

# Supporting Behaviour & Mental Health



Interventions, training and  
supervision for schools



**BRIDGES**  
**for Learning**  
Educational Psychology Service

“

**I'm normally the one  
getting in trouble  
but now I'm not, I'm  
helping others.**

”

**- Year 5 pupil**

# Bridges for Learning

Bridges for Learning provides professional support in the form of In 2010, a group of local authority schools on the Isle of Wight Bridges asked Siobhan Aubin, Educational Psychologist to set up a school-commissioned Educational Psychology service. Bridges for Learning was formed as a not for profit Educational Psychology service and currently employs Educational Psychologists, Associate Educational Psychologists, Trainee Educational Psychologists and an Assistant Psychologist.

Our practitioner psychologists are registered with the Health Care Professions Council and are members of the British Psychological Society.

## **Why mental health?**

Mental health and psychological well being is fundamental to broader health, wellbeing and learning. The Department for Education (2015) published 'Mental Health and Behaviour in Schools' which sets out the expectation for schools to promote positive mental health at universal and targeted levels. The SEND code of Practice highlights the role of Educational Psychologists in supporting schools to identify and support young people with poor mental health.

Bridges for Learning was commissioned by the Isle of Wight Healthy Schools to deliver the Social Emotional Aspects of Learning and the Targeted Mental Health in Schools programmes for Island schools.

## **What we offer**

This brochure outlines the interventions, training and support that Bridges for Learning provide for schools to promote positive mental health and well being. The brochure is divided into the following three sections:

- Interventions - for individual or groups (pupils or staff)
- Training - Bespoke training for parents or professional supporting children and young people
- Support - professional and targeted support for schools

For more information please visit [www.bridges4learning.co.uk](http://www.bridges4learning.co.uk) or email us at [contactbridges4learning@gmail.com](mailto:contactbridges4learning@gmail.com). Booking forms can be found on our website or at the back of this brochure.



**Siobhan Aubin**  
*Principal Educational Psychologist*

# Testimony of Service

## Head Teacher

Staff feel fully supported with strategies and ideas in how to support children in their class with high levels of need, staff always feel that they have got an expert at hand who will listen to their concerns about children and take them seriously, it is easier to highlight and identify on planning what strategies and techniques are to be used with individual children, teachers feel empowered in how to deal with the more complicated children in their class.

*Laura Bosworth, Headteacher,  
Oakfield Primary School*

## SENCo

With support we have been able to learn more about attachment disorder and to therefore be able to better understand the behaviour of these children. Their advice and training has been invaluable, including the advice we have been able to pass on to parents.

*Lisa Steedman, Deputy Head & SENCo,  
Hunnyhill Primary School*

## Educational Psychologist Program Director

Our graduate students training to be Educational Psychologists have flourished on placement with B4L. They have benefited from B4L's exacting standards in all areas of professional life including innovative approaches to well - considered mental health interventions for children/young people. I can not recommend the work of B4L highly enough.

*Dr John Franey, Programme Director,  
University of Bristol*

## Parent

The work carried out by Bridges for Learning helped my child learn about herself and understand how she can manage the times when she is feeling anxious. She is happier and more confident as a result.

## Pupil

The Mindfulness sessions have helped to keep me calm. If I start to become angry, I use some of the breathing techniques I've been shown and think about my breathing instead of the thing that has made me angry.

# Contents

## Social Skills Interventions:

Peer Mediation	4
Circle of Friends	5

## Emotional and Mental Health Interventions:

Cognitive Behaviour Based Approaches	6
Mental Health Audits	7
Let's Draw a Picture	8
Strength Building	9
Loss & Bereavement Support	10
Let's Write a Story	11
Video Interaction Feedback	12
Mindfulness in Schools	13
Resilience in the Workplace	14
Anxiety Management	15
ADHD & Self-Regulation	16

## Behaviour Interventions:

Motivational Interviewing	17
How to Manage a Difficult Class	18
Functional Analysis	19

## Inclusive Friendly Classroom Training:

Attachment Friendly Classrooms	20
ASD Friendly Classrooms	21
ADHD Friendly Classrooms	22

## Emotional and Mental Health Training:

Developing Resilience in Vulnerable Children	23
Emotional Wellbeing in Children and Young People	24
People with Visual Impairments	
Anxiety Management for Young People	25
Mental Health Awareness for Schools	26
Self-Harm, Alcohol & Substance Misuse and Eating Disorders	27
Mental Health in Children with Complex and Additional Needs	28

## Social and Behaviour Training:

Developing a Positive Approach Surrounding Challenging Behaviour	29
Motivation & Engagement of Pupils	30
Sex & Relationship Education for Young People with Complex and Additional Needs	31

## Support for Schools:

Regular Supervision Support	32
Critical Incident Support	33
Setting Targets & Monitoring Outcomes Support	34





# Funding our Services

**Funding for the services provided by Bridges for Learning within this booklet can be obtained from a variety of sources. Below is a list of the most common ways for schools/parents to obtain funding.**

## **Pupil Premium**

Schools can use pupil premium budgets to fund the interventions, training and support outlined within this booklet. Schools can obtain pupil premium for pupils who are entitled to free school meals, who have been or are in care and who are from service families.

