



Stonegate Training

Training Directory

2017

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An introduction

With over thirty years experience in the early years and care sector, and ten years as a training provider, Stonegate Training (ST) aims to deliver quality training experiences that supports, challenges and inspires dedicated practitioners/staff, leaders and managers to carry out their roles with passion, enthusiasm and dedication.

In January 2007, Debbie Garvey set up Stonegate Training (ST) to advocate quality provision for children, young people and families, alongside quality training experiences for the dedicated practitioners who work with them. Debbie is also an active trainer, writer and speaker on the subject of leadership, mentoring, team building and reflective practice, and the roles these play in quality improvement for the early years education, childcare and playwork sectors.

Stonegate Training has worked across the country, with a range of early years settings to develop quality for young children. This has included developing forums for Leaders & Managers, quality improvement tools and monitoring frameworks, creating, developing and disseminating in-house training for trainees, early years practitioners, leaders and managers.

Alongside this, ST has developed a broad range of direct delivery training for early years practitioners, in order to support access to good quality early years training available at a local level. ST also collaborates with several hand-picked exceptional associate early years consultants/trainers to enable us to deliver training to a wider audience and on wider themes.

We would be delighted to work with you, to create a two-way learning experience that supports all children to have quality experiences every day. We think that you will find us to be flexible, approachable and one of the most competitively priced training providers on the market. We have trained over 25,000 people, and we are immensely proud of the excellent reputation we have developed.

Over the last ten years, Stonegate Training has worked across the UK & Ireland, with a variety of organisations, Businesses, Local Authorities, Voluntary Sector Organisations etc. to develop individual bespoke packages, such as, one-off training, conferences, team meetings, forums/networks, quality improvement tools, monitoring frameworks, creating, developing and disseminating in-house training etc. We would be delighted to work with you, to create a two-way learning experience that supports you and your teams.



Since our launch, over 25,000 people have benefited from our training and consultancy programmes...

You and your team could be next...

Please do not hesitate to contact us should you require any further information:

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Stonegate Training (ST): our offer

We do not believe in a one-size-fits-all approach to training. What you will find in our directory is a pick and mix of tasters.... every programme will be tweaked to fit your team, your audience and your staff. Before any delivery, we will talk to you about your individual company/team needs.

Included in this training directory is an overview of some of the activities we undertake, if you cannot find what you are looking for please get in touch, much of our work has been developed as a result of individual requests which has then proven useful to other organisations.

Consultancy

We also offer a range of consultancy activities. We are always interested in new projects, so please get in touch and we'd be delighted to help.

Bespoke Training

Training written especially for you and your organisation. This could be a one day programme on a specific subject to a year long package to support the leaders within your organisation. All training is grounded in current thinking, legislation, research and good practice.

Coaching and Mentoring

Individual one to one and group coaching and mentoring are recognised widely in the business world as a useful way of supporting and developing staff. ST uses qualified coaches and mentors to support staff at a range of levels to develop personal action plans, continuous development plans and career development plans. This can be linked to leadership and management training in order to develop in-house programmes of support.

Developing Quality Practice

An opportunity to have external support: ST will work alongside you to observe, evaluate and develop quality practice. This programme can be linked to the Team Development Programme (see below) or any of the individual training courses we offer.

Monitoring and Evaluation

Much of the work currently undertaken needs to be monitored and evaluated, in order to respond to Local Authorities, Shareholders, Senior Managers, Funders, or other Stakeholders. Whether the funding is coming directly into Local Authorities or Organisations or into individual sites, ST can help you with the monitoring and evaluation of such projects.

Research

Often undertaking research is recognised as a vital part of the sector in which we work, however this is often not the time or personnel to undertake these activities. ST can help by conducting data collection, interviews, focus groups etc. to collate information and prepare this into research reports linked to appropriate theory in the specified area.

Team Development Programme

A three, four or five-day programme tailored specifically to meet your requirements, interspersed with individual mentor/coach sessions for the whole team. This programme is designed to support teams in a range of stages of development by using the individual mentor/coach sessions to influence the training programme.

Training

On the following pages are overviews of some of our training packages. They can be used singularly, in groups, as whole day workshops or split over two sessions etc.

We can be as flexible as you need us to be... The aim of Stonegate Training is to offer flexible training to meet your individual needs. Following this introduction are some detailed descriptors of some of the most popular courses we have delivered. Of course, there are only so many courses we can put into a brochure, so please get in touch if you are looking for training not mentioned here. Additionally, should you require more detailed descriptions, or have any questions regarding any course mentioned, please do not hesitate to ask.

The training programmes are designed in such a way that they can be pitched for use with well-established or aspiring leaders/managers, middle managers/officers as well as practice-based personnel and all our programmes can be used for a range of continuing professional development situations.

If there is a specific training programme you require that is not mentioned here, then please get in touch – we are always keen to develop new training programmes to respond to your requirements.

We would like to take this opportunity to thank you for taking the time to read this training directory and we look forward to working with you in the future.

Best wishes

Debbie Garvey

Stonegate Training

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Our Training Directory: A little explanation...

As previously mentioned, our training is designed to be a pick and mix of learning and development subjects, designed to support you and your team to offer the best possible quality experiences in your work. The programmes included within the ST Training Directory cover a range of subjects and are all tried and tested across a range of organisations and with a range of learners.

As our portfolio has grown, we've had to start putting the programmes into some kind of order... and we had to start somewhere... So, for ease of reference, we have categorised our training into two key sections:

- **Leadership & Management Professional Development:**

The programmes within the Leadership & Management section are grounded in theory, good practice and current research, and offer opportunity for delegates to personally reflect, engage with materials and consider ways to develop their own and others' practice.

- **Practice Development:**

The Practice Development section contains programmes that we believe are suitable for 'hands on' staff development. The programmes within this section offer your staff/teams opportunities for Continuous Professional Development covering a range of topics.

Stonegate Training

Leadership & Management
Professional Development

2017

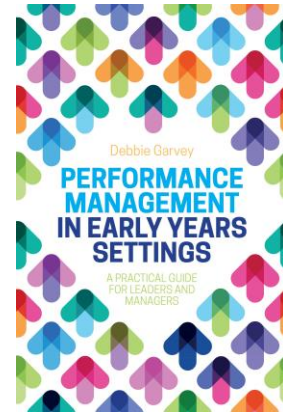
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Exploring Performance Management in Early Years

Overview

Managing staff is not always easy, and this new two-day programme is designed to help leaders and managers at all levels, manage some of the day to day difficulties of performance management.

Based on the new book 'Performance Management in Early Years: A practical guide for leaders and managers' by Debbie Garvey (2017), this course will cover areas such as induction, supervision, sickness monitoring and feedback etc.



Aim:

To support leaders and managers in developing skills, knowledge, understanding and confidence in a wide range of performance management areas.

Objectives:

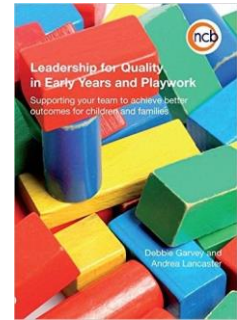
By the end of the session, delegates will have had the opportunity to:

- Explore a range of research, theory, legal and good practice around performance management
- Examine their own experiences and consider how this influences practice
Consider scenario's and case studies to assist in developing understanding
- Cover a range of performance management related topics, such as induction, health and wellbeing, supervision, CPD and using feedback
- Develop an action plan to consider own practice

Leadership for Quality

Overview

A two-day programme developed as part of (and linked to) research undertaken whilst writing the book *Qualities of Leadership* (written by Debbie Garvey & Andrea Lancaster). This programme considers a range of skills, qualities and attributes needed to be the leader you want to be, in the modern care sector. The two days offer a range of individual, small group, large group and tutor led activities and the materials include, opportunity to explore and debate, consider the necessary skills, theoretical readers and practical activities etc, to cater for all learning types.



The two days cover a range of leadership/management related topics, and throughout links are made to other roles we undertake, and how we can all influence practice regardless of our role and place in the hierarchy. As part of this programme an element can be developed to support the establishment of a peer network to maintain ongoing reflective practice and continuous self-development.

