Any incident of threatening behaviour, violence or abuse (physical, sexual, financial or emotional) between adults who are or have been in a relationship together, or between family members, regardless of gender or sexuality (Home Office 2005). There is evidence that 18% - 30% of women experience domestic abuse (DA), more so than men, however it does affect all groups of people regardless of age, class, ethnicity, sexuality, disability or religion. It is estimated that 10-20% of children risk exposure to DA in the UK, leading to many of them experiencing difficulties that can include: developmental delay, social, emotional and psychological difficulties and possible post-traumatic stress disorder. Given the prevalence of DA and the potential negative effects of DA on children’s mental health it is important that adults who work with children know how to identify those at risk and consider how to support children and their families.

This whole day training aims to enable school staff to:
- Identify early signs that could suggest a child is being exposed to DA
- Understand the psychological, social and emotional impact of DA on children and parents
- Know about best practice in supporting children and their families and gain information about agencies offering support for DA

This course is suitable for school staff from any key stage.
To book now, please visit [www.northamptonshire.gov.uk/EPStraining](http://www.northamptonshire.gov.uk/EPStraining)

Each training session starts and finishes promptly at the given times.
Northamptonshire Educational Psychology Service

Training

Drawing and Talking: Advanced

12th March 2020
9:30am – 4:00pm
Kettering
Cost: £170 per participant

The training is being provided by Maria Beagley, from Drawing and Talking Ltd who, with others, has developed the approach that is already widely used in Northamptonshire as well as other parts of the UK. Maria has worked as a teacher, SEN teacher and SENCo for over 30 years. She is now a full-time trainer in Drawing and Talking.

**Advanced Training** enables adults to gain a greater understanding of the therapeutic nature of the work involved and to be able to apply it in a variety of situations, including groups and sand play. Questions can be asked about current work you are doing 1:1 with children, building and affirming the skills already learnt in Foundation Training.

This whole day training aims to enable school staff to:

- Review the process of Drawing and Talking (Foundation Level).
- Learn how to use Drawing and Talking with small groups of children.
- Evaluate the progress of pupils using this process.
- Access support/advice in running group interventions.

This training is suitable for professionals who have completed the ‘Drawing and Talking: Foundation level’ training.

To book now, please visit [www.northamptonshire.gov.uk/EPStraining](http://www.northamptonshire.gov.uk/EPStraining)

Each training session starts and finishes promptly at the given times.
Northamptonshire Educational Psychology Service

Training

Drawing and Talking: Foundation

13th January 2020
9:30am – 4:00pm

Kettering

Cost: £170 per participant

The training is being provided by Maria Beagley, from Drawing and Talking Ltd who, with others, has developed the approach that is already widely used in Northamptonshire as well as other parts of the UK. Maria has worked as a teacher, SEN teacher and SENCo for over 30 years. She is now a full-time trainer Drawing and Talking.

For more details about Drawing and Talking, please visit: www.drawingandtalking.com

This whole day training aims to enable school staff to:

- Understand the importance of giving pupils time and space to draw and talk in the presence of a supportive and attentive adult.
- Know how to use the process to help children who are struggling to process difficult emotions and possibly displaying worrying behaviour.
- Know where further help and resources can be accessed.

This training is suitable for professionals working in all Key Stages.

To book now, please visit www.northamptonshire.gov.uk/EPStraining

Each training session starts and finishes promptly at the given times.
Northamptonshire Educational Psychology Service
Training
Emotion Coaching: An introduction

12th March 2020
9:30am – 12:30pm
Northampton
Cost: £91 per participant

“Much of today’s popular advice about children’s behaviour ignores the world of emotions. Instead it relies on child-rearing theories that address the child’s behaviour, but disregards the feelings that underlie the behaviour.” (John Gottman, 1997)

Research at Bath Spa University has demonstrated that Emotion Coaching helps:
• Children to regulate, improve and take ownership of their behaviour.
• Children to calm down and better understand emotions.
• Practitioners to be more sensitive to children’s needs.
• Create more consistent responses to children’s behaviour.
• Practitioners to feel more ‘in control’ during incidents.
• Promote positive relationships between adults and children.

Research has shown that emotion-coached children achieve more academically in school, are more popular, have fewer behavioural problems, and are more emotionally stable and resilient (Gottman, et al 1996).

This half-day training aims to enable school staff to:
• Explore the benefits of Emotion Coaching and increase understanding of the impact of relationships between children and adults upon behaviour.
• Consider aspects of attachment theory relevant to Emotion Coaching.
• Discuss opportunities to receive whole school staff training in Emotion Coaching.
• Develop a plan in relation to how Emotion Coaching may be implemented successfully in their school.

This course is aimed at professionals as an introduction to Emotion Coaching- it is not the complete training package. Following this introduction, whole-staff training can be arranged by the Educational Psychology Service.

It would be most helpful if a member of senior management was able to attend this session.