## **Direct School Grant**

Schools can fund any of the interventions, training or support within this booklet by using their direct school grant.

## **Social Care**

It may be possible for some of the interventions, training or support to be funded by social care.

## **Demonstrating effectiveness**

[Need to write a paragraph here about how we demonstrate effectiveness]

- Always provide a thorough evaluation (e.g. report, summary, statistical evidence, reviews, further actions required, reports to governors, school business managers, parents and young people)

## **Costings**

- Please see additional inlay for costings

## **Post Adoption Support Fund**

Schools and parents can apply to the post adoption support fund in order to gain funding to support pupils who have been adopted.

## **Personal Budgets/Direct payments**

It may be possible for parents/ carers and young people to use their personal budgets (post 16) to fund Bridges for Learning Services

## **Charities**

Bridges for Learning have previously been funded by charities to provide support to pupils and schools.

## **Government Grants**

- TAHMS /SEAL

## **Community Interest Company**

Bridges for Learning runs a community interest company which provides training and support on a 'not for profit' basis within the community setting. Training is usually free or the cost of a cup of coffee.

### Peer Mediation

Peer Mediation teaches children about conflict and how to resolve problems in a positive manner. Research has found that Peer Mediation schemes in UK schools have reduced the frequency of physical and psychological bullying, as well as improving children's self-esteem. Peer Mediation involves training a group of pupils within a school to mediate low level friendship problems that arise.

#### Outcomes

- To develop social skills and raise self-esteem
- To create a calm co-operative school atmosphere that enhances opportunities for learning.
- To give pupils alternatives to disruption and violence.
- To give pupils ownership of their own resolution of disputes.
- To encourage staff and pupils to deal with conflict in a more positive way.

#### Who is it for?

Peer Mediation works well with primary aged pupils where older pupils in the school are trained to help mediate problems amongst younger pupils. Peer mediation has also been adapted for use in specialist provisions and for children with complex and additional needs.

#### How long is it for?

Two full training days for up to 20 pupils.

### Circle of Friends

'Circles of Friends' is a strategy used to promote social inclusion for students with disabilities, emotional difficulties, challenging behaviour or simply going through a difficult time in their lives. Volunteers from the student's class meet on a weekly basis with the 'focus student' and an adult facilitator. The circle acts as a resource to suggest strategies and set targets to deal with difficulties that have been jointly identified by the members of the circle and the focus child.

#### Outcomes

- The individual pupil is supported emotionally by their peer group leading to greater social inclusion which raises their self-confidence and self-esteem.
- The volunteer pupils gain skills in social understanding, ability to show empathy and to work collaboratively as a group.

#### Who is it for?

'Circle of Friends' is suitable for individual pupils who are socially excluded, vulnerable or have a poor understanding of social behaviour.

The volunteer role is suitable for pupils who would benefit from taking a position of responsibility within their peer group, those who would benefit from increasing their social understanding and empathy towards others.

#### How long is it for?

One session to explain process to pupils and staff, two sessions for facilitation or supervision of adult facilitators.



## Case Study: Peer Mediation

**Peer mediation runs successfully in a large primary school on the Isle of Wight and new peer mediators are trained each year. Previously, adults within the school were dealing with conflict resolution at lunch and break times and the pupils were reliant on them to do so.**

Bridges for Learning trained 20 pupils in peer mediation over 2 days. The training involved activities to develop listening skills, empathy and to distinguish between appropriate and inappropriate behaviours. The pupils role played mediation and practised their new skills.

### Now

- The peer mediators help resolve conflicts on the playground before they escalate and without involvement from adults.
- Pupils are more confident in distinguishing between appropriate and inappropriate behaviour.
- Staff reported an increase in prosocial behaviour and ability to sympathise amongst students who had taken part.

“I’m normally the one getting in trouble but now I’m not, I’m helping others.” *-Year 5 pupil*

“Peer mediation has built her confidence and she knows more about what is appropriate behaviour.”  
*- Teacher, Primary School*

## Cognitive Behaviour Based Approaches

Cognitive behaviour based approaches focus on the relationship between cognitions (what we think), affect (how we feel) and behaviour (what we do). This approach helps young people identify negative thoughts and feelings to lead to a positive change in behaviour. This approach is appropriate for a wide range of behaviours.

