**INSET Training for Schools, Nurseries, Trusts, Parent Groups & Social Care Teams**

 **September 2025 to July 2026**

Supporting Schools to Provide a Secure Base for Healing and Growth



 Hello everyone, The Bungalow Partnership Training Events and Wellbeing Workshops are back with some new and interesting topics for the year ahead. We appreciate it can be difficult to attend training and costly to arrange cover, and therefore we have extended our INSET offer, so that we can come to you on a designated professional Development Day or Staff Twilight if this helps.

**Our INSET Training Workshops for the year are as follows:**

**INSET Training with Lynn Burt**

*Lynn Burt is a specialist in Trauma Responsive Education. Following 10 years as a primary school teacher in deprived areas, she moved into working with children from the early years to KS5 with SEMH (SEBD) in Alternative Provisions (PRUs), residential settings, Special Schools and Nurture Groups.. Most recently, Lynn was a Senior Lecturer in Education at Teesside University. There she created the innovative MA Education (Trauma-Informed Practice) and Pg Cert in Trauma-Informed Learning and Teaching courses, which she led for several years.*

*Lynn has also been an advisor for the Barnardo’s Education Community steering group and a Trustee for the Attachment Research Community. Currently Lynn is the Trauma Responsive Education Consultant at The Bungalow Partnership, and an independent trainer and researcher working with schools and trusts locally and nationally.*

**Behavioural to Relational Approaches (Half or Full Day)**

Despite increasing numbers of our children and young people displaying pain-based behaviours because of chronic stress, adversity and trauma, schools are continuing to rely on punitive behaviourist approaches to ‘manage’ their students even though for many of them they are not working and for some, they are making things worse. By moving from behavioural to relational approaches we can connect to where our students are in the brain and body in the moment and offer support to help them manage and change their behaviours with less risk of rupturing their important relationships.

***This course will enable you to:***

* *Understand the differences between behavioural and relational approaches.*
* *Recognise why relational approaches are more important than ever.*
* *Discuss how to create calmer classrooms and deeper connections.*
* *Appreciate the importance of play, sensory and movement breaks, and regular check-ins.*
* *See the importance of staff body language, voice tone and volume.*

**A Polyvagal Path to Learning (Half or Full Day)**

All children and their teachers are different, but they all have one thing in common – a responsive nervous system ready for action. Whether it is a fight on the playground, a fire bell or a difficult conversation with a parent, understanding how the nervous system works can help keep teachers and children on an even keel. In recent years, Polyvagal Theory has shed light on how the nervous system predictably moves between different states in response to changing situations. Sadly, children who experience chronic stress, adversity and trauma have nervous systems wired for fight, flight or freeze. So, when school staff understand the role of the nervous system in learning, they can help children develop the skills needed to increase resilience, adaptability and flexibility, leading to a more positive school experience and greater academic success.

***This course will enable you to:***

* *Gain an overview of the function and workings of the autonomic nervous system.*
* *Understand the impact of early adversity and trauma on the nervous system.*
* *Apply Polyvagal Theory to the education system.*
* *Appreciate the importance of safety, regulation and relationships.*

**Rewiring the Brain (Half or Full Day)**

Research shows that when children are exposed to negative experiences like neglect, mental illness in the household, trauma or abuse at a young age, the brain’s ability to build circuits that allow different regions of the brain to communicate and process information can be impeded.  We also know that socio-emotional development, language development, and brain structure can be impacted by the effects of poverty. Sadly, increasing numbers of our children are growing up in environments that are not providing the stimulation required for optimal brain development. Lockdowns during COVID and the cost-of-living crisis are making this worse and have had a negative impact on our children’s ability to learn.

***This course will enable you to:***

* *Understand the impact of early adversity and trauma on brain development.*
* *Explore how this impact can present within a learning and social environment.*
* *Gain some understanding of neuroplasticity – experience dependent, self-dependent and intentional.*
* *Discover critical periods when synaptic pruning occurs and how this can be used to our advantage.*
* *Explore how we begin to rewire the brain for learning.*

**Improving Executive Function and Self-regulation Skills (Half or Full Day)**

When children have opportunities to develop executive function and self-regulation skills, individuals and society experience lifelong benefits.  **Executive function and self-regulation** skills are the mental processes that enable us to plan, focus attention, remember instructions, filter distractions, prioritize tasks, set and achieve goals, control impulses, enable positive behaviour and juggle multiple tasks successfully. These skills are crucial for learning and development and are all negatively impacted by chronic stress, early adversity and trauma.