To book now, please visit: www.northamptonshire.gov.uk/EPStraining
Northamptonshire Educational Psychology Service
Training
Promoting Resilience and Coping Skills in Children and Young People

12th February 2020
Time: 9.30am to 4.30pm
Northampton
Cost per person: £170

We know that research into promoting and developing resilience shows that Cognitive Behavioural Therapy helps children and young people cope better with challenges in their lives. The Northamptonshire EPS have therefore written a programme for Key Stage 2 and Key Stage 3 students, underpinned by cognitive behavioural approaches, which aims to:

• Teach life skills for coping with challenging situations.
• Normalise states of emotional distress, and develop self-regulation and self-soothing skills.
• Build positive social networks and role models, and teach constructive peer relationship skills, thus reducing bullying.
• Improve attitudes to learning and academic performance.

This programme can be delivered at the universal level or to small groups.

All staff who attend this training will receive a PDF of session plans including resources that can be used in each session, which will enable them to deliver the programme. They will also be signposted to other resources that will further support the implementation of the programme.

This course is aimed at teachers, teaching assistants and pastoral support staff who work with all children and young people, and those with social, emotional and mental health needs.

To book now, please visit www.northamptonshire.gov.uk/EPStraining.
Northamptonshire Educational Psychology Service

Training

Protective Behaviours

27th November 2019 in Northampton
11th March 2020 in Kettering
9:30am – 4:00pm
Cost per person: £170 per participant

Protective Behaviours is a practical approach to working with children regardless of their ability. It has been used in different areas of life including; safeguarding, restorative justice, PSHE, anxiety management, deliberate self-harm, various mental health and emotional issues and as an empowering process for adults and children.

This whole-day training aims to enables participants to:

- Identify ‘feeling safe’.
- Know how the body reacts when not feeling safe.
- Know what to do when they don’t feel safe.
- Remember and understand the two themes of Protective Behaviours.
- Identify a personal network.
- Be able to become aware of how Protective Behaviours can be used with children in their setting.

This course is aimed at professionals

Protective Behaviours is one of the Building Blocks for Mentally Healthy Schools at the Essential Foundations Level within the Northamptonshire TaMHS Programme.

To book now, please visit [www.northamptonshire.gov.uk/EPStraining](http://www.northamptonshire.gov.uk/EPStraining)

Each training session starts and finishes promptly at the given times
Northamptonshire Educational Psychology Service

Training

Solihull Approach 2-day Foundation

for practitioners who work with very young children up to adolescents

2nd & 16th October 2019 - Northampton
15th & 29th January 2020 - Kettering
12th March & 26th March 2020 – Northampton
Timing: 9:30am – 4:00pm

Cost: £190 per participant

The Solihull Approach is a nationally recognised and locally endorsed theoretical approach to working with children and their families that enhances team working within and across services. It focuses attention on promoting the emotional well-being and mental health in infants, children, adolescents and families. The Solihull Approach draws on theories of psychotherapy, child development, including attachment and behaviourism, and brings them together in a practical way. As part of the course participants will view video footage and discuss baby and adolescent brain development. The model integrates the concepts of Containment; Reciprocity and Behaviour Management into a reflective model that informs practice. It supports practitioners in their work with children and families and helps parents and carers to understand their child. It provides a framework for thinking about children's behaviour that develops practice and consistent approaches across agencies and within services.

This 2-day training should enable participants to:

- Understand the theories underpinning the Solihull Approach.
- Have a broader understanding of how emotional needs affect families and workers.
- Understand what containment and reciprocity mean.
- Understand how containment and reciprocity can be applied practically in understanding and helping people.
- Have even greater confidence in your own skills.

This course is aimed at professionals across the children’s workforce. Please indicate at the time of booking whether you prefer to have access to a School Age or The First Five Years resource folder on each of the training days. You will be able to purchase a resource folder direct from the Solihull Approach organisation following completion of the course. In order to maximise the development of the approach in your setting, a member of your senior management team should be (or have been) one of the staff attending this training.

The course is certificated by the Solihull Approach organisation in conjunction with the service and enables access to other Solihull Approach courses. Participants are required to attend both days of the 2-day training.

To book now for one or more places, please visit: www.northamptonshire.gov.uk/EPStraining
Northamptonshire Educational Psychology Service Training

Solihull Approach Parenting Group Facilitation

25th March 2020
9:30am to 4:30pm
Kettering
Cost: £170 per participant

This is a one day training course for practitioners who intend to co-facilitate a Solihull Approach parenting group in a community based setting such as a Children’s Centre, health clinic, school or family centre. The Solihull Approach Parenting Programme is an evidence based parenting programme that is nationally recognised and is awarded the national CANparent Quality Mark for parenting courses. It aims to help parents reflect on their own and their child’s feelings and how these can impact on behaviour. By so doing it aims to enhance understanding, improve communication and perspective taking. This empowers parents and leads to more effective management of their child’s behaviour. The parenting programme runs over 10 weeks. It is suitable for parents who have universal to complex needs and children from birth to 18 years of age. A requirement of the programme is that it is co-facilitated; with at least one facilitator being Solihull Approach Parenting Group Facilitation trained and both being Solihull Approach Foundation trained.

