



**Ambition**  
Community Trust



# Relational Inclusion Training Package

Transforming the lives of children  
and their communities

# Training that makes a difference

**The Ambition Community Trust (ACT) Training Programme** has been carefully developed over the last six years in response to the real experiences, needs and challenges shared by schools. By listening closely to school leaders, staff teams and wider communities, we have created a range of high-quality training packages designed to support all aspects of school life across primary, secondary and special settings.

We are particularly proud of our **Relational Inclusion Programme**, now delivered across **five local authorities in the UK**. It reflects our deep commitment to helping schools build cultures of safety, belonging, connection and inclusion, where both children and adults can thrive.

At ACT, we know that the most effective training starts with understanding. That's why we take time to get to know each school before delivery, ensuring our work is shaped around the context, strengths and challenges of the setting. Rather than offering a one-size-fits-all approach, we work in partnership with schools to deliver training that is relevant, practical and impactful.



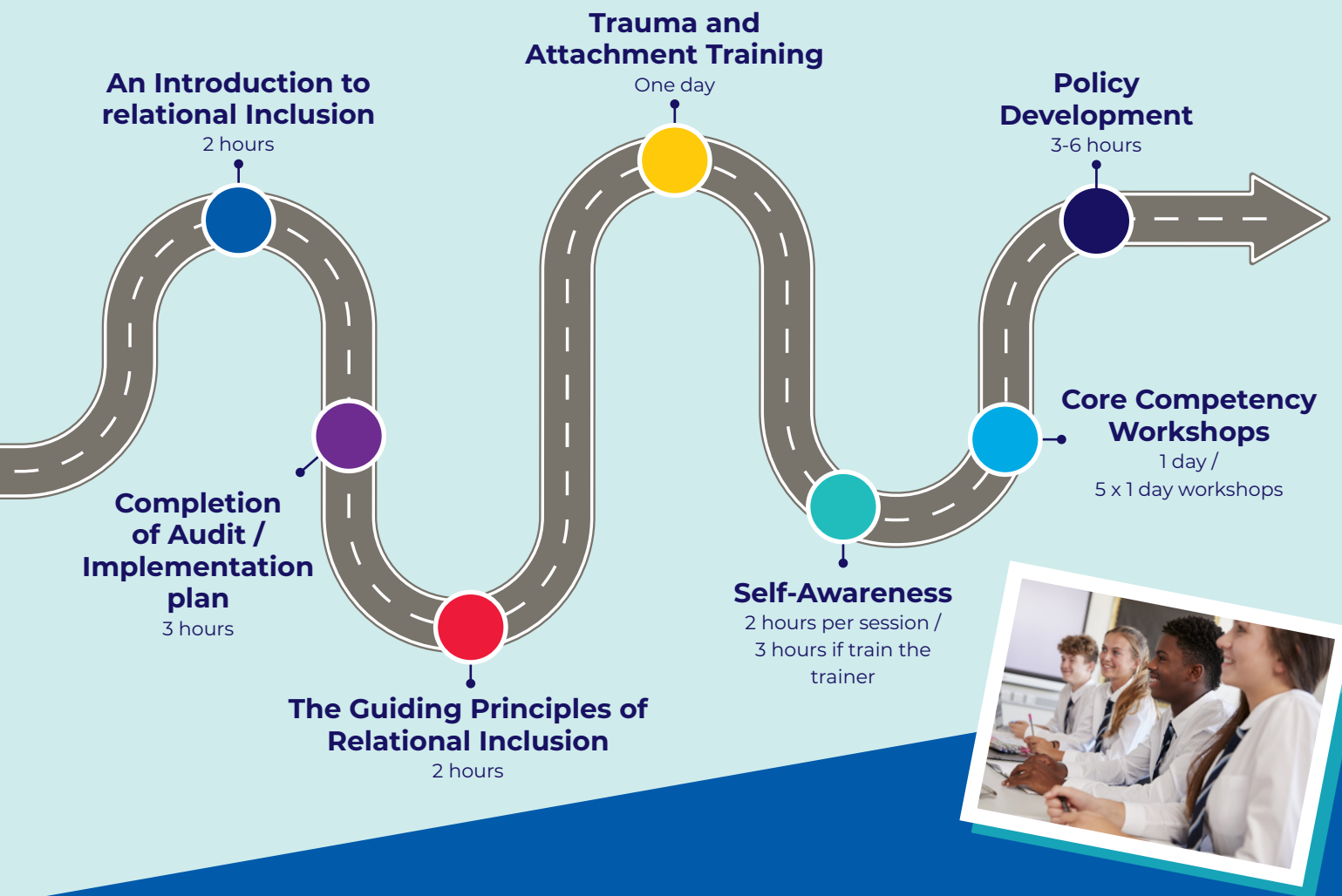
“**Sonja’s consultancy work with St Hilda’s CE Primary School during the last two years has been transformational for all stakeholders. Her guidance around embedding the principles of Relational Inclusion into policy and practice has secured a critical understanding about how nurturing positive relationships can be used to maximum effect for impact on the quality of a child’s educational experience.**”

