

THE CONNECTED CLASSROOM



TRAINING IN TRAUMA-
INFORMED AND
RELATIONAL PRACTICE
DESIGNED FOR
EDUCATORS

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A young girl with long, wavy blonde hair is looking up at the waist of an adult. The adult is wearing a light-colored, patterned shirt and grey pants. The girl's hand is near the adult's waistband. The background is a soft, out-of-focus outdoor setting.

SAFETY IS NOT
THE ABSENCE
OF THREAT.
IT IS THE
PRESENCE OF
CONNECTION

DR. STEPHEN PORGES

THE CONNECTED CLASSROOM:

A TRAUMA-INFORMED, RELATIONAL APPROACH TO WELLBEING



“The best predictor of a child’s wellbeing is a well-regulated adult.”

— Dr Bruce Perry

The Connected Classroom supports staff to build relational safety, co-regulation, and emotionally-attuned learning environments, because children learn best when they feel safe, seen, and connected.

In educational settings, we often emphasise what children need to manage their emotions. However, children and young people do not self-regulate in isolation; they draw calm, safety, and stability from the adults around them.

When staff members feel supported, equipped, and connected, they can more effectively provide co-regulation, maintain compassionate boundaries, and respond to distress with curiosity rather than urgency. This approach not only enhances behaviour but also strengthens learning, relationships, attendance, and the overall school environment. Most importantly, it fosters safety, belonging, and connection – key elements of wellness.

The Connected Classroom is an evidence – based training programme designed to help staff understand the needs behind behaviour. It shares practical theoretical frameworks and relational practices aimed at restoring safety and connection in real classrooms, addressing the everyday challenges educators face.

WHY THIS TRAINING?



Schools are holding more than ever. Staff are supporting children with rising levels of anxiety, trauma, unmet needs, neurodiversity, and emotional distress - often alongside increasing demands, reduced capacity, and constant pressure to “keep going”.

In this context, wellbeing can't be reduced to posters, one-off initiatives, or resilience messaging. What staff need is practical, relational, evidence-based support that helps them respond to behaviour and emotion in a way that is:

- sustainable
- boundaried
- trauma-informed
- and protective for both children and adults

The Connected Classroom is designed for the reality of school life: it strengthens everyday relational practice, helps reduce escalation, and supports staff to feel more confident and less depleted.

Because when adults are overwhelmed, children feel it.

And when adults are supported, children thrive.

THE SCIENCE BEHIND THE CONNECTED CLASSROOM

THE SCIENCE BEHIND THE APPROACH

The Connected Classroom is a training package designed as core learning for all school staff.

It is grounded in the growing evidence base that learning, behaviour and wellbeing are deeply shaped by the nervous system. In schools, we are increasingly working with children who are living with high levels of stress, adversity, neurodevelopmental difference, attachment disruption, trauma, or unmet emotional needs. When this happens, behaviour is not simply a “choice” — it is often the visible expression of a child’s internal state.

That is why this training draws on an integrated understanding of:

- neuroscience
- physiology and the stress response system
- trauma and Adverse Childhood Experiences (ACEs)
- co-regulation and relational safety
- emotion regulation and reflective functioning
- compassion-led and body-based approaches that support both adults and children

A CURATED PATHWAY

There is a lot of information available about trauma, attachment, regulation and behaviour, but it is not always clear which information fits together, and which doesn’t. **The Connected Classroom** is different. This is a curated, structured learning pathway designed to bring key theory together in a clear and coherent way. The modules are carefully sequenced so that each stage builds on the last — moving from foundational understanding, to practical tools, to deeper relational practice. This ensures staff are not left with isolated strategies or “random tips”, but instead develop a joined-up approach that can be embedded into classroom culture, team practice, and whole-school systems.

DESIGNED FOR EDUCATION, SHAPED BY

CLINICAL EXPERTISE

This training has been developed to meet the realities of school life: busy timetables, complex needs, and the daily emotional load carried by staff teams.

It is informed by clinical models of trauma, regulation and relational practice, and translated into clear, accessible training that supports staff to build emotionally safe learning environments .



WHAT SCHOOLS GAIN

THE CONNECTED CLASSROOM SUPPORTS STAFF TO CREATE ENVIRONMENTS WHERE CHILDREN FEEL SAFE ENOUGH TO LEARN, AND ADULTS FEEL RESOURCED ENOUGH TO LEAD.

KEY GAINS FOR STAFF

- Increased confidence responding to distress and behaviour
- Clearer understanding of trauma, attachment, and the nervous system
- Practical tools for co-regulation and de-escalation
- Reduced emotional load through reflective, relational approaches
- Improved boundaries and sustainable practice (without guilt or burnout)

KEY GAINS FOR LEARNERS

- Improved emotional safety and relational security
- Reduced escalation and dysregulated behaviour
- Increased engagement, readiness to learn, and attendance
- Stronger trust in adults and better help-seeking
- A culture where children feel seen, understood, and supported



KEY GAINS FOR WHOLE- SCHOOL CULTURE

- A consistent, shared language across staff teams
- Stronger relational climate and psychologically safe staff culture
- Reduced reactive practice and improved behaviour support systems
- A proactive approach to wellbeing
- A whole-school model aligned with best practice in mental health and safeguarding

PROGRAMME OVERVIEW

The Connected Classroom is a foundation-level training package designed for all staff. It brings together key theory (neuroscience, physiology, trauma, attachment, regulation and compassion) into a coherent, sequenced pathway so staff develop shared language and consistent practice.

