The following are examples of training sessions that the Re-engagement Unit can facilitate in your school. Each training session is bespoke and the aims will be co-constructed with the person who is organising the training to ensure that it is personalised to the needs of each school.

| **Title** | **Description** | **Objectives** | **Intended Outcomes** |
| --- | --- | --- | --- |
| **Attachment** | **1 hour session focussing on developing an awareness of Attachment Theory and its impact on the classroom.** **Who is this for?****SLT****Teachers****Support Staff** | * **What do we mean when we talk about ‘attachment styles’?**
* **How do different attachment styles affect children’s behaviour?**
* **How does early life adversity affect the development of the brain?**
 | * **Participants will have an understanding of Attachment theory and different attachment style**
* **Participants will have an understanding of how different attachment styles will affect pupils behaviour in the classroom**
* **Participants will have a deeper understanding of the factors that affect a child’s attachment style**
* **Participants will understand the importance of early life experiences on the developing brain**
 |
| **1 hour session focussing on a whole school awareness on how to support children with Attachment difficulties** **Who is this for?****SLT****Teachers****Support Staff** | * **What is our role in supporting children with different attachment styles?**
* **What can we do support children to change their behaviour?**
* **What strategies can we use to support different attachment styles?**
 | * **Participants will have an understanding of their role in supporting children with Attachment difficulties**
* **Participants will reflect on the impact of challenging behaviour on their practice**
* **Participants will have a set of relevant strategies to use to support children with Attachment difficulties**
* **Participants will create an action plan to support identified pupils in their classroom**
 |
| **Understanding toxic stress and trauma in the classroom** | **1-2 hour session focussing on a whole school awareness of how to support pupils who have experienced trauma** **Who is this for?****SLT****Teachers****Support Staff** | * **What is toxic stress and trauma**
* **How can experiences of toxic stress and trauma impact learning**
* **How can we support pupils who have experienced toxic stress and trauma in school**
 | * **Participants will understand the impact of stress on brain development**
* **Participants will understand toxic stress can lead to trauma/ injury to the brain**
* **Participants will understand how toxic stress can impact on pupils’ behaviour and learning**
* **Participants will be aware of how to support the recovery of pupils who have experienced trauma, focussing on relationships, emotional regulation and creating feelings of safety and security**
 |
| **Understanding and supporting mental health in schools** | **1 hour session focusing on developing a deeper awareness of mental health in schools and ways to foster a positive whole school approach****Who is this for?****SLT****Teachers****Support Staff** | * **What is mental health?**
* **What factors can affect someone’s mental health?**
* **What is a schools role in supporting children’s mental health?**
* **How can we promote a positive understanding of mental health across our schools?**
* **How can we identify and support mental health in schools?**
 | * **Participants will have an enhanced understanding of what is meant by mental health**
* **Participants will have an understanding of factors that can affect someone’s mental health**
* **Participants will have an understanding of how a child’s mental health can affect their presentation in classroom**
* **Participants will have ways to support children’s understanding of mental health**
* **Participants will have knowledge of whole school initiatives to talk about and support mental health**
 |
| **Emotion coaching** | **1 hour session focussing on how to develop emotional literacy and strategies to regulate emotions****Who is this for?****SLT****Teachers****Support Staff** | * **What is emotional regulation?**
* **What is emotion coaching?**
* **How can we support a child to effectively regulate their emotions using emotion coaching?**
 | * **Participants will gain an understanding of how dysregulation and stress affect the functioning of the brain using the hand model of the brain**
* **Participants will have an understanding of the scaffolds needed to enable a child to effectively communicate their emotional state**
* **Participants will have an understanding of their role in supporting children to manage their emotions**
* **Participants will have a bank of effective strategies to help support children to manage their emotions**
 |
| **Rewards and sanctions** | **1 hour session focusing on providing effective positive and negative feedback in school****Who is this for?****Teachers****Support Staff** | * **Why are targets important?**
* **What makes a good target?**
* **Why is positive feedback important?**
* **What makes our positive feedback most effective?**
* **Why is negative feedback important?**
* **What makes our negative feedback most effective?**
 | * **Participants will better understand their role in setting and reviewing targets**
* **Participants will be provided a theoretical underpinning around why we need to offer positive and negative feedback**
* **Participants will be provided a range of practical approaches to effectively deliver effective positive and negative feedback that can be used in practice immediately**
 |
| **Making and reviewing behaviour support plans** | **1 hour session focussing on best practice around establishing and reviewing behaviour support plans** **Who is this for?****Staff running and managing interventions**  | * **What are the different types of behaviour support plans and when should they be used?**
* **How do we create effective targets?**
* **What makes a good review meeting?**
* **How do we measure progress towards the target?**
 | * **Participants will have a deeper knowledge of a range of behaviour support plans**
* **Participants will have an understanding of how to implement an appropriate behaviour support plan**
* **Participants will experience creating SMART targets**
* **Participants will understand the importance of base lining targets to measure progress**
* **Participants will practice solution focussed questioning to measure progress over time**
 |
| **A solution focused approach to setting and reviewing targets** | **1 hour session focussing on Solution Focussed practice and how is can be effectively applied to the classroom** **Who is this for?****SLT****Teachers****Support Staff** | * **What is Solution Focused practice?**
* **Why is a Solution Focused approach useful in school?**
* **How can we use Solution Focused practice to create and review personal goals?**
* **How can we use a Solution Focused approach in schools?**
 | * **Participants will understand the theory behind a Solution Focused practice**
* **Participants will have an experience of using a Solution Focused approach**
* **Participants will have knowledge of how to use Solution Focused practice when setting and reviewing targets and goals**
 |
| **Circle of Friends** | **1 hour session providing an overview of Circle of Friends intervention** **Who is this for?****SLT****Teachers****Support Staff** | * **What is Circle of Friends?**
* **Why is Circle of Friends used?**
* **Who would the Circle of Friends benefit the more?**
* **How can you run a successful Circle of Friends intervention?**
 | * **Participants will have a deeper understanding of what Circle of Friends is and who it is for**
* **Participants will know how run a successful intervention**
* **Participants will have the resources necessary to run the intervention**
* **Participants will have knowledge of how to use solution focussed questions to help pupils reflect on their behaviour**
 |
| **Transitions** | **1 hour session focussing on key transitions in school life** **Who is this for?****SLT****Teachers****Support Staff** | * **What is a transition?**
* **Why can transitions be difficult for some of the children under our care?**
* **What makes for a successful transition?**
* **What strategies can we use to facilitate a smooth transition?**
 | * **Participants to have an understanding of the different transitions a child will face through their school life**
* **Participants will have a deeper understanding of why transitions will be difficult for children with underlying SEMH needs**
* **Participants will have a range of strategies to support children with SEMH needs to transition through school life**
 |
| **Building a positive playground** | **1 hour training focusing on the key elements to create a positive playground.** **This can be completed as a discrete training or part of a longer programme aimed at improving the playground** **Who is this for?****SLT****Teachers** **Support Staff**  | * **Why is the playground so important to a child’s development?**
* **What are the key elements of a positive playground?**
* **What is an adult’s role in the playground?**
* **What is working well in our playground**
* **How can we apply some strategies into our playground?**
 | * **Participants will have clear understanding of the importance of zoning and adult led activities**
* **Participants will consider their role in resolving conflicts in the playground and have some practical strategies for managing behaviour effectively**
* **Participants will have time to reflect on the current playground practice and areas for improvements**
* **Participants will have time to develop an action plan**
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**Re-engagement Unit Supervision Offer**