This whole-day training should enable participants from any key stage:

- To provide delegates with in depth content of the Solihull Approach Parenting Programme to understand what drives successful parenting practise.
- To help delegates to think about process issues when facilitating a parenting group.
- To help delegates think about the preparation required before running a parenting programme
- To help delegates think about and identify the issues that can arise and how they might be addressed

All potential Solihull Approach Parent Programme facilitators must have completed the Solihull Approach Foundation training more than 3 months previously and be using the Solihull Approach in their practice.

This course is suitable for all practitioners who are a member of the children’s workforce in Northamptonshire.

NB: In order to run Solihull Approach ‘Understanding your Child’s Behaviour groups for parents, trained facilitators will need to purchase a £91 Participant Facilitators’ Manual from the Solihull Approach organisation. Manuals will be available to make use-of on the day.

For applying for one or more places, please visit: www.northamptonshire.gov.uk/EPSTraining

Northamptonshire Educational Psychology Service.... Bringing positive change and growth from the application of psychology through innovation and excellence

Northamptonshire TaMHS
Targeted Mental Health in Schools Programme

Children First
Northamptonshire
Northamptonshire Educational Psychology Service

Training

Zippy’s Friends, Apple’s Friends and Passport

5th February 2020

9:30am – 4:30pm

Northampton

Cost: £170 per participant

Zippy’s Friends, Apples Friends and Passport are evidence-based international programmes for teaching primary school children social and coping skills. Developed by ‘Partnership for Children’, they are engaging mental health promotion programmes which are suitable for children of all abilities.

Zippy’s Friends teaches children aged 5 to 7 years old (years 1 or 2) how to cope with everyday difficulties, to identify and talk about their feelings and to explore ways of dealing with them through using role-play, drawing and discussion activities and games, and stories featuring characters of a similar age: Tig, Leela, Sandy, Jill and Tommy – as well as Zippy, a stick-insect. The programme covers themes: feelings, communication, friendship, solving problems, changes, and moving forward. It also encourages children to help other people with their problems. The programme is based on extensive research and has been evaluated in many countries. It has also been endorsed by the World Health Organisation and national governments.

Apple’s Friends builds on what has been taught in Zippy’s Friends and is suitable for children aged 7 to 9 years (years 3 or 4). The programme covers themes similar to those in Zippy’s Friends. The activities in Apple’s Friends give children the chance to practise and develop effective coping and social skills. Once again, there are role-play, drawing and discussion activities and games, and stories featuring the same characters; but this time with Apple the hamster. However, in Apple’s Friends sessions, children have to contribute more of their own ideas – particularly when it comes to the stories. These are unfinished, and the class decides how each story ends.

Passport is for 9 to 11 year olds (years 5 or 6). The programme is based on the same theory as Zippy’s Friends and Apple’s Friends – the Concept of Coping – but looks quite different. It consists of 17 sessions and covers the following themes: emotions, relationships, difficult situations, change and loss and fairness, justice and what is right. Engaging comic strip stories follow the adventures of Olya and Milo as they discover a secret world of fantastical creatures in the company of their friend, Elly the dragon. Children develop their own positive strategies to deal with problems through engaging activities: reading the comic strips, discussion, role-play and games. They use the colourful game board to find as many solutions as possible. There are also Home Activities to reinforce learning at home with the family.

Educational Psychologists from the Northamptonshire TaMHS Programme are licensed to train teachers in running Zippy’s Friends, Apple’s Friends and Passport.

This course is aimed at professionals, at least one person from each participating school needs to be a qualified teacher. To book now, please visit www.northamptonshire.gov.uk/EPStraining

NB: Schools will need to purchase their own resources to deliver these programme. Apples Friends: £250 +pp; and Zippy’s Friends & Passport £325 +pp. Once initial materials have been purchased, subsequently consumables per class cost £60 +pp for Apple’s Friends and £150 +pp for Zippy’s Friends.
1-2-3 Magic for Teachers:
A behavioural management programme for use by teachers and other school/setting staff

While this training is no longer run as a centrally organised course, it is available for primary schools and early years’ settings to commission from the Northamptonshire Educational Psychology Service for a whole staff session or series of sessions – amounting to a total of 5 hours of contact time.

Cost for schools is at the rate of their EPS SLA – where for every hour of face to face input, an hour of preparation is also charged. For full information regarding new SLA charges and set-up see [www.northamptonshire.gov.uk/eps](http://www.northamptonshire.gov.uk/eps)
For organisations other than schools, please email tamhs@childrenfirstnorthamptonshire.co.uk to discuss charges.

