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**Essex Virtual Schools Request for Training Form**

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| **Please complete all four parts of this request form and email it to** **Steve.phillips@css-essex.co.uk** **Kathleen.Rich@css-essex.co.uk** **and** **virtual.school@essex.gov.uk** **. See pages 2 to 4 for an outline of the training sessions available.** **All requests are initially replied to via email or phone call. Any questions please contact Steve Phillips via email or on 07484083863.** |
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| **Part 1: Planning.** |
| **Name of School:** |
| **Email address and name of link member of staff:** |
| **Requested dates and times for training if known:** (please if possible, select more than one set) |
| **Additional requests: (**double click the small box to add a tick) |
| **Planning Visit** [ ] **Policy Review** [ ] **Behaviour Walk** [ ]  |
| **None** [ ] **Other:** (please state) |
| **Part 2: Delivery of training or Support.** |
| **Audience:** (i.e. All Staff/Teachers/LSAs/MDAs/Year 4 teachers etc.)  |
| **Approximate number of staff:****Available number of hours:** |
| **To give an indication of the type of training you are interested in, please tick up to 4 boxes:** |
| **Mental Health training** [ ] **Positive Behaviour Management** [ ] **Attachment Theory into Practice** [ ]  |
| **Effective Communication**[ ] **Identify and responding to behaviour** [ ] **Coaching Pupils** [ ]  |
| **Stress Analysis** [ ] **Staff Co-regulation Workshop** [ ] **Individual Staff Support** [ ]  |
| **Co-regulation Workshop for students** [ ] **Assembly on Emotional Regulation** [ ] **Series of Bitesize (30minute)****Staff workshops focusing on working with behaviour** [ ]  |
| **Solution Orientated Meetings**[ ] **Restorative Approaches in Schools** [ ] **Putting Trauma Perceptive Practice into practice** [ ]  |

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| **Part 3: Follow up** (not compulsory) |
| **Support Requested:** |
| **Consultation Visit** [ ] **Policy Review** [ ] **Behaviour Walk** [ ]  |
| **Observation** [ ] **Report** [ ] Other: |

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| **Part 4: Evaluation.** |
| **Completed 6 weeks after Part 3:** |
| **School completes Essex Virtual School’s evaluation on Microsoft Forms:**[**https://forms.office.com/e/bdsTUPX2pa**](https://forms.office.com/e/bdsTUPX2pa)**or****A qr code on a blue background** |

**Outlines of The Virtual School’s Training Sessions**

To be used in conjunction with the Virtual School’s Training Request Form.

**Mental Health Training Session:**

This training focuses on supporting schools to provide an environment which promotes good Mental Health for staff and pupils and can involve working with the school to produce a Wellbeing and Mental Health Policy.

It follows the three “I’s” framework: **Intent** (defining Mental Health with the school) **Implementation** (how the school will provide an environment supporting good mental health) and **Impact** (how the school can evidencesuccess).

**Positive Behaviour Management Training Session:**

This training focuses on supporting schools to provide an environment which promotes positive behaviour, engagement and emotional wellbeing and mental health for all pupils and staff.

It covers classroom scripts and strategies and when to use them, as well as whole school policy, practice and routines which benefit all pupils.

Major elements:

* Positive Communication including Scripts
* A Stepped Approach to using Behaviour Management Strategies
* Co-regulation and Self-Regulation
* Rewards and Consequences

**Attachment Theory into Practice Training Session:**

Did you know that recent research suggests that as many as one in three young people in Essex has an insecure attachment with one or more of their primary care-givers? (Bergin and Bergin et al).

This training has been delivered across Essex in schools and at conferences and complements the Virtual School’s “Attachment Aware Schools” initiative.

The training benefits all young people but aims to provide strategies for staff to support pupils who may have experienced adverse childhood experiences.

**Effective Communication Training Session:**

What do outstanding educators say and do?

This session contains information on recent neurological research and over 100 hours of lesson observations and transfers it into scripts and strategies that have been shown to identify social, emotional and mental health needs, support engagement, enhance pupil self-esteem and a sense of belonging and contribute to a more positive learning environment.