Aim of the training

To raise, maintain and improve the quality of leadership by offering skills and support to those in (or hoping to be in) this role.

Programme

- Exploring Learning Styles
- Considering Leadership Theories
- Developing Action Learning Sets
- Using Personal Reflection
- Exploring Personal, Social & Emotional Development (PSED) & Well-Being in the Workplace
- What is Quality?
- Teams & Team work
- Visions & Values
- Data Collection & Information
- Introduction to Outcomes Based Accountability (OBA) & SLVA Planning
- ALS & Action Planning

Outcomes of the training

By the end of the session participants will have:

- Had an understanding of the role of a leader
- Identify and explore how the associated skills and theory can be transferred to other roles
- To practice and explore key skills required in the leadership role
- Be able to synthesise leadership and management theory with personal experience and practice
- To reflect on current and previous practice, experience and theory to inform leadership/management practice
- Be able to identify some of the problems leaders/managers face, and utilise a range of tools and solutions

Making A Difference???

Overview

This half day session looks at an introduction to using evidence, such as data etc., to show the impact on outcomes, and how our work makes a difference in outcomes for children and families. This session is grounded in current theory and good practice and will support delegates in developing impact monitoring techniques for a range of sources/funders.

Aim of the training

To raise knowledge and understanding in the importance of impact monitoring and a range of techniques that can be used to support this area of work

Programme

- History & Background – where are we now
- Why Impact Monitoring?
- Key Theories and Good Practice
- Making a Difference???
- Action Planning

Outcomes of the training

By the end of the session participants will have:

- An awareness of the history and background
- Examined some key theories and areas of good practice
- Considered why we need to monitor impact in order to show improved outcomes
- Explored personal roles in making a difference to outcomes
- Begun to develop an action plan to take learning forward

Developing Quality through Peer Observation

Overview

A full day programme, using theory, good practice and video clips to support the use of peer observation to raise practice. This stepped approach to developing peer observation in a safe and reflective environment has been successfully developed in many settings across the country.

Aim of the training

To develop the quality of staff development, work performance and customer experiences by exploring Peer Observations.

Programme

- Defining Quality?
- Developing Quality
- Introduction to Peer Observation
- Experiences of Observation
- Stepped Approach to Peer Observation
- Peer Observation Skills
- Practice Skills
- Action Planning

Outcomes of the training

By the end of the session participants will have:

- Examined how our own experiences influence practice
- Explored the theory around peer observation
- Considered how peer observation raises quality
- Identified and practiced key skills
- Explored the associated paperwork
- Begun to develop an action plan for implementation

Developing a Toolkit to Support and Challenge Teams

Overview

The developing the support and challenge training is designed for practitioners working across a variety of organisations, who as part of their role, offer support and challenge to a range of staff. It is grounded in current theory and good practice and offers the opportunity to explore this complex area of work, ways of developing the role and tools to support reflective practice.

Aim of the Training

To raise the quality of support and challenge offered by increasing knowledge and understanding

Programme

- What is Quality?
- What Develops Quality?
- Definition of Support & Challenge?
- Personal Experiences of Support & Challenge
- Stages of Relationships
- Conflict in the Workplace
- Constructive Confrontation
- Giving & Receiving Feedback
- Developing Reflective Practice

Outcomes of the Training

By the end of the session participants will have:

- Examined how our own experiences influence practice
- Explored some of the key theory/good practice that can help to develop the support/challenge role
- Explored some of the associated skills and knowledge
- Considered how to encourage reflective practice opportunities
- Begun to develop an action plan to take learning forward

Reflective Leader of Practice

Overview

A two-day programme written specifically for Continuous Professional Development (CPD) for aspiring or new leaders and managers. This higher level programme considers our roles in developing our own and others reflective practice and leadership of reflective practice. The programme aims to develop skills, knowledge and understanding of the important role reflection plays in the modern leadership role.

Aim of the training

To raise reflective leadership of practice, by increasing knowledge and understanding.

Programme

- The Support & Challenge Role
- Personal Experiences
- Behaviour and Learning
- Conditions of Learning
- Journaling
- Gap task: Significant Learning Situations
- Constructive Confrontation
- Conflict Resolution
- Action Learning Sets
- Your Leadership Journey
- Emotional Intelligence

Outcomes of the training

By the end of the session participants will have:

- Examined how our own experiences influence practice
- Considered theories that can develop the leadership of practice role
- Explored theories that can support reflection
- Identified and practiced key skills associated with the role
- Developed understanding of a range of planning and evaluation tools
- Explored significant learning situations and critical incident analysis
- Explored the use of action learning sets to develop practice

Role & Responsibilities of Senior Leaders

Overview

A full day programme exploring the roles and responsibilities of team leaders, deputy managers, managers and leaders at all levels. This programme will explore how and why roles and responsibilities are (and should be) defined, how to ensure these are clarified and evaluated.

Aim of the training

To raise the knowledge and understanding of developing roles and responsibilities across all levels.

Programme

- Defining Quality
- Creating a Vision
- GAPS Analysis
- Driving & Restraining Forces
- Roles v Responsibilities
- Defining Roles & Responsibilities – Whose job is it?
- Action Learning Sets
- Action Planning

Outcomes of the training

By the end of the session participants will have:

- Explored the role and responsibilities of leaders & managers in developing, raising & maintaining quality
- An understanding of the role of 'visioning' in supporting the roles and responsibilities of staff/teams
- Have an understanding of the key driving and restraining forces for improvement
- Have knowledge of the role of rights and responsibilities in the workplace
- Begun to develop an action plan to take learning forward

The Right Person for the Job??

How do you know if you are getting the right person for the job? This one day programme will give leaders and managers the opportunity to explore recruitment, retention and in particular the potentially difficult area of safer recruitment. Developed during research for the book 'Performance Management in Early Years: A practical guide for leaders and managers' by Debbie Garvey (2017), this session will also explore current research, and the legal and good practice ways to ensure you get the right person for the job.

Aim:

To support leaders and managers in developing skills, knowledge, understanding and confidence in staff recruitment.

Objectives:

By the end of the session, delegates will have had the opportunity to:

- Explore legal and good practice guidelines in relation to safer recruitment
- Examine the various stages of recruitment and what safer recruitment considerations need to be made at each stage
- Consider scenario's and case studies to assist in developing understanding
- Explored some of the barriers and benefits in this area
- Begun to develop an action plan to develop practice

Stress & Wellbeing in the Workplace

Overview

A full day programme exploring how we can support well-being in the workplace for staff and colleagues. We will consider recent theory and good practice, explore the benefits and barriers to developing wellbeing and begin to create an action plan to take learning forward. This programme will equip delegates with the skills, confidence and knowledge to identify and manage their own, and others stress and wellbeing.

Aim of the training

To raise the knowledge and understanding of the importance of developing effective methods for managing stress and wellbeing in the workplace.

Programme

- What is Stress
- Causes of Stress
- Stress at Work
- Neuroscience & Brain Development
- Multiple Perspectives
- Signs of Stress
- Positively Managing Stress/Developing Wellbeing
- Sources of Help
- Action Planning

Outcomes of the training

By the end of the session participants will have:

- Examined how our own experiences influence practice
- Explored some of the theory around stress and wellbeing
- Considered the signs and symptoms of stress and ways to positively manage the effects
- Considered the range of perspectives that influence stress and wellbeing, and how this influences practice
- Explored a range of self-help techniques and some external sources of support
- Begun to develop an action plan to take learning forward

Team Development Programme

A three, four or five-day programme built specifically with your team in mind. The sessions cover the theory and practice around team dynamics, team building, supporting and challenging, conflict management /resolution etc, but the sessions are designed in consultation with you and your team. This is a truly unique and bespoke course for staff development.

All training is developed and designed to improve confidence and self-esteem in a range of situations. The training programmes are based on current leadership, management and team good practice, so skills, theories and knowledge are easily transferred to a range of business areas.

All training is supported and underpinned by theory and research – so for example theories such as Howard Gardner’s Multiple Intelligence and Tuckman’s Greasy Pole theories will be covered.