An Educational Psychologist who is also a licensed trainer will take participants through the programme to enable participants to fully grasp and implement the key aspects of ‘1-2-3 Magic’ in school. Developed by Thomas Phelan, Consultant Clinical Psychologist; there is mounting evidence for the effectiveness of the programme for providing respectful discipline that complements other key aspects of mental health promotion and intervention, as recommended in the Northamptonshire TaMHS Programme.

School staff attending the training will learn:
- An extremely simple method for reducing or eliminating disruptive behaviour.
- How to encourage and reinforce courteous classroom behaviour and good work habits.
- How to understand the effects of your personality on your teaching.
- How to effectively manage transition times, assemblies, playground, lunchtimes, school outings and tidy-ups.
- How to communicate productively with parents.
- Overall, how to meet OFSTED criteria for Behaviour and Safety in school.

In order to arrange whole-staff training on ‘123 Magic’ or to discuss further, please contact your link EP or email: tamhs@childrenfirstnorthamptonshire.co.uk
Schools may wish to consider inviting other schools to the training, so that they can share the costs.

NB If ‘1-2-3 Magic for Parents’ is required, please contact your link Parent Support Co-ordinator.
Northamptonshire Educational Psychology
Service Training
Adolescent Brains:
How to meet the challenge of helping them learn & stay safe

While this training is no longer run as a centrally organised course, it is available for secondary schools to commission from the Northamptonshire Educational Psychology Service for a half-day or two twilight training sessions – amounting to a total of 3 hours of contact time.

Cost for schools is at the rate of their EPS SLA – where for every hour of face to face input, an hour of preparation is also charged. For full information regarding new SLA charges and set-up see [www.northamptonshire.gov.uk/eps](http://www.northamptonshire.gov.uk/eps)

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Adolescence is a time of major transition from childhood to adulthood, and a time of striking changes in the brain, with huge reorganisation and restructuring alongside development of more advanced functions. In fact, the brain doesn’t function or look like an adult brain until the early 20s. Advances in brain imaging using MRI scans now tell us that adolescence features a second ‘wave’ of brain growth and provides an opportunity to re-wire the brain dependent on learning. Along with huge changes in hormone levels and brain chemistry, adolescent brain research has much to tell us about how young adults learn, socialise and behave, and the best ways to keep them motivated and keep them safe.

This half-day training seeks to provide participants with:

- A foundation in human brain development and brain function.
- A greater understanding of how adolescent brains change and develop.
- Awareness of adolescent skills, abilities and vulnerabilities due to brain changes.
- Knowledge around risk taking and reward, thinking about how to keep adolescents safe.
- Practical ideas about what we can do to support adolescent brains and how to engage and motivate young people in learning.

In order to arrange whole-staff training on ‘The Adolescent Brain’ or to discuss further, please contact your link EP or email tamhs@childrenfirstnorthamptonshire.co.uk

Schools may wish to consider inviting other schools to the training, so that they can share the costs.
While this training is no longer run as a centrally organised course, it is available for school and early years settings to commission from the Northamptonshire Educational Psychology Service for a whole staff session or series of sessions – amounting to a total of 6 hours of contact time.

Cost for schools is at the rate of their EPS SLA – where for every hour of face to face input, an hour of preparation is also charged. For full information regarding new SLA charges and set-up see www.northamptonshire.gov.uk/eps

For organisations other than schools, please email tamhs@childrenfirstnorthamptonshire.co.uk to discuss charges.

Why Attachment Matters: “Children are not slates from which the past can be rubbed…. but human beings who carry their previous experiences with them and whose behaviour in the present is profoundly affected by what has gone on before” (Bowlby, 1951). Attachment is an emotional bond to another person; the central theme of attachment theory is that parents/carers who are available and responsive to an infant's needs allow the child to develop a sense of security. The infant knows that the parent/carer is consistent, which creates a secure base for the child to then explore the world.

Researchers have found that attachment patterns established early in life can lead to a number of outcomes. For example, children who are securely attached as infants tend to develop stronger self-esteem and better self-reliance as they grow older. These children also tend to be more independent, perform better in school, have successful social relationships, and experience less depression and anxiety.

What happens to children who develop an insecure attachment pattern? Research suggests that these patterns established early in life can have a negative impact on emotional wellbeing and relationships in childhood, and throughout adult life. Insecure attachment behaviour has been identified with particular responses to the teacher and the learning task in the classroom (Geddes 2006). However, the school ethos, approaches and interventions can be adapted to proactively address attachment needs and this course explores those possibilities.

This training aims to enable professionals to:
• Understand what attachment is and why it is so important.
• Know how to support when attachment style impacts on learning.

In order to arrange whole-staff training on ‘Attachment’ or to discuss further, please contact your link EP or email tamhs@childrenfirstnorthamptonshire.co.uk

Schools may wish to consider inviting other schools to the training, so that they can share the costs
Northamptonshire Educational Psychology Service
Training
Attention Deficit Hyperactivity Disorder (ADHD)

While this training is no longer run as a centrally organised course, it is available for school settings to commission from the Northamptonshire Educational Psychology Service for a whole staff session or series of sessions – amounting to a total of 3 hours of contact time.