Testimonial from the Headteacher at St Hilda’s CE Primary School, Greater Manchester



# Timeline

This timeline outlines a typical sequence for how the training can be delivered within your school. Following an initial consultation with a Relational Inclusion (ACT) representative, this may be adapted depending on where you are in your school's Relational Inclusion journey.



**“The sessions were well planned and delivered in such a thoughtful and sensitive way. The training really inspired me to go back to my school and think carefully about how we can improve our culture around trauma and attachment.”**

\*The order of your training may differ, due to your school calendar commitments.

\*\*The level and depth of training you require is bespoke to each school. For example, a school may be far on in their relational journey and only require the Core Competency Workshops.

# Our training courses



The Trainer is incredibly knowledgeable, and the way she delivers the training is perfect for my learning style. It was also nice to network with other schools.

Course	Course description	Length	Cost*
<b>An Introduction to relational Inclusion</b>	An inspirational talk delivered by ACT's CEO and author, Anthony Benedict, offering an honest insight into the journey of Relational Inclusion and how it has developed and gained momentum. Suitable for whole-school delivery, launch events, inset training and conferences.	2 hours	£500
<b>Completion of Audit / Implementation plan</b>	An opportunity for each school to review and audit its practice and procedures through a relational lens, resulting in a robust implementation plan tailored to your school.	3 hours	£300





\*Costs are indicative and will vary depending on the size of school or local authority.

Course	Course description	Length	Cost
<b>The Guiding Principles of Relational Inclusion</b>	<p>This session explores the five guiding principles of Relational Inclusion. It is a practical workshop, focusing on areas of strength as well as opportunities for development. It links to our self-audit and considers how our own window of tolerance shapes our day, and the experiences of those we work with.</p> <p>An honest and open session, it challenges views, opinions and current practice, encouraging staff to reflect on their relationships in school.</p> <p>Suitable for all staff, this can also be delivered to smaller groups where there is a specific Relational Inclusion project.</p>	2 hours	£300
<b>Trauma and Attachment Training</b>	<p>A one-day workshop delivered to all staff (including caretakers, administrative staff and midday supervisors), ensuring a shared understanding of Relational Inclusion, trauma and its impact, and the importance of attachment theory.</p> <p>The workshop includes:</p> <ul style="list-style-type: none"> <li>• Understanding the brain and behaviour</li> <li>• The window of tolerance</li> <li>• Attachment theory</li> <li>• Scenarios and case studies relating to trauma in schools</li> <li>• Our nervous system</li> <li>• Polyvagal theory</li> </ul>	One day	£1000

Every session that I attended was relevant to our school, it's pupils and also staff well being and understanding. Each session facilitated useful discussion and introduced new concepts and approaches that will be useful in our settings daily and highlighted the traits in pupil's needs that we are recognising daily - it definitely made me think 'am I getting it right for child x?' 'What do we need to try or change'.



Course	Course description	Length	Cost
<b>Self-Awareness</b>	<p>A four-part course (two hours per session) designed to raise staff self-awareness. It supports staff to recognise the impact of their behaviour and personal histories on the climate of the classroom, relationships, and the wellbeing of young people.</p> <p><b>Session 1:</b></p> <ul style="list-style-type: none"> <li>• What it means to feel heard, from both child and adult perspectives</li> <li>• The theory of Conditions of Worth and how value and acceptance are experienced</li> <li>• Understanding prejudice and unconscious bias in the classroom</li> <li>• Developing understanding of self, young people and trauma</li> </ul> <p><b>Session 2:</b></p> <ul style="list-style-type: none"> <li>• Shame, guilt, humiliation and embarrassment, and their impact on staff and pupils</li> <li>• Self-concept – how we see ourselves and how we believe others see us</li> <li>• The importance of rupture and repair</li> <li>• Attunement</li> <li>• Tapping</li> </ul> <p><b>Session 3:</b></p> <ul style="list-style-type: none"> <li>• Negative thinking styles</li> <li>• How our thinking styles shape behaviour and outlook</li> <li>• Polyvagal theory – understanding ventral, sympathetic and dorsal states, and how the nervous system influences our actions and thinking</li> <li>• The theory of locus of evaluation</li> </ul> <p><b>Session 4:</b></p> <ul style="list-style-type: none"> <li>• Compassion fatigue</li> <li>• Understanding generational trauma</li> <li>• Epigenetics and its impact on young people</li> <li>• Moral injury</li> </ul> <p>Staff receiving this training will be given the opportunity to engage with a range of real-life scenarios, building awareness, challenging existing patterns of relating, and supporting their development, confidence and self-esteem.</p> <p>This can also be delivered as a train-the-trainer package (an additional hour per session is required)</p>	<p>2 hours per session</p> <p>3 hours if train the trainer</p>	<p>£300 – standard delivery</p> <p>£400 – train the trainer</p>