***This course will enable you to:***

* *Discover the importance of executive function and self-regulation skills to successful learning and school experience.*
* *Understand the impact of early adversity and trauma on executive function and self-regulation skills.*
* *Develop tools to improve the working memory, mental flexibility, and self-control of pupils.*
* *Learn a range of interventions and strategies that can be used in the classroom.*

**Using a PACEful Approach (Half or Full Day)**

In order to learn anything, we have to feel safe, but sadly telling someone that they are safe rarely translates into actually feeling safe. PACE can provide the foundation for that felt safety.

PACE is a therapeutic approach that facilitates emotional connection. It offers the attitude of an unconditional relationship expressed through Playfulness, Acceptance, Curiosity and Empathy that can be readily adapted to the teaching and support of children at all levels of school.

This attitude facilitates a connection between a child and staff member which is not possible with a narrower focus on managing behaviour or teaching the child. PACE is at the core of supporting our most vulnerable children to thrive at school.

***In this course you will learn:***

* *Why traumatised children behave in challenging ways*
* *What an attitude of PACE is*
* *Why being PACEful is so important for trauma-affected children*
* *How to be PACEful*
* *How to invite traumatised children into more successful relationships and learning*

**Regulate to Educate (Half Day)**

Increasingly, research is suggesting that Social and Emotional Learning (SEL) programmes are not the solution for our trauma – affected children who are struggling at school. Based on the current neuroscience, attachment research, Polyvagal Theory and child development we now understand that it is coregulation – which is a human need and at the heart of all relationships – that moves us towards balance, growth and how we gain ‘inner regulation’ (Dan Siegel). School staff already know that our children cannot learn unless they are regulated. Many understand that coregulation comes before self-regulation and that children cannot self-regulate in isolation. Now, it is becoming clearer that it is adult regulation that is the catalyst for change in trauma-informed practice in schools. School staff must be able to recognise their own needs and cues before they can accurately and effectively meet the needs of others – both students and colleagues.

**In this course you will learn:**

* *The importance of regulation for effective learning*
* *The impact regulation has on behaviour change and relationships.*
* *How we can support our children to regulate*
* *How we support school staff to be regulated, to enable them to support their students*
* *Systemic school changes that are necessary to ensure both staff and students are regulated.*

**Teaching Traumatised Students (Half Day)**

Nowadays many trusts and schools have started their journey to become trauma informed by training their staff, introducing practices and approaches, and modifying policies and procedures. Whilst this is a positive development, it can be a ‘one size fits all’ approach which is helpful for many of our students, but often not for those who are traumatised and in need of our support the most. Current research tells us when staff have a deep understanding of the impact of attachment and trauma on children and young people, a range of strategies at their disposal and the flexibility to draw on them effectively, a good understanding of their own neurobiology, and the resources, autonomy and agency to meet a child where they are, they can truly respond to a traumatised student. Rather than the current focus of education, which is to develop practices that apply widely and to all contexts, this course will discuss how we move from a singular approach to being trauma informed to understanding that we need to design an approach that appreciates the individual nature of traumatic experience, the various contexts in which our students are taught and the diversity of the teachers who teach them.

**In this course you will learn:**

* *How school-based trauma informed approaches can be helpful to the many, yet at the same time miss those most in need of Trauma sensitive care.*
* *The range of individualised responses to trauma and how to recognise this in your students*
* *How to develop individual trauma sensitive support plans*
* *How trauma responses are safety seeking, yet danger scanning at the same time, and how staff can provide care that recognises and respects both.*

**The Neurobiology of Attachment (Half Day)**

The neurobiology of attachment explores how early caregiver-child interactions shape brain development and influence lifelong emotional and social behaviour. Attachment, a fundamental human drive, is a biological system that promotes proximity to caregivers for survival and

emotional regulation. Sensitive caregiving, particularly attunement and nurturing during distress, optimizes brain development, while adverse experiences can have lasting negative impacts.