Other examples of possible sessions which can be included:

- Training for trainers
- Mentor skills
- Peer support & challenge skills
- Dealing with difficult people
- Facilitation skills
- Understanding behaviour
- Theories of learning
- Learning styles
- Using action learning sets
- Reflective practice
- Giving feedback
- Understanding monitoring and evaluation

This programme can be accompanied by individual one-to-one mentor sessions which feed in to and support the training programme and vice-versa the mentor sessions feed in to and support the training programme.

Training for Trainers

Overview

A two-day programme aimed at staff, consultants, trainers, leaders, managers and advisory officers etc. who currently, or aspire to, deliver training to a range of settings. As part of a continuing development programme this offers an opportunity to explore the key skills, techniques and methods necessary to facilitate a range of successful training sessions, workshops and courses.

Aim of the Training

To develop skills, knowledge and confidence of participants engaged in the delivery of training

Programme

- Exploring Key Concepts
- Developing Practice
- Resource Packs
- Exploring Current Research and Theory
- Planning, Developing and Facilitating a Training Course
- Using Feedback and Evaluations

Outcomes of the Training

By the end of the session participants will have:

- Considered current research, theory and good practice
- Explored some of the problems trainers face and considered some of the tools and strategies to support them
- Explored and developed the importance of reflective practice in relation to delivery of training
- An understanding of planning, feedback and evaluation tools

Understanding your Team

Overview

A full day programme looking at supporting leaders and managers to have a sound knowledge and understanding of key theories, research and good practice. This programme will support leaders, managers and those aspiring to develop their careers in supporting and developing team dynamics, understanding team roles and developing the role of the manager/leader.

Aim of the training

To develop a greater understanding of the skills and knowledge needed to lead and manage a team in the modern workplace.

Programme

- Managing & Leading Performance
- Working with Difficult People
- Motivation & De-motivation
- Multiple Perspectives on Staff Behaviour
- Considering Emotional Intelligence
- Key Theories
- Action Learning Sets

Outcomes of the training

By the end of the session participants will have:

- Developed an understanding & knowledge in team development
- Explored motivation & de-motivation
- Considered a range of factors effecting teams and staff
- Considered & explored key theories, concepts and good practice
- Have an understanding of the use of action learning sets in the workplace
- Begun to develop an action plan to take learning forward

Using Supervision to Develop Practice

Overview

Originally developed to meet the Skills for Care recommendations of undertaking supervision with all staff; this course considers the definition of supervision, the law and good practice. Through delivery across a range of sectors, this has course has proven useful to a range of staff and teams. Through the sessions we will consider good practice, a range of tools and techniques and how to use supervision to develop reflective practice approaches, ensure quality experiences for customers and to develop performance management programmes.

Aim of the training

To raise the knowledge and understanding of developing staff supervision and how this supports quality practice/customer care.

Programme

- Supervision and Current Thinking
- Mentoring and Coaching Techniques
- Developing Quality Practice
- Wider Context of Supervision in Leading and Managing Staff
- Developing Peer Observation Links to Supervision
- Links to Appraisal
- Developing Individual Action Plans
- Using Feedback

Outcomes of the training

By the end of the session participants will have:

- Examined how our own experiences influence practice
- Explored some of the theory around supervision
- Explored some of the associated skills
- Considered the barriers and benefits of supervision, and how this influences practice
- Examined how to encourage reflective practice opportunities
- Begun to develop an action plan to take learning forward

Stonegate Training

Practice Development

2017

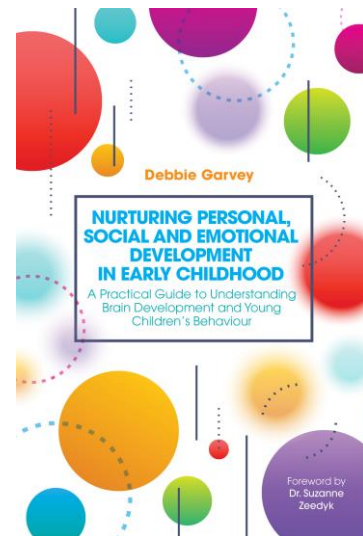
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Brains, Behaviour and PSED

Overview

This two day programme offers an in depth exploration of the importance of neuroscience in understanding and nurturing young children's behaviours.

Based on the new book 'Nurturing Personal, Social and Emotional Development in Early Childhood: A Practical Guide to Understanding Brain Development and Young Children's Behaviour' by Debbie Garvey (2017).



This course will cover areas such as brain development, influences on PSED, wellbeing and listening etc., and consider how some of the well-meaning things we do for and with young children are not always as helpful as they might first seem.

Aim:

To support practitioners in developing skills, knowledge, understanding and confidence in a wide range of PSED related areas.

Objectives:

By the end of the session, delegates will have had the opportunity to:

- Explore a range of research, theory, legal and good practice around neuroscience, PSED and behaviours
- Examine their own experiences and consider how this influences practice
Consider scenario's and case studies to assist in developing understanding
- Cover a range of PSED related topics, such as neuroscience, the importance of touch, relationships, behaviours, self-regulation and resilience
- Develop an action plan to develop practice

Celebrating & Promoting Diversity

Overview

This half-day session will challenge and support practitioners to genuinely engage with celebrating and promoting diversity. The session explores the effects of discrimination and exclusion and considers ways to develop practice.

Programme

- Background & Current Legislation
- Effects of Discrimination, Exclusion & Prejudice
- Staff Roles
- Working with Everyone
- Strategies, Resources & Tools for Developing Practice
- Action Planning

Aim of the Training

To genuinely engage staff/teams in considering their own practice in relation to celebrating & promoting diversity.

Outcomes of the Training

By the end of the session participants will have:

- Considered strategies for developing and extending current practice to ensure the diverse needs of all children and their families are promoted.
- Explored the role of the key person in ensuring the needs of children and families are met and reflected within the learning environment.
- Increased knowledge of current legislation
- Increased knowledge of the effects of discrimination and exclusion
- Explored the importance of working with parents on equal opportunity issues
- Recognised the impact staff have on the experiences of children
- Developed awareness of resources and tools to support, review and develop practice.

This half-day workshop can be combined with the half-day workshop of Equal Opportunity – An Introduction to create a full day programme

Characteristics of Effective Learning

Overview

A full-day programme looking at creative ways to improve experiences for children to develop the Characteristics of Effective Learning (CEL). This in-depth session will cover the most up to date legislation, documentation and research and support practitioners in reflecting on, improving and developing their own practice.

Aim of the training

To develop practitioner understanding of providing quality experiences for children in order to develop the Characteristics of Effective learning (CEL).

Programme

- Born to Learn?
- Theory, Legislation & Good Practice
- Exploring the Characteristics of Effective Learning (CEL)
- Pedagogy, Teaching & Learning
- Adult Role in CEL
- Theory into Practice: CEL in Settings
- Supporting the Early Home Learning Environment (EHLE)
- Action Planning

Outcomes of the training

By the end of the session participants will have:

- Considered brain development and the importance of neuroscience in early years
- An understanding of current theory, legislation and good practice
- Considered, in detail, the CEL
- Explored the role of the adult in supporting & developing the CEL
- Developed ways to support the EHLE
- Begun to develop an action plan to take learning forward

Child Development – An Introduction

Overview

A full-day programme offering essential underpinning knowledge of child development in the early years. This programme is suitable for all staff with roles as a key person, implement the EYFS and undertake OAP (Observation, Assessment & Planning). The session also considers the importance of working in partnership with parents and supporting the Early Home Learning Environment (EHLE).

Aim of the training

To develop practitioner knowledge, understanding, confidence and practice in relation to Child Development and working in the Early Years.

Programme

- Key Theory, Research & Good Practice
- Play, Learning & Teaching
- Influences on Child Development
- Linking Child Development to OAP
- Policy into Practice
- Supporting the ELHE
- Action Planning

Outcomes of the training

By the end of the session participants will have:

- Be aware of some key theories, research and good practice
- Explored the key areas of child development
- Knowledge of a range of influences on children's development
- Considered how knowledge and understanding of child development supports children's all round development
- Developed knowledge and understanding of the links between child development and OAP
- Considered ways to support the EHLE
- Begun to develop an action plan to take learning forward

Children's Rights

Overview

A one day course, grounded in current research and theory. This workshop offers an opportunity for participants to put children's rights at the heart of practice. Participants will consider the United Nations Convention on the Rights of the Child (UNCRC, 1989), the links to Early Years Foundation Stage and other documentation and, for example, how we can support children's right to play and be involved in decisions that affect them.