Cost for schools is at the rate of their EPS SLA – where for every hour of face to face input, an hour of preparation is also charged. For full information regarding new SLA charges and set-up see [www.northamptonshire.gov.uk/eps](http://www.northamptonshire.gov.uk/eps)
For organisations other than schools, please email [tamhs@childrenfirstnorthamptonshire.co.uk](mailto:tamhs@childrenfirstnorthamptonshire.co.uk) to discuss charges.

Estimates of the prevalence of children with presenting difficulties with concentration, impulsivity and high levels of activity which can lead to a diagnosis of ADHD are as high as 5% of all children in the UK – i.e. an average of 1.5 children per class of 30 children. And such difficulties can present significant barriers to learning for these children. Hence, it is vital that there is widespread knowledge and understanding about ADHD and related difficulties, and how best to support children who present with such difficulties.

Professionals attending the training will develop:

• A greater understanding of the difficulties and strengths associated with ADHD and of the concept of ADHD.
• Knowledge about the pathway for staff to follow where there are concerns that a child may have ADHD.
• Awareness of the ways teachers and teaching assistants can differentiate in order to accommodate the needs of children with ADHD.

This training is supported by Northamptonshire Young Healthy Minds Partnership. ‘Support for children who may have ADHD’ is one of the Building Blocks for Mentally Healthy Schools at the More Targeted Level within the Northamptonshire TaMHS Programme.

In order to arrange whole-staff training on ‘ADHD’ or to discuss further, please contact your link EP or email [tamhs@childrenfirstnorthamptonshire.co.uk](mailto:tamhs@childrenfirstnorthamptonshire.co.uk)

Schools may wish to consider inviting other schools to the training, so that they can share the costs.

Northamptonshire Educational Psychology Service.... Bringing positive change and growth from the application of psychology through innovation and excellence
Training
Autistic Spectrum Disorder (ASD)

While this training is no longer run as a centrally organised course, it is available for primary settings to commission from the Northamptonshire Educational Psychology Service for a whole staff session or series of sessions – amounting to a total of 3 hours of contact time.

Cost for schools is at the rate of their EPS SLA – where for every hour of face to face input, an hour of preparation is also charged. For full information regarding new SLA charges and set-up see www.northamptonshire.gov.uk/eps
For organisations other than schools, please email tamhs@childrenfirstnorthamptonshire.co.uk to discuss charges.

Autism is a different way of being and a different way of experiencing the world. Children with a diagnosis of Autism can have problems with attention, language and communication and social interactions. This means that it can be hard for children with Autism to understand the language and social communications of others and they may find it difficult to express themselves clearly. Many children have a strong need for sameness and find change a challenge to manage successfully. Sensory stimuli can also be processed differently.

This introductory course will cover the strengths and difficulties associated with an Autism Spectrum Disorder and explore how this may impact on learning, play, peer relationships, emotional regulation and school life. Strategies to promote effective inclusive practice will be discussed.

Professionals attending the training will develop:
• A greater understanding of Autism.
• Awareness of the ways teachers and teaching assistants can differentiate in order to accommodate the needs of children with Autism.
• Awareness of how to implement supportive strategies and promote inclusive practice in their primary school.

In order to arrange whole-staff training on ‘ASD’ or to discuss further, please contact your link EP or email tamhs@childrenfirstnorthamptonshire.co.uk

Schools may wish to consider inviting other schools to the training, so that they can share the costs.
Northamptonshire Educational Psychology
Service Training
Building Exam Resilience

While this training is not currently run as a centrally organised course, it is available for schools to commission from the Northamptonshire Educational Psychology Service for up to 20 staff (from one or more schools) in one or more sessions – amounting to a minimum of 3 hours of contact time.

Cost for schools is at the rate of their EPS SLA – where for every hour of face to face input, an hour of preparation is also charged. For full information regarding new SLA charges and set-up see www.northamptonshire.gov.uk/eps
For organisations other than schools, please email tamhs@childrenfirstnorthamptonshire.co.uk to discuss charges.

Taking exams can be stressful; feeling under pressure, tired and worried that you won’t do well. For some students exam stress and related anxiety can get out of control and become overwhelming. Without the right support it affects the pupil’s ability to do their best and their emotional well-being. Research suggests that between 25 to 40% of students experience test anxiety leading to difficulties comprehending relatively simple instructions, trouble recalling relevant information and being easily distracted. Studies show that these students can perform 12% lower than non-anxious peers. This half-day training is for school staff who have a pastoral role in supporting students.

