Northamptonshire Educational Psychology Service
TaMHS and Other NEPS Training Programme for 2018 to 2019

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 2018-19

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**

January 2018

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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, 2018-19, 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). We also offer bespoke training and consultation in a range of areas, including: Learning focused courses, Adult Resilience and Well-being Wheels.

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/eps](http://www.northamptonshire.gov.uk/eps).
2018 Conference: Positive Mental Health and Wellbeing in Schools

9th October 2018 at Kettering Conference Centre
£101 per attendee & £51 for 2nd attendee from the same organisation

Organised jointly by the Northamptonshire Educational Psychology Service and CAMHS Early Response & Intervention Team, this conference will enable capacity to be built in your primary or secondary school to meet children’s mental health and behavioural needs through your attendance and engagement with:

- An Inspirational Key Note address by Dr. Pooky Knightsmith (Mental Health Author and Educator; Vice Chair: Children and Young People’s Mental Health Coalition)
  Pooky is an internationally respected face of child and adolescent mental health, who works tirelessly to ‘be the change she wants to see’. She develops and shares practical, evidence-informed approaches to promoting mental health; arming health and education staff with the skills, information and knowledge they need to support the children in their care.

- A choice of 18 half-day TaMHS courses. For details of course content and learning objectives please see attached.

- 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 visit: www.northamptonshire.gov.uk/TaMHS
If you need help with your booking, please ring 01604 368123.
Soon after making your booking, you will be sent a booking form, and asked by email to state your preferences for your pathway through the day.

Priority places and course choices will be given to early bookers.
Bookings will close when full capacity is reached or at midnight on 21st July 2018.
Confirmation of your courses will be provided early in Autumn 2018. All courses with good take-up will be run.

PARTNERSHIP WORKING
TaMHS 2018 Conference
The following courses are on offer at the TaMHS Conference. Delegates will be able to attend one morning and one afternoon option.

Morning Course Options
A: Anxiety- What to do with it?
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 a 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 is aimed at enabling 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.

B: Understanding and Responding to Eating Disorders
Many people worry about saying or doing the wrong thing and making things worse when they suspect a young person is suffering from an eating disorder. However, early support is key to successful and sustainable recovery – so this workshop will enable colleagues to feel more confident both in picking up the warning signs and responding confidently and appropriately.

This half day session will enable colleagues to understand:
- What are eating disorders – the different diagnoses.
- Why people develop eating disorders.
- When to worry - the warning signs that eating or exercise are a problem.
- What to do next if we are concerned.
- What is your role & what is not? When and how to refer on.
C: Evaluating Mental Health Interventions
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.

D: Loneliness in Primary Schools
Research has confirmed that loneliness is a universal phenomenon, experienced by children and adults, but there has been relatively little investigation into the experiences of loneliness among school children in the United Kingdom. Dr. Maureen Liepins investigated how the ideas about loneliness held by British children develop during the early years in school. Evidence was found for developmental trends in the content of what children said about loneliness and how they differentiated social and psychological factors associated with loneliness. There are implications for talking about loneliness with primary school children and for managing feelings of loneliness within the primary school setting.

This half-day training is suitable for primary school staff and seeks to provide participants with:
- A summary of the implications of research into loneliness generally and the implications for mental health.
- Details of primary school children’s views about loneliness and in particular what they said about loneliness in school.
- Opportunities to explore possible implications for approaches to loneliness and emotional well-being within the participants’ schools.
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). 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 and resources to be able to support these children more effectively. Hence, school staff being able to support children who have experienced a significant loss, separation or bereavement 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 course should enable participants from any key stage:
- To be aware of the wide range of losses experienced by children and young people.
- 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 recognise the importance of age on how children deal with loss.