Aims of the Training

To explore the role of the UNCRC in modern Early Years, Childcare and Playwork practice

To consider the links between Children's Rights and current documentation

Programme

- What are children's rights?
- Why should children have rights?
- Rights Vs. Responsibilities
- Promoting children's rights in practice

Outcomes of the Training

By the end of the session participants will have:

- An awareness of the UNCRC and how this links to current research, theory and documentation
- An understanding of the importance of children's rights
- An understanding of the issues around rights and responsibilities
- Reflected on the UNCRC in relation to their own practice
- Begun to develop an action plan to consider how to promote children's rights in their own practice

Developing Emotionally Enabling Environments

Overview

This full day programme considers current research around the development of emotional enabling environments. There will be opportunities for delegates to considering the specific emotional needs of very young children.

Aim of the training

To explore the knowledge, understanding and skills associated with providing an emotionally enabling environment

Programme

- Background and Theories
- What makes an emotionally enabling environment?
- What is PSED?
- Embedding Good Practice
- Multiple Perspectives of PSED
- Policy into Practice
- Action Planning

Outcomes of the training

By the end of the session participants will have:

- Explored some of the key research, theory and concepts
- Considered how to embed good practice
- Examined how our own experiences influence practice
- Explored the features of an emotionally enabling environment
- Considered some strategies and activities to support and develop emotionally enabling environments
- Begun to develop an action plan to take learning forward

Developing Quality in the Early Years

Overview

A one day course, grounded in current research and theory which has reflective practice as its central theme. This workshop offers an opportunity for participants to develop their knowledge and understanding regarding quality provision and to put children's personal, social and emotional development at the heart of practice.

Aim of the training

To raise the knowledge, understanding and confidence regarding quality provision for very young children

Programme

- What is Quality?
- Defining quality in the early years
- Children's rights
- Influences on children's PSED
- Policy into practice
- Inspiring Children – Inspired Practitioners....

Outcomes of the training

By the end of the session participants will have:

- Considered quality practice and provision in the early years
- Explored some of the theory and key research in this area
- Reflected on their knowledge and understanding of developing children's rights
- Explored current policy and how this influences practice
- Reflected on their role in inspiring young children's learning and development
- Begun to develop an action plan to take learning forward

Empathy Dolls – A PSED Approach

Overview

An interactive half-day session looking at the powerful influence of empathy dolls in child care and early years settings. The session is linked to developing Personal Social & Emotional Development (PSED), Social, Emotional Aspects of Development (SEAD), managing behaviour and supporting all children to feel included, secure and valued.

Aim of the Training

To develop participants understanding, knowledge and confidence in the use of empathy dolls in early years

Programme

- Case Studies
- Research and Theory
- Supporting communication and language and PSED
- Development of Empathy Doll characters

Outcomes of the Training

By the end of the session participants will have:

- Explored the use of empathy dolls
- Developed links between PSED, SEAD and EYFS materials and the use of empathy dolls
- Reflected on the use of empathy dolls to support own practice
- Considered how to engage children in the use of empathy dolls in the early years

Equal Opportunities – An Introduction

Overview

A thought provoking half-day session looking at the importance of equality of opportunity for all children. The session will explore what is appropriate language and how to support families. There will be opportunity to develop an action planning for your setting.

Aim of the Training

To support practitioner confidence in exploring and developing equal opportunities for all children and families.

Programme

- Background & History
- Using Appropriate Language
- Promoting Equality of Opportunity
- Working with Families
- Action Planning

Outcomes of the Training

- Increased practitioner knowledge and understanding of anti-discriminatory practice
- Explored relevant legislation and standards of good practice within the EYFS
- Considered how to deliver activities and experiences to promote equality of opportunity
- Become familiar with terminology used when talking about equal opportunities
- Developed understanding of the importance of working with parents on equal opportunity issues
- Developed confidence in meeting the needs of all children

This half-day workshop can be combined with the half-day workshop of Celebrating & Promoting Diversity to create a full day programme

Healthy Eating in Early Years

Overview

A ½ day workshop based on current theory, research and good practice. This workshop looks to explore how we can ensure we meet the EYFS requirements for the provision of healthy, balanced and nutritious food.

Aim of the Training

To raise practitioner knowledge and understanding of how to ensure healthy eating in settings

Outcomes

- To increase understanding of children's basic nutritional needs
- To consider the impact of good nutritional balance and nutritional deficiencies
- To raise awareness of food labelling
- To increase knowledge and understanding of healthy meals, snacks and diet
- To promote positive partnerships with regard to healthy eating

Programme

- Introduction to current theory and good practice
- Understanding a healthy diet
- Looking at food groups and balance
- Planning a balanced menu
- Partnerships with children and families
- Portion control
- Understanding labels

Making Mealtimes Matter

Overview

A ½ day workshop exploring how we can ensure mealtimes are a fun, social and nutritional experience for young children.

Aim of the Training

To increase practitioner knowledge and understanding of providing good practice and quality mealtime experiences

Outcomes

- Understand that mealtimes provide a valuable learning experience that covers all areas of the EYFS
- Consider strategies to promote the mealtime independence of young children
- To look at solutions to the challenges faced when supporting young children at mealtimes

Programme

- Own mealtime experiences
- Making mealtimes matter for children
- Individual eating needs
- Table talk???
- Involving children
- Action planning – managing mealtimes

**These two workshops can be combined to make a full day training programme:
(Food, Glorious, Food)**

Pedagogy, Brain Development & Early Childhood

Overview

A one day programme, aimed at senior staff, looking at the key theories and good practice in regards to pedagogy, attachment, brain development and early childhood. This programme will support staff to consider the theories in relation to their own practice, develop further knowledge and skills and consider how to use this knowledge to support other staff and inform future practice.

Aim of the training

To develop practitioner understanding of the link between brain development, key theories and good practice to support quality experiences for children and families.

Programme

- Background & History
- Theories & Good Practice
- Policy into Practice
- Multiple Perspectives of PSED
- Supporting Families
- Action Planning

Outcomes of the training

By the end of the session participants will have:

- Analysed a range of key up-to-date research and theory
- Explored and reflected on developing and extending current practice
- Explored brain development, attachment and early childhood at a deeper level
- Recognised a range of impacts and effects on the experiences of children & families
- Considered ways to develop own and others practice
- Begun to develop an action plan to take learning forward

Promoting and Developing Self-Regulation and Resilience

Overview

This one day programme was developed as part of the research for Debbie Garvey's (2017) book *Nurturing Personal, Social and Emotional Development in Early Childhood: A Practical Guide to Understanding Brain Development and Young Children's Behaviour*. The session will offer delegates the opportunity to explore and develop their understanding around resilience and self-regulation.

Aim: To support practitioner knowledge, skills and understanding in developing emotional wellbeing in young children.

- Introductions & Welcomes
- Behaviour Theories
- Neuroscience (Brain Development)
- Resilience and Self-Regulation
- Multiple Perspectives: Influences on Behaviour
- Policy into Practice
- Risk, Challenge and Resilience
- Health and Safety... & Behaviour Management???
- Action Planning
- Questions, Evaluations and Close

Objectives:

By the end of the session, participants will have had the opportunity to:

- Reflect on current and future practice
- Explore the developing knowledge of neuroscience and brain development, and consider how this can be used in practice
- Consider how a range of factors influence children's wellbeing and development
- Examine how our own experiences influence practice
- Consider some strategies and activities to support and develop self-regulation and resilience in young children
- Develop an action plan to take learning forward

Promoting Personal, Social and Emotional Development in Very Young Children

Overview

A one day course, aimed at practitioners working with the very youngest children and the leaders and managers who support them. This programme looks at PSED in fine detail and gives participants opportunity to explore this in relation to practice.

