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** | | |

**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** |