F: Supporting the Mental Health of Children in Care
In 1997, The Children’s Safeguards Review received evidence suggesting that as high a proportion as 75% of looked after children had mental health problems, some of them complex and severe. Since that time, high levels of research and guidance have been promoted in the effort to improve the lives and outcomes for this vulnerable population. This has included consideration of the impact of attachment difficulties upon children who have been removed from their birth families. However, mental health is not just about attachment and a recent publication warns us that ‘a blanket acceptance of so called ‘truths’ giving ‘objective; assertions of what is good needs to be questioned’. The aims of this course are to consider the other difficulties that might impact upon these children in the context of the children also possibly possessing ‘attachment needs’. The course aims to explore ways that schools can support the children to remain mentally healthy in both the short and the long term.

This course is aimed at enabling school staff to:
- Explore the issues that children and young people may experience as a consequence of their life experiences.
- Understand how these issues may lead to identifiable types of mental health difficulty
- Consider how to support the children in maintaining resilience within the school environment.
G: 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.

Learning Objectives:
- I have a clear awareness of the processes of setting up a peer support programme.
- I have a clear understanding of the role of a peer supporter.
- I have a clear understanding of how to recruit and train peer supporters.
- I have identified a sound structural framework in order to promote sustainability for a peer support programme.
- I understand the importance of monitoring and evaluating a peer support programme.
- I am clear about the next steps needed for me and my school to help set-up and run a peer support programme.

H: 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.
I: Strengthening Families (Facilitated by: Rupal Dhokia and Alison Oliver, Systemic and Family Therapists, CAMHS)
We are offering an interactive and experiential workshop that will help other professionals understand the challenges that families face. We will consider systemic therapy and how it offers a multitude of perspectives on a problem. We will use the Family Life Cycle to help think about what creates problems and stuck-ness in families. We will then consider the impact of this systemically and how to develop strategies that are conducive to change. We will also explore wider networks of support and resources available both externally and internally, that may remain undiscovered without using systemic thinking.

Afternoon Course Options
J: 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.
- To consider aspects of attachment theory relevant to Emotion Coaching.
- To discuss opportunities to receive whole school staff training in Emotion Coaching.
- To 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.
K: Coping Skills
We as the CAMHS 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!

L: Group Work- Skills and processes
Group work is used throughout schools and organisations in Northamptonshire with children, young people, parents and carers. If you would like to discover more about the skills and processes that are helpful in choosing, planning, delivering and evaluating groups, this is the course for you. The course will be practical in nature, supported by theoretical knowledge and facilitated by experienced group work practitioners.

Course objectives:
- Assessing the need and planning the delivery of a group.
- To identify the need for group safety and ground rules.
- To widen participants’ experience and understanding of groups.
- To raise awareness and understanding of group work theory.
- To build on skills delivering groups.
- To explore practicalities and resources for group work.
- To review, provide feedback and evaluate group work.
M. Mindfulness
Mindfulness is an approach to building resilience to cope better with the stresses of life; it enhances our emotional well-being 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.

N: 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.
O: 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.
• Co-create a plan of action during the workshop to take back to their school.

P: Resilience and Wellbeing for Children and Young People in a Digital Age
Over the past two decades, there has been a sharp increase in children’s use of digital media. Whilst most social media sites have an official age limit of 13 years, half of 11 and 12 year olds have their own social media profiles (Children’s Commissioner for England, 2017). Research figures vary but indicate that around 10% of young people have experienced cyberbullying (Childnet International, 2016). We know that the digital world can have a significant impact on young people’s mental health and wellbeing in areas such as self-esteem, bullying and anxiety. A strong case has been made for a focus on building children’s and young people’s digital resilience - the social, emotional literacy and digital competency required to positively respond to, and deal with, any risks they might be exposed to online.
This course is for anyone who wishes to have a better understanding of the digital world of children and young people in order to support them in engaging with it in ways that enhance their resiliency and wellbeing, and keep them safe.