Sadly, many of our children are not experiencing a start in life that sets them up for good physical and mental health, healthy relationships, a successful school experience and educational outcomes and positive life chances. Fortunately, school staff can be secondary or additional attachment figures and can help to heal the harm done when early caregiver responsiveness, attunement and nurture is lacking.

**In this course you will learn about:**

* *The impact of early caregiver relationships on the developing brain and nervous system*
* *The importance of caregiver responsiveness, attunement and nurturing*
* *How school staff can compensate for children’s adverse experiences*
* *Relational ways of being with children who have had a difficult start.*

**Embedding Trauma Informed Approaches for School Change (Half Day)**

In recent years many schools have understood the need for training staff about the impact of insecure attachments, adversity and trauma on children’s mental and physical health, school experience and outcomes and life chances, and have trained their staff accordingly. Some have also introduced a variety of strategies and practices, changed policies and procedures and encouraged staff to use more relational approaches. However, training and practices alone are not sufficient to ensure schools are

truly trauma informed, and that staff can be authentically and effectively trauma responsive in their interactions with children and each other. Unless being trauma responsive becomes a genuine way of being for school staff and trauma informed approaches and practices are effectively embedded in our schools, we risk not being able to help the children who need us the most.

**This course will discuss ways in which we can ensure trauma-informed pedagogies are being implemented to ensure effective school change. It will include:**

* *The importance of ongoing staff training*
* *Making time for supervision and reflection*
* *Action research as part of staff professional development*
* *Coaching and the need for deliberate practice*
* *Auditing interventions – universal, targeted and complex.*

**Emotion Coaching (2 Days)**

What is Emotion Coaching? Emotion Coaching is an evidence based approach to help children

understand and manage their emotions. Emotion Coaching enables adults to co-regulate children’s emotions, de-escalate situations where behaviour is challenging and develop the children’s ability

to self-regulate their own emotions and behaviour. It can be used by any adult to respond to children’s emotions as they happen. Who is this training for? Anyone working with children or young people in school settings.

**What is covered in this training?**

* *Research, theoretical basis and neuroscience behind Emotion Coaching*
* *Understanding different emotional styles that are relevant to Emotion Coaching*
* *How to respond sensitively and consistently to emotions and behaviours*
* *Understanding and practice of Emotion Coaching techniques*
* *Opportunities to reflect on Emotion Coaching in practice.*

**Setting Up a Nurture Group Provision (2 Days)**

The value of an in-school Nurture provision is evidenced in research and is needed more than ever within our primary and secondary schools. A good nurture provision can provide a short or long term haven for a child struggling to feel safe and secure in their mainstream or larger class provision. Planning, setting up and running a Nurture Group is key to its success and can ensure positive outcomes for those accessing this support.

**What is covered in this training?**

* *The importance of planning for success, ensuring calm, appropriate and sensory experiences, with relational practice throughout its ethos.*
* *The importance of flow in designing the environment and routines of the day.*
* *The key approaches to delivering support and education within a nurture provision.*
* *The application of purposeful consistency, challenge and affirmation within the routines and tasks being planned and delivered.*
* *Mapping progress through the trauma sensitive lens*

**Building Trauma Informed Mindsets and Responses (Twilight 90 minutes)**

We often have challenging interactions with students. The perspective we take and the responses we form in these moments make all the difference. By taking a trauma-informed approach, we can turn moments of conflict into moments of connection, positively impacting the well-being and success of our students. Together, in this session, we will use the Healthier Generation’s 4-step reflective guide to grow our trauma-informed mindsets and enhance our skills when working with students in stressful

situations. Using examples, we will practice identifying the stressors, reframing challenging behaviours, and responding to students using a trauma-informed approach. By the end of the session, participants will gain a practical tool to apply within their school communities to support young people and create healthy school environments.

