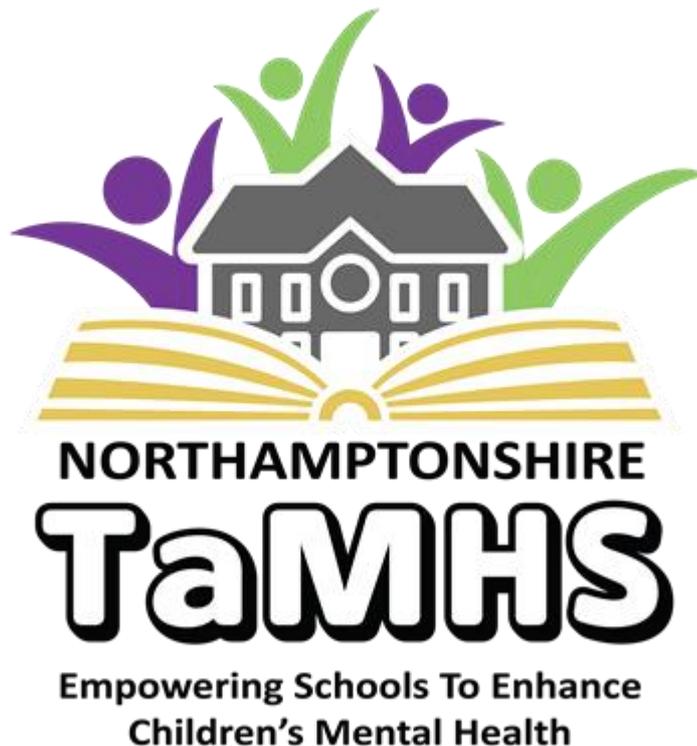


Northamptonshire Educational Psychology Services



TaMHS Training Programme for 2021 to 2022

Delivered jointly by North Northamptonshire and West
Northamptonshire Educational Psychology Services

Update – All courses are now free of charge as of 22 November 2021. Please note
any charges previously paid will be refunded.

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Activating Resilience and Coping (ARC):

A cognitive behavioural approaches programme to promote resilience and coping skills in children and young people

Date:

Tuesday 9th November 2021 and Tuesday 23rd November 2021

Time:

09:30 - 12:30

Location:

This training will be delivered virtually due to Covid-19

Cost for two sessions:

Free

Details:

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.

This online training aims to enable school staff to:

- Facilitate this programme within their educational 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 the programme within their setting.

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.

Please visit [ARC: Activating Resilience & Coping Skills](#) to reserve a place.

Adolescent Brains: How to meet the challenge of helping them learn & stay safe

Date:

Wednesday 1st December 2021

Time:

09:30 – 12:30

Location:

This training will be delivered virtually due to Covid-19

Cost:

Free

Details:

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 brain development and how to engage and motivate young people in learning.

This course is aimed at any professionals who work with adolescents and want to learn more about how they can support them.

Please visit [Adolescent Brain](#) to reserve a place.

Anxiety: What do you do with it?

Date:

Wednesday 20th April 2022

Time:

10:00 – 12:00

Location:

This training will be delivered virtually due to Covid-19

Cost:

Free

Details:

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 working with children and young people in a range of settings.

Please visit [Anxiety: What do you do with it?](#) to reserve a place.

Creating an Emotional Regulation Toolkit for the Classroom

Date:

Wednesday 24th November 2021 **or** Wednesday 9th March 2022

Time:

09:30 – 12:30

Location:

This training will be delivered virtually due to Covid-19

Cost:

Free

Details:

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 online 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
- What might go into the box?

Emotional Regulation Toolkits can be used in the home, across the whole school, with whole classes, with small groups and with individual children.

To reserve a place please visit:

[Emotional Regulation Toolkit 24 Nov 2021](#)

[Emotional Regulation Toolkit 9 March 2022](#)

Critical Incidents: How Can Schools Be Prepared?

Date:

Tuesday 18th January 2022

Time:

09:30 – 12:00

Location:

This training will be delivered virtually due to Covid-19

Cost:

Free

Details:

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.

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.

Please visit [Critical Incidents](#) to reserve a place.