The programme can be delivered intensively across a couple of training days, or spread out across the year as part of ongoing CPD.

Some modules must be completed before others, as later learning builds on the foundations.

MODULE 1 (FOUNDATION)

AN INTRODUCTION TO TRAUMA & TRAUMA-INFORMED PRACTICE (1 DAY)

WHAT IT COVERS

- What trauma and ACEs are (in school-friendly language)
- The stress response system and survival states
- How trauma impacts learning, memory, relationships and behaviour
- “What happened to you?” vs “What’s wrong with you?”
- Trauma-informed principles: safety, trust, choice, collaboration, empowerment
- Practical trauma-sensitive strategies for classroom and whole-school culture
- The emotional load of education and the importance of adult regulation

LEARNING OUTCOMES

Staff will be able to:

- Explain trauma and stress responses clearly and confidently
- Recognise signs of dysregulation and survival behaviour
- Use trauma-informed principles in everyday practice
- Identify practical changes that increase emotional safety
- Understand the importance of staff wellbeing in pupil outcome

This module must be completed first. It provides the core framework that later modules refer back to.

PROGRAMME OVERVIEW

MODULE 2 AN INTRODUCTION TO MODERN ATTACHMENT (1 HOUR)

(PRE-REQUISITE: MODULE 1)

WHAT IT COVERS

- What attachment is (and isn't)
- Attachment as a child's strategy to stay safe
- The importance of attunement, consistency and predictability in relationships
- What attachment needs look like in school behaviour
- How adults build safety through predictability, warmth and boundaries

LEARNING OUTCOMES

Staff will be able to:

- Understand attachment as a relational framework (not a label)
- Recognise attachment needs behind behaviour
- Respond with connection and boundaries (not escalation)
- Use everyday interactions to build relational safety

MODULE 3 AN INTRODUCTION TO CO-REGULATION (1 HOUR)

(PRE-REQUISITE: MODULES 1 & 2)

WHAT IT COVERS

- What co-regulation is and why it comes before self-regulation
- Window of Tolerance: what it is and why it matters in school
- How adults can communicate cues of safety
- Strategies to prevent co-escalation and supporting co-regulation

LEARNING OUTCOMES

Staff will be able to:

- Explain co-regulation and apply it to classroom practice
- Use adult presence as a regulation tool
- Support pupils to return to learning after distress

PROGRAMME OVERVIEW

MODULE 4

CO-REGULATION IN ACTION (A TARGETED PRACTICAL SKILLS SESSION) (60-90MINS)

(PRE-REQUISITE: MODULES 1, 2 & 3)

This is a highly practical session for smaller groups, focused on what co-regulation looks like in real moments and how staff can use the body and environment to reduce escalation.

WHAT IT COVERS

- How the body keeps us safe
- Recognising body signals that show if we feel safe or unsafe
- Boundaries, including and personal space (“kinesphere”)
- Recognising co-escalation and how to avoid it
- Interoception: helping children notice body signals
- A toolkit of practical regulation exercises staff can use immediately
- Co-regulation in crisis: what helps in high-intensity moments
- Repair after incidents: returning to safety, connection and learning

LEARNING OUTCOMES

Staff will be able to:

- Spot early body-based signals of dysregulation
- Use body-based communication to support regulation
- Use simple exercises to support interoceptive awareness towards emotion regulation
- Respond more confidently during moments of crisis, and recovery



PROGRAMME OVERVIEW

MODULE 5 MENTAL HEALTH AWARENESS (60 - 90MINS)

(PRE-REQUISITE: MODULES 1)

WHAT IT COVERS

- What mental health is (and what it isn't)
- The Mental Health Continuum (from thriving → struggling → unwell)
- Signs and symptoms of common difficulties
- Keeping well: the Healthy Mind Platter
- How to have meaningful conversations about mental health (what to say / what not to say)*
- Accessing support

LEARNING OUTCOMES

Staff will be able to:

- Understand mental health through a continuum lens (not labels)
- Recognise signs that someone may be struggling
- Have safer, more confident conversations about mental health
- Know how and when to signpost and escalate
- Understand everyday habits that protect wellbeing

*Covered in the longer, 90min, session

MODULE 6 CONTAINMENT FOR THE CONTAINER: LOOKING AFTER OTHERS BY LOOKING AFTER YOURSELF (1 HOUR)

(PRE-REQUISITE: MODULES 1)

This module supports staff to understand their own nervous system and develop a practical wellbeing toolkit.

WHAT IT COVERS

- Revisiting the nervous system as a guide for "how am I doing?"
- Vicarious trauma: what it is, and common symptoms
- What compassion is (and what it isn't)
- The Three Systems Model and how to stay in balance
- The "Compassionate Kit Bag" for "everyday mental maintenance"

LEARNING OUTCOMES

Staff will be able to:

- Recognise early signs of stress and overload
- Use the nervous system as a practical wellbeing guide: Notice, Name, Nourish
- Apply compassion-based tools to build resilience and sustainability
- Create a personalised "kit bag" of strategies that work in school life

“RELATIONSHIPS ARE THE AGENTS OF CHANGE”

DR BRUCE PERRY



In schools, connection isn't an "extra". It's the foundation that makes learning possible.

The Connected Classroom supports staff to become the steady, safe adults children need so that regulation, belonging, and progress can follow.

THE CONNECTED CLASSROOM



CONTACT US

For details on how to book this package for your school, contact:

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