**Curious Not Furious (Twilight 90 minutes)**

School staff are increasingly realising that behaviour management goes beyond enforcing policies and issuing punishments. Thankfully, we are shifting towards a more holistic approach that considers each student’s context and the underlying reasons for their behaviour. Being ‘curious’ rather than ‘furious’ is a move away from traditional punitive methods to more relational approaches; a way of being that benefits both students and school staff.

**In this training we will consider**:

* *How traditional behaviour policies rely too heavily on enforcing rules rather than understanding the root cause of the behaviour.*
* *How the language of these policies portrays students as problems to be managed rather than individuals with unique needs and challenges who need support not punishment*
* *Whether we want students who simply comply rather than students who understand and internalise positive behaviours*
* *How to focus on the real issues our students are facing.*
* *How to be more empathetic and relational in a ‘curious not furious’ way*

**Taking Care of Our Teachers (Twilight 90 minutes)**

Low pay, high workload and lack of support for ECTs are often cited as persistent challenges to the recruitment and retention of teachers. We know from research that student behaviour is associated with job satisfaction and that sadly teachers are spending more time dealing with ‘challenging’ student behaviour issues. It is therefore no surprise to learn that increasingly it is poor student behaviour that is forcing many of our teachers out of the profession. Unfortunately, few ECTs arrive in school with a good understanding of how poor attachments, adversity and trauma impact their student’s behaviour. Also, some experienced teachers are still unsure as to how to support students who are communicating distress, discomfort and dysregulation in their classrooms. And if they do know, resources are lacking. Despite many schools being on a journey to become ‘attachment aware

and trauma-informed’, practices and approaches are not sufficiently understood and embedded to support the health and wellbeing of our teachers.

**In this course you will:**

* *Understand why staff health and wellbeing is so important to their students’ health and wellbeing and academic outcomes.*
* *Discuss how we can support our school staff to be at their best through self- and co-care.*
* *Consider systemic changes that are needed to ensure optimal conditions for school staff.*
* *Realise why it is so important that we take care of our teachers.*

**Triggers to Glimmers (Twilight 90 minutes)**

Glimmers are ‘micro-moments of regulation that foster feelings of well-being’. A glimmer could be as simple as seeing a friendly face, hearing a soothing sound, or noticing something in the environment that brings a smile. They are personal to each of us and one person’s glimmer may be another person’s trigger. Glimmers are a cue in the day, either internal or external, that sparks a sense of wellbeing. These tiny moments gently yet significantly shape our systems toward well-being. They help us become regulated and ready for connection. (Deb Dana) Now, more than ever, with staff and students being unintentionally ‘triggered’ throughout the school day, it is important to take the time to

bring awareness to and cultivate our ‘glimmers’.

**In this course you will learn:**

* *That ‘triggers’ are moments when the nervous system is automatically mobilised or pushed into shutdown (fight, flight, freeze, fawn, flop)*
* *That ‘glimmers’ are moments that can help return us to the ventral vagal state – the optimal range of emotional and physiological arousal where an individual can effectively cope with stressors (our Window of Tolerance)*
* *The power of glimmers and how they can help to build capacity to be with life’s challenges.*
* *How to identify and nurture both your own and your students’ glimmers*



 **INSET Training with Clare Sullivan**

*Clare Sullivan is a former Teacher, Qualified Psychotherapeutic Counsellor, Creative Supervisor and Therapeutic Team Manager for Barnardo’s Tees Valley. Clare has worked within small and large schools, both here in England and further afield. Following on from her work in schools, Clare has held a number of positions including Trainer for the Police, developing a young people’s ISVA Service within the then Barnardo’s SECOS service, delivering training for Barnardo’s across the country and then returning to a mix of training and therapeutic involvement here at The Bungalow Partnership and for Barnardo’s North East.*

**Managing emotional reactions in ourselves and others (twilight)**:

This course will help you understand and manage the memories and experiences you bring

to every transaction, how to recognise ‘your stuff and their stuff’.

You will learn how to avoid a’ pressure cooker’ moment in your interactions with children,

families and colleagues by maintaining your healthy Adult Ego state in triggering moments.