Aims of the Training

To raise practitioner knowledge and understanding of Personal, Social and Emotional Development and how to support the very youngest children

Programme

- Background and Theories
- What is PSED?
- Embedding SEAD into everyday practice
- Multiple Perspectives of PSED
- Policy into Practice
- Action Planning

Outcomes of the Training

By the end of the session participants, will have:

- Opportunity to recap on SEAD programme and consider how this can be embedded into practice
- Considered how we can support the personal, social and emotional development of very young children
- Explored the aspects of PSED
- Considered the links to child development
- Explored some strategies and activities to support PSED in young children
- Begun to develop an action plan to take learning forward

Reflective Practice Skills

Overview

A half-day session exploring the skills, knowledge and understanding needed to develop reflective practice. Aimed at participants in a range of settings, this session offers an opportunity to explore underpinning theory, own practice and current thinking around importance of reflective practice in developing quality provision.

Aim of the Training

To develop participant's skills, knowledge and confidence in engaging with reflective practice

Programme

- What is Quality?
- Research and Theory
- Journaling
- Reflection, Self-Reflection, Evaluation and Self-Evaluation
- Action Planning

Outcomes of the Training

By the end of the session participants will have:

- Explored personal definitions of quality and how this influences own practice
- Opportunity to explore current research, theory and good practice
- Explored the use of reflective journals to increase confidence and own learning
- Discussed ways of developing quality provisions through use of a range of tools
- Developed an action plan to inform future practice

Risk & Challenge in Play

Overview

A one day programme based on current research, theory and good practice. An opportunity to explore current understanding and practice in supporting children to take risks and experience challenge, the links to Personal, Social & Emotional Development (PSED) and raising resilience.

Aim of the Training

To develop skills, knowledge and confidence in supporting children to experience risk & challenge in Early Years, Childcare & Playwork

Programme

- Defining Risk, Challenge & hazard
- Why Risk & Challenge?
- Links to current documents and good practice guidance
- Developing risk & challenge in Early Years, Childcare & Playwork
- Benefits & barriers

Outcomes of the Training

By the end of the session participants will have:

- An awareness of theory, research and good practice
- Reflection on own experiences and influences on practice
- An understanding of Risk & Challenge for children
- An understanding of the issues surrounding Risk & Challenge and the balance with safety
- Developed ideas and an action plan to promote Risk & Challenge in their own setting

Safeguarding: Policy and Practice

Overview

An informative and interactive full day training session looking at current legislation in regard to Safeguarding practices. Aimed at participants across the care sector, this session offers an opportunity to explore underpinning theory, own practice and current thinking around the importance of Safeguarding Policy & Practice. This course has perhaps a unique approach in that it covers all aspects of Safeguarding within the Care sector, including children, adults and safeguarding issues in the workplace

Aim of the Training

To develop participant's skills, knowledge and confidence in Safeguarding Policy & Practice issues.

Programme

- What is Safeguarding?
- Exploration of current Legislation, policy, research and theory on Safeguarding
- Opportunity to reflect on own practice
- Consider current practice and how current documentation can inform the development of quality
- Future developments, action planning and the next steps

Outcomes of the Training

By the end of the session participants will have:

- Explored definitions of Safeguarding across a range of sectors/services
- Opportunity to explore current legislation, research, theory and good practice
- Explored a range of evidenced based scenarios to inform practice
- Discussed ways of developing quality provision & practice
- Consider implications to own/service/sector policies and practices
- Developed an action plan to take learning forward

S.O.A.P – Simple Observation, Assessment & Planning

Overview

A full day programme exploring the skills, knowledge and understanding needed to develop observation, assessment and planning (OAP). Aimed at participants in a range of settings, this session offers an opportunity to explore OAP in line with underpinning theory, own practice current legislation and documentation. This programme also considers the two-year-old assessment/Integrated review and showing impact on outcomes.

Aim of the training

To raise practitioner skills, knowledge and understanding of observation, assessment and planning and how this supports children's learning & experiences

Programme

- Exploring the EYFS
- Why do OAP?
- How to Undertake OAP..
- Practice Skills
- Impact Assessment & Monitoring
- Two-year-old Progress Check/Integrated Review
- Supporting the Home Learning Environment
- Action Planning

Outcomes of the training

By the end of the session participants will have:

- Explored current legislation and documentation
- Explored the barriers and benefits and how this influences practice
- Explored the links to the two-year-old progress check/Integrated Review
- Practiced the skills required for OAP
- Considered ways to support parents involvement in their children's learning
- Begun to develop an action plan to take learning forward

Supporting Behaviour & Conflict Resolution

Overview

A one-day programme considering the behaviours children display, developing a greater understanding of the reasons behind behaviours and ways to develop conflict resolution.

Aim of the training

To support practitioner skills, knowledge and understanding of dealing with behaviours and to develop conflict resolution understanding.

Programme

- Behaviour Theories
- Why do children behave the way they do?
- History & Background
- Let's look at naughty....
- Influences on behaviour
- Unwanted behaviour??
- Supporting Behaviour
- Conflict Resolution
- Action Planning

Outcomes of the training

By the end of the session participants will have:

- Explored some key theories and concepts to increase knowledge
- Explored key influences on behaviour
- Considered strategies and activities to support practice
- Developed a deeper understanding of relevant documentation that can support
- Developed an action plan to take learning forward

Supporting Boys in the Early Years

Overview

A half-day session exploring the skills, knowledge and understanding needed to support boys in early years provision. Aimed at participants in a range of settings, this session offers an opportunity to explore this area of practice in line with underpinning theory, own reflections and current good practice.

Aim of the Training

To raise practitioner skills, knowledge and understanding of the unique support needed for boys in early years provision.

Programme

- Background and research
- What are little boys made of (... and other myths explored)
- Experiences into practice
- Supporting Superhero Play
- Differentiating activities
- Planning for boys
- Future developments, action planning and the next steps

Outcomes of the Training

By the end of the session participants will have:

- Explored key research and theory regarding supporting boys
- Had opportunity to explore own values and experiences and consider how these relate to practice
- Considered ways to differentiate activities
- Developed ways to plan for children's needs and interests
- Begun to develop an action plan to take learning forward

Supporting Vulnerable Children

Overview

A one-day programme looking at some of the key issues surrounding the most vulnerable children. The programme will consider how practitioners in the early years and play sector can support children and their families, from a wide range of circumstances including, traveller families, teenage parents, families living with Domestic Violence/Substance abuse, foster families and children with Special Education Needs and Disabilities (SEND).

Aim of the Training

To raise practitioner skills, knowledge and understanding of the unique and sensitive support needed for vulnerable children and their families.

Programme

- Background, research and good practice
- Defining vulnerability?
- Embedding children's PSED in everyday practice
- Multiple Perspectives of PSED
- Supporting parents
- Action Planning

Outcomes of the Training

By the end of the session participants will have:

- Explored some of the key issues facing vulnerable children and their families
- Explored vulnerability in it's widest context, as well as considering some key issues in detail
- Have an awareness of the impact of Domestic Violence, Drugs, Alcohol, etc on children and their families
- Have an awareness of supporting a range of parents, including teenage parents, parents living with Domestic Violence/substance abuse, foster parents etc
- Begun to develop an action plan to take learning forward

Supporting Young Children to Understand Diversity

Overview

A full-day programme looking at how we can use Empathy Dolls and other props and resources to support children to understand diversity. This course covers a range of diverse groups and cultures, but has a particular focus on wider diversity, such as gender, same sex parent families and Gypsy, Roma, Traveller families.

Aim of the training

To develop children's and practitioner's understanding of diversity.

Programme

- What Influences our Understanding?
- Statistics and Myths
- Introducing Empathy Dolls
- Using Empathy Dolls
- Developing Practice
- Using Props and Resources
- Action Planning

Outcomes of the training

By the end of the session participants will have:

- Examined how our own experiences influence practice
- Explored some of the theory, research and good practice
- Explored the use of empathy dolls, resources and props and how this can influence practice
- Considered how to encourage opportunities for using empathy dolls/props
- Begun to develop an action plan to take learning forward

Using PSED to Support Early Intervention

Overview

This programme will give delegates the opportunity to explore the wider context of PSED, and what influences it, and how this can be used to support Early Intervention strategies, approaches and methods.