### Outcomes

- Supporting children and young people to recognise and understand how their thoughts and feelings link to their behaviour.
- Improving mental health and emotional wellbeing in children and young people.
- Developing problem-solving skills.
- Effective intervention to support children and young people who experience anxiety, anger, stress, low mood and behavioural difficulties.

### Who is it for?

This approach can be applied to a wide age range (4-25). The approach can be delivered individually or within a group context. Bridges for Learning offer an adapted cognitive behaviour based approach for children and young people on the autism spectrum or those with additional and complex needs.

### How long is it for?

- This intervention is usually delivered for six or twelve weeks depending upon the needs of the child/young person or group.

## Mental Health Audits

This intervention begins by measuring the wellbeing of children and young people within a school using appropriate tools and assessments (e.g. the Strengths and Difficulties Questionnaire, Teenager Wellbeing Profile and Attachment Friendly Classrooms audit). The school will then be supported to implement strategies to support pupils at risk of mental health difficulties and to promote wellbeing at a whole school level.

### Outcomes

- To gain a better understanding of pupil's strengths and difficulties.
- To identify pupils who are at risk of developing mental health difficulties.
- To implement strategies to support pupils at risk of developing mental health difficulties.
- To implement strategies to promote good mental wellbeing and resilience.

### Who is it for?

This intervention is suitable for children and young people of all ages and the professionals working with them.

### How long is it for?

The audit is introduced to staff; time is then allowed for completion and follow up meetings are arranged dependent upon the needs of the setting.

## Let's Draw a Picture

Let's Draw a Picture is a method of working with children to help with underlying emotional difficulties that may be affecting their learning and behaviour. Children often find it difficult to say what is wrong because they haven't got the language, don't understand or know themselves what is wrong. These unresolved issues can stop children from engaging in learning. Drawing allows them the opportunity to express these problems and identify possible solutions.

### Outcomes

- To allow children to express their feelings and experiences in a safe environment.
- To enable children to identify a resolution to old conflicts, old trauma and allow healing.
- To enable children to control their behaviour and better able to access the curriculum.

### Who is it for?

This intervention is delivered on an individual basis with children aged 4-25.

### How long is it for?

This intervention is usually delivered for six or twelve weeks depending upon the needs of the child/young person.

## Strength Building

This intervention is aimed at pupils who are experiencing emotional and or behavioural difficulties which are linked to low self-esteem, confidence and assertiveness. The course is based on the principles outlined by Tina Rae in her Confidence, Assertiveness and Self-Esteem Course. The focus is to help students to identify the causes of low self-esteem and confidence and develop appropriate coping strategies and assertiveness skills.

### Outcomes

- To increase self-esteem and self concept.
- To understand and experience the feeling of respect and develop and practise assertiveness.
- To develop friendship skills and increase confidence in social interactions.
- To enable children to understand the perspectives of others and show empathy.
- To help pupils practise positive thinking skills and how to recognise negative thinking.
- To help pupils recognise feelings of stress and develop appropriate coping strategies.

### Who is it for?

This programme works best with pupils in secondary schools or further education but can be adapted for the primary level.

### How long is it for?

This intervention usually consists of a weekly one hour session for six weeks.

## Loss & Bereavement Support

This intervention supports children and young people who have experienced loss, bereavement or unwanted change. The intervention provides a space for children and young people to safely express thoughts and emotions. The sessions aim to provide support and coping strategies for the child or young person at a difficult time in their life.

### Outcomes

- Providing support within a safe environment.
- Developing effective coping strategies and resilience.
- Providing space to safely express thoughts and emotions.

### Who is it for?

This bespoke intervention can be delivered on an individual basis. The intervention can be used with children and young people of all ages.

### How long is it for?

Intervention length will depend on child's or young person's individual needs.

## Let's Write a Story

Let's Write a Story is a method of working with children to help with underlying emotional difficulties that may be affecting their learning and behaviour. Let's Write a Story conceptualises therapeutic story writing and enables children and young people to express and therapeutically develop through the use of creating stories.

### Outcomes

- To allow children to express their feelings and experiences in a safe environment.
- To enable children to identify a resolution to old conflicts, old trauma and allow healing.
- To support children to manage their behaviour and better able to access the curriculum.

### Who is it for?

Can be used for a wide age range of children/young people aged 5-25.

### How long is it for?

This intervention is usually delivered for six or twelve weeks depending upon the needs of the child/young person.

## Video Interaction Guidance

Video Interaction Feedback is an attachment-based coaching approach that aims to support teachers, children, young people and their parents/carers to understand positive aspects of behaviour and to improve their communication skills through enjoyable shared experiences.