| **Title** | **Description** | **Objectives** | **Intended Outcomes** |
| --- | --- | --- | --- |
| **Group supervision** | **6 x 1 hour session focussing on developing staffs acumen, team cohesion & reflective working.****Sessions are led by a REU worker. In the sessions a staff member brings a ‘problem’ and using a ‘reflecting team’ model, we look at creating a space for this issue and creating a dialogue to help support the member of staff****Who is this for?****SLT****Teachers****Support Staff** | **Group supervision looks at;*** **Building team cohesion**
* **Creating a space to look at things from a view of not just trying to ‘fix’ an issue but listening**
* **Builds empathy within a team**
* **Shares knowledge and acumen**
* **Promotes joined up working within a setting**
 | * **Staff feel more supported individually and within their peers**
* **Team has shared understanding of school issues and create ways of working together more effectively**
* **Issues around colleagues working alongside each other in difficult moments are spoken about, with clear actions and space for reflection**
 |
| **Individual supervision** | **1:1 time with a trained psychotherapist. This is not a therapy session but a supervision session.****Initial work would be 6 x 1 hour sessions** | * **Looks at providing a space to discuss cases but within a wider context; looking at how to navigate issues both professionally, personally and emotionally**
 | * **Staff member has clear safe space to explore any issues in a private setting**
* **Staff member will have clear actions to help support them both professionally and personally**
 |
| **Coffee mornings for parents and carers** | **A series of 3 coffee mornings of approximately 30 minutes focusing on either mental health in children or behaviour management strategies** **Who is this for?****Sessions can be delivered as a drop in or to a group of parents invited to the series**  | **Behaviour management*** **How do I manage my child’s behaviour at home?**
* **How do I establish a positive morning routine with my child?**
* **How do I create a positive relationship with my child?**
* **Where can I go to get more support with my child’s behaviour?**

**Mental health*** **What do is meant by ‘mental health’ and what do I need to know about it?**
* **How do I raise a resilient child?**
* **What is anxiety and how can I support my child?**
* **Where can I go if I’m worried about my child’s mental health?**
 | **Behaviour management*** **Participants will have a space to share their experiences and strategies**
* **Participants will have practical strategies and language to manage difficult behaviour and routines**
* **Participants will understand the importance of play with children**
* **Participants will have time to reflect on the importance of respite and self-care**

**Mental health*** **Participants will have a space to share their experiences and understanding of mental health**
* **Participants will understand the term ‘resilient child’ and the key elements that make a resilient child**
* **Participants will think about anxiety, what might make a child anxious and strategies to help their child**
* **Participants will have time to reflect on the importance of respite and self-care**
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