Aim of the training

To raise the knowledge and understanding of PSED and how this supports Early Intervention

Programme

- History & Background
- Defining PSED
- Key Theories
- Influences on PSED
- Exploring Early Intervention
- Role of the Key Person
- Action Planning

Outcomes of the training

By the end of the session participants will have:

- Examined some key theories, research and areas of good practice
- Explored the wider context of PSED & Early Intervention
- Considered the influences on children's PSED
- Considered the role of the key person
- Begun to develop an action plan to take learning forward

What's it Like to be Two-Years-Old?

Overview

A six-week, day a week, programme designed specifically for those practitioners working with two-year-olds, but would also be particularly beneficial for those working under the vulnerable two-year-old programme, or with rising three's. This detailed, programme is grounded in research and theory, and explores current good practice.

Aim of the training

To raise the knowledge and understanding of working with two-year-olds

Programme

Throughout the six-week programme, we will cover the following areas. There are also gap tasks between the weeks, action learning sets to support practitioner reflection and a final symposium for practitioners to share their experiences from the programme.

- Week 1: Uniqueness of Being 2
- Week 2: PSED
- Week 3: Behaviour
- Week 4: Play
- Week 5: Working with Parents
- Week 6: Symposium: Sharing Learning

Outcomes of the Training

By the end of the session participants will have:

- Identified the unique learning needs of two-year-olds
- Knowledge of key aspects of brain development for two-year-olds
- Explored the child development stages with a particular reference to being two-year-old
- Developed and extended understanding of 'active learning' and the role that two-year-olds play in planning
- Identified exciting and innovative play experiences for two-year-olds
- Explored effective strategies for challenging the thinking of two-year-olds and extending their learning
- Understanding of the purpose of the two-year-old progress check/Integrated Review and have clear ideas about how to document and share information effectively with parents and other professionals

This programme can be modified for evening workshops for childminders.

Stonegate Training – Our Unique Philosophy

At Stonegate Training we believe training should be informative, enjoyable and worth attending. We do not believe in frightening people: our philosophy is grounded in the understanding that people are more likely to gain a wider knowledge, have a greater understanding and be able to better utilise their skills appropriately if they are supported to learn in a safe and enabling environment.

We use the latest neuroscience research and thinking to develop training which is supportive, non-threatening and creates a mutually conducive learning environment for all. At ST we are passionate about learning, and strongly identify with the notion of humanagogy (how we all learn). We use our knowledge of how young children learn (pedagogy) and how adults learn (andragogy), combined with our knowledge of brain development (neuroscience) and Emotional Intelligence (EI) to bring all learners the best experience possible.

Learners rightly expect to be able to attend a training programme where they can participate and feel listened to. ST trainers are highly experienced and skilled facilitators, who have supported and facilitated a wide range of training situations. They have experience dealing with a wide range of learners, such as supporting learners who are lacking in confidence, reluctant learners, challenging over enthusiastic/opinionated/inappropriate comments etc.

We also believe that staff are more likely to be enabled to carry out their tasks effectively, efficiently and with emotional intelligence if they have the correct information in the first place. Therefore, all our programmes are grounded in and referenced to theory, research and current legislation and good practice.

Alongside this, all our training programmes are designed to raise quality for service users/customers and raise self-esteem and confidence in practitioners and staff (at whatever level), consequently, our training always begins with peoples' own experiences and understanding, from where we can guide delegates forward, explaining new theory and concepts and challenging thinking appropriately.

Similarly, because our training is grounded in current research, theory and good practice, this allows us to share this knowledge to challenge inappropriate comments or lack of knowledge appropriately, and in a supportive environment. In this way, delegates can reflect on their own (and others) practice and consider ways of improving the experiences they provide. This supportive and compassionate style of delivery allows for an inclusive environment in which all delegates feel able to participate and learn.

ST courses are designed to be flexible and responsive to the needs of the audience in attendance. For example, because our courses follow the structure as detailed below and include an element of exploration of own experiences and reflection, this means that our trainers can respond appropriately and flexibly.

- **Introduction and welcomes**

(designed to create a constructive learning environment, which facilitates openness, honesty and reflection).

- **Introduction to key theories**

(key theories and concepts are introduced early in the day, to allow time for exploration, debate and questioning)

- **Exploration of own experiences**

(delegates are supported in small groups to explore own experiences and how this influences practice)

- **Activities based on developing knowledge and understanding**

(small group activities are used to support delegate understanding of their own experiences, knowledge, skills and key theories to develop reflective practice)

- **Action planning**

(all courses finish with an action planning activity, to allow delegates time to reflect on the day and plan steps to take their learning forward, develop practice and share new knowledge with colleagues. All delegates are asked to share 'one thing' that they are going to implement in their practice as a result of the training)

The above tried and tested structure is proven to support maximum learning, and encourages dialogue, debate and reflective practice in a safe environment. ST training is based in the ethos of 'capturing hearts and minds'. By initially sharing some key theories and concepts early in the day, this gives delegates the opportunity to reflect on their own (and others) practice quietly, individually and before they are asked to share ideas and thoughts with others. By creating this enabling environment delegates are then empowered to share their own stories later and to consider how they will improve their own (and others) practice.

For more information: Please do not hesitate to contact us:

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Meet our team...

Stonegate Training uses a pool of dedicated, enthusiastic and passionate trainers who between them have over 150 years of experience working with vulnerable people from across all age groups. Our trainers have been hand-picked from across the country, and are all professionals who believe and champion quality experiences for users, families and staff. The following are some examples of the qualifications, experiences, past or present roles, skills and knowledge amongst the ST team (more than one may apply to more than one member of the team):

Degree/Level 6 Qualifications	Author in L&M
QA/CQI development/design	C4EO Sector Specialist
Master's in Leadership and Management	NPQICL Tutor
Voluntary sector roles	National roles
Training - design/deliver	Equality training
Assessor/Mentor	NCB Associate - Lead Trainer
Gypsy/Traveller/Migrant support	IT competent
FE/HE teaching	Safeguarding Training
SEN/Disability	Multi-agency Working
LA Manager	Children's Centre Managers
Domestic Violence support	Committee Member
Private sector manager	LA Consultant
HR/Recruitment and staffing	Meeting Legal requirements
Mentoring/Coaching	National perspective
Research/theory etc.	Adult teaching qualifications
Vulnerable families support	Extensive knowledge of Sector

Whilst, this is not an exhaustive list it showcases the depth and breadth of the skills, knowledge and experience the ST trainers have between them. All our trainers have practical, operational and leadership/management experience in a range of settings, as well as strategic, development and support roles within LA's, private and voluntary sectors. ST trainers have all also had consultancy roles where they have supported projects, training and developments or quality initiatives across the sector.

Alongside this, our trainers have been selected for their individual style of unique, authentic, dynamic, passionate and enthusiastic training delivery. They each have proven track records in the delivery of training and are well regarded within their fields. ST training is designed to be interactive, reflective and to have an impact on practice; therefore, this requires skilled, insightful and knowledgeable trainers who are able to facilitate learning in a supportive and inclusive environment. Individual trainers are matched to specific training courses dependant on experience and relevance. Additionally, we have a brilliant 'back stage' team who look after all our invoicing, materials, IT, marketing & publicity and administration needs – we couldn't do this without them.

Stonegate Training

Pricing, Booking,
Cancellation & Branding

2017

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At Stonegate Training, we believe, and are constantly informed, that we are one of the most competitively priced training providers on the market. One of the reasons we can keep our prices so competitive is that we are a small organisation. The prices we charge are reviewed at the end of every financial year, and reflect the following:

Research, theory and up to date knowledge

At ST, we constantly ensure our work is underpinned by the latest research and good practice. Additionally, the research undertaken for the books and articles we write all add to the knowledge we with share with your teams on training.

Developing new materials

The cost of developing new materials. is distributed throughout the year. This means that no one organisation has to bear the brunt of the many days and weeks of research and development that go into creating new programmes.

Developing and updating current materials

In order to ensure that you and your teams are aware of the most current research and knowledge, we need to ensure our materials are up to date too. This means that before delivery of every programme, we make sure you have the most relevant information, theory, data, good practice and research that is available.

Bespoke approach

With any training programme, no matter how many times it has been delivered, there is always an element of modification, adaptation and amendment needed. We work with all organisations to ensure particular messages or particular issues are included and addressed.

