**Ready to Regulate - a TPP Professional Learning Programme**

A TPP is a whole school approach to understanding behaviour and supporting emotional wellbeing. It provides the foundations where everyone feels physically and emotionally safe; the approach is one that encourages high structure and high nurture, where relationships matter and caring counts. Children, young people and staff alike feel connected to the school and to each other. TPP is a journey and evolution. Our mission is to ground TPP in living and learning and as such we have developed a new professional development programme called Ready to Regulate (R2R).

It is a companion for TPP so it is best learned when the practitioner is within a TPP school/setting.

**Pre- programme Eligibility and Expectations**

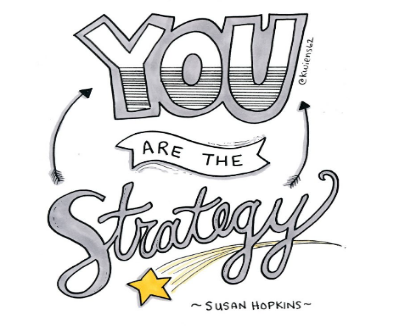
The school /setting will

* have a member of staff who has completed the TPP two day train the trainer and this person will have made sure that rest of the school staff will have had as a minimum the Intermediate version of the training.
* the school will have amended policy and practice to reflect TPP – high structure and high nurture within a Behaviour and Relationships Policy.

It is an expectation that the following is completed as a means to deciding on the readiness to have someone complete the Professional Learning Programme as part of the whole school approach. This needs to be emailed in when booking with Work Force Development.

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| **Expectations and Reflections for Eligibility** | **Understood & completed** |
| The Head Teacher and other members of the SLT can reflect on what has been the impact on TPP on practice and policy.  TPP Values- Compassion and Kindness, Hope, Connection and Belonging are part of the school culture.  That the school has behaviour and a relationships policy reflecting these values |  |
| School or setting SLT commitment to support the member of staff and the Governors/Trustees  How will this fit or complement what you are already doing in your school...?  Reasons that you wish for someone to complete Ready to Regulate….? |  |
| The school or setting SLT are committed to providing a strong commitment to support the member of staff. |  |
| To provide the member of staff with the time to be able to fully complete the R2R programme.   * 3 days release * The pre and in between days of activity and learning |  |
| To purchase the resource list (details below) for the practitioner (approx. £20 investment theirs to keep)  To purchase the Hive Login account for the practitioner (£25 per year) to access the learning, support material and connect with others. |  |
| Signed off by the SLT.  Headteacher name:  Signature: |  |
| Signed off by the Practitioner who will be attending.  Name:  Email address: |  |
| Best Hopes for attending the R2R learning programme by the person attending: |  |
| Once completed this needs to sent to …………………………………………….. |  |

**Information on How R2R Can Support**

Provides practical activities and resources to support CYP within the TPP framework of understanding:

1. Conducts a deeper dive into the science of stress, co-regulation, including the brain/body stress system.
2. Explores how stress affects children’s behaviour and the importance of relationships in self-regulation and learning.
3. R2R is our flagship TPP foundational professional learning programme providing practitioners with greater understanding of what makes purposeful support.

R2R is a very interactive 3-day programme, with opportunities to engage in discussion, watching video clips, participating in practical sessions and reflective on own personal learning. Practitioners who participate in R2R will be facilitated over 3 days to learn:

**Resources needed to be able to fully participate.**

**These are the items that you will learn how to use over the 3 days. They will be there for you back at school to use as you continue your development and practice.**

**Day 1**

**A selection of the following**

Bubbles

Pipe cleaners

Chalk

Free running salt

Small jar with a lid

A5 or A4 card

Feathers

Glitter jar- Glitter [Best Glitter Jar Recipe for Calmness (brightlittleowl.com)](https://brightlittleowl.com/glitter-jar-recipe/)

Swimming pool noodles

Packet Rice and 5 plastic cups

Coloured pens

**approx. cost £10**

**Day 2**

Nothing needed

**Day 3**

A small sand tray (approx. Classroom drawer size (30cm\*20cm) and safe sand

Objects for the tray: transport, people, people in professions, animals, buildings, outside world structures (fences, bridges), natural world features (trees, flowers, stones, shells)

**approx. cost £10**

**Practitioner Recommended Preparation**

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| **Important theory to have awareness of** |
| **Understand the concept of Adverse Childhood Experiences**   * ACES – Introduction to Adverse Childhood Experiences, Early Trauma Online Learning:   <https://www.acesonlinelearning.com/>  50 minute training   * Understand the concept of Adverse Childhood Experiences   [Understanding ACEs: What are Adverse Childhood Experiences (ACEs)? - YouTube](https://www.youtube.com/watch?v=-vIqJK8Nu1Q)  ACE questionnaire  **Understanding Trauma**  [How childhood trauma affects health across a lifetime | Nadine Burke Harris - YouTube](https://www.youtube.com/watch?v=95ovIJ3dsNk)  [Trauma Informed Starts with You - YouTube](https://www.youtube.com/watch?v=-876Zw-NA94)  [Understanding Trauma: Learning Brain vs Survival Brain - YouTube](https://www.youtube.com/watch?v=KoqaUANGvpA)  **Understand the concept of Attachment**  Helpful videos  [Avoidant Attachment - YouTube](https://www.youtube.com/watch?v=7KA-atOMvHY)  [Ambivalent Attachment - YouTube](https://www.youtube.com/watch?v=8UPbO6jubZ4)  [Secure Attachment - YouTube](https://www.youtube.com/watch?v=n2ypDPqs9A0&t=186s)  [Attachment States of Mind - YouTube](https://www.youtube.com/watch?v=8KlUDu_S73s) |
| **The KASH Framework\***  \*adapted from the original work of David Herdlinger |
| Throughout Ready to Regulate there is reference to the KASH framework (Knowledge, Attitude, Skills and Habits) to help participators receiving the training to review and evaluate their personal learning  Understand this framework for professional learning  Knowledge, Attitudes, Skills and Habits (KASH)  *‘We do not learn from experience. We learn from reflecting on experience.’*  John Dewey (1933), Educator and Philosopher |

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| **Knowledge**  Being aware of something (facts concepts)  What was the learning from the session?  How does this link to things you were already aware of or thinking about? | **Attitude**  Feelings, emotions, beliefs or  values about something  What are your thoughts and feelings about using this knowledge at work?  How have your values, mindset and beliefs changed?  How will this impact on relationships? |
| **Skills**  Ability to perform tasks or activities measured in time and precision  What tools will you use at work?  What new things can you try out?  Do you need any equipment, items or training to use these new skills? | **Habit**  Aspects of behaviour that is relatedly and consistently done without effort or conscious  thought  What will you do differently following this session?  How will you shift from this being something you try to something you do consistently and as part of your usual routines and habits? |