 **JIGSAW SERVICE**

 **Extended Education Support Service**

 *Supporting emotional development and achievement*

 SEMH Twilight Training Opportunities 2018

In the words of the national Children and Young People’s Mental Health and Wellbeing Taskforce,**‘there is no time to waste’**

A NEW opportunity to attend the Jigsaw Service training in the Autumn term 2018

**Summary**

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| **Date** | **Time** | **Venue** | **Topic** | **Page** |
| Thursday 20.9.18 | 4 pm – 5.30 pm | Flitwick Lower | Understanding SEMH Part 1 | 2 |
| Thursday 27.9.18 | 4 pm – 5.30 pm | Flitwick Lower | Practical Strategies to support SEMH Part 2 |
| Thursday 4.10.18  | 4 pm – 5.30 pm | Flitwick Lower | Emotional Literacy and Protective Behaviours | 3 |
| Thursday 11.10.18 | 4 pm – 5.30 pm | Flitwick Lower | Restorative Approaches Part 1 | 4 |
| Thursday 18.10.18 | 4 pm – 5.30 pm | Flitwick Lower | Restorative Approaches Part 2 |
| Thursday 1.11.18 | 4 pm – 5.30 pm | Flitwick Lower | Nurture Provision | 5 |
| Thursday 8.11.18 | 4 pm – 5.30 pm | Flitwick Lower | Prevention of Crisis Events in the Classroom | 6 |
| Thursday 15.11.18 | 4 pm – 5.30 pm | Flitwick Lower | Solution Focussed Brief Therapy | 7 |

Details of each session follow in the attached pages

**Supporting pupils with SEMH**

Poor mental health undermines educational attainment. Surveys suggest that a disproportionately large number of pupils with conduct and emotional disorders fall behind in their overall educational attainment, miss school and/or are being excluded and that this in turn can significantly affect their students’ well-being and attitudes to learning. This one day course seeks to explore Social, Emotional and Mental Health difficulties in greater depth and goes on to consider what school staff should be doing to assist this vulnerable cohort in light of the DfE advice dated March 2016

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| **Supporting pupils with SEMH – Part 1**What you will gain from the session:* A greater understanding of the underlying causes of SEMH
* An opportunity to discuss and explore these underlying causes
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| **Further Practical Strategies to support pupils with SEMH – Part 2**What you will gain from the session:* An opportunity to discuss and explore what supports CYP with SEMH
* Practical strategies
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Please book by logging onto CPD online at [**http://www.centralbedscpd.co.uk**](http://www.centralbedscpd.co.uk)**/schools**

For further details please contact Jigsaw Centre at: 0300 300 5735

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**Emotional Literacy and ‘Protective Behaviours’**

Protective Behaviours is a practical and down to earth approach to personal safety which aims to build self-esteem and an increased confidence and assertiveness relating to feeling and being safe.

Underpinning this course is the teaching of safety skills including the ability to recognise when we are not feeling safe and providing tools to enable individuals to take action and to seek help when needed.

Without addressing these issues pupils’ attainment remains stagnant. Emotional Literacy and PBs will provide a useful raft of strategies to ‘un-block’ children’s progress.

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| **What is Emotional Literacy and How to Use ‘Protective Behaviours’ to Manage Outbursts and Anger.** What you will gain from the session:* An understanding of what emotional literacy is
* How to explore emotional literacy with CYP using Protective Behaviours as a framework
* How to develop anger management strategies using Protective Behaviours with CYP
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**NEW 2 part - Restorative Approaches**

Schools that work restoratively find that relationships are stronger and learning is more effective, and so there is less need to resort to sanctions and punishments to try to ‘manage’ behaviour. The ‘unique selling point’ of a restorative approach is that it offers schools an alternative way of thinking about addressing discipline and behavioural issues and offers a consistent framework for responding to these issues. This course offers a ‘step by step’ guide to introducing restorative approaches into your school and underlines the importance of maintaining healthy relationships to support both social and academic success.

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| **Restorative Approaches – Repairing Damaged Relationships** What you will gain from session 1:* A way to repair relationships that have been damaged –Between pupils and/or adults
* An understanding of ‘Restorative Approaches’
* How and when to use ‘Restorative Approaches’
* An introduction to the questions
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| **Restorative Approaches – Repairing Damaged Relationships** What you will gain from session 2:* Further exploration of the approach
* Practice using the questions
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**Developing Nurture Provision**

Nurture groups are small, structured teaching groups for pupils showing signs of behavioural, social or emotional difficulties, particularly those who are experiencing disruption or distress outside of school. This course will give brief background to Nurture Groups, the principles behind them and how to set one up in your school. In a report, Ofsted said the groups can make a ‘considerable difference’ and that they provide ‘substantial value’ for schools.

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| **Nurture Groups Part 1**What you will gain from this session:* A greater understanding of what is a Nurture Group
* An improved understanding of Attachment Theory and links to Nurture Group
* How to set up and run a Nurture Group
* An opportunity to discuss and explore Nurture Groups
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| **Nurture Groups Part 2**What you will gain from this session:* Greater understanding of what a Boxall Profile is
* Interpretation of the Boxall Profile
* How the Boxall Profile is used in a Nurture Group
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| **Nurture groups – Bespoke school visit (£75 and optional)**What you will gain from this:* An opportunity to discuss the needs of your school/children with regard to Nurture Group provision
* Personalized advice and support in developing and maintaining a group
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**Prevention of Crisis Events in the Classroom**

Violent and aggressive behaviour in school and classrooms is difficult for everyone to manage. This session seeks to give staff the confidence to manage and potentially diffuse these difficult situations.

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| What you will gain from this session:The ability to* identify behaviour that indicates an escalation towards aggressive and violent behaviour
* to take appropriate measures to avoid, decelerate and/or de-escalate crisis situations
* develop a consistent approach to behaviour management.
* create and maintain a safe, caring and respectful environment.
* minimise the anxiety associated with uncertainty during a crisis
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**Using Solution Focussed Approaches**

Knowing where you want to get to makes the getting there much more likely!

One of the common consequences of a serious problem is that it clouds our view of the future. We know that we don't want the problem but we have lost sight of what it is we do want. Solution focused practitioners ask lots of questions about what life might be like if the problem was solved. As the answers to these questions gradually unfold both practitioner and client begin to get a picture of where they should be heading. The clearer this becomes the greater the possibility of it beginning to happen.

This course explores what we mean by a ‘solution focused’ approach and guides you skilfully into Re-framing the problem; seeing the problem in a different light can sometimes radically alter the way it appears. This is a major method of helping stakeholders to see their situation differently and therefore to begin to act differently.

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| **The Solution Focussed Approach – New and Creative ways of Moving Forward – The Stuck becoming Un stuck!**What you will gain from the session:* An introduction to the solution focussed approaches
* A way of exploring solutions to a difficulty
* A chance to be energised and motivated to find new ways to solve a problem
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