

Policy Relationships

Policy	Reviewed	By whom?
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We recognise that all behaviour is communication.

“CYP who present with challenging behaviour should be viewed as vulnerable rather than challenging. Schools should respond to the feelings and emotions that drive certain behaviours, rather than the behaviour itself.”

Developing a Trauma Informed & Attachment Aware Behaviour Regulation Policy, Birmingham City Council, 2021

We recognise that behaviour can be the result of unmet needs, unprocessed trauma, SEND and other risk factors in a child or young person’s life.

This Relationships and Wellbeing Policy sets out how we can support children and young people with evidence-based, trauma-informed techniques.

Our trauma-informed approach to supporting behaviour and well-being, including our approach to working with students, staff and volunteers, parents and carers, and external agencies, includes a commitment to no shame, blame and criticism, and instead, we provide relational support and understanding.

Our approach to relationships is based on the teachings of Trauma Informed Schools UK (TISUK). It is underpinned by educational practices which ‘Protect, Relate, Regulate and Reflect’. The strategies used are based on more than 1,000 peer-reviewed studies (Trauma-Informed Schools UK).

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Advice

Advice on topics related to relationships and sex is provided one a 1-2-1 basis based on need and discussion. These sessions can cover important topics like inclusivity, positive relationships, and more.

The content is developed following the statutory guidance outlined in the Department for Education's 'Relationships and Sex Education' (RSE, Secondary) document. In KS3, the curriculum covers topics such as 'relationships, friends and family', 'appearance ideals,' 'body confidence,' and 'puberty.' In KS4, the focus is on healthy and unhealthy relationships, and family relationships are explored in greater depth. This also includes topics directly related to sex, such as love, STIs, contraception, unplanned pregnancy, and what exploitative relationships look like.

Our vision is:

- That all young people have the right to be an individual, to know they matter, to have a voice, feel safe and confident enough to progress through the world in a way which makes them smile. It is our role to remove barriers that stop this from happening and to encourage ways for you to find their Spark.
- To Provide integrated support for the whole child/ young person, by providing trauma-informed training and support for practitioners, including relationship support and evidence-based, trauma-informed techniques.
- Share successful practice with external agencies, including what works for each child and young person, to avoid re-traumatisation and create a joined up and consistent approach to create safety for children and young people.

1. Protect

Our priority is to ensure that children are safe. In this context that means both physical safety and also emotional safety within the relational environment. We reduce the stress for the child by creating a warm and supportive environment that is consistent, accepting and optimises social engagement.

We use trauma-informed techniques to establish a sense of safety for students, staff, volunteers, families and also when working with external agencies.

- Staff and volunteers trained in 'PACE' modes of interaction (Hughes, 2015, PACE – Playfulness, Acceptance, Curiosity, Empathy). Being warm empathetic, playful and curious is proven to shift people out of flight/fright/freeze responses.
- Staff and volunteers will actively increase 'safety cues' during sessions with students, including warm welcomes, an awareness of facial cues, and a safe level of eye contact (which

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can include not forced eye contact) for every individual.

- Staff and volunteers will ensure that interactions with students, each other, families and external agencies are socially engaging (warm, open, curious) and not socially defensive (judgemental, critical), to reduce the likelihood of individuals relating defensively in flight/fight/freeze/fawn. Fawn is where individuals may appease others out of fear. To support this, staff and volunteers will be trained in trauma-informed and mindful communication methods.
- All adults are taught about the impact of toxic stress on learning, wellbeing and behaviour.
- Regular whole staff training to ensure that staff have a comprehensive understanding of the biochemistry of emotions, behaviour and engagement.
- Ensuring that staff can support children and young people as emotionally available adults. This includes providing support to staff, such as through supervision and spaces to enable staff to process or talk about their own stresses or trauma.
- An organisational commitment of no shaming, no use of harsh voices, shouting, put-downs or criticisms (proven to be damaging psychologically and neurologically) towards students, staff, volunteers, their families and individuals from external agencies.
- School staff will 'interactively repair' the occasions when they themselves move into defensiveness. Staff and volunteers are trained in evidence-based relational techniques, repair and Nonviolent/ Mindful Communication to resolve challenges. Team members can work with allocated staff privately to share difficulties and resolve challenges.
- Adults are consistent and adjust their expectations around vulnerable children to correspond with their developmental capabilities and experience of traumatic stress. This will include removing vulnerable and traumatised children in a kind and non-judgemental way from situations they are not managing well (e.g. children who keep 'triggering' into alarm states in a particular location) in order to meet their needs.
- Students and practitioner are given time and space to reflect and this includes adult only spaces.
- Pushforward is committed to inclusion and diversity. Staff and volunteers will receive training, with a trauma-informed perspective, to ensure that all students, team members, families and external agencies feel welcomed and are protected from trauma or re-traumatisation.
- The implementation of pedagogic interventions that help staff to get to know children better on an individual basis e.g. "I wish my teacher knew" (what matters to them, who matters to