The course should enable participants from any key stage:
• To be aware of the neuroscience and psychology behind children and young people’s online behaviours, and the potential impact on children and young people’s digital resiliency and wellbeing.
• To recognise online risks and have the skills to evaluate who might be vulnerable and in which contexts.
• To be aware of positive approaches to enhance the digital resiliency of children and young people, so that children and young people can take advantage of the features of social media, whilst taking steps to protect themselves from potential abuse and harm.
Q: Restorative Approaches: An awareness session
Restorative approaches offers schools a consistent framework for addressing discipline and behavioural issues whilst supporting and developing children and young people’s social and emotional literacy.
Restorative schools focus 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 continued commitment from the whole school community.
This course is for anyone who wishes to explore the challenges that many children and young people experience and to become familiar with strategies and resources that can help.

The workshop should enable participants from any key stage:
- To develop an awareness about the knowledge and skills necessary to effectively practice restorative approaches in an educational setting.
- To have an understanding of some of the psychological theories behind restorative approaches.
- Be aware of some practical ideas for developing its use within schools.

R: Supporting Trans and Gender Questioning Children and Young People
This interactive workshop will introduce you to key terminology around supporting trans and gender questioning children and young people. It will examine statistics from Stonewall’s School Report (2017) to better understand the lived experiences of trans young people in Britain today. It will look at practical ways to better support trans and gender questioning children and young people, and consider any concerns attendees have in doing this important work.

Outcomes:
- Be introduced to key terminology around supporting trans and gender questioning children and young people.
- Understand the lived experience of trans and gender questioning young people in Britain today.
- Learn practical ways in which to better support trans and gender questioning children and young people.
- Have space to address any concerns in doing this work.
The FRIENDS’ Adult Resilience programme was created to help adults to:

- Learn to be mindful and to be aware of feelings and body messages
- Recognise the power of having positive thinking and inner helpful thoughts
- Feel like a resilient person

The programme is delivered over ten 1½ hour sessions (or these sessions can be adapted and delivered in 30 minute sessions)

This full-day training aims to enables delegates to:

- Facilitate the FRIENDS Adult Resilience programme within their settings to a range of different adults.
- Understand the theoretical underpinnings of the programme including the cognitive behavioural therapy model and the relationship between risk and preventative factors and resilience.
- Identify the skills needed to run a FRIENDS Adult Resilience group.

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

For more information, or if you are interested in whole school/cluster training, please email tamhs@childrenfirstnorthamptonshire.co.uk or speak to your Link Educational Psychologist

**Important Note:** Settings will need to purchase their own resources to deliver this programme including individual EBooks and an electronic facilitator’s manual. These cost AUD$5 (~£2.75) per EBook/Manual.
Northamptonshire Educational Psychology Service

Training

Anxiety: What do you do with it?

20th March 2019
9:30am-12:30pm
Northampton
Cost: £89 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 a 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.
**Northamptonshire Educational Psychology Service**  
**Training**  
**Attachment**  
**15th January 2019**  
**9:30am – 4:00pm**  
**Northampton**  
**Cost: £167 per participant**

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 whole day training aims to enable school staff to:
- Understand what attachment is and why it is so important.
- Know how to support when attachment style impacts on learning.

This course is aimed at professionals.  
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

ADHD- Attention Deficit Hyperactivity Disorder

20th February 2019
1:30pm - 4:30pm
Northampton
Cost: £89 per participant

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.

This half-day training aims to enable school staff to 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.

The course is suitable for school staff from any Key Stage.

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

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

Autism Spectrum Disorder

20th February 2019
9:30am – 12:30pm
Northampton
Cost: £89 per participant

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.

This half-day training aims to enable school staff to 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.

The course is suitable for school staff working with Key Stages 1 and 2.
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

Critical Incidents:
How Schools Can be Prepared?

24th January 2019
9:30am – 12:30pm
Northampton
Cost: £89 per participant

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 death or other sudden tragic news affecting the community traumatically, can happen when we least expect it. The benefits of being prepared to ensure the best possible response to supporting the school community has been found to be very evident in our experience of supporting schools.

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.