Early Years: Emotional Wellbeing

Date:

Tuesday 12th October 2021

Time:

09:30 – 12:00

Location:

This training will be delivered virtually due to Covid-19

Cost:

Free

Details:

The United Nations Convention on the Rights of the Child¹ acknowledges the family as the fundamental unit of society. It stresses the role of parents as the primary care-givers with responsibility for the up-bringing of their children and obliges governments to support parents in fulfilling their essential role.²

Why is it important to understand Emotional Well-being in younger children?

It is a common misperception that infants and toddlers are too young to remember or be impacted by domestic violence, but the Adverse Childhood Experiences (ACEs) study tells us that what happens early in life matters.

Research in neuroscience (brain and nervous system) tells us that infants and toddlers are most vulnerable, because trauma that occurs during this stage impacts a child's well-being.

Studies show that far from watching passively, children experience the abuse with all of their senses entire system, including those systems that help infants build capacity for self regulation.

A quarter (25%) of children in high-risk domestic abuse households are under 3 years old. On average, high-risk abuse has been going on for 2.6 years, meaning these children are living with abuse for most of their life 2. Research has shown that infants as younger as one year old can experience trauma symptoms as a result of witnessing domestic violence (Bogat, G.A., 2005)

Children's age and developmental stage is a vital factor often not taken into account by mainstream services, particularly with children under three.

¹ [Childrens Rights Website](#)

² **The four general principles are:** that all the rights guaranteed by the Convention must be available to all children without discrimination of any kind (Article 2); that the best interests of the child must be a primary consideration in all actions concerning children (Article 3); that every child has the right to life, survival and development (Article 6); and that the child's views must be considered and taken into account in all matters affecting him or her (Article 12).

Delegates will:

Develop an understanding of what healthy emotional development looks like in younger children

Develop an understanding of factors that can help and hinder healthy emotional development in younger children

Develop an understanding that adult emotional availability is pivotal to younger children's emotional health

Develop an understanding of disrupted care and likely effect on younger children: may become anxious; may complain of tummy-aches or start to wet their bed; may include eating problems, sleep disturbances, lack of normal responsiveness to others, difficulty going to sleep, have temper tantrums and start to behave as if they are much younger than they are. They may also find it difficult to separate when they start nursery or school.

Have practical guidance on how early years settings, child minders and schools can create nurturing environments that support emotional well-being (e.g. nurturing relationships, kindness, fun, safe spaces, key adults, Educational Psychology Service)

Increase their knowledge of effective techniques for enhancing emotional well-being e.g. EPS EY SEMH project; The Solihull Approach; Emotion Coaching – using CONNECT model for younger children; ELSA

Highlight how working in partnership with families strengthens emotional well-being.

For teachers and support staff working with children in Early Years, Reception or Year 1, this course is aimed at developing understanding of factors for healthy emotional development in younger children and strategies for enhancing this.

Please visit [Early Years: Emotional Wellbeing](#) to reserve a place.

Executive Functioning

Date:

Thursday 3rd February 2022

Time:

09:30 – 12:00

Location:

This training will be delivered virtually due to Covid-19

Cost:

Free

Details:

Executive Functions (EF) help us to complete a task, filter distractions, resist inappropriate or non-productive impulses, and sustain attention during a particular activity. We use them to set goals and plan ways to meet them, assess our progress along the way, and adjust the plan if necessary, whilst managing emotions, such as frustration. These skills are important for all of us to be able to respond to the demands of everyday life, and are hugely important for learning.

The session's objectives:

- To develop an understanding of what EF is and why they are important.
- To understand why and who are most vulnerable to having EF difficulties.
- To find out about activities and strategies you can use in school to improve children's EF and as a result their readiness to learn.

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.

Please visit [Executive Functioning](#) to reserve a place.

Keys to Happier Living

Date:

Tuesday 1st March 2022

Time:

09:30 – 12:00

Location:

This training will be delivered virtually due to Covid-19

Cost:

Free

Details:

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 training aims to:

- Provide an overview of the 'Ten Keys for Happier Living' based on the 'GREAT DREAM' model by Action for Happiness.
- Provide information about the Keys to Happier Living Toolkit for Primary Schools (KS2).

Please visit [Keys to Happier Living](#) to reserve a place.