### Outcomes

- It helps people to recognise what they are already doing well, to build new skills and to strengthen their important relationships.
- It helps to develop an understanding of the part you play in building your relationships and communicating with others.

### Who is it for?

This approach is suitable for parents, pupils and schools staff.

Parents, Pupils, School staff Supporting parent/child relationships. Working with staff, looking at their own skills in communication with pupils Group work, enhancing team working.

### How long is it for?

3 - 6 2 hour sessions

## Mindfulness in Schools

Mindfulness means paying attention, in a purposeful way, to the present moment. It allows us to acknowledge and accept our thoughts, feelings and bodily sensations without judging them. Mindfulness can be an effective tool to support children and young people to feel and understand their emotions and improve concentration skills. Mindfulness is an approach that is recommended by the National Institution of Clinical Excellence (NICE).

### Outcomes

- To gain an understanding of the basic principles of mindfulness.
- To learn about the potential benefits of mindfulness practice.
- To learn mindfulness techniques that can be applied easily to everyday life.
- To enable better concentration and emotional control.

### Who is it for?

This intervention is suitable for children and young people aged 5-25 and adults (school staff, parents or families). It can be delivered on a one-to-one basis or in groups.

We offer an adapted Mindfulness intervention course for children and young people with additional and complex learning needs.

### How long is it for?

Delivered in a sequence of sessions over eight weeks.



# Case Study: Mindfulness in Schools

**We have been working with a group of pupils who attend a Specialist setting using Mindfulness and Acceptance Commitment Therapy to regulate emotions.**

The pupils have been taught the principles of simple Mindfulness through breathing, carrying out activities mindfully and through meditation and relaxation. Each pupil now has a repertoire of techniques that work for them and use them at school and at home. The pupils are learning to meditate and accept their thoughts but not be controlled by them. This has proved very useful for those pupils who are highly anxious and have recurring worries.

### Parent

“We’ve noticed that our son is starting to use the techniques at home and he had shown up how to ‘take notice of your breath’ and how to do ‘mindful eating’, he is much calmer and relaxed at home.”

### Class Teacher

“We’ve noticed a real difference in the pupil’s behavior within the class. He seems calmer and able to manage his emotions more effectively.”

### Pupil

“The Mindfulness sessions have helped to keep me calm. If I start to become angry, I use some of the breathing techniques I’ve been shown and think about my breathing instead of the thing that has made me angry.”

## Resilience in the Workplace

This intervention focuses on developing resilience and managing stress within the workplace using a range of approaches including Acceptance and Commitment Therapy and Mindfulness. Mindfulness is an approach that is recommended by the National Institution of Clinical Excellence (NICE).

Acceptance and Commitment Therapy is an evidence-based approach that has been found to be useful in managing stress in the workplace. It integrates values together with the core principles of mindfulness to work towards developing psychological flexibility.

As part of the intervention, the Perceived Stress Scale can be used to provide a format for attendees to measure their perceived level of stress within the workplace. This intervention is suited to developing the wellbeing of staff.

### Outcomes

The main aims and benefits of this course are:

- To reduce stress in the workplace.
- To develop personal resilience in staff.
- To increase positive wellbeing in staff.

### Who is it for?

This intervention is suitable for a range of workforces and individuals such as teachers and support staff. This intervention can be applied across primary, secondary and further education settings.

### How long is it for?

Typically, the intervention is delivered across a course of twilights. Particular arrangements can be discussed upon enquiry/booking.

## Anxiety Management

This intervention aims to provide children and young people with a toolbox to support the development of skills in regulating emotions and managing anxiety. This can include managing general anxiety or anxiety around particular issues, such as exams.

A range of evidence-based approaches are used including ACT based Mindfulness and Cognitive Behavioural Approaches. Mindfulness is an approach that is recommended by NICE (National Institution for Clinical Excellence).

### Outcomes

For children and young people to develop the following skills:

- Awareness of emotions.
- Emotional regulation.
- Increased confidence and self-esteem.

### Who is it for?

This intervention is suitable for any child or young person (aged 5-25) experiencing anxiety. This intervention can be delivered to small groups or on an individual basis. Programmes are bespoke to the needs of the group or individual.

### How long is it for?

Typically six to eight sessions. Bespoke packages can be developed.



# Case Study: Anxiety Management

**Sarah aged 12 and her younger sister Jane, aged 8, were placed into the care of relatives following physical and emotional neglect.**

When they arrived at their new school, both siblings were experiencing anxiety which was impacting on their learning.

Bridges for Learning completed a 6 week course with Sarah and Jane, which aimed to help them manage their anxieties.

### Now

- Sarah and Jane are aware of the different tools (strategies) they can use when they are feeling anxious.
- Sarah and Jane are more able to talk about and be aware of their emotions.
- The girls are supporting each other with managing anxiety.