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
Domestic Abuse: The impact on children and young people

6th March 2019
9:30am – 4:00pm
Kettering
Cost: £167 per participant

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

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
Drawing and Talking: Advanced

12th March 2019
9:30am – 4:00pm
Northampton
Cost: £167 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

15\textsuperscript{th} January 2019
9:30am – 4:00pm
Northampton
Cost: £167 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

27th February 2019
9:30am – 12:30pm
Northampton
Cost: £89 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/EPTraining
Northamptonshire Educational Psychology Service
Training
FRIENDS for Life Programme

Dr. Paula Barrett
www.friendsresilience.org

12th March 2019
9:30 to 16:00
Northampton
Cost: £167 per participant

The FRIENDS’ For Life programme is an evidence-based resilience programme designed specifically for 8 to 11 year olds, which aims to:

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

The programme is delivered over ten 1½ hour sessions.

To book now, please visit www.northamptonshire.gov.uk/EPStraining
For more information, or if you are interested in whole school or cluster training, please email: tamhs@childrenfirstnorthamptonshire.co.uk or speak to your Link Educational Psychologist.
Northamptonshire Educational Psychology Service

Training

Fun Friends Resilience Programme

Dr. Paula Barrett

www.friendsresilience.org

15th January 2019

9:30 to 16:00

Northampton

Cost: £167 per participant

The Fun Friends Resilience programme is an evidence-based programme designed specifically for 4 to 7 year olds, which aims to help children:

- Recognise that all feelings are okay, but it is what we do with them that is important
- Identify happy experiences
- Be empathetic to all living things and to care for the environment
- Replace unhelpful thoughts with helpful thoughts
- Replace thumbs down (negative) behaviours with thumbs up (positive) behaviours
- Develop a support network of positive role models.

The programme is delivered over ten 1 ½ hour sessions.

This full-day training aims to enables delegates to:

- Facilitate the Fun Friends programme within their settings.
- Understand the theoretical underpinnings of the programme including the cognitive behavioural therapy model and the relationship between risk and preventative factors and resilience.
- Identify the skills needed to run a Fun Friends group.

Important Note: Settings will need to purchase their own resources to deliver this programme including individual EBooks and an electronic facilitator's manual. These cost AUD$5 (~£2.75) per EBook/Manual.
The Keys to Happier Living Toolkit for Primary Schools (KS2) is an evidence-based resource for teachers to support children to learn, develop and embed the core skills for emotional wellbeing and resilience. It is based on the ‘GREAT DREAM’ model by Action for Happiness – a movement for positive social change, with the goal of happiness for everyone. 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.

This one day course will be delivered by Peter Harper, Clinical Psychologist and Val Payne, Teacher whom using their wealth of career experience locally jointly devised and piloted the programme. The training has been organised by the Northamptonshire Educational Psychology Service.

This whole-day training aims to enable school staff to:
- Understand the ‘ten keys’ and look at how they can implement them within their own lives.
- Explore the evidence-based for the programme.
- Deliver the Keys to Happier Toolkit within their setting.

This course is aimed at professionals working in Key Stage 2. At least one person from each participating school attending the training needs to be a qualified teacher.
To book now, please visit www.northamptonshire.gov.uk/EPStraining

Important Note: Settings will need to purchase their own resources to deliver this programme including the Toolkit (£50) and individual pupil journals (£4 each).
Northamptonshire Educational Psychology Service
Training

Listening to children:
Eliciting and understanding the child’s perspective to support change

5th February 2019
1:30pm – 4:30pm
Kettering
Cost: £89 per participant

Are you committed to the principles of involving children and young people in processes aimed at supporting them but sometimes find it difficult to gain a rich picture of the child’s perspective?
This course will focus on consulting with children and young people about their individual perspective.

This half-day training seeks to provide participants 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.

This course is aimed at professionals working with children and young people.

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

Training

Literacy: Understanding & Overcoming Difficulties

4th February 2019
1:30pm – 4:30pm
Kettering
Cost: £89 per participant

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 half-day training aims to enable school staff:

- To understand how to identify the needs of children who are having difficulties learning to read and spell.
- To know how to create a ‘dyslexia friendly’ classroom.
- To know how best to support individual children with reading and spelling difficulties.
- To identify where further help and resources can be accessed.