Planning, meetings and communication

We readily attend meetings, have telephone/email conversations and are actively involved in many ways to communicate with our organisations. All of this time, is not billed separately and is spread throughout the year.

Administration and business duties

Our business is just like any other, we have to have the correct insurances, training equipment, IT equipment and support, telephone and office equipment and supplies etc., Additionally, we are also responsible for income tax and other legal obligations, and all of this has to be taken into account. In a small organisation, of course, there are less people to undertake these duties.

Relevant continuing professional development and experience

Our small team has a vast amount of experience between them, and this combined experience helps make our training as successful as it is. Over the years, we have amassed thousands of hours of early years practice, professional development and training/facilitation experience and expertise. As a result, we have refined and retuned our approach to offer practical, interactive, reflective practice experiences that impact on practice and are underpinned by research.

Passion and enthusiasm

Our team is passionate and enthusiastic and that makes for passionate and enthusiastic training. We can readily supply you with the names of people who will tell you how our training is different, and makes a difference. We take our roles very seriously, and have spent many years developing speaking and facilitating techniques. We love what we do – and it shows!

Accommodation and travel costs

We do not charge for additional travel time and costs or accommodation costs for training which is booked and delivered as agreed, within the UK. We do not believe that some organisations should be penalised just because they are further away.

Reductions and discounts

In terms of reductions and discounts, there are a few small children and family focussed charities that we work with and alongside, and to these, we offer reduced rates.

We do not over-inflate our prices in order to then ostensibly reduce them. Many of the points above mean in reality that we are working for three to five full days in developing and organising just one session. Additionally, it is easy to see why we cannot deliver training every day of the week, as there would be no time left for the development or updating of materials, or indeed, any of the other points mentioned above. It is easy to see how the day rate spread out over all of the above in reality is nowhere near an actual 'day rate'. Everyone rightly expects an 'honest day's pay for an honest day's work', and the majority of people would feel undervalued and insulted if asked to work for say, 20% less than the salary they expect. Similarly, it would be unacceptable to buy a pint of milk, or a new pair of trousers, and to expect to pay 20% less than the advertised price. In recognition of all of the above, we ask respectfully, that you do not ask for reductions and discounts.

We recognise that some organisations may have incredibly stretched budgets, if this is the case, then please contact us and we can work with you to reduce the scope of something in line with your budget. Additionally, we are not VAT-registered, this helps with keeping our prices competitive, but also shows that we are not simply trying to make money out of already stretched organisations.

Introduction:

ST – Stonegate Training

Purchasing Organisation – You (the organisation and/or individual organising the training and purchasing the services of ST)

Thank you for contacting Stonegate Training (ST) to enquire about our training programmes. Please find below the ST policies and procedures regarding the booking and cancelling of training.

In the adult learning sector, training is often booked at least a term/twelve weeks in advance, to allow maximum time for publicity and to allow delegates time to book on to the appropriate training course. Therefore, at ST our training programmes dates are also usually booked well in advance.

1) Booking Procedure – initial request

- 1.1) Contact ST directly – either by phone or email address or complete the Booking Form in this brochure
- 1.2) Purchasing organisation will receive an initial email requesting/detailing
 - Dates
 - Times
 - Equipment provided
 - Equipment needed
 - Cost of individual days
 - Overall cost of the training programme
- 1.3) Please advise ST that you wish to proceed with the training booking
- 1.4) Please advise ST of venue/refreshment/equipment details as outlined in Training Checklist (see point 2.5 below). At this point it is preferable for you to complete a Booking Form if you have not already done so.
- 1.5) ST will confirm the training is booked and your dates are allocated
- 1.6) Please advise ST of the contact details of a named person within your organisation who will liaise with ST for the duration of the programme delivery

2) Booking Procedure - confirmation

Nearer the time to the training (usually within fourteen days of delivery) you will receive a confirmation email detailing:

- 2.2) All of the above (see point 1.2 above)
- 2.3) Please advise ST of all final details as outlined in Training Checklist (see point 2.5 below)
- 2.4) If you are undertaking the photocopying, an electronic copy of any presentation/handout materials for you to photocopy (see point 2.6 below)

2.5) Training Checklist

Area	Purchasing Organisation Notes	ST Notes
Venues	Please advise: <ul style="list-style-type: none"> • Full address and postcode • Contact details of person at the venue (on the day contact) • Entry requirements (to the building) • Parking arrangements • Room using (if known) • Room set up – preferred set up is classroom/ cabaret style 	<ul style="list-style-type: none"> • Aim to arrive at all venues no later than 8.30am for a full day training course • Will bring training materials needed including a CD Rom/Pen drive with electronic copies of presentation • Will provide sticky notes, pens, paper, and sweets for all tables
Equipment	Please advise if venue providing: <ul style="list-style-type: none"> • IT equipment • Extension lead • Audio speakers that connect to a laptop • Screen/white board (<u>needed at all venues</u>) • Flipchart, paper and stand (<u>needed at all venues</u>) 	ST can provide (if needed) <ul style="list-style-type: none"> • Laptop and data projector • Extension lead • Audio speakers • A screen can be provided in some circumstances
Refreshments	Please advise: <ul style="list-style-type: none"> • Refreshments available for delegates?? <ul style="list-style-type: none"> • On arrival? • Mid session • With lunch • Mid afternoon • Whether lunch is provided 	Usual timings – Full day: <ul style="list-style-type: none"> • 9.30 – delegate arrival • 10.30 – break • 12.00 – lunch • 2.15 – break • 3.30 – finish Half day/twilight timings: <ul style="list-style-type: none"> • 9.30 – 12.00 OR • 1.00 – 3.30 OR • 6.30 – 8.30 (see below 2.6)
PLEASE ADVISE ST OF ANY I.T. RESTRICTIONS ON THE USE OF EQUIPMENT/CD-ROMS/PEN DRIVES ETC		

2.6) At ST our role is to offer participants a relaxed, informed and reflective training programme. We pride ourselves on the quality of our training delivery. We ask all purchasing organisations to consider the following when requesting training from ST:

- Venues – the quality of training is influenced by the surroundings in which it takes place. Some rooms are not conducive to an adult learning environment and please take this into account when booking venues. You may want to consider:
 - Accessibility
 - Natural Light
 - Size of room to size of group
 - Facilities (toilets/refreshments etc)
 - Opening windows/air conditioning/heating etc
- Refreshments – it is worth considering the times and length of training when organising refreshments. For example, a training course delivered on an evening may be more useful run from 6.30pm to 8.30pm without a break in the middle, than offering a break and the training not finishing until 8.45pm.
- Photocopying – ST is classed as a micro-business, and we try to keep our costs as reasonable as possible. We can provide photocopying services; if you wish ST to organise photocopying for you, then a receipt detailing the full amount will be added to the final invoice.

3) Pricing Structure

3.1) ST pricing structure is reviewed at the end of every financial year, taking into account the 'pricing information' on previous pages.

3.2) Half-day rates are usually slightly more than exactly 50% of a day rate. This is because if we are delivering training in one part of the country, we still have for example, travel time and costs to consider, and usually cannot deliver other training on the same day. Additionally, the amount of time prioritised for a half day training session, is very similar to a full day. The research, development and communication needed is not half the time.

3.3) Additional evening session can be offered at a reduced rate of exactly 50%, when a full day training is booked for the same date. This is because we will already have accounted for travel and preparation etc. Therefore, for example, if you book a full day session for practitioners, followed in the same day by an evening session for childminders, the evening session can be offered at the reduced rate.

3.4) Rates for weekend work incur a small additional fee. This is to acknowledge the commitment to delivering training during what would normally be considered 'unsociable hours'.

4) Cancellation Policy

4.1) Wherever possible, we ask you to ensure that training takes place on the agreed dates. At ST we understand that, at times, training needs to be cancelled; however we are sure you also understand that we need to ensure the sustainability of the ST business.

4.2) As mentioned above much of the training in the adult education field is booked a term/twelve weeks in advance. This means, that once your training is booked by ST, we do not take other bookings for those dates we have agreed with you.