Approaches covered during the session will include:
- Greater awareness of body cues and triggers for anxiety
- Coping mechanisms
- Relaxation
- Mindfulness
- Cognitive approaches, such as challenging unhelpful thoughts
- Coping step-plans

School staff attending the training will be enabled to:
- Understand the nature of exam stress and help students recognise the signs.
- Extend their knowledge of strategies to teach students how to best manage their exam stress.
- Know how parents can help their child.
- Know where further help and resources can be accessed.

While this training has been developed for staff in secondary schools, it can be adapted for those in primary who work with children taking SATs.

In order to arrange Building Exam Resilience training or to discuss further, please contact your link EP or email tamhs@childrenfirstnorthamptonshire.co.uk.
Schools may wish to consider inviting other schools to the training, so that they can share the costs.
Northamptonshire Educational Psychology Service

Training

Literacy: Understanding and overcoming difficulties

While this training is no longer run as a centrally organised course, it is available for school settings to commission from the Northamptonshire Educational Psychology Service for a whole staff session or series of sessions – amounting to a total of 3 hours of contact time.

Cost for schools is at the rate of their EPS SLA – where for every hour of face to face input, an hour of preparation is also charged. For full information regarding new SLA charges and set-up see [www.northamptonshire.gov.uk/eps](http://www.northamptonshire.gov.uk/eps)

For organisations other than schools, please email [tamhs@childrenfirstnorthamptonshire.co.uk](mailto:tamhs@childrenfirstnorthamptonshire.co.uk) to discuss charges.

Literacy remains a key to learning across the curriculum. Children and young people who struggle to read and spell are therefore at risk of being disadvantaged throughout their formal education and beyond. Spelling skills correlate with reading skills, but there are differences in the psychological processes involved. The debate about specific learning difficulties and/or dyslexia hasn’t gone away, although the research evidence about effective literacy teaching is increasing all the time.

This training aims to enable professionals to:
1. Understand how to identify the needs of children who are having difficulties learning to read and spell.
2. Know how to create a ‘dyslexia friendly’ classroom.
3. Know how best to support individual children with reading and spelling difficulties.
4. Identify where further help and resources can be accessed.

In order to arrange whole-staff training on ‘Literacy’ or to discuss further, please contact your link EP or email [tamhs@childrenfirstnorthamptonshire.co.uk](mailto:tamhs@childrenfirstnorthamptonshire.co.uk)

Schools may wish to consider inviting other schools to the training, so that they can share the costs.

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[Children First Northamptonshire and TaMHS logos]
Northamptonshire Educational Psychology Service

Training

Motivational Interviewing

While this training is no longer run as a centrally organised course, it is available for school settings to commission from the Northamptonshire Educational Psychology Service for a whole staff session or series of sessions – amounting to a total of 6 hours of contact time.

Cost for schools is at the rate of their EPS SLA – where for every hour of face to face input, an hour of preparation is also charged. For full information regarding new SLA charges and set-up see [www.northamptonshire.gov.uk/eps](http://www.northamptonshire.gov.uk/eps)

For organisations other than schools, please email tamhs@childrenfirstnorthamptonshire.co.uk to discuss charges.

Motivational Interviewing is a well-established evidenced-based model for building motivation for change with individuals. Motivational Interviewing is a person-centred approach which is respectful and empowering. This course is suitable for all practitioners working with upper primary and older children and young people. The aim of this course is to promote an understanding of how Motivational Interviewing developed and how it has been applied to individuals – especially with addiction issues and disaffected teenagers.

You will learn how to facilitate change with older children and young people through techniques for questioning and exploring goals and values. There will be opportunity to think about how Motivational Interviewing can be applied in your own work and how you can continue your learning and development in this area.

This training aims to enable professionals to:

- Recognise and respond to resistance to change
- Enhance confidence
- Strengthen commitment towards change

In order to arrange whole-staff training on ‘Motivational Interviewing’ or to discuss further, please contact your link EP or email tamhs@childrenfirstnorthamptonshire.co.uk

Schools may wish to consider inviting other schools to the training, so that they can share the costs.

Northamptonshire Educational Psychology Service.... Bringing positive change and growth from the application of psychology through innovation and excellence
Northamptonshire Educational Psychology Service Training

Peer Mentoring - Setting-up and Managing a Successful Programme for Pupils in Secondary Schools

While this training is no longer run as a centrally organised course, it is available for secondary schools to commission from the Northamptonshire Educational Psychology Service for up to 20 staff (from one or more schools) in one or more sessions – amounting to a minimum of 3 hours of contact time.

Cost for schools is at the rate of their EPS SLA – where for every hour of face to face input, an hour of preparation is also charged. For full information regarding new SLA charges and set-up see [www.northamptonshire.gov.uk/eps](http://www.northamptonshire.gov.uk/eps)

For organisations other than schools, please email [tamhs@childrenfirstnorthamptonshire.co.uk](mailto:tamhs@childrenfirstnorthamptonshire.co.uk) to discuss charges.

