

## Behaviour Support

Course Title	Description	Delivery	Target Audience	Dates to be delivered		
				Autumn Term	Spring Term	Summer Term
Adapting the Classroom to meet the needs of children with ADHD	<p>Course Outline:</p> <ul style="list-style-type: none"> <li>• What do we know? What do we see?</li> <li>• Impact of ADHD on overall functioning               <ul style="list-style-type: none"> <li>• Classroom modifications</li> <li>• Lesson delivery</li> </ul> </li> <li>• Strategies for managing behaviour</li> </ul>	MS Teams	LSAs/ Teachers	On request		
Meeting the needs of children presenting with SEBD in the Universal Classroom.	The course aims to develop participants' knowledge in the need for a flexible approach to teaching children who present with SEBD in their universal classroom. This course will further support the guidance "Behaviour for Learning."	MS Teams	Tailored courses for SLT and all primary/ secondary practitioners.	On request		
Advising school behaviour policy implementation	<p>Emphasis placed on mind-set of staff to provide an environment conducive to learning through a structured approach to behaviour management. Strategies highlighted incorporating the need for continuity in approach based on rules, routines, consequences and modelling good behaviour.</p> <ol style="list-style-type: none"> <li>1. The need for structure in our classrooms</li> <li>2. Flexibility around the structure to get the best out of people</li> <li>3. Planning for behaviour/ the pro-active environment</li> <li>4. Behaviour monitoring</li> <li>5. Rapport, Relationships and Role Modelling</li> </ol>	At school	LSAs/ Teachers	On request		

<p>De-escalation strategies for members of staff in schools</p>	<p>The course aims to develop participants' skills in order to safely diffuse and de-escalate potentially difficult situations without the use of restrictive physical intervention. With regular reference to the conflict spiral, participants will gain an understanding of the pivotal role emotions play in all our behaviours which can greatly affect the decision making process.</p>	<p>At school</p>	<p>Tailored courses for SLT and all primary/secondary practitioners.</p>	<p>On request</p>
<p>Developing relationships with parents</p>	<p>Developing appropriate relationships with parents is crucial to developing relationships with pupils who can present with challenging behaviour. This course gives an overview of the absolute importance of the partnership needed between school and parents to support children who present with challenging behaviour</p>	<p>MS Teams</p>	<p>Course for NQTs</p>	<p>On request</p>
<p>Alternatives to Exclusion</p>	<p>The course aims to develop participants' knowledge of the alternative strategies available as part of the graduated response to exclusion. At the end of this course, participants will be able to recognise:</p> <ul style="list-style-type: none"> <li>• The need for quality, person centred Pastoral Support Plans in the first instance</li> <li>• The need for restorative conversations including post-incident meetings</li> <li>• The use and effectiveness of internal exclusions <ul style="list-style-type: none"> <li>• The managed move process</li> </ul> </li> <li>• Independent Exclusion Appeal process</li> </ul>	<p>At school</p>	<p>LSAs &amp; Teachers</p>	<p>These courses should be mandatory AFTER stage 4 meetings are triggered and prescribed to the school at that stage.</p>