## ADHD & Self-Regulation

This intervention is bespoke to the needs of the child or young person. It aims to provide the child/young person with a toolbox to support the development of self-regulation skills, enabling the child/young person to develop their awareness of and manage their emotions and behaviour.

A range of evidence-based tools and approaches can be used within a programme including solution-focused approaches, meta-cognition and a computer-based bio-feedback programme.

### Outcomes

For the child/young person to develop the following skills:

- Emotional awareness.
- Emotional regulation.
- Self-regulation of behaviour.
- Increased confidence.
- Increased meta-cognitive awareness and improved attention.

### Who is it for?

This intervention is suitable for all ages. It is bespoke for individual pupils including those with a diagnosis of AD/HD.

### How long is it for?

Typically six to eight sessions. Bespoke packages can be developed.

### Motivational Interviewing

Motivational Interviewing is an approach used to change and enhance pupil's levels of motivation and engagement through a specific narrative approach.

It involves a four stage process including engaging, focusing, evoking, and planning 'change talk' conversations.

#### Outcomes

- To identify barriers to readiness to change.
- To foster engagement.
- To increase motivation within the school context.

#### Who is it for?

This intervention is suitable for a wide range of individuals including pupil, staff and parents. Suitable for all ages.

#### How long is it for?

Six sessions but requires discussion on an individual basis.

### How to Manage a Difficult Class

This intervention uses solution focused approaches and tools (including sociograms) to explore interpersonal relationships and children/young people's difficulties to help develop teacher's confidence and skills when faced with managing a difficult class. This intervention will focus on a whole-class level and offer practical behaviour management techniques.

#### Outcomes

- Develop a greater understanding of group difficulties, challenges and dynamics.
- To develop pro-active strategies to manage difficult classroom behaviour.
- To develop teacher's confidence and resilience in managing different situations and classroom behaviours.

#### Who is it for?

Suitable for primary, secondary or further education settings.

#### How long is it for?

One to three sessions negotiated with school.

## Functional Analysis

Functional Analysis is an intervention used to precisely identify and understand causes for difficult behaviours displayed in children and young people. The intervention will involve a functional behaviour assessment which will explore the underlying cause of problematic behaviour. Once the contingences that maintain problem behaviour have been determined, effective strategies can be identified to support a change.

### Outcomes

- Precisely identify and determine factors that are maintaining problematic behaviour.
- Understand the causes, triggers and consequences that are sustaining the behaviour.
- Implement specific tailored strategies to promote a change within the behaviour.

### Who is it for?

This intervention can be used with any child or young person who is displaying difficult or challenging behaviour. It is particularly useful for children and young people who have additional needs (such as autism) in which the behaviour can be complex to initially understand.

### How long is it for?

One to three sessions negotiated with school.



# Case Study: Functional Analysis

**Robbie was finding it increasingly difficult to stay within his mainstream classroom.**

For no apparent reason he would try to run out of the classroom and if he unable to do then he would hide under a table. He would eventually come out on his own accord but when staff tried to cajole him, he would bang his head on the floor.

Bridges for Learning provided the following support; In-depth observation Completion of a Functional Analysis which indicated that Robbie's behaviour was triggered by sensory intolerances.

**Now**

A sensory audit of the classroom was conducted and Robbie is happy to stay in the classroom following the sensory friendly measures that have been put in place for him.

## Attachment Friendly Classroom

This training course is designed to encompass a whole school approach in supporting children and young people who may have attachment difficulties. The course will explore both insecure and secure attachment patterns and attachment theory. The course will then provide an insight into children with specific attachment disorders and focus on practical strategies which can be adopted both within the classroom and the home setting.

### Outcomes

- To provide staff with an understanding of attachment styles and the associated behaviours of secure and insecure attachment.
- To give staff strategies to manage attachment difficulties in the classroom and wider community.
- To provide staff with appropriate resources that support children with attachment difficulties in the classroom.

### Who is it for?

This training is ideal for staff supporting children with attachment difficulties.

### How long is it for?

Courses can be delivered as half or full day training or twilight sessions or as part of our APS ( Applied Psychology in Schools ) course

## ASD Friendly Classroom (including challenging behaviour)

ASD friendly classrooms training provides staff with an improved understanding of ASD and the key differences that need to be taken into account when working with these children. It will highlight the importance of understanding individual children's strengths and provide practical strategies to use in the classroom to enable pupils to perform at their best.

### Outcomes

- To provide staff with a better understanding of ASD and what to consider when working with these pupils.
- To develop strategies to manage ASD behaviour in the classroom.
- To acquire resources which can be used with ASD pupils.
- To develop practical strategies to support children with ASD who display challenging behaviour.

