LEARNING PROGRAMME

Inclusion and Positive Behaviour Support (Restorative Practices, Conflict Resolution and Belonging)

10-DAY COURSE

50 learning hours | Course programme

Inclusion and Positive Behaviour Support (Restorative Practices, Conflict Resolution and Belonging) – 10-Day Course

Introduction and Description

Inclusive education requires learning environments in which all learners experience safety, dignity, and a strong sense of belonging. However, across Europe, exclusionary disciplinary practices such as suspension, expulsion, and zero-tolerance policies continue to disproportionately affect learners from disadvantaged, migrant, neurodiverse, and marginalised backgrounds. These practices often fail to address the underlying causes of behaviour, contribute to disengagement and early school leaving, and undermine inclusive school cultures. This course addresses these challenges by equipping educators with evidence-based frameworks for inclusive behaviour support grounded in positive, restorative, and relational approaches.

The course explores Positive Behaviour Support (PBS) as a proactive, preventative framework that views behaviour as a form of communication shaped by social, emotional, cultural, and environmental factors. Participants examine how clear expectations, supportive relationships, and inclusive learning environments reduce behavioural difficulties while strengthening engagement and motivation. Emphasis is placed on understanding behaviour within the broader contexts of trauma, mental health, neurodiversity, and systemic inequities, rather than framing behaviour as individual deficit or misconduct.

A central focus of the course is the integration of restorative practices into everyday classroom and whole-school life. Participants explore restorative mindsets, language, and structures that prioritise accountability, repair of harm, and reintegration into the learning community. Through guided practice, educators develop skills in restorative dialogue, conflict mediation, and community-building processes that foster trust, empathy, and shared responsibility. The course highlights how restorative approaches contribute to positive school climate, student voice, and democratic participation, while reducing conflict escalation and punitive responses.

The programme also addresses inclusive responses to conflict, challenging behaviour, and disengagement among diverse learners, including those with special educational needs, learners affected by trauma, and students from culturally and linguistically diverse backgrounds. Participants examine alternatives to exclusionary discipline, early intervention strategies, and collaborative reintegration planning. Particular attention is given to family engagement and inter-agency collaboration, recognising that effective behaviour support often requires coordinated action across educational, social, and community services.

By linking classroom practice with whole-school policy development, leadership, and staff collaboration, the course supports participants in designing sustainable, ethical, and context-responsive behaviour support systems. Ultimately, the course aims to strengthen educators' capacity to create inclusive learning environments where behaviour support contributes to equity, well-being, and meaningful participation for every learner.

Methodology and Assessment

The course adopts a participatory and practice-oriented methodology grounded in adult learning principles. It combines expert input with collaborative workshops, case-study analysis, role-play, restorative simulations, reflective dialogue, and peer learning. Participants actively analyse real-life school scenarios, test restorative and mediation tools, and co-design inclusive behaviour strategies applicable to their professional contexts. Reflection is embedded throughout the course through guided discussion, individual reflection tasks, and collaborative feedback.

Assessment is formative and developmental, focusing on professional learning rather than formal grading. Participants are assessed through active participation, reflective contributions, case-based problem solving, and the development of a practical action plan for inclusive behaviour support. Continuous feedback supports self-evaluation, transfer of learning, and sustainable implementation in participants' schools and organisations.

Learning Objectives

1. Conceptual Understanding of Behaviour and Inclusion

Participants will develop a critical understanding of behaviour as a relational and contextual phenomenon, examining how social, emotional, cultural, and systemic factors influence learners' behaviour and engagement within inclusive educational settings.

2. Positive Behaviour Support Frameworks

Participants will acquire in-depth knowledge of Positive Behaviour Support principles and multi-tiered models, enabling them to design preventive, targeted, and individualised strategies that promote positive behaviour and learning for diverse learners.

3. Restorative Practices and Conflict Resolution

Participants will develop practical competencies in restorative approaches, including restorative language, dialogue, mediation, and community-building processes, to address conflict, repair harm, and strengthen relationships in schools.

4. Inclusive and Trauma-Sensitive Practice

Participants will enhance their ability to respond to behaviour through trauma-informed, culturally responsive, and neurodiversity-affirming approaches that reduce stigma and support emotional safety and belonging.

5. Preventing Exclusion and Disengagement

Participants will critically examine exclusionary discipline and develop alternative strategies to prevent suspension, exclusion, and disengagement, with a focus on early intervention, reintegration, and student voice.

6. Whole-School and Collaborative Approaches

Participants will strengthen their capacity to align classroom practice with whole-school behaviour policies, leadership strategies, family engagement, and inter-agency collaboration to ensure coherent and sustainable inclusive behaviour support systems.

Preparation

After registration participants will receive a pre-course questionnaire which will be used by the trainer to learn about participants' teaching backgrounds and to assess their exact needs. Before the beginning of the course a basic reading list will be suggested to participants to prepare for the training. Participants will also be asked to prepare a presentation about themselves, their professional context and their culture. The presentation will be presented on the first day of the course to facilitate networking opportunities. Participants will receive information about the country they are going to visit in order to prepare them for their cultural experience.

Follow up

After the course participants will be asked to share what they have learned with the rest of the staff in their schools. Further books and articles to deepen the topic and contacts with some other practitioners all over Europe and in the world will be suggested by the trainer. The methods shared and explored and the bibliography given will allow the participants to complete and improve their educational path.

