

Behaviour Training Programme

Autumn 2

Understanding and Supporting ADHD Behaviours

- To gain an in-depth understanding of the ADHD brain.
- To explore practical strategies to create an inclusive learning environment for all pupils, including those with ADHD behaviours, across primary and secondary phases.
- To explore the neurodiverse aspects of ADHD and how it impacts pupils in the classroom.
- To develop a toolkit of strategies to support pupil impulsivity, improve focus and enhance self-regulation.

This course is designed for SENDCO's, teachers and teaching assistants, providing valuable insights into how neuro diversity manifests in the classroom and equipping you with the tools to effectively support primary and secondary aged pupils with ADHD presentations. You will leave with a toolkit of strategies, including a pupil regulation plan which addresses common challenges faced by pupils with ADHD behaviours.

NB We can tailor the course content to the specific needs of your school, Governing Body, or Cluster. Book personalised sessions by contacting LPDS@Lancashire.gov.uk

Tuesday 12 November
2024,
9:15am - 11:45am
Lancashire FA, Leyland

£109

De-escalating Behaviour: Preventing a Crisis

This course will provide:

- recent research guidelines in the support of pupils who struggle to self-regulate;
- a toolkit of de-escalation strategies to avoid children reaching crisis point; and
- an opportunity for self-reflection as teachers and supporting adults.

De-escalation is not about simply stopping a behaviour. It is more about spotting the often subtle signs of when a child is feeling anxious or distressed and using appropriate intervention strategies to calm and reconnect the feelings which are driving the behaviour, ultimately to prevent them spiralling into a potential crisis.

This course will give practical strategies on how to develop crucial relationships, how to focus on positive behaviours within the classroom.

Use of tone of voice and the body language of supporting adults is an important part of de-escalation.

The use of a script and an emotion coaching approach will be explored as part of the toolkit, ultimately preventing a child from reaching emotional overwhelm.

Thursday 21 November
2024,
1:15pm - 3:45pm
Impact Conferencing,
Burnley

£109

Creating an Effective Relationship/Behaviour Policy

This course will cover:

- an outline for whole school behaviour self evaluation, vision setting, and action planning. INTENT;
- how to create a relationship/behaviour policy, referencing relevant research to ensure there is a whole school positive behaviour culture and provision and support in place for SEMH pupils and those at risk of exclusion. IMPLEMENT; and
- how to develop strategies to monitor and evaluate the policy. IMPACT.

Are you a head teacher, senior leader or SENDCo wanting to adjust your whole school behaviour policy and improve outcomes for pupils with behaviour challenges?

This course will help those wanting to adapt their behaviour policy to ensure inclusive practice provision is in place for all children, including individualised support plans for children presenting challenging behaviour, SEND children and for those whose life experiences or circumstances impact significantly on their SEMH needs . It will outline relevant and current research and guidance to inform the policy and professional development.

Delegates will leave the course with an outline of a Relationship/Behaviour policy for their setting. This course will be helpful for those schools working towards the Lancashire Behaviour Quality Mark.

Monday 11 November
2024,
9:15am - 11:45am
Online video
conferencing

£94
Online

£109
In a
venue

Wednesday 4
December 2024,
9:15am - 11:45am
Lancashire FA, Leyland

Developing Relational and Restorative Practice: A conference for schools with keynote input from Mark Finnis

This conference will provide an opportunity to explore the theory and philosophy behind restorative approaches. Explore the transformational impact of relational practice on school culture and behaviour.

"We spend too much time catching people out making the wrong choices rather than catching them doing the right thing. There is another way.." Mark Finnis

Understanding the crucial links between a trauma-informed approach and restorative practice (RP). Also hear from Lancashire Primary and Secondary schools about how they have embedded RP in their school communities.

Friday 22 November
2024,
9:30am - 4:15pm
County Hall, Preston

£208