### Who is it for?

This training is suitable for all staff working with children autism spectrum condition.

### How long is it for?

Courses can be delivered as half or full day training or twilight sessions or as part of our APS (Applied Psychology in Schools) course.



# Case Study for Attachment Friendly Classroom

**Jamie aged 6 years and his little sister Holly, aged 2, live with foster carers. Both children care into care due to physical and emotional neglect.**

In school Jamie was non-compliant and refused to engage in activities, he told adults that they were 'stupid', and frequently became aggressive towards adults and his peers.

At other times, he behaved as though he is a much younger child, insisting on having continuous attention and was very clingy and over-affectionate towards chosen adults.

Bridges for Learning gave support in the following ways;

- Whole school training on Attachment – Friendly classrooms.
- Functional analysis of Jamie's behaviour in school support plan.
- Therapeutic work with Jamie to help him regulate his feelings.
- Circle of Friends.

### **Now**

Jamie is more settled and enjoys coming to school. He still has tricky days but is starting to make some friends.

## ADHD Friendly Classroom

ADHD friendly classrooms training provides staff with an improved understanding of ADHD and how this can affect learning. It will provide practical strategies to use in the classroom to enable pupils to self-regulate and perform at their best.

### Outcomes

- To provide staff with a better understanding of ADHD and associated behaviours.
- To learn strategies to manage ADHD behaviour in the classroom.
- To acquire resources which can be used with ADHD pupils.

### Who is it for?

This training is suitable for all staff working with children and young people with ADHD.

### How long is it for?

Courses can be delivered as half or full day training or twilight sessions or as part of our APS (Applied Psychology in Schools).

## Applying Psychology in Schools Assistant (APSA)

This is our training course for teachers or Teaching Assistants who regularly work with pupils who have emotional, social and behavioural needs including Mental Health difficulties.

Following the course APSAs are supported by Bridges for Learning through supervision and further training.

### Outcomes

- To develop a tool kit of skills using applied psychology.
- Develop skills to recognise and identify pupils who may be facing mental health difficulties.
- Developing strategies to support mental health difficulties in children and young people with complex needs.
- Promoting whole school initiatives to develop positive mental health in pupils with additional needs.

### Who is it for?

This is available for all staff in mainstream schools or specialist settings.

### How long is it for?

There will be regular courses running from April 2016 and they will be advertised in the County Press, our web-site and newsletters.

The courses will comprise of a mixture of twilight sessions and whole day training sessions.

### Developing Resilience in Vulnerable Children

Resilience is the ability to recover or ‘bounce back’ from adversity. Resilience is a skill needed not only to safeguard children but also to allow them to develop, despite difficult circumstances. This training session will explore resilience and risks within children and young people and how schools can foster and improve resilience. This training session will focus on developing resilience in vulnerable children and young people including those who have been in the care system, have a disability, have experienced trauma or violence, refugees, parental illness and capacity or have experienced loss/separation.

#### Outcomes

- To develop a whole school approach for promoting resilience.
- To understand risk factors which may impact vulnerable children and young people and how best to support them.
- For teaching staff to understand the importance of fostering resilience within the classroom environment and practical strategies to use.

#### Who is it for?

Anyone who is working or supporting vulnerable children. Training is suitable for primary, secondary and further educational settings.

#### How long is it for?

Courses can be delivered as half or full day training or twilight sessions or as part of our APS (Applied Psychology in Schools) course.

### Emotional Wellbeing in Children & Young People with Visual Impairments

This course is specifically designed to support and promote emotional wellbeing in children and young people with visual impairments. Research has shown that, overall, young people with vision impairment do not perform as well as other young people in terms of confidence, independence, self-esteem, initiative, social skills and social networks. This course combines both a whole school awareness and specific individual strategies to develop and improve emotional wellbeing in those with visual impairments.

#### Outcomes

- To develop teaching and supporting staff’s understanding around emotional wellbeing in children and young people with visual impairments.
- To provide strategies and materials to develop and improve self-esteem, confidence and emotional wellbeing.
- To develop a whole school approach to supporting pupils with visual impairment.

#### Who is it for?

Anyone supporting pupils who have a visual impairment. This training course is suitable for primary, secondary and further educational settings.

#### How long is it for?

Courses can be delivered as half or full day training or twilight sessions or as part of our APS (Applied Psychology in Schools) course.

### Anxiety Management for Young People

This training course is for staff working with young people with anxiety. The training aims to provide staff with an understanding of anxiety and tools to help young people regulate their emotions and manage their anxiety.

#### Outcomes

- For attendees to gain an understanding of anxiety and how this presents in the classroom.
- For attendees to develop skills for helping young people regulate their emotions and manage their anxiety.