Lego-Based Therapy- An Introduction

Date:

Tuesday 1st February 2022

Time:

09:30 – 12:00

Location:

This training will be delivered virtually due to Covid-19

Cost:

Free

Details:

LEGO® Based Therapy is a highly structured evidence based intervention, aimed at developing the social communication skills of children aged 5-14 from a variety of backgrounds. The intervention draws on the predictability and interest of LEGO®, allowing for an adult to facilitate problem solving and social communication learning. In LEGO® Based Therapy, social skills are learnt and practiced from peers within an environment which mimics real life, overcoming a key limitation on many social interventions.

The training in Northamptonshire was developed and is delivered by our Educational Psychologists who have substantial research and practical expertise within the intervention. It has been designed to focus on how this clinical intervention can be successfully implemented in a school environment and be accessible to school staff. This training is underpinned by an evidence based approach ensuring a better chance of witnessing the benefits which include:

- Shared Attention
- Collaboration
- Listening
- Social Communication
- Shared Enjoyment

Training Overview:

- An understanding of the underlining theories and principles
- Training on peer-led adult facilitation
- Practical applications and setting up in school
- Identification and monitoring progress
- Intervention fidelity
- Unique resources created for successfully implementing in school

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.

Please visit [Lego Based Therapy](#) to reserve a place.

Listening to Children

Date:

Tuesday 15th March 2022

Time:

09:30 – 12:00

Location:

This training will be delivered virtually due to Covid-19

Cost:

Free

Details:

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 wellbeing.

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.

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.

Please visit [Listening to Children](#) to reserve a place.

Promoting Positive Transitions for Year 6s to Secondary School

Date:

Tuesday 10th May 2022

Time:

09:30 – 11:30

Location:

This training will be delivered virtually due to Covid-19

Cost:

Free

Details:

Change is a normal part of everyday life and can provide opportunities for personal growth and development of sense of self-efficacy and resilience. Whilst it can be a time of great excitement and opportunity, for some children and young people school transitions can be really difficult. As a result, they can have a negative impact on wellbeing and academic achievement.

Northamptonshire EPS have developed a four session programme to support this transfer which is specifically designed to be delivered by Year 6 Class Teachers. This programme recommends a range of activities with pupils including group discussion, written work and practical tasks. Through the programme, pupils are encouraged to reflect on their strengths and achievements and to capture their important memories of primary school. The sense of loss they may experience in leaving their friends, staff and the familiarity of their previous school is normalised alongside their worries and the sense of excitement they may feel about starting a new school. The implications and effects of COVID 19 are also highlighted and recognised. Coping strategies are explored and pupils are encouraged to find out facts about their new secondary school and to identify a network of support to reduce their potential anxieties. The webinar explains the rationale and research behind the programme, psychoeducational information and lesson content.

The 2-hour webinar aims to provide staff with;

- An understanding of potential difficulties that come with transitions
- An understanding of the research into transitions and rationale behind the transition programme
- Knowledge and skills to deliver the programme to support pupils with a more successful transition.

Staff who attend the session will receive all resources required to deliver 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.

Please visit the [Promoting Positive Transitions Year 6](#) to reserve a place.

Promoting Positive Transitions for Year 7s settling into Secondary School

Date:

Tuesday 12th October 2021 or Tuesday 17th May 2022

Time:

09:30 – 11:30

Location:

This training will be delivered virtually due to Covid-19

Cost:

Free

Details:

Change is a normal part of everyday life and can provide opportunities for personal growth and development of sense of self-efficacy and resilience. Whilst it can be a time of great excitement and opportunity, for some children and young people, school transitions can be really difficult. As a result, they can have a negative impact on their wellbeing and academic achievement. Research has shown it can take the duration of Year 7 to settle into their new school and adjust to their new environment and routines. Bridging the gap between primary and secondary schools and providing a continuation of support into secondary is also key.

Northamptonshire EPS have developed a four-session programme to support this transfer which is specifically designed to be delivered by Year 7 Class Teachers to help their students settle into Secondary School. This programme recommends a range of activities with pupils including group discussion, written work and practical tasks. This programme can help tutors build rapport and get to know their students whilst allowing the class to get know each other better through the group tasks. Students are encouraged to reflect on their strengths and achievements and to capture their important memories of primary school. The sense of loss they may experience in leaving their friends, staff and the familiarity of their previous school is normalised alongside their worries and the sense of excitement they may feel about starting their new school. The implications and effects of COVID 19 are also highlighted and recognised. Coping strategies are explored and pupils are encouraged to find out facts about their new secondary school and to identify a network of support to reduce their potential anxieties. The webinar explains the rationale and research behind the programme, psychoeducational information and lesson content.