**Anthony's talk takes you on a journey that reshapes and remakes what we think about education. It is both a moral call to arms and a gritty real life guide about how to get where we need to get. Anthony's inspirational energy had a room of tired headteachers enthralled and hanging off every word. Everyone needs to hear Anthony talk!**


**Emma Rossiter, Head of Consultancy and Development, Silverwood School.**

Course	Course description	Length	Cost
<b>Core Competency Workshops</b>	Based on research from the Education Endowment Foundation, this programme is delivered to two nominated members of staff, known as Relational Inclusion Champions.	2 hours per session	300 – standard delivery
	<p>These five one-day, creative and immersive workshops equip staff with the skills and practical tools to deliver a six-week programme to a designated group of young people within your school.</p> <p><b>Session 1: Self-awareness</b> The ability to recognise one's own emotions, thoughts and values, and understand how they influence behaviour.  <ul style="list-style-type: none"> <li>Identifying emotions</li> <li>Accurate self-perception</li> <li>Recognising strengths</li> <li>Self-confidence</li> <li>Self-efficacy</li> </ul> </p> <p><b>Session 2: Self-management</b> The ability to regulate emotions, thoughts and behaviours across different situations, including managing stress, controlling impulses and maintaining motivation.  <ul style="list-style-type: none"> <li>Impulse control</li> <li>Stress management</li> <li>Self-discipline</li> <li>Self-motivation</li> <li>Goal setting</li> <li>Organisational skills</li> </ul> </p> <p><b>Session three: Social awareness</b> The ability to take the perspective of and empathise with others. The ability to understand social and ethical norms for behaviour and to recognise family, school and community resources and supports.  <ul style="list-style-type: none"> <li>Understanding emotions</li> <li>Empathy/sympathy</li> <li>Appreciating diversity</li> <li>Respect for others</li> </ul> </p> <p><b>Session 3: Social awareness</b> The ability to take the perspective of others, showing empathy and understanding social and ethical norms.  <ul style="list-style-type: none"> <li>Understanding emotions</li> <li>Empathy and sympathy</li> <li>Appreciating diversity</li> <li>Respect for others</li> </ul> </p> <p><b>Session 5: Responsible decision making</b> The ability to make constructive choices about behaviour and social interactions, considering consequences and the wellbeing of self and others.  <ul style="list-style-type: none"> <li>Identifying problems</li> <li>Analysing solutions</li> <li>Problem solving</li> <li>Evaluating and reflecting</li> <li>Ethical responsibility</li> </ul> </p>	3 hours if train the trainer	£400 – train the trainer
<b>Policy Development</b>	An opportunity for schools to develop their behaviour policy through a relational lens, working alongside experienced practitioners in Relational Inclusion. This session supports the development of a coherent ethos and culture across the school.	3-6 hours	£75 per hour

**Please note:** That training fees do not include travel costs. For delivery outside Greater Manchester, additional travel and, where necessary, overnight expenses will be agreed in advance.

# Book your training course

If you would like more information or to have a further discussion about our training courses, please contact:

**Anthony Benedict (CEO):**

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**Sonja Evason (Therapeutic Training and Inclusion Consultant):**

e. [s.evason@ambitioncommunity.uk](mailto:s.evason@ambitioncommunity.uk)

ACT offers a wider training programme which can be accessed through our website: [www.ambitioncommunity.uk](http://www.ambitioncommunity.uk)



## Our Vision

To be a leading light in evidence-informed and innovative relationally-based education, where children experience nurture and success, going on to lead happier, more productive lives.