LEARNING PROGRAMME

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

5-DAY COURSE

25 learning hours | Course programme

Inclusion and Positive Behaviour Support (Restorative Practices, Conflict Resolution and Belonging) – 5-Day Course

Introduction and Description

Inclusive and equitable education depends on schools' capacity to create learning environments in which all learners experience emotional safety, respectful relationships, and a strong sense of belonging. Across European education systems, however, behavioural difficulties are still frequently addressed through exclusionary and punitive disciplinary measures, including suspension and expulsion. Such approaches disproportionately affect learners from disadvantaged, migrant, neurodiverse, and marginalised backgrounds, often intensifying disengagement, conflict, and early school leaving rather than addressing the underlying causes of behaviour. This intensive 5-day course responds to these challenges by equipping educators with inclusive, evidence-based approaches to behaviour support grounded in positive, restorative, and relational frameworks.

The course introduces Positive Behaviour Support (PBS) as a preventive and inclusive model that understands behaviour as a form of communication shaped by social, emotional, cultural, and environmental factors. Participants examine how clear expectations, supportive relationships, and inclusive learning design contribute to positive behaviour, learner engagement, and well-being. Emphasis is placed on moving beyond deficit-based interpretations of behaviour towards approaches that recognise trauma, mental health needs, neurodiversity, and systemic inequities affecting learners' participation.

A core component of the programme is the exploration of restorative practices as an alternative to punitive discipline. Participants develop an understanding of restorative mindsets, language, and processes that focus on accountability, repair of harm, and reintegration into the learning community. Through guided practice, educators build skills in restorative dialogue, conflict mediation, and de-escalation strategies that strengthen relationships and foster shared responsibility within classrooms and schools. The course highlights the role of restorative approaches in promoting student voice, democratic participation, and inclusive school climates.

The programme further addresses inclusive responses to conflict and challenging behaviour among diverse learner groups, including students with special educational needs, learners affected by trauma, and those from culturally and linguistically diverse backgrounds. Participants examine alternatives to exclusionary discipline, early intervention strategies, and reintegration planning that support continuity of learning and engagement. The course also emphasises collaboration with families and external

services, recognising the importance of coordinated support in addressing complex behavioural and social needs.

By linking classroom practice with whole-school policies, leadership, and collaborative cultures, the course supports participants in designing sustainable behaviour support strategies aligned with inclusive education principles. Ultimately, the programme aims to strengthen educators' professional capacity to reduce exclusion, prevent disengagement, and build learning environments in which behaviour support contributes to equity, well-being, and belonging for every learner.

Methodology and Assessment

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

Assessment is formative and developmental, focusing on professional learning rather than formal testing. 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' educational settings.

Learning Objectives

1. Behaviour, Inclusion, and Educational Equity

Participants will develop a critical understanding of learner behaviour as a contextual and relational phenomenon, examining the links between behaviour, inclusion, equity, and participation in contemporary European education systems.

2. Positive Behaviour Support Frameworks

Participants will acquire knowledge of Positive Behaviour Support principles and multi-tiered approaches, 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. Trauma-Informed and Inclusive Practice

Participants will enhance their capacity to respond to behaviour through trauma-sensitive, culturally responsive, and neurodiversity-affirming approaches that support emotional safety, regulation, and belonging.

5. Preventing Exclusion and Disengagement

Participants will critically examine exclusionary discipline and develop inclusive alternatives that reduce suspension, exclusion, and disengagement through early intervention, reintegration, and student-centred support.

6. Whole-School and Collaborative Approaches

Participants will strengthen their ability to align classroom practices with whole-school behaviour policies, leadership strategies, family engagement, and inter-agency collaboration to ensure coherent and sustainable 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: 400 €

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 (25 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 in Practice
09.00 - 09.45	Principles of Positive Behaviour Support
09.45 - 10.30	Universal (Tier 1) supports
10.30 - 11.15	Targeted and individualised supports (Tiers 2 & 3)
11.15 - 11.30	Break
11.30 - 12.15	Behaviour, special educational needs, and neurodiversity
12.15 - 13.00	Case studies and application
Day 3	Trauma-Informed and Restorative Approaches
09.00 - 09.45	Trauma, emotional regulation, and behaviour
09.45 - 10.30	Trauma-sensitive classrooms
10.30 - 11.15	Introduction to restorative practices
11.15 - 11.30	Break
11.30 - 12.15	Restorative language and dialogue
12.15 - 13.00	Guided practice and role-play
Day 4	Conflict Resolution, Inclusive Responses & Whole-School Approaches
09.00 - 09.45	Understanding conflict in school settings
09.45 - 10.30	Emotional literacy and de-escalation
10.30 - 11.15	Mediation and restorative problem-solving
11.15 - 11.30	Break
11.30 - 12.15	From classroom strategies to whole-school culture
12.15 - 13.00	Family and inter-agency collaboration
Day 5	Individual support, presentations & Closing
09.00 - 09.45	Action planning for implementation

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.