#### Who is it for?

Staff supporting children with anxiety; for example, a teacher, teaching assistant or SENCO. This training course is suitable for primary, secondary and further education settings.

#### How long is it for?

Courses can be delivered as half or full day training or twilight sessions.

#### How long is it for?

Courses can be delivered as half or full day training or twilight sessions or as part of our APS (Applied Psychology in Schools ) course.

### Mental Health Awareness for Schools

This course provides staff with an overview of different mental health difficulties which can affect young people. Areas covered include depression, anxiety, emotional disorders, psychosis and suicide. This course will also explore risk and protective factors including those within the child, the school environment and the community. This course can be combined with 'Self Harm, Alcohol & Substance Misuse and Eating Disorders in Young People' training course to provide schools with an in-depth knowledge of mental health difficulties.

#### Outcomes

- For schools to develop a greater understanding and knowledge surrounding different mental health difficulties.
- For staff to feel more confident surrounding mental health of pupils.
- For staff to be given tools to help identify and support mental health difficulties.

#### Who is it for?

This course is suitable for primary, secondary and further education settings.

#### How long is it for?

Courses can be delivered as half or full day training or twilight sessions or as part of our APS (Applied Psychology in Schools Assistant) course.

### **Self Harm, Alcohol & Substance Misuse and Eating Disorders in Young People**

This training provides staff with an understanding of self-harm, alcohol and substance misuse and eating disorders. Attendees will gain an understanding of the prevalence of self-injurious behaviours and how to respond. The training will also encourage staff to consider how to develop whole school approaches.

#### **Outcomes**

- To gain an understanding of what self-harm is and self-injurious behaviours.
- To gain an understanding of groups at risk of self-harm and risk factors.
- To develop skills and confidence in staff working with children who self-harm, misuse alcohol or substances and children with eating disorders.

#### **Who is it for?**

This training is for any staff working with children and young people in schools and the community.

#### **How long is it for?**

Courses can be delivered as half or full day training or twilight sessions or as part of our APSA (Applied Psychology in Schools Assistant ) course.

### **Mental Health in Children with Complex & Additional Needs**

Statistics have shown that children and young people who have a learning disability face an increased risk of having mental health difficulties. This training course will focus on how to recognise, identify and support these needs in children with complex difficulties. This course will also deliver strategies to promote good mental health initiatives in schools supporting pupils with additional needs.

#### **Outcomes**

- Develop skills to recognise and identify pupils who may be facing mental health difficulties.
- Developing strategies to support mental health difficulties in children and young people with complex needs.
- Promoting whole school initiatives to develop positive mental health in pupils with additional needs.

#### **Who is it for?**

This training is suitable for specialist school provisions that support children and young people with complex needs. It is also available for mainstream schools supporting children with complex needs.

#### **How long is it for?**

Courses can be delivered as half or full day training or twilight sessions or as part of our APS (Applied Psychology in Schools Assistant) course.

### Developing a Positive Approach Surrounding Challenging Behaviour

Positive behaviour support approaches are rooted in person centred values and involve a whole school approach to the way in which behaviour is viewed. All behaviour is a form of communication, both verbal and non-verbal. In order to recognise the purpose of a behaviour, it is important to establish positive relationships. It is then possible to teach new skills which promote more positive interactions.

#### Outcomes

- To provide staff with an improved understanding of challenging behaviour as a form of communication.
- To develop a whole school approach to how behaviour is viewed.
- To provide staff with strategies to manage challenging behaviour.

#### Who is it for?

This training is suitable for all staff working with children and young people who display challenging behaviour.

#### How long is it for?

Courses can be delivered as half or full day training or twilight sessions or as part of our APS (Applied Psychology in Schools Assistant) course.

### Motivation and Engagement of Pupils

This training course is designed to support a whole school approach to raising motivation and engagement in pupils. Motivation and engagement are skills that lie within the emotional side of learning which can impact upon the progress of pupils.

In this training, concepts are explored such as mind-set and meta-cognition; these concepts look at ways in which staff can support children to develop personal resources and strategies, which help to increase their engagement and motivation for learning.

#### Outcomes

- To provide staff with an increased awareness of emotional aspects of learning, concepts such as mind-set and meta-cognition and how these relate to children's learning.
- To provide staff with strategies to increase children's engagement and motivation for learning.

#### Who is it for?

This training course is suitable for primary, secondary and further education settings.

#### How long is it for?

Courses can be delivered as half or full day training or twilight sessions.