This workshop will enable you to:

* *Learn about and recognise transference and countertransference.*
* *Develop strategies to become alert to pressure points and to diffuse such instances in healthy ways.*

**How to avoid drowning in empathy when you are working with trauma (twilight):**

Do you read about, hear about or even witness traumatic events in your work? If so, this workshop will help you to make sense of this experience and more appropriately, to develop skills to manage this. A wounded healer is a compromised healer (and whether we see ourselves as this or not) we all play a part in the development and healing of those around us.

This workshop will enable you to:

* *Learn how to identify empathy-based stress (Vicarious Trauma) in your professional role.*
* *Learn how to manage empathy-based stress so that you can enjoy a healthy work life balance.*
* *Develop tools to be able to influence the culture of talking about the impact of our work within the workplace, helping others to also reduce their empathy-based stress.*

**Promoting positive connections (Half Day)**

Connections with others are everything and anyone who has been through a challenging time will tell you that it was the support in place that helped them to recover/ grow from the experience. Relationships and connections are key to engagement of pupils, parents and team members. Using an understanding of attachment theory, we’ll explore how to create a secure base and safe haven for the children you work with. Meaningful learning cannot take place without meaningful relationships and this workshop will help you to place connection before correction and to explore ways to connect with those who are often hard to serve/ support.

This workshop will enable you to:

* *Learn how to fully connect with your students to enable engagement.*
* *Understand how attachment theory plays out within the interactions we miss/ catch each day*
* *Develop an approach that is curious and open, enabling others to feel safe in your presence.*

**Developing Curious Conversations (Half Day)**

Learn how to promote a child’s wellbeing and ensure your own self-care by professionally reflecting with colleagues and planning action when you are all feeling a little lost in how to help a child/ young person. You will learn the theoretical supervision models that help frame and act on your concerns for a child’s welfare and how to make this approach a regular part of staff discussions. Regardless of your role in school it is important to explore how you can support a child to thrive through curious conversations. This approach absolutely respects the different roles each staff member can play in helping young people gain a sense of belonging in your class or school!

This workshop will enable you to:

* *Develop the skills needed to engage in curious conversations with a shared aim of illuminating what works and for whom.*
* *Strengthen support planning to ensure all members of a team understand and can contribute to the goal of relational safety and containment for the children in their care.*
* *Improve communication and reviewing systems, ensuring all team members feel heard and involved.*

**Using relational practice to engage parents and carers (Half Day)**

Explore how to ensure systemic support for the children you work with by forging positive relationships with the adults in their lives. Supporting parents, Foster Carers and Kinship Carers in a way that develops unity of approach, respect for where they are and compassion for the challenges they face.

This workshop will enable you to:

* *Communicate with parents, Foster Carers and Kinship Carers in a way that enables them to feel heard, respected and understood.*
* *Consider barriers to positive communication with adults who are important to the child.*
* *Develop language that is both inclusive and which provokes safe reflection of the challenges experienced by the child.*

**Understanding and responding appropriately to emotional based school avoidance (Half Day)**

Since the Covid Pandemic there has been a spike is emotional based school avoidance and the challenges faced in responding to this need can be challenging and frustrating for all parties. One of our main ways of supporting children and young people to overcome this challenge is to reframe what we see as school refusal, ensuring an empathic and sustainable approach is applied to supporting children back into the school environment.

This workshop will enable you to:

* *Consider the pushes and pulls in terms of the child or young persons’ emotional response to attending school.*
* *Reflect on how a sequential approach can help make the overcoming of school anxiety or separation a reality.*
* *Develop skills, planning and realistic goals that are both effective and sensitive to where the child/ young person is.*

**INSET Training with Stacey Majoros**

**Stacey is an Autism Consultant with experience and training in supporting autistic children and young people in schools and in the community. Stacey delivers workshops which are often sold out and which offer new insights, and which aim to develop the practitioners’ confidence in responding to the needs of the autistic child.**

**Let us support your staff team in increasing awareness, confidence and strategies in supporting children and young people with autism (diagnosed and undiagnosed) within the school environment. INSET training events can be adapted to your school’s needs and can incorporate the following areas of interest:**