Certificate

Certificate complies with the guidelines of the Erasmus+ programme and includes the topic, number of didactic hours, dates and location of the course. We can list the record of learning outcomes on the Europass Mobility Document on request of participants. In case a participant requires a specific format of certificate we can accommodate that if requested at least one week before the start of the course. It is necessary to attend at least 80% of the hours in order to receive the certificate.

Accommodation

We do not directly offer accommodation and subsistence and participants are responsible for organizing it by themselves.

Paperwork

We also provide all the support with paperwork you might need for your Erasmus+ project documentation such as mobility agreement and registration letter.

Fee: 800 €

Cancelation policy

We have a flexible cancellation policy in force at the moment and you can cancel your registration up to 30 days before the course and receive a full refund. In case you don't cancel the registration more than 30 days before you will not receive any refunds, but you will be able to choose to attend any other confirmed course session later (within 6 months) without any additional costs. In case you are not able to travel, your school can send someone else to take instead of you and you can change the details of the participant any time before the start of the course at no additional cost.

TENTATIVE PROGRAMME (50 didactic hours - 5*45min per day) Monday to Friday	
Day 1	Foundations of Inclusion, Behaviour, and Belonging
09.00 - 09.45	Introductions & Icebreakers

09.45 - 10.30	Course Overview & Learning Agreement
10.30 - 11.15	Inclusion, behaviour, and the right to belonging
11.15 - 11.30	Break
11.30 - 12.15	Understanding behaviour in context
12.15 - 13.00	Behaviour, engagement, and motivation
Day 2	Positive Behaviour Support (PBS) Frameworks
09.00 - 09.45	Principles of Positive Behaviour Support
09.45 - 10.30	Universal (Tier 1) supports
10.30 - 11.15	Targeted (Tier 2) supports
11.15 - 11.30	Break
11.30 - 12.15	Intensive (Tier 3) supports
12.15 - 13.00	Case studies and application
Day 3	Trauma-Informed and Relationship-Based Approaches
09.00 - 09.45	Trauma, stress, and behaviour
09.45 - 10.30	Trauma-sensitive classrooms
10.30 - 11.15	The role of relationships in behaviour support
11.15 - 11.30	Break
11.30 - 12.15	Staff well-being and emotional regulation
12.15 - 13.00	Reflective practice session
Day 4	Restorative Practices: Principles and Mindsets
09.00 - 09.45	Introduction to restorative approaches
09.45 - 10.30	Restorative language and mindset
10.30 - 11.15	Proactive restorative practices
11.15 - 11.30	Break
11.30 - 12.15	Restorative responses to harm
12.15 - 13.00	Practice and role-play
Day 5	Conflict Resolution and Mediation Skills
09.00 - 09.45	Understanding conflict in schools

09.45 - 10.30	Emotional literacy and conflict
10.30 - 11.15	Mediation frameworks and tools
11.15 - 11.30	Break
11.30 - 12.15	Peer mediation models
12.15 - 13.00	Applied mediation practice
Day 6	Inclusive Behaviour Support for Diverse Learners
09.00 - 09.45	Behaviour and special educational needs
09.45 - 10.30	Culturally responsive behaviour approaches
10.30 - 11.15	Supporting neurodiverse learners
11.15 - 11.30	Break
11.30 - 12.15	Individualised support planning
12.15 - 13.00	Case study analysis
Day 7	Preventing Exclusion, Suspension, and Disengagement
09.00 - 09.45	The impact of exclusionary discipline
09.45 - 10.30	Early intervention and prevention
10.30 - 11.15	Alternatives to suspension and exclusion
11.15 - 11.30	Break
11.30 - 12.15	Re-engaging disengaged learners
12.15 - 13.00	Designing inclusive reintegration plans
Day 8	Family and Multi-Agency Collaboration
09.00 - 09.45	Families as partners in behaviour support
09.45 - 10.30	Effective family-school communication
10.30 - 11.15	Working with external services
11.15 - 11.30	Break
11.30 - 12.15	Inter-agency case coordination
12.15 - 13.00	Simulation and reflection
Day 9	Whole-School Approaches and Policy Alignment
09.00 - 09.45	From classroom practice to whole-school culture

09.45 - 10.30	Developing inclusive behaviour policies
10.30 - 11.15	Staff training and shared responsibility
11.15 - 11.30	Break
11.30 - 12.15	Monitoring impact and sustainability
12.15 - 13.00	School-level action planning
Day 10	Individual support, presentations & Closing
09.00 - 09.45	Reviewing key concepts and frameworks
09.45 - 10.30	Preparing the final presentations and individual support
10.30 - 11.15	Final presentations and feedback
11.15 - 11.30	Break
11.30 - 12.15	Evaluation & Reflection
12.15 - 13.00	Validation of learning outcomes and certification

*This is only a tentative timetable. The exact hours or the course might differ and will be announced for each session 2 weeks before the start. However, there will always be a total of 5 didactic hours per day and all will be in line with the Erasmus+ quality standards. The trainer might slightly modify the content in response to the needs of the group.
**Cultural and social programmes will be organized in addition to the academic programme. The exact cultural and social programme depends on the location, season, weather, etc.