The 2-hour webinar aims to provide staff with;

- An understanding of potential difficulties that come with transitions
- An understanding of the research into transitions and rationale behind the transition programme
- Knowledge and skills to deliver the programme to support pupils with a more successful transition.

Staff who attend the session will receive all resources required to deliver 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 reserve a place please visit:

[Promoting Positive Transitions Year 7 12 Oct](#)

[Promoting Positive Transitions Year 7 17 May](#)

Promoting Staff Wellbeing

Date:

Thursday 18th November 2021

Time:

09:30 – 12:00

Location:

This training will be delivered virtually due to Covid-19

Cost:

Free

Details:

This half day workshop is an initial exploration into promoting wellbeing for ourselves at work. We will start by reflecting upon the factors that impact upon public service professionals and the interplay between these and our personal wellbeing. In the second part we will take a look at several approaches to promoting our own wellbeing and use a reflective tool to analyse our personal situation. During the morning there will be time to share your thoughts, plan ahead and learn some relaxation techniques. This workshop is a pre-cursor to the tailor-made development programme the EPS can design for staff teams and organisations who are addressing staff wellbeing as part of their service development plan. It is suitable for both individuals or small groups and will be an enjoyable session in a safe space with professionals from similar working environments.

This half-day training aims to enable staff to:

- Recognise the potential impact of our work on staff well-being
- Reflect on stress, anxiety and compassion fatigue
- Learn about factors that promote positive mental health and emotional well-being
- Explore some resources that support staff both as individuals and as a whole team
- Consider how your organisation could further promote staff well-being in the future

This course is aimed at professionals working in education, health and care.

To reserve a place please visit [Promoting Staff Wellbeing](#).

Protective Behaviours – An Introduction

Date:

Tuesday 16th and 30th November 2021 or Thursday 10th and 24th February 2022

Time:

09:30 – 11:00

Location:

This training will be delivered virtually due to Covid-19

Cost:

Free

Details:

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. It is important for staff working with children, to know where and when we feel safe and what to do when we don't feel safe. It can form a vital part of our own wellbeing and mental health, knowing when to seek help from others. It has been used in many Northamptonshire schools since the beginning of this century.

This online introduction of 2 x 90 minute sessions will give participants an awareness of:

- What is Protective Behaviours?
- Who Protective Behaviours is for and how it has been used.
- Feeling safe and what this means, especially during COVID-19.
- The two themes of Protective Behaviours and Early Warning Signs.
- How Protective Behaviours can be used with children in their setting, networks and strategies.
- Some resources to use in school.
- The benefits of the Foundation Training Course and how to access it online.

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

To reserve a place please visit:

[Protective Behaviours - an Introduction Nov 2021](#)

[Protective Behaviours - an Introduction Feb 2022](#)

Restorative Approaches Awareness Session

Date:

Tuesday 19th October 2021

Time:

09:30 – 11:30

Location:

This training will be delivered virtually due to Covid-19

Cost:

Free

Details:

Restorative Approaches are all about building relationships and underpinned by values of empathy, respect, honesty, acceptance, responsibilities and mutual accountability (Hull, 2012). Practicing RA in school is inspired by the philosophy and practices of restorative justice, which values and focusses on repairing the harm done to relationships and people over and above the need for blame and punishment. It is not a one-off intervention but an ethos. A whole school restorative approach is seen as one which embeds the restorative values and principles within teaching, learning, interacting and working together on a daily basis. RA can make schools safer, happier places for staff and pupils through creating a culture of inclusion, improving relationships and a greater sense of belonging. They enhance emotional literacy and enable a forward thinking, problem solving, community focused, peaceful process for resolving conflict.