Peer mentoring within schools can and does increase the opportunity for personal and social development within individuals of any age; it can also provide additional support, encouragement on aspects of school work, help to build confidence, self-esteem and encourage a more positive participation in school life. Peer mentors provide younger pupils with an initial, accessible point of contact from which to seek support and build life-skills in a language and manner that is both familiar and acceptable. In this way, peer mentoring can build capacity within a school for improving children’s mental health and so also free-up some staff time to focus more on higher level concerns. The training can build on whatever peer support or mentoring is already taking place in school or can begin developing this kind of support within school for the first time.

School staff attending the training will develop:

- A clear understanding of the processes of setting up, running and evaluating a successful sustainable, secondary peer mentor programme.
- A clear understanding of how to recruit, train and utilise secondary peer mentors.
- A clear understanding of the role of a secondary peer mentor and how the peer mentor role can contribute to the overall support strategy in secondary schools.
- Use of comprehensive resources (provided at no extra charge) developed by the Mentoring and Befriending Foundation.

In order to arrange Peer Mentoring training or to discuss further, please contact your link EP or email [tamhs@childrenfirstnorthamptonshire.co.uk](mailto:tamhs@childrenfirstnorthamptonshire.co.uk).

Schools may wish to consider inviting other schools to the training, so that they can share the costs.
Northamptonshire Educational Psychology Service

Training

Precision Teaching

While this training is no longer run as a centrally organised course, it is available for school settings to commission from the Northamptonshire Educational Psychology Service for a whole staff session or series of sessions – amounting to a total of 3 hours of contact time.

Cost for schools is at the rate of their EPS SLA – where for every hour of face to face input, an hour of preparation is also charged. For full information regarding new SLA charges and set-up see [www.northamptonshire.gov.uk/eps](http://www.northamptonshire.gov.uk/eps)

For organisations other than schools, please email tamhs@childrenfirstnorthamptonshire.co.uk to discuss charges.

Do you have pupils in your school who struggle to retain the basic skills that you expect your pupils to be able to do automatically, such as recognise their phonic sounds, know their number bonds to 10 and read high frequency words by sight? Precision Teaching has a strong evidence-base for helping pupils to become more accurate and fluent in demonstrating those basic skills. Precision Teaching promotes rapid progress in developing these skills and helps pupils to retain this learning over time.

Precision Teaching is not in itself an intervention, but is a structured way of planning an intervention or teaching programme. It enables staff to plan a personalised teaching programme; monitor the pupil’s progress and evaluate the effectiveness of the programme.

**Precision Teaching can be used to develop the young person’s:**
- Times table knowledge
- Spelling skills
- Phonics skills
- Knowledge of number bonds
- Word reading skills
- Letter formation skills
- And much more!

This training aims to enable professionals to:
- Introduce Precision Teaching as an assessment and monitoring tool.
- Highlight some of the theory underpinning Precision Teaching.
- Examine how Precision Teaching works.
- Provide opportunity to practise some key tasks involved in Precision Teaching.

In order to arrange whole-staff training on ‘Precision Teaching’ or to discuss further, please contact your link EP or email tamhs@childrenfirstnorthamptonshire.co.uk

**Schools may wish to consider inviting other schools to the training, so that they can share the costs.**
Northamptonshire Educational Psychology Service

Training

Speech, Language and Communication: Meeting pupils with needs in the mainstream classroom

While this training is no longer run as a centrally organised course, it is available for primary and early years settings to commission from the Northamptonshire Educational Psychology Service for a whole staff session or series of sessions – amounting to a total of 3 hours of contact time.

Cost for schools is at the rate of their EPS SLA – where for every hour of face to face input, an hour of preparation is also charged. For full information regarding new SLA charges and set-up see www.northamptonshire.gov.uk/eps
For organisations other than schools, please email tamhs@childrenfirstnorthamptonshire.co.uk to discuss charges.

Blurb/ information
Speech, language and communication needs (SLCN) continue to be the most prevalent area of SEN in mainstream primary schools. Yet, language difficulties can often be missed, misunderstood or misidentified.

This course aims to support schools and settings in overcoming some of the barriers to learning that children with SLCN face and considers the wider impacts of language on literacy, numeracy, and social and emotional skills.

This training aims to enable professionals to:

- Know what typical language development looks like.
- Understand some of the complexities of terminology used to describe language difficulties.
- Understand what language difficulties may look like in the classroom and how language difficulties may present as literacy or behaviour difficulties.
- Consider what high quality teaching looks like to support children’s language and develop an understanding of different strategies for talking with children.

In order to arrange whole-staff training on ‘Speech, language and communication’ or to discuss further, please contact your link EP or email tamhs@childrenfirstnorthamptonshire.co.uk
Schools may wish to consider inviting other schools to the training, so that they can share the costs.
Northamptonshire Educational Psychology Service

Training

Understanding and Overcoming Difficulties in Mathematics

While this training is no longer run as a centrally organised course, it is available for primary and key stage 3 settings to commission from the Northamptonshire Educational Psychology Service for a whole staff session or series of sessions – amounting to a total of 3 hours of contact time.