The course is suitable for school staff from all Key Stages.

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

Each training session starts and finishes promptly at the given times.
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 whole-day training is aimed at enabling staff:**

- To recognise and respond to resistance to change
- To enhance confidence
- To strengthen commitment towards change

To book now, please visit [www.northamptonshire.gov.uk/EPStraining](http://www.northamptonshire.gov.uk/EPStraining)
Precision Teaching is not a method of teaching! Precision Teaching is a way of:

- PLANNING a teaching programme to suit the needs of an individual pupil
- MONITORING a pupil’s progress
- EVALUATING the effectiveness of a teaching programme

Precision comes from making curricula changes based on evidence about the rate of progress for each student. It allows a student to acquire improved levels of fluency and mastery in a number of curricula areas including reading, spelling and basic arithmetic skills.

This half-day training aims to enable school staff 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.

At least one participant from each school attending this training must be a qualified teacher.

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

Protective Behaviours

12th December 2018 in Northampton
14th March 2019 in Kettering
9:30am – 4:00pm
Cost per person: £167 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.

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

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

Ready to Learn: Relaxation, wellbeing and concentration techniques for children

29th November 2018
9:30am – 12:30 pm
Kettering
Cost: £89 per participant

Relaxation techniques can be used to benefit all children in class, small groups, or individually, and are great for SATs preparation! They can also be used at home with parents or carers.
This is a great practical course for SENCos, classteachers, teaching assistants, learning mentors, family support workers, parents/carers and anyone interested in the wellbeing of all children.

This half-day training aims to enable school staff to:
- Raise awareness of the benefits of reducing anxiety and promoting relaxation.
- Understand how relaxation can help children to manage their emotions, reduce stress, develop their concentration skills and improve positive self-esteem.
- Support children to improve their wellbeing, performance and behaviour.
- Share resources supporting relaxation for children.
- Learn a range of practical relaxation techniques that can be used either as separate structured sessions or integrated, subtle, small activities as part of the ‘usual’ school day.

This half day course is primarily for staff working with children aged 5 – 12 years, although it can be used effectively with teenagers.
To book now, please visit www.northamptonshire.gov.uk/EPStraining
Northamptonshire Educational Psychology Service

Training

Resilience and Wellbeing for CYP in the Digital Age

14th March 2019

9:30am – 4:00pm

Northampton

Cost: £167 per participant

Over the past two decades, there has been a sharp increase in children’s use of digital media. Whilst most social media sites have an official age limit of 13 years, half of 11 and 12 year olds have their own social media profiles (Children’s Commissioner for England, 2017). Research figures vary but indicate that around 10% of young people have experienced cyberbullying (Childnet International, 2016). We know that the digital world can have a significant impact on young people’s mental health and wellbeing in areas such as self-esteem, bullying and anxiety. A strong case has been made for a focus on building children’s and young people’s digital resilience - the social, emotional literacy and digital competency required to positively respond to, and deal with, any risks they might be exposed to online.

This course is for anyone who wishes to have a better understanding of the digital world of children and young people in order to support them in engaging with it in ways that enhance their resiliency and wellbeing, and keep them safe.

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

- To be aware of the neuroscience and psychology behind children and young people’s online behaviours, and the potential impact on children and young people’s digital resiliency and wellbeing.
- To recognise online risks and have the skills to evaluate who might be vulnerable and in which contexts.
- To be aware of positive approaches to enhance the digital resiliency of children and young people, so that CYP can take advantage of the features of social media, whilst taking steps to protect themselves from potential abuse and harm.

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

Training

Solihull Approach 2-day Foundation
for practitioners who work with very young children up to adolescents

Cost: £187 per participant - includes FREE resource pack per participant worth £76, while stocks last.

