

# Layered Learning CPD Packages

The Layered Learning CPD Packages provide an opportunity to build upon existing knowledge. Each package is made up of three parts: Consolidating Understanding, Reflective Thinking, Resources and Signposting.

The themes we are currently focusing on are:

- **Mind, Body, and Mental Health**
- **Self-Harm and Suicidal Behaviours in Children and Young People**
- **Emotionally Based School Avoidance (EBSA)**

These packages are now available to access as a **half-day session**.

We aim to layer professionals' learning and develop awareness of different issues/themes relevant to work in schools and education settings.

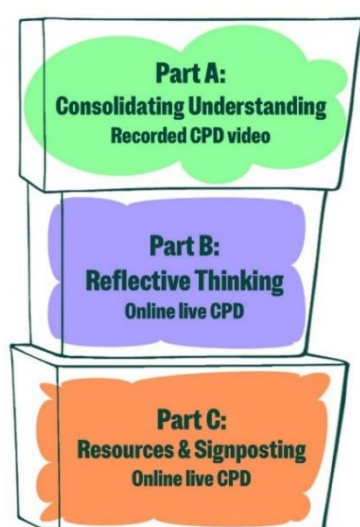
Each part of the package takes a different approach towards exploring the theme:

**Part A:** We learn about theoretical underpinnings, perspectives and approaches including considerations to take when thinking about this particular topic.

**Part B:** We engage in the power of reflection in relation to the work that you do.

**Part C:** We explore resources and signposting to support you practically in your work.

Once you have completed the package, you will have access for a limited period to a dedicated Padlet page which will include further materials and resources.



## Package details:

- The package is a 3-hour half-day session.
- The package will be completed in sequence (Part A → Part B → Part C).
- The Part A recorded CPD video will be available to watch during the half-day session and is approximately 30-40 minutes.
- You will be provided access to a Padlet page which will include all of the materials.

Please turn over for **more information** about Part A, Part B, and Part C.

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# Mind, Body, and Mental Health



## Part A: Consolidating Understanding

The recorded CPD video introduces a timeline of mind-body theories (including cross-cultural perspectives), stigma and discrimination around, and UK definitions of, mental health as well as examples of difficulties or problems due to poor mental health. It also covers developmental stages and factors influencing both mental and physical health in babies, children, and young people, theoretical perspectives and approaches relating to the mind-body relationship, and emphasises the value of a whole school/setting relational approach. We will provide opportunities to reflect on how the learning can help you in your practice/work using example scenarios.

## Part B: Reflective Thinking

You will be invited to be curious about yourself, the subject, and working with babies, children and young people who experience difficulties or problems due to poor mental health. There is an emphasis on the process of reflection with an opportunity to share experiences, reflect on the work that you do and how you respond to the babies, children and young people that you support. We will start to think about the impact/influence of the work on our individual wellbeing, how we can take responsibility for taking care of ourselves, and what we as professionals can learn from this.

## Part C: Resources and Signposting

We provide an opportunity for colleagues to reflect upon practical resources and strategies, including access to BEC's 'Mind, Body, and Mental Health Notebook', as well as your whole school approach to supporting the mental health of children, young people and staff.

# Self-Harm and Suicidal Behaviours in Children and Young People

## Part A: Consolidating Understanding

The recorded CPD video introduces history and developments of theoretical perspectives, definitions of and statistics relating to self-harm and suicide in the UK, social and cultural assumptions around self-harming behaviours (including myths about self-harm and suicide), and thinking around the relationship between self-harm and suicidal behaviours. It also provides an opportunity to reflect on how the learning can help you in your practice/work using example scenarios.

## Part B: Reflective Thinking

You will be invited to be curious about yourself, the subject, and working with children and young people who self-harm and/or express suicidal thoughts and behaviours. There is an emphasis on the process of reflection with an opportunity to share experiences, reflect on the work that you do and how you respond to the children and young people that you support. We will start to think about the impact/influence of the work on our individual wellbeing, how we can take responsibility for taking care of ourselves, and what we as professionals can learn from this.

## Part C: Resources and Signposting

We provide an opportunity for colleagues to reflect upon practical resources and strategies, including access to BEC's 'Self-Harm and Suicidal Behaviours Toolkit'. We offer time and space to consider your approach to supporting children and young people, as well as focusing on your wellbeing and self-care.

# Emotionally Based School Avoidance

## Part A: Consolidating Understanding

The recorded CPD video introduces Emotionally Based School Avoidance (EBSA), what it can look like for individuals and explores reasons why children and young people can become persistently and severely absent from school. A brief overview of the current national picture in relation to EBSA is provided, together with a summary of research and theory related to EBSA. There will be opportunity to reflect on the impact of trauma, as well as focus on understanding the underlying needs that contribute to EBSA through case studies. We end by identifying protective factors, with a focus on the benefits of a whole school approach.

## Part B: Reflective Thinking

You will be invited to be curious about yourself, the subject, and working with children and young people who are at risk of, or experience, EBSA. There is an emphasis on the process of reflection with an opportunity to share experiences, reflect on the work that you do and how you respond to the children and young people that you support. We will start to think about the impact/influence of the work on our individual wellbeing, how we can take responsibility for taking care of ourselves, and what we as professionals can learn from this.

## Part C: Resources and Signposting

We provide an opportunity for colleagues to reflect upon practical resources and strategies, including access to BEC's 'My Journey' resource. We offer time and space to consider your approach to supporting children and young people, as well as focusing on your wellbeing and self-care.