* *Supporting Sensory Needs in the School Environment*
* *Supporting & Enhancing Communication,*
* *Autism and Girls: Friendship and Masking Supporting Classroom Regulation*
* *Supporting Teaching Assistants in their role with neurodivergent learners*
* *Supporting and meeting Transition Needs for autistic students*
* *Mental Health and support needs in autistic young people*

**Consultation Offer**

Did you know that you can now commission consultancy from The Bungalow Partnership? We offer consultancy wherein a member of the team will work with your staff team, Management Team or Year group Team to help make sense of a child/ young persons’ needs and to develop a plan of support that can be integrated into existing systems and which works on using the strengths of different team members, ensuring a holistic approach and robust strategies are embedded into the day to day support of a child/ young person.

Consultation with an experienced and qualified Practitioner from The Bungalow Partnership can help school teams to feel potent in their approaches, supported in their work and can really make a valuable difference to the school experience of struggling child/ young person. Seeking specialist consultancy can also improve the child/ Young persons’ sense of belonging, help improve engagement and reduce the risk of school exclusions.



**Bungalow Partnership INSET/ Whole or Part Team Training Offer**

**Booking Form**

In addition to the regular training and workshop events we deliver across Teesside, we also offer training at your workplace for School Professional Development days, Staff Insets, Team Meetings and Parent or Governors events.

Should you wish to commission training for your workforce, please complete and return this booking form to **thebungalowpartnership@gmail.com****.** Your booking will then be confirmed and/or we will contact you to discuss alternative arrangements if we cannot facilitate the training on the dates requested.

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| **Name** (person booking training) |  |
| **Role** |  |
| **Name of Organisation/ School** |  |
| **Address of organisation** |  |
| **Telephone Number** |  |
| **Email** |  |
| **Dates & Times** | **Date(s)****Start Time: End Time:**  |
| **Cost** | **Twilight 2-2.5 Hrs** | **£370.00** | Yes/ No |
| **Half Day (3hrs)** | **£470.00** | Yes/No |
| **Full Day (5-6hrs)** | **£900.00** | Yes/No |
| **Location of Training** |  |  |  |
| **Number of Attendees** |  |  |  |
| **Equipment** Do you have a projector, flipchart etc available? We will bring our own laptop and/or usb |  |  |  |
| **TriggerTraining Topic**(Please tick which training you are interested in booking) | **Behavioural to Relational Approaches** |  |
| **A Polyvagal Path to Learning** |  |
| **Rewiring the Brain** |  |
| **Improving Executive Functioning & Self-Regulation Skills** |  |
| **Using a PACEful Approach** |  |
| **Regulate to Educate** |  |
| **Teaching Traumatised Students** |  |
| **The Neurobiology of Attachment** |  |
| **Embedding Trauma Informed Approaches for School Change** |  |
| **Emotion Coaching** |  |
| **Setting up a Nurture Group Provision** |  |
| **Building Trauma Informed Mindsets and Responses**  |  |
| **Curious Not Furious** |  |
| **Taking Care of Our Teachers** |  |
| **Triggers to Glimmers** |  |
| **Managing Emotional Reactions in Ourselves and Others** |  |
| **How To Avoid Drowning in Empathy When You Are Working with Trauma. Understanding Vicarious Trauma and Compassion Fatigue** |  |
| **Promoting Positive Connections** |  |
| **Developing Curious Conversations** |  |
| **Using Relational Practice to Engage Parents/ Carers** |  |
| **Understanding and responding appropriately to emotional based school avoidance** |  |
| **Wellbeing Workshops for Work Places (Twilight, half day and full day)** |  |
| **Consultancy (2-2.5hr session)****Trauma, Attachment & Autism**  |  |
| **Autism Workshop (please detail which topics you wish to have included. Each topic is a 1.5-2.5hr workshop)**  |  |
| **Other informationAnything we may need to know about any special requirements of attendees** |  |
| **Date form Completed** |  |
| **FOR OFFICE USE ONLY** |
| **Booking Confirmed by** |
| **Trainer Delivering the Training** |
| **Invoice Raised (Date)** |
| **Delivered Yes/ No** |
| **Feedback Obtained** |

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