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them, their dreams, hopes). This is key to enabling children and young people to feel safe enough to want to talk, if they so wish, about painful life experiences, which are interfering with their ability to learn and quality of life.

- All vulnerable children and young people to have access on a daily basis to at least one named emotionally available adult (their delivery practitioner, who works one to one). If the child needs to connect with another adult, then wherever possible, an alternative person can be found, and the child/ young person to know where to find an alternative adult. This information is given both paper based and electronically in their welcome pack.
- Provision for children of a clear, confidential and non-shaming system of self-referral for help/ talk time. The process of doing this is found in the welcome packs and can be passed on by delivery practitioners. We offer a proactive approach to highlighting possible young people who may need extra support through regular SLT meetings with a Trauma Informed Schools Practitioner.
- The nurturing of staff in such a way that they feel truly valued and emotionally regulated enough to be able to interact throughout the day with social engagement rather than defensiveness.
- One to one and group support will be available to staff throughout the year, to support team members to process any difficult situations, either at work or at home.
- Boundaries and consent are an important part of creating safety (see also our Safeguarding Policy). Many of the children and young people at Pushforward have SEND and/or a background of trauma. Staff and volunteers are trained in using methods of behaviour management - and communication of boundaries - that keep a student in a state of social engagement, which reduces anxiety, supports brain development and enables these students to better understand the impact of their actions and find alternative solutions. This would include taking a non-threatening stance, being aware of body language that might be perceived as threatening, such as frowning, other facial cues or tone of voice, and instead using trauma-informed approaches.

This may include waiting for the right time to engage a student in 'correction' or Restorative Conversations and/or accepting that we need to change the environment around the child, rather than placing unachievable expectations on a child or young person.

Staff and volunteers are trained in specific strategies to support children and young people who may be reacting as a result of past trauma and/or anxiety, for example, students with a PDA profile (Pathological Demand Avoidance). These students need a very different approach, for example, avoidance of direct commands such as 'no' or 'stop' (see also ['NHS: Demand Avoidance vs Pathological Demand Avoidance'](#)).

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2. Relate

We see relationships as the basis for change and transformation.

“...all behaviour should be viewed within the context of important relationships rather than looking for causes that lie directly within the child/young person. When we interact with others, the context in which our actions take place can have a significant role in shaping our behaviour.”

Developing a Trauma Informed & Attachment Aware Behaviour Regulation Policy, Birmingham City Council, 2021

- All staff trained in emotional coaching and in relating to children in terms of the four key relational needs for secure attachment: affect attunement, empathy, soothing and containment.
- Staff and volunteers trained in using techniques designed to build relationships, including helping others to identify emotions (affect labelling and affect attunement) and use of WINE – ‘I Wonder...’, ‘I Imagine...’, ‘I Notice...’, Empathy. Examples include:
 - o I imagine that you felt really angry when...
 - o I notice your shoulders slumped when you talked about...
 - o I wonder if that led to you feeling unsafe...
- Staff training and development in the art of good listening, dialogue, empathy and understanding, including use of Big Empathy drawings, the hand model (Dan Siegel) and therapeutic arts.
- A whole-organisation commitment to enabling staff, volunteers, families and students to see themselves, their relationships and the world positively, rather than through a lens of threat, danger or self-blame.
- Vulnerable students provided with relational opportunities (with emotionally available adults) to make the shift from ‘blocked trust’ (not feeling psychologically safe) to trust, and from self-help to ‘help seeking’.
- With reference to best practice, trauma-informed guidelines, we avoid words such as ‘sanctions’, ‘punishments’, ‘choices’ (children in a state of extreme alert, and with SEND, are frequently not making ‘choices’).