The session also discusses positive body language; what phrases to avoid and how to evaluate how successful your communication actually is.

The last part of the session gets delegates onto their feet, practicing co-regulation techniques using an agreed co-regulation script.

**Identifying and Responding to Behaviour Training Session:**

Why do young people behave the way they do?

Behaviour is a way of communicating an unmet need. By identifying this need, we can differentiate our responses and more effectively change a pattern of adapted communicating behaviour.

This session is based upon the Rudolf Dreikurs theory of “The Misdirected Goals of Behaviour” and discusses how to identify among other needs:- Attention-Needing, Power-Needing, Revenge- Needing and Displayed Inadequacy patterns of behaviour and how to most effectively respond to them.

This session also includes a Behaviour Assessment (including resulting strategies) that delegates can use in their schools to not only identify goals of behaviour of individual pupils but also track and evidence behavioural progress in those areas.

**Coaching Training Session:**

Can we improve pupil (and adult) behaviour without them realising it? Yes we can.

The session discusses what coaching is, how it works and describes how we can change our school environment (and our responses) to meet pupil need and improve engagement.

The last part of the session goes on to discuss how having high expectations primes pupils for academic success, goes through five key concepts of having high expectations and provides a simple audit for staff to evaluate how high their expectations of pupils are.

**Stress Analysis Training Session:**

Stress analysis is a practical way of producing detailed distress management plans and interventions by tracking the level of stress, distress and arousal of identified pupils.

The session covers:

* What stress is and how it often presents as behaviour.
* How to carry out stress analysis.
* How to use stress analysis to produce detailed distress management plans and focused interventions.

**Co-regulation and Self-Regulation Training Session (versions for staff and students):**

The training looks at recent neurological research and how we can use it to support pupils to regulate their emotions. It covers brain development, the stress response system and how we can provide an environment that promotes coregulation to support pupil engagement. It is strategy-rich and includes a co-regulation plan and effective responses to pupils in distress.

**Year group or whole school assemblies on Emotional Regulation:**

This assembly which can be for all key stages informs young people how their brain work and how our thoughts, feelings and behaviour are linked. It teaches young people about the Upstairs, Downstairs model of the brain and develops understanding on how to manage our emotions more effectively.

**Bitesize Workshops:**

A series of up to six 30 minute workshops for staff focusing on working effectively with student behaviour and includes aspects of the full length sessions described above.

**Solution Orientated meetings:**

A simple time limited (meetings last 18 minutes, with three 6 minute segments) solution focused meeting format which allows collective problem solving. School staff can bring student behaviour to the meeting where possible solutions are discussed. The advantages of this meeting type is that school values and ethos are shared, staff gain great er understanding of student need, staff feel empowered by playing a part in the outcomes and the meeting can be scheduled as it lasts 18 minutes. This training starts with a workshop on how the SOMs work and then two actual meetings are facilitated where staff present real student behaviour and solutions are agreed. These meetings can also be used with parents and other professionals.

**Restorative Approaches in Schools:**

Restorative approaches aim to create a positive learning environment where pupils have the necessary skills to self-regulate their own behaviour and learning. It aims to develop empathy in all students so that are aware of how their behaviour impacts others so that they modify their own behaviour. This training supports schools to embed restorative approaches into their daily routines, scripts and policy as well as facilitate restorative chats, meetings and conferences.

**Trauma Perceptive Practice into practice:**

For schools that have completed the Essex wide TPP train the trainer programme, this series of workshops and support focus on putting the theory and advice behind TPP into routine, habits, procedure and policy in order to support and better understand behaviour and emotional wellbeing. This support will be adapted to meet school need and can include supporting the TPP trainers to deliver the TPP elements to the school community.

**Please Note:**

Bespoke Training packages are available. Please contact Steve Phillips and Kathleen Rich at **Steve.phillips@css-essex.co.uk**and**Kathleen.rich@css-essex.co.uk** for more information.