18th Sept & 2nd Oct 2018 - Northampton
17th Oct & 31st Oct 2018 - Kettering Conference Centre
22nd Nov & 6th Dec 2018 - Northampton
23rd Jan & 6th Feb 2019 - Wellingborough
5th Mar & 19th Mar 2019 - Northampton

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 from any key stage 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 from any key stage. Please indicate whether you prefer a School Age or The First Five Years resource folder at the time of booking.

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.

Participants are required to attend both days of the 2-day training.

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

Training

Solihull Approach Parenting Group Facilitation

18th October 2018
9:30am to 4:00pm
Northampton

Cost: £167 per participant

This is a one day training course for practitioners who intend to run 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 recognised by the Children’s Workforce Development Council 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.

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 and already be familiar with 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 one or more Solihull Approach ‘Understanding your child’s behaviour’ groups for parents, trained facilitators will need to purchase a £91 Parenting Group Facilitators’ Manual.

For applying for one or more places, please visit www.northamptonshire.gov.uk/EPSTraining
The Solution Focused Brief Approach was developed by psychologists and therapists who grew increasingly dissatisfied studying problems, and challenging behaviour. Instead they began looking at solutions, strengths and what was already working for individuals and situations, and how to encourage these. Two simple ideas lie at the heart of the Solution Focused Brief approach.

Firstly it is not often helpful to focus on problems. Answers and solutions cannot easily be found in being problem-focused. No matter how entrenched a problem is there are times when things are going well, or at least aren’t as bad. In these 'exceptional' times is the beginning of a potential solution. Part of the Solution Focused Brief approach is therefore to discover whatever a person is already doing which might lead to a solution or to make things easier. Secondly, one of the common consequences of thinking about problems is that it clouds our view of the future. We know that we don't want the problem but we have lost sight of seeing ways forward.

By being introduced to practical tools for applying these ideas to situations in schools at individual, class, whole school and staff levels, and being given the chance to use these, you will be able to address issues concerning mental health in your school in a more positive, productive and enabling way. Participants on a previous course identified six months later that they had found the approach very versatile and had achieved better outcomes in using the approach in a range of situations, including: with individual pupils, with parents, with colleagues, in meetings and for improving staff well-being. This training is supported by the Northamptonshire Young Healthy Minds Partnership.

This full-day training aims to enable school staff to:
- Know and understand what is meant by a Solution-Focused Approach.
- Know and understand how to use Solution-Focused techniques in school.
- Have a clear and realistic plan for beginning to use a Solution-Focused approach and techniques in your role at school, with confidence.

This course is aimed at school professionals working in any Key Stage. To book now, please visit www.northamptonshire.gov.uk/EPStraining
Northamptonshire Educational Psychology Service

Training

Solution-Focused Approach in Practice

6th June 2019
9:30am – 12:30 pm
Kettering
Cost: £89 per participant

This half day course is a chance to refresh your solution focused brief knowledge as well as an opportunity to practice skills with peers. Whether you are yet to put what you learnt on the one day Solution Focussed Approach course into practice or if you are now using solution focussed brief practice regularly in your work, this course will offer something for everyone.

This half-day training aims to enable school staff to:
• Review the basic structure of a solution focussed brief session.
• Review the purpose behind the elements of a solution focussed brief session.
• Have the opportunity to practice listening and questioning techniques, which are key to the flow of a solution focused brief session.
• Have the opportunity to consider techniques for complex situations.

This course is aimed at professionals who have already attended the one day Solution Focussed Approach course (this year or in previous years).

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

Each training session starts and finishes promptly at the given times.
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 half-day training aims to enable school staff 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.

This course is aimed at Primary School and Early Years Setting staff including SENCos, Teachers, and support staff

To book now, please visit www.northamptonshire.gov.uk/EPStraining
Northamptonshire Educational Psychology Service
Training
Understanding and Overcoming Difficulties
In Mathematics
4\textsuperscript{th} February 2019
9:30am – 12:30pm
Northampton
Cost: £89 per participant

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 half-day training aims to enable school staff 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.