3. Regulate

- We recognise that all behaviour is communication. When we meet the individual needs beneath the behaviour (including the need to be heard and understood, safety, and sensory

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and physical needs), we support regulation and set up a student to succeed, both relationally and in their learning.

- We implement interventions designed to bring down stress hormone levels (e.g. from toxic to tolerable) in vulnerable children, enabling them to feel calm, soothed and safe. This is to support learning, quality of life and to protect against stress-induced physical and mental illness, now and in later life.
- We use evidence-based nurturing and regulatory interventions that aim to repair psychological damage and brain damage caused by traumatic life experiences, through emotionally regulating, playful, enriched interactions and events.
- The emotional wellbeing and regulating of staff is treated as high priority in order to prevent burn-out, stress-related absence or leaving the profession, through stress-related illness, secondary trauma and/or feeling undervalued, blamed or shamed.
- Pushforward offer activities, events and relational interventions specifically designed to bring down stress hormone levels (e.g. from toxic to tolerable) for students and staff, enabling them to feel calm, soothed and safe. This is to support quality of life and protect against stress-induced physical and mental illness.
- We offer access to the outdoors and sensory activities, which are known to support regulation.
- Designated staff-only time, including shorter face to face delivery times with space around delivery, allowing staff the time to reflect and give space for the release of natural anti-stress, pro-social neurochemicals (opioids and oxytocin).

4. Reflect

- Staff educated in the art of good listening, dialogue, empathy and understanding (instead of asking lots of questions/ giving lectures).
- Provision of skills and resources to support students, staff, volunteers and parents and carers to have meaningful empathetic conversations with vulnerable children who want to talk about their lives to empower children and young people to better manage their home situations and life in general.
- Within the context of an established and trusted relationship (working alliance), students are given the means and opportunity to symbolise painful life experiences through images as well as words, as a key part of 'working through' these experiences and memory re-consolidation. Means to enable this include the provision of different modes of expression, e.g. art/play/sand/emotion cards. Training will be provided to staff and volunteers.

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- 'Psychoeducation' and PSHE (personal, social and health education) informed by current research (psychology and neuroscience) on mental health, mental ill-health (full range of specific conditions), relationship health: family, parenting, intimate relationships and tools for how to do life well. This education will enable children to make informed choices about how they relate to others and how they choose to treat their brains, bodies and minds now and in the future.
- Staff trained to help children move from 'behaving' their trauma/ painful life experiences, to reflecting on those experiences through empathic conversation in order to address negative self-referencing and help them to develop coherent narratives about their lives.
- Policies and ways of working which are based not on punishment, sanctions and isolation, but instead that model enquiry, resolution and interactive repair.
- Reflection is part of the ethos of the organisation, allowing a consideration of what has worked and what could be done differently, with a no blame culture. The organisation sees reflection as a key part of growing and evolving as an organisation.

5. Trauma-Informed Language

Staff and volunteers are trained in the use of mindful communication, which is rooted in meeting needs and reducing conflict. We are conscious of the language that we use to describe students or others.

The following are recommendations from 'Developing an Attachment Aware Behaviour Regulation Policy: Guidance for Brighton & Hove Schools' (Brighton & Hove Educational Psychology Service)

Language to avoid:

- Language that reinforces staff control, for example 'enforce', 'punishment', 'isolation', 'naughty corner', 'removal', 'rule', 'power', 'control', 'confiscate', and 'impose'
- Language that places negative judgement on a child or young person or their behaviour, including 'attention seeking', 'malicious', 'choice', 'poor behaviour', 'misbehaviour', 'manipulative', 'naughty', 'immoral'
- Language that reinforces negative gender stereotypes, such as 'naughty boy', or 'bossy girl'.

