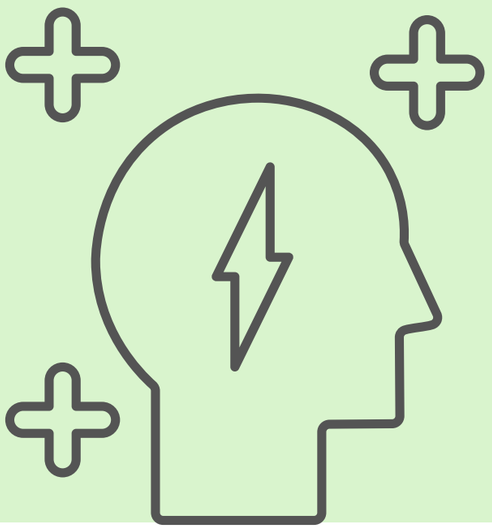


DSPL 1, 2, 3 & 4

Joint School Training Offer



EMOTION COACHING

DSPL 3&4: 16TH SEP 2026 - 1.30-3PM - WORMLEY PRIMARY SCHOOL
BOOK HERE
DSPL 1&2: 23TH SEP 2026 - 1.30-3PM - PEARTREE SPRING SCHOOL
BOOK HERE

Emotion Coaching was originally a parenting strategy observed by US psychologist Dr John Gottman (1997). He identified that children who were parented through this strategy were able to control their impulses and delay gratification, self-soothe when upset, have better attentional capacity and increased motivation, performed better academically, and were better able to function in social relationships. Dr Janet Rose and her colleague, Louise Gilbert (Emotion Coaching UK), identified that supporting the development of such traits would be a useful addition to the school environment. They took Gottman's five steps of Emotion Coaching and developed a school friendly program that comprises of four core steps to help engender emotional resilience, empathy and problem-solving skills within children and young people (Rose et al 2015).

PERSONAL SAFETY

DSPL 3&4: 2ND NOV 2026 - 9.30-11AM - WORMLEY PRIMARY SCHOOL
BOOK HERE
DSPL 1&2: 9TH NOV 2026 - 9.30-11AM - PEARTREE SPRING SCHOOL
BOOK HERE

Personal safety training has been designed to support school staff to work with complex, highly impulsive young people. It looks at the physical environment, equipment and resources that can support a safer environment for both pupils and staff. It focuses on how we can reduce the risk of harm to adults and pupils from behaviour. Identify triggers and have planned responses, using physical skills and understanding the use of resources, people and environments with in this.

EBSNA TOOLKIT

DSPL 3&4: 12TH JAN 2027 - 3.30-5PM - BIRCHWOOD (STORTFORD)
BOOK HERE
DSPL 1&2: 26TH JAN 2027 - 3.30-5PM - PEARTREE SPRING SCHOOL
BOOK HERE

Supporting Emotionally based school non-attendance (EBSNA). This session aims to support school staff in understanding and responding effectively to Emotionally Based School Non-Attendance (EBSNA). The focus is on developing compassionate, evidence-informed approaches that improve attendance by addressing underlying emotional needs.

EXECUTIVE FUNCTION

DSPL 3&4: 8TH MAR 2027 - 1.30-2.30PM - BUNTINGFORD FIRST SCHOOL
BOOK HERE
DSPL 1&2: 15TH MAR 2027- 1.30-2.30PM - PEARTREE SPRING SCHOOL
BOOK HERE

Executive Functions is a set of mental skills that act as a command center for other skills within the brain. If you think of the brain as being an orchestra, where all of your separate skills and knowledge are the individual instruments, Executive Function is like the conductor. Each instrument might play skillfully and accurately alone, but in order to make music together they require the conductor to guide them, for example, when to begin, take over, or stop. Executive Function helps people use their individual skills to plan their actions, manage their time, control their emotions, solve problems and complete tasks. The training comprises of understanding what all these functions represent and also what skills we can teach to strengthen the CYP ability to perform these.

BEHIND THE BEHAVIOUR

DSPL 3&4: 20TH MAY 2027 - 9.30-11AM - ST CATHERINE'S (WARE)
BOOK HERE
DSPL 1&2: 27TH MAY 2027 - 9.30-11AM - PEARTREE SPRING SCHOOL
BOOK HERE

This training session takes a closer look specifically at Attachment, Trauma, ACEs, Autism and ADHD, how these present in children, and how we can support young people who may be impacted by these experiences. Includes Q&A time.

DECLARATIVE LANGUAGE

DSPL 123&4: 24TH JUN 2027 - 2.00 - 3.30PM - PEARTREE SPRING SCHOOL
BOOK HERE

The training will introduce school staff to the principles of Declarative Language. How it can be used as a Trauma Informed Approach as Behaviour as a means of Communication supporting connection before correction. Staff will be given a scenario pack alongside over 100 scripts they can take back to the classroom. This will support staff moving away from direct speech which often show up in children communicating an internal panic attack. The desired outcome is staff will be able to have a sense "I can use this tomorrow". With an understanding of the principles, explore, reflect their practice, recognise stress responses in themselves and the children they work alongside, learn practical strategies to embed a Trauma informed practice.