This course is aimed at professionals working in primary education or those working in secondary school with young people who are working significantly below age related expectations.

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

Each training session starts and finishes promptly at the given times.
Using drawing, talking, puppets and stories to help children

6th February 2019
9:30am – 12:30pm
Northampton
Cost: £89 per participants

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 half-day training aims to enable school staff 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.

This course is aimed at professionals working in primary schools.

Please note: It is highly beneficial to have attended the Drawing & Talking Foundation training in January 2019 before attending this course. This course is not a substitute for the Drawing & Talking course, rather an invaluable addition to your toolkit of interventions.

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

Zippy’s Friends and/or Apple’s Friends

Y1 or Y2
Y3 or Y4

11th October 2018
9:30am – 4:00pm
Wellingborough
Cost: £167 per participant

Zippy’s Friends and Apple’s Friends are evidence-based international programmes for teaching 5-9 year-old children social and coping skills. Developed by ‘Partnership for Children’, they are engaging 24-week mental health promotion programmes suitable for children of all abilities.

Zippy’s Friends teaches children 5 to 7 year olds 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 age 7 to 9 years. 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.

Educational Psychologists from the Northamptonshire TaMHS Programme are licensed to train teachers in running Zippy’s & Apple’s Friends

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. Apple’s Friends: £250 +pp; and Zippy’s Friends £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.
Northamptonshire Educational Psychology Service
Training
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 including preparation is for 8 hours’ worth of input at the rate of the EPS SLA or if the organisation has no SLA, then this cost for 2018-19 academic year will be £752 for delivery by a licensed trainer.

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.

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

In order to arrange whole-staff ‘1-2-3 Magic for Teachers’ training or to discuss further, please contact your link EP or email tamhs@childrenfirstnorthamptonshire.co.uk. 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 including preparation is at the rate of the EPS SLA or if the organisation has no SLA, then this cost for 2018-19 academic year will be £470.

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 ‘Adolescent Brains’ or to discuss further, please contact your link EP or email tamhs@childrenfirstnorthamptonshire.co.uk.
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 including preparation is for a minimum of 5 hours’ worth of input at the rate of the EPS SLA or if the organisation has no SLA, then this cost for 2018-19 academic year will be £470.

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

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.

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.
Dr. Paula Barrett  
www.friendsresilience.org

Northamptonshire Educational Psychology Service  
Training  
My FRIENDS Youth

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 whole staff session or series of sessions – amounting to a total of 6 hours of contact time.

Cost including preparation is at the rate of the EPS SLA or if the organisation has no SLA, then this cost for 2018-19 academic year will be £1225 for delivery by two licensed trainers, who are also Educational Psychologists.

The My FRIENDS Youth programme is an evidence-based resilience programme designed specifically for 12 to 15 year olds, which aims to:

- Teach life skills for coping with challenging situations.
- Normalise states of emotional distress.
- Develop self-regulation and self-soothing skills.
- Promote self-confidence and empathy.
- Build positive social networks and role models.
- Identify values that will promote positive choices.
- Teach constructive peer relationship skills and reduce bullying.
- Improve attitudes to learning and academic performance.

This full-day training aims to enables delegates to:

- Facilitate the My Youth FRIENDS programme within their settings.
- Understand the theoretical underpinnings of the programme including the cognitive behavioural therapy model and the relationship between risk and preventative factors and resilience.
- Identify the skills needed to run a My Youth FRIENDS group.

Important Note: Settings will need to purchase their own resources to deliver this programme including individual EBooks and an electronic facilitator’s manual. These cost AUD$5 (~£2.75) per EBook/ Manual.

In order to arrange whole-staff ‘My FRIENDS Youth’ training or to discuss further, please contact your link EP or email tamhs@childrenfirstnorthamptonshire.co.uk.
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 including preparation is for a minimum of 5 hours’ worth of input at the rate of the EPS SLA or if the organisation has no SLA, then this cost for 2018-19 academic year will be £470.

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.
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/