Language that can be particularly helpful:

- Language that promotes trauma informed approaches and acknowledges the need behind a behaviour, for example 'emotionally dysregulated', 'what is the function behind this behaviour?', 'attention needing', 'feeling unsafe', 'presenting as distressed', 'requiring co-regulation support'
- Approaches that draw on trauma and attachment theory tend to advocate separating the child or young person from any behaviour that challenges. This can be achieved through the language used to describe the child and their behaviour, for example:

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- 'Attention seeking' could be considered to describe the surface-level behaviour, but not the underlying need. Instead, 'attachment needing' might reframe the behaviour as being the function of an unmet need
- 'Manipulative' is another word that describes the surface-level behaviour and has negative connotations within society. Instead, phrases such as 'trying to find a way to have their needs met' or 'feeling insecure in their relationships with others' might be more appropriate.
- Using externalising language around behaviour that challenges and separating the child from their behaviour, e.g. 'The expectations are that we..., so we need to...' (rather than saying 'you need to').
- Using internalising language around behaviour that meets expectations or can be celebrated, and showing warmth towards the child or young person.
- Often, children and young people who have received regular feedback on their behaviour can develop reputations amongst staff and other children/young people. These reputations often relate entirely to their behaviour, and are often powerful, pervasive and dominating.

As staff, we can work to challenge these narratives by:

- o Talking to other staff about positives as well as the difficulties , e.g. talk about positive actions rather than emotive language – 'regulated quicker with new strategies' (N.B. it is important to talk about exceptions in a way that avoids isolating other staff members/avoids a 'she behaves fine for me' discussion)
- o Reinforcing strengths, e.g. 'Zak, you know a bit about this stuff, I wonder if you can help me with'
 - o Noticing actions from things that happen, e.g. 'That lady talked to you loads then, you obviously asked the right questions'. It is important to not have each significant moment as an immediate learning opportunity as this can feel enforced or overwhelming. The objective is to place each learning moment when the opportunity feels right.

6. Restorative Approaches

Restorative practices involve a range of methods of bringing those harmed by conflict and those responsible for harm or conflict into communication, enabling everyone affected by a particular incident to play a part in repairing the harm and finding a positive way forward.

We cannot have formulaic approach to the moment in which behaviour is addressed. We rely on the practitioners to be attuned to the moment and the young person, selecting the correct point in which to discuss. This can be a few seconds, days or months depending on the young person, background to the behaviour or the correct safe venue. This will be addressed in the relationship support plan. Some students who express undesirable behaviour will struggle to make changes due to their special educational needs, additional needs or trauma. In these cases we will change the environment around the child to support them in finding solutions that meet their and other peoples needs. For example

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they might not be able to visit places that are busy or loud, be near certain people or require a discussion on needs before visiting a new location.

There are young people that may be ready to look at a restorative process following a period of reflection and processing of events, this may take a significant period of time due to a young person's level of emotional development taking into account how external influences can cause fluctuations in these levels. Practitioners are trained to be aware that emotional age may be very different to chronological age, especially with young people with SEND. This could vary from day to day.

Restorative processes have much in common with repair in that they aim to put things right and to restore relationships.

However, there are some aspects of restorative justice that can be unmanageable for traumatised children and so it is necessary to take into account the current skills and emotional capacity of the CYP. This may include 'coaching and support to develop insight and less public (shaming) ways of making repair' (Gore, Langton and Boy, 2017, p.115).

Restorative conversations – for those students who this is accessible to - support students in reflecting on their experiences and supports a curious approach to resolving conflicts. It is recommended that these take place with an adult that the child feels safe with:

1. What happened?
2. What were you thinking or feeling at the time?
3. Who was impacted?
4. What can we do to make things better?
5. What might we do differently next time?

For some students, they may not be ready to take part in a restorative conversation soon after an event and while still feeling triggered. The student could be ready within minutes, after an hour, or may even need to wait a day or much longer (depending on the emotional intensity of the event) before they are ready to reflect in this way. Staff judgement can be used to assess this.

Other students may not be able to take part in Restorative Conversations, and opportunities can be provided through nonverbal means to explore, such as through therapeutic arts. We may need to offer focus on their own thoughts and feelings to an event in the first instance, so they are better able to recognise their emotional responses and actions and offer a primarily empathetic approach first.

The Restorative Approach needs to be adapted for SEND and can be most effective when a 'we' approach is used, such as genuinely exploring how everyone in the situation could do things differently in future.

7. Student Relationship Support Plans

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We recognise that all behaviour is communication. When we meet the individual needs beneath the behaviour (including the need to be heard and understood, safety and sensory and physical needs), we set up a child to succeed, both relationally and in their learning.

We recognise that unprocessed trauma may significantly impact a child's sense of safety, and therefore their behaviour and ability to learn. All staff will be trained in trauma-informed support, including the opportunity for students to express unprocessed trauma through the arts.

