



# Regulation & Relational Practice for Schools

Supporting school staff to develop practical regulation and co-regulation approaches that help create calmer classrooms, stronger relationships, and sustainable learning environments.

# Core Training Offer

## Session overview:

A practical and reflective CPD session exploring regulation, staff and child relationships, and emotionally safe classroom practice.

Staff are supported to develop:

- a greater understanding of regulation and behaviour
- practical co-regulation strategies for everyday classroom environments
- reflective responses to classroom interactions and escalation
- increased confidence supporting pupils with SEMH needs and those whose behaviour is rooted in dysregulation

Grounded in regulation-aware and relational practice, the session combines nervous system understanding, interactive discussion, and classroom-ready strategies that can be applied within everyday school environments.

## Why it matters:

Primary school environments play a profound role in children's emotional development, their capacity for relationships, and their readiness to learn.

Schools are navigating rising SEMH needs, increasing behavioural complexity, and growing pressures on staff wellbeing – often without the tools to address what lies underneath.

When staff are dysregulated and children feel unsafe, no curriculum, policy or strategy can bridge that gap. What changes everything is the quality of human presence in the room.

# Intended Outcomes

## For Staff:



Improved confidence when responding to dysregulation



Increased understanding of co-regulation



Fewer emotionally reactive responses



Greater consistency in relational approaches



More reflective responses during moments of stress



Support for sustainable teaching practice

## For Children:



Calmer classroom transitions



Improved engagement and readiness for learning



Increased emotional safety



Reduced escalation cycles



Stronger staff-pupil relationships



Greater sense of connection and belonging

Supporting regulation, relationships, and emotional safety for both staff and children can help create calmer, more connected, and sustainable learning environments.

## Sessions can be offered as:

Twilight CPD  
Half-day training  
Whole-school programmes (*in development, early adopters welcome*)

## Suitable For

Primary schools  
SENCOs and inclusion leads  
Whole staff CPD  
Mainstream and SEND-aware settings

## Contact

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## About

I have a background in Early Childhood Education alongside a Qualified Teacher Status (QTS), with experience across primary school and early years settings. I have also coordinated a local literacy charity, working with schools and community organisations to explore barriers to learning and engagement.

In addition to my educational experience, I have undertaken further training in trauma-informed practice and children's mental health, deepening my interest in regulation, co-regulation, and the impact this has on classroom climate.

My approach combines educational understanding with practical, regulation-aware strategies that support both staff and pupils. I am particularly interested in how schools can create calmer, more connected learning environments where regulation, emotional safety, and learning can work together in sustainable and meaningful ways.