# Case Study: Developing a Positive Approach Surrounding Challenging Behaviour

**A primary school was experiencing difficulties with the dynamics of their Year 3 class. New pupils had joined the school during the past year and friendship groups were changeable and fragile. The pupils found it difficult to work together and there was low level disruption.**

Bridges for Learning provided the following support:  
Classroom observation, sociogram analysis, a functional analysis of behaviour, and an in-depth consultation with key staff.

The pupil's views of their classroom interactions were gathered through Personal Construct Personal construct questionnaires.

Specific areas of training were identified which included; developing positive behaviour techniques, promoting positive relationships between pupils and raising staff confidence and morale.

Staff training was delivered as bespoke twilight sessions.

**Now**  
Evaluations indicated a reduction in disruptive behaviour, pupils and teachers reported to be much happier.

# Sex and Relationship Education for Young People with Complex & Additional Needs

Every child, whether they are in a mainstream or special educational setting, has a right to a sex and relationship education (SRE) which supports them and prepares them for the realities of life. This training course will provide schools with knowledge, tools and resources to help develop an SRE curriculum suitable for young people with additional needs. This training session will also focus on inappropriate sexual behaviours and how to support the young person across school, home and community settings.

### Outcomes

- To have a greater understanding and knowledge of SRE in young people with additional needs
- To be provided with tools and resources to develop an effective SRE for individual pupils with additional needs
- To understanding the challenges and behaviours surrounding sex and relationships in pupils with additional needs and how to support the young person across a variety of settings.

### Who is it for?

Staff working with pupils with additional and complex needs.

### How long is it for?

Courses can be delivered as half or full day training or twilight sessions.

### Supervision Provided

Bridges for Learning provides regular supervision to support the mental health and wellbeing of adults working with young people. Supervision can be provided for:

- Staff (including specialist staff) working with young people with social, emotional, behavioural and mental health difficulties.
- Staff who are using a nurturing approach.
- School pastoral support staff.
- Home liaison support staff.

SENCOs supervision is also available.

Supervision encourages staff to feel supported in their roles and enables them to provide the best support they can for young people.

The aim for supervision is also to give staff the opportunity to problem solve any situations they are concerned about and to consider other potential strategies.

### Critical Incident

Critical incidents refer to a single or series of unforeseen events which happen suddenly and cause severe disturbance to the whole school community or individuals. Incidents include traumatic events which may impact upon the school or individual's usual capacity to cope with and respond to such events.

Examples of critical incidents may include:

- Death of a pupil(s) or staff member(s).
- A serious incident or accident which may involve a pupil(s) or staff member(s) at or away from school.
- Threats, attacks or situations of extreme violence; e.g. an armed intruder to the school or terror alert.
- Hostage situations.
- Major environmental events such as fire or flooding.
- Community disasters; e.g. transport accident.

Critical incidents can be a highly traumatic experience for all affected. Such incidents can cause feelings of extreme distress and vulnerability.

Support offered to schools is bespoke to the situation. This can include:

- Immediate response from an experienced psychologist to advise and support staff and pupils, including further action plans.

- If you would like to request a package of this type of support please contact:  
[contact.bridges4learning@gmail.com](mailto:contact.bridges4learning@gmail.com)

## Setting Targets & Monitoring Outcomes

### Setting SMART Outcomes

The role of the Educational Psychologist will be to support the schools in developing SMART outcomes and targets. This links to government expectations, as set out in the SEN Code of Practice, of a graduated school approach into supporting pupils with additional needs. The course will provide guidance on writing SMART targets as well as a bank of resources to use when writing plans.

### Personalised Learning Agreements

A personalised learning agreement is suitable for pupils who have significant additional needs but not in receipt of an Education, Health and Care Plan. It outlines a summary of the child's needs, current provision, further requirements and an agreed action plan. It sets targets for the child and monitors progress. A personalised learning agreement is a multi-agency approach, facilitated by an Educational Psychologist, which will be reviewed according to the child's needs. A personalised learning agreement can be used as evidence towards an application for an Education, Health and Care Plan.

### Assess, Plan, Do, Review

Assess, Plan, Do, Review is an effective tool for monitoring the progress of children with special educational needs. It is a cyclical model which identifies the support needed for a child and continually evaluates the progress and identifies next steps. The role of the Educational Psychologist will be to facilitate and document these meetings and drawing upon relevant psychological models.

## Booking Enquiry Form

Name

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School

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Email

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Telephone

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Intervention, Training or Support required

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*(please include details of ages and numbers of attendees where appropriate)*

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Preferred date(s)

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**Please scan and email to:  
contact.bridges4learning@gmail.com**



Office 3, Baring Chambers  
13 Denmark Road, Cowes  
Isle of Wight PO31 7SY

[contactbridges4learning@gmail.com](mailto:contactbridges4learning@gmail.com)

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[bridges4learning.co.uk](http://bridges4learning.co.uk)