This 2-hour session will give participants an awareness of;

- What are Restorative Approaches?
- The benefits of implementing Restorative Approaches in school
- How your school can embed Restorative Approaches

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 reserve a place please visit [Restorative Approaches Awareness Session](#)

Solihull Approach in Action: A Reflective Practice webinar

Date:

Thursday 4th November **or** Wednesday 4th May 2022

Time:

13:00 – 15:00

Location:

This training will be delivered virtually due to Covid-19

Cost:

Free

This seminar is to enable practitioners who have completed the 2-day Foundation course:

- To consider any challenges arising in their day to day role (including from Covid 19)
- To review and apply the Solihull Approach model
- To engage in a confidentially facilitated group process that utilises the perspectives of the group to find ways forward

To reserve a place please visit

[Solihull in Action 4 November 2021](#)

[Solihull in Action 4 May 2022](#)

Top Tips for School Staff of Children in Care

Date:

Thursday 3rd March 2022

Time:

09:30 – 12:00

Location:

This training will be delivered virtually due to Covid-19

Cost:

Free

Details:

The aims of this course are to give delegates a brief insight into attachment theory, in conjunction with implications for learning. The primary aim of attachment behaviour is to feel safe, so let's help children and young people in care to feel safe! We will be exploring a variety of practical strategies to help support children and young people in care across the age range (pre-school to secondary and post 16) that you can put into practice straight away. These will include anxiety reduction, the "5 Golden Rules" for Shame Busting, developing a relationship through task, Shared Attention, Matching Affect and PACE (Playfulness, Acceptance, Curiosity and Empathy). Suitable resources will also be suggested, together with the overarching message that due to the neuroplasticity of the brain, as well as providing a safe haven at school for children and young people in care, there is indeed hope for improved life chances. YOU can make a difference!

This workshop will enable professionals who work with children and young people in any key stage to:

- Explore attachment theory and what this means for our Children in Care.
- Understand how a lack of secure attachment may contribute towards feeling unsafe and what behaviours you may see in the classroom/setting.
- Consider ways to support children and young people in care within the school environment in order to help them feel safe, thereby enhancing their life chances. (Difficulties experienced are likely to become more complex with age and especially if some areas of need are not met.)
- Have hope that they can make a difference.

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 reserve a place please visit [Top Tips for Staff of CIC](#)

Recommended Externally Sourced Training

Drawing and Talking: Foundation and Advanced course

Foundation Training:

'Drawing and Talking' is an experiential rather than theory based training programme designed for anyone working with children, young people or adults who may be suffering from trauma or poor mental health. Participants learn how to put this simple technique into practice including how to get started, how to run a session and how to deal with common problems which can arise. The training also aims to enable participants 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.

Advanced Training:

This 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.

The Advanced Training also aims to enable participants 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.

Professionals must have completed the 'Foundation Training' in order to access the 'Advanced Training'.

More information can be found on the [Drawing and Talking Website](#).

Protective Behaviours

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

In partnership with



West
Northamptonshire
Council



North
Northamptonshire
Council

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.

More Information can be found on the [Protective Behaviours Website](#)
Solihull Foundation Training and Solihull Parent Group Facilitator Training

A nationally recognised and locally endorsed theoretical approach to working practically with children of school age and their parents/carers The Solihull Approach focuses attention on promoting the emotional well-being and mental health in infants, children, adolescents and families. It draws on psychodynamic theories, child development, including attachment and behaviourism, and brings them together in a practical way. The model integrates the concepts of Containment; Reciprocity & Behaviour Management.

Solihull Foundation Training

The 'Solihull Approach' enables people to recognise how behaviour is a sign of the extent to which both children and adults feel understood and able to deal with their emotions at that time. For example, when feeling overwhelmed and not understood, many people are likely to behave in ways that get noticed. Use of the approach enhances relationships between staff and children; and staff and parents: as well as between colleagues.

Solihull Parent Group Facilitator Training

Solihull Approach Parenting Group is designed for families with children age 0-18 years. Groups, for parents/carers, are usually run in the following age ranges: approx. 0-4 years; 5-11 years; 12-18 years. The aim of the group is to promote understanding of children's behaviour within the context of their *developmental age* and issues; to increase confidence and self-esteem in both parent and child; to develop a framework for thinking about parent/child relationships, which can be developed into a life-long skill. It gives parents/carers strategies for repair when things go wrong; promotes reciprocity in parent/child relationships, alongside reflective, sensitive and effective parenting.

More information can be found at [The Solihull Approach website](#).

Zippy's Friends, Apple's Friends and Passport

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

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. 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

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.

Passport

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 covers the following themes: emotions, relationships, difficult situations, change and loss and fairness, justice and what is right. 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.

More information can be found at the [Partnership for Children Website](#).