If a student is finding it challenging to cope, the situation will be approached by staff and volunteers with a PACE approach and opportunities to Reflect, verbally and/or nonverbally. Some students may find it very difficult to communicate their inner world and staff and volunteers are respectful of this. Staff and volunteers will be trained in approaches to facilitate reflection, both verbally and nonverbally.

We will seek to adapt and change the environment around the child to enable the student to succeed, focusing on meeting needs (both those identified in EHCPs and those needs yet unidentified). This includes the flexibility to offer learning support for a child or young person within their home environment, to increase a sense of safety and meet needs.

Incident report forms follow a non-blame approach and identify events leading up to any incident, potential triggers, potential unmet needs, including sensory overwhelm, the outcome/ impacts of the incident, and strategies for preventing further incidents from occurring. The latter includes making any further adaptations, including how to meet unmet needs and reduce anxiety.

If a student is displaying behaviour that could cause harm to people or objects, we will establish whether a Student Relationship Support Plan and/or individual risk assessment is required. This Relationship Support Plan will offer a range of trauma-informed strategies and interventions to support the student. Students, parents and carers will be invited to be involved in developing this Relationship Support Plan.

Confidentiality

As part of our policy to Protect, students, staff and volunteers need to be aware that while much of what is shared in sessions or at events will remain confidential, there are some exceptions to keeping full confidentiality:

1. If there is disclosure of abuse of a child, elder or dependent adult (physical, emotional, sexual abuse or neglect)
2. If the individual is in danger of hurting herself/ himself or others (See also, Suicide Prevention Policy and Self-Harm Policy)
3. If the individual discloses that he/she has committed a serious crime or intends to commit a crime, including acts of terrorism

In those three instances, a staff member or volunteer may seek to clarify what they've heard with the individual and follow safeguarding procedures.

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Staff, volunteers and members also need to be made aware that staff and volunteers may need to discuss their case with supervision. In this case, personal and identifying details would be kept anonymous, with the minimum amount of information shared for supervision.

8. Staff Conduct Guidelines

Staff are requested to adhere to this policy and other Pushforward policies, and act in ways that benefit the organisation, its staff and its students.

If a member of staff conduct contradicts the values and vision of Pushforward, and/or the policies laid out by Pushforward, then the following steps may be taken:

1. Conversation to understand the staff/volunteer point of view and point of view of any other key individuals involved. Empathy and understanding will be encouraged, including through the use of the active listening, PACE, and WINE.
2. A restorative approach and repair process will be attempted between all parties. This can establish how better to meet core needs of individuals, what would be done differently next time, and repairing as much as possible for any damage done.
3. The situation may be deemed:
 - a. Resolved and no further action needed, or
 - b. An intervention to take place, for example, further training or enquiry.

9. Wellbeing

Staff and students will have opportunities for mindfulness and connection, including through play, socials and the creative sharing of ideas. Events or individual support sessions might include mindfulness, sensory and nature elements, which have been proven to support well-being. See also the well-being policy.

10. Other Policies

This policy also links to:

- Safeguarding Policy
- SEND Policy
- Suicide Prevention Policy
- Self-Harm Policy
- Domestic Abuse Policy
- Diversity and Inclusion Policy
- 'Safe Touch' Policy

11. Acknowledgements

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This guidance draws on the work of academics, therapists and practitioners working in this area, including the work of Margot Sunderland (TISUK), Karen Treisman, Dan Hughes, Bruce Perry, John Gottman, Heather Geddes and Louise Bomber.

We have used evidence and guidance from a number of publications, with particular reference to:

- Mental Health and Behaviour in Schools (DfE, 2018)
- Timpson Exclusion Review (2019)
- Improving Behaviour in Schools (EEF, 2019)
- Trauma Informed Behaviour Policies and Approaches: A guide for Schools and Settings (City of York Educational Psychology Service)
- Developing an Attachment Aware Behaviour Regulation Policy: Guidance for Brighton & Hove Schools (Brighton & Hove Educational Psychology Service)
- Guidance for Developing Relational Practice & Policy (Babcock International)
- Developing a Trauma Informed & Attachment Aware Behaviour Regulation Policy, Birmingham City Council (2021)

12. References and useful links

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- Trauma-Informed Schools UK <https://www.traumainformedschools.co.uk/>