In effect, this means that we do not advertise for other work, and may mean that we actually turn down work which is requested for the same dates. In practice this means that much of our work is agreed with at least a twelve-week lead in time, although it can be up to twelve months in advance. This allows for our research, development and planning, and additionally, your publicity, marketing and organisation to take place. Therefore, we implement our cancellation policy as follows:

Cancellation Fees

- Between 12 - 8 weeks prior to first date of training delivery – 25% of fee
- Between 7 - 4 weeks prior to first date of training delivery – 50% of fee
- Between 2 - 4 weeks prior to first date of training delivery – 75% of fee
- Less than two weeks prior to first date of training delivery – 100% of fee

If we have the opportunity to resell the cancelled date to another purchasing organisation then the cancellation fee can be waived at the discretion of ST.

4.3) ST often has to book travel or accommodation costs in advance to take advantage of best prices (as this helps to keep our costs down). As stated in the 'pricing information' section, we do not charge additionally for travel and accommodation, for training which is booked and delivered as agreed. If ST has confirmed travel or accommodation bookings, and training is then subsequently cancelled, we will endeavour to alter these and use for other training. However, if this is not possible and ST incurs costs based on cancelled training these additional costs will be added to the training cancellation fee (see point 4.2 above).

4.4) Rescheduling of cancelled dates

ST aims to be 'fair, open and honest' and wherever possible we will work with you to re-schedule training to future dates. We aim to work in partnership and, where possible, flexible with re-scheduling of training, therefore when training is re-scheduled and delivered within eight weeks of the original cancelled date, no cancellation fee will be levied. Please be advised that any future training (re-scheduled or otherwise) which is cancelled, will still be subject to the above cancellation fees (see point 3.3 above).

4.5) Implementation of cancellation policy

Many organisations such as hotels, holiday companies, dentists, beauty therapists, personal trainers and indeed, some restaurants, have for many years had cancellation policies and charges. For ST, the decision to implement a strict cancellation policy has not been taken lightly.

The contracting organisation (you) would expect a level of communication prior to the training, a degree of business acumen, economic stability and growth, appropriate insurance, as well as other legal and good practice paperwork, and these and similar costs are, as discussed elsewhere, distributed throughout the year. In addition, many organisations now require all training providers to undergo a tender or procurement process or similar, which on average, for each tender takes approximately 80 hours to complete. These additional hours cannot be billed to any organisation, and must be subsumed by the training organisations involved.

Additionally, should ST cancel training after months of preparation, planning and publicity on the part of the contracting organisation, the organisation would expect some recompense. Therefore, this cancellation policy is implemented in order to develop the ongoing business and sustainability of ST. The alternative is that we would have to charge separately, and in advance, for all pre-training costs, travel, development, etc., which would make the training more expensive for everyone involved.

5) Branding

5.1) Any training delivered by ST on behalf of your organisation is delivered with the Stonegate Training logo, contact information and other associated branding. This is for several reasons:

- In order to meet insurance, copyright/intellectual property rights and other legal or good practice guidance, the training and associated materials must clearly state they are owned by Stonegate Training Consultancies. Failure to do so could invalidate any associated insurance and could potentially have implications for the contracting organisation.
- The materials we use are copyrighted to ST, they are distributed on training for the benefit of your practitioners and staff teams. Failure to ensure our branding could mean that the materials are distributed without our knowledge or consent, and therefore be in breach of copyright.

5.2) Requests to use the contracting organisation branding

We are regularly asked to use other branding, such as putting our presentations on the contracting organisations branded material. This is not possible. Legally this would imply that the branding organisation, developed, created and owns the materials there in. In the event that the contract organisation requires their branding to be used, then a substantial fee will be incorporated into any contract to cover cost of development, research, licensing, copyright/intellectual property rights etc.

5.3) Reasonable person test

In law, the 'reasonable man' test is applied to situations to test how a reasonable person would think/feel/act.

The most popular definition of the 'reasonable man' is that he is the 'ordinary man, the average man, or the man on the Clapham omnibus'

(Hall v Brooklands Auto Racing Club [1933]),

or similarly:

Reasonable Person. A phrase frequently used in tort [offence] and Criminal Law to denote a hypothetical person in society who exercises average care, skill, and judgment in conduct and who serves as a comparative standard for determining liability.

(www.legal-dictionary.com)

Therefore, in terms of branding, it is reasonable to assume that for the 'average person on the bus', ST branding implies that the materials belong to ST, whereas branding of any other nature would imply ownership elsewhere.

5.4) Copyright, Intellectual property rights and distribution etc.

The following is an extract from HM Government Intellectual Property Office (IPO) website:

Overview

Copyright protects your work and stops others from using it without your permission.

You automatically get copyright protection when you create:

- original literary, dramatic, musical and artistic work, including illustration and photography
- original non-literary written work, such as software, web content and databases
- sound and music recordings
- film and television recordings
- broadcasts
- the layout of published editions of written, dramatic and musical works

You can mark your work with the copyright symbol (©), your name and the year of creation.

How copyright protects your work

Copyright prevents people from:

- copying your work
- distributing copies of it, whether free of charge or for sale
- renting or lending copies of your work
- performing, showing or playing your work in public
- making an adaptation of your work
- putting it on the internet

(see www.gov.uk/intellectual-property for more information)

In relation to the above, we give permission for our materials to be photocopied explicitly for training which ST is delivering. In all other circumstances, we request that you adhere to the Copyright, Designs and Patents Act (1988), and any other relevant legislation.

We trust that you consider the policies and procedures and information supplied here is fair, open and honest, should you have any comments then please do not hesitate to contact us.

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Twitter: [stoneg8training](https://twitter.com/stoneg8training)

Booking Form

Stonegate Training Booking Form	
Contact Details of Person Booking Training	
Name of person booking training	Contact details of person booking training Tel: Email: Mob:
Contact address of person booking training Postcode	Where did you hear about Stonegate Training?
Which training course(s) are you interested in?	Please give some indication of when you would like the training delivered
Training Details	
Name of venue	Contact details at venue Name of person to contact at venue Tel: Email: Mob: (please provide a mobile contact in case of emergency on the day)
What time can we expect to gain entry to the venue?	What timings do you expect this training to be? (Please also see Booking Policy)
Expected audience (roles etc)	Organisational details Parking arrangements/costs etc Refreshment arrangements/costs etc IT requirements/availability etc
Any other information you feel it would be useful for us to know?	
Signature of person booking training	Date
Date received at ST	

Since our launch, over 25,000 people have benefited from our training and consultancy programmes. Here is what some of them have to say...

"Once in a while you meet someone who touches you deep inside and inspires you... Debbie is that person... an amazing trainer.. just wanted to say thank you"
Manager

"A profound influence in my leadership development." Individual Mentee

"Inspiring and thought provoking." Conference Delegate

"I can't believe the impact you have made on the teams here... Thank you so much"
Area Manager

"Debbie's knowledge was excellent and she imparted this knowledge in a fun, relevant, un-threatening way.....the best training we've been on in a long time."
Manager

"Undoubtedly one of the best and most useful courses I have attended... thank you."
Staff Member/Practitioner

"Excellent information... trainer is fantastic, gets points across, very relaxed and excellent at her job"
Staff Member/Practitioner

"Would like to attend more sessions [with this trainer] especially if they are as inspiring as this one... well done."
Staff Member/Practitioner

"Keep up the high quality... I like how you took the time to recognise everyone by their names."
Manager

"Very relevant... great for leaders & managers and would recommend this course to anyone".
Manager

"Debbie explains the course in plain English! Could do with more trainers like Debbie"
Staff Member/Practitioner

"It would be useful to have training like this every week... it's like therapy!"
Manager

“Good mix of theory, tasks and discussion – delivered in a non-threatening way”
Manager

“Will definitely help with my staff & team management and support responsibilities”
Manager

“Training was lively, interactive and fun. Knowledgeable facilitator, empathetic and interesting. Activities were relevant. Never ‘clock watched’ once throughout the day. Really enjoyed it.”
Manager

“The training was excellent with a good balance of interactions, catering for the differing learning styles”
Staff Member/Practitioner

“Thank you for a passionate delivery”
Staff Member/Practitioner

For more information on any of the workshops, courses or programmes in this brochure please contact:

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Twitter: [stoneg8training](https://twitter.com/stoneg8training)