Cost for schools is at the rate of their EPS SLA – where for every hour of face to face input, an hour of preparation is also charged. For full information regarding new SLA charges and set-up see www.northamptonshire.gov.uk/eps

For organisations other than schools, please email tamhs@childrenfirstnorthamptonshire.co.uk to discuss charges.

Recently there have been many changes to the mathematics curriculum with an emphasis being placed on the ‘mastery approach’ and many schools adopting the Singapore Method of teaching. But what about those children who are experiencing difficulties in mathematics whether they struggle to understand or grasp basic concepts, to retain number facts or to manipulate number. Is there anything else that professionals can do in order to support these children?

This training aims to enable professionals to:

• Understand the various skill sets required to develop competence in mathematics.
• Know how to identify and support children experiencing mathematical difficulties.
• Know where further help and resources can be accessed.

In order to arrange whole-staff training on ‘Mathematics’ or to discuss further, please contact your link EP or email tamhs@childrenfirstnorthamptonshire.co.uk

Schools may wish to consider inviting other schools to the training, so that they can share the costs.
Northamptonshire Educational Psychology Service

Training

Using Drawing, Talking, Puppets and Stories

While this training is no longer run as a centrally organised course, it is available for primary settings to commission from the Northamptonshire Educational Psychology Service for a whole staff session or series of sessions – amounting to a total of 3 hours of contact time.

Cost for schools is at the rate of their EPS SLA – where for every hour of face to face input, an hour of preparation is also charged. For full information regarding new SLA charges and set-up see www.northamptonshire.gov.uk/eps

For organisations other than schools, please email tamhs@childrenfirstnorthamptonshire.co.uk to discuss charges.

This half day training course is being provided by John Fardon, Education Entitlement Officer for Mental Health. He is an experienced teacher and has been using these techniques with children for over a decade in a range of schools and settings. This course received outstanding evaluations when introduced to a Northampton primary school in November 2013.

This training aims to enable professionals to:

- Discover a range of materials to help children draw and talk with an adult.
- Realise the importance of a sensitive adult coming alongside a child to help them express thoughts and feelings they cannot express in words alone.
- Discover how puppets can be used to help children with difficult emotions.
- Consider the use of stories to help children in problematic situations.

In order to arrange whole-staff training on ‘Using Drawing, Talking, Puppets and Stories’ or to discuss further, please contact your link EP or email tamhs@childrenfirstnorthamptonshire.co.uk

Schools may wish to consider inviting other schools to the training, so that they can share the costs.
Recommended Externally Sourced Training

Peer Massage
Peer Massage, provided through the Massage in Schools Programme (MISP), is an inclusive programme for all children 4-12 years old. It is a respected, unique, child-centred massage programme that is firmly rooted in the principles of rights, responsibilities, respect and choice. It uses massage to encourage learning and develop social and emotional skills within a safe school environment.

Massage in Schools Programme™ (MISP) two-day intensive course is a very complete course with an internationally approved curriculum shared by all MISP Trainers. With the two-day course every instructor receives a very comprehensive workbook that becomes a basic tool for the successful implementation of the programme and the Touch IN Schools Book.

For further information please visit: www.massageinschools.com

Protective Behaviours: Foundation

Protective Behaviours (PBs) provides a framework for personal safety, self-esteem, resilience and confidence building. PBs is for anyone who lives and/or works with children, young people, or adults. While the Northamptonshire TaMHS Programme provides an in county 1 day Introductory course, Protective Behaviours Foundation is a 2-day course which covers this approach in greater depth - including the 5 elements of the PB process and provides opportunities to experience the 7 strategies in action. Attending a 2-day course provides individuals with an opportunity to develop their knowledge of Protective Behaviours and build confidence in applying it – while also helping to identify areas for future development.

For further information please visit: https://www.protectivebehaviourstraining.co.uk/courses/foundation

Restorative Approaches

A Restorative School focuses on the importance of relationships for maintaining emotional wellbeing, resolving conflict and preventing harm. Becoming a Restorative School has many benefits including increased attendance, reduced exclusions, and improved achievement but is a significant undertaking which requires steady commitment from the whole school community.

The Foundation course enables participants to develop the knowledge and skills necessary to effectively practice restorative approaches informally in schools and apply this to many levels of work with children and young people.

For further information please visit: https://www.restorativesolutions.org.uk/training-development

Roots of Empathy

Roots of Empathy is an international, evidence-based classroom programme for children aged 5 to 13, which raises social and emotional competence and increases empathy. At the heart of the programme are a neighbourhood baby and parent who visit the classroom every three weeks over the school year. A trained Roots of Empathy Instructor coaches pupils to observe the baby’s development and to label the baby’s feelings. In this experiential learning, the baby is the “Teacher”

For further information please visit: http://rootsofempathy.org/