

# ARTICLES SUMMARY



## CASE STUDIES:

- Toby Greany et al., Belonging Schools (2024) <https://www.teachfirst.org.uk/belonging-schools>
- Lucie Lakin, 'An Outstanding Culture' in Morgan, et.al., Square Pegs: Inclusivity, compassion and fitting in – a guide for schools (2023) p189-194
- Children and Young People's Mental Health Coalition, Behaviour and Mental Health in Schools (2023) p86 <https://cypmhc.org.uk/wp-content/uploads/2023/06/Behaviour-and-Mental-Health-in-Schools-Full-Report.pdf>  
<https://cypmhc.org.uk/wp-content/uploads/2023/05/Case-Studies-of-Best-Practice.-Behaviour-and-Mental-Health-in-Schools.pdf>
- Trauma Informed Education Settings Insight West Yorkshire: Guidance (2022) p27-28 [https://www.wypartnership.co.uk/application/files/6516/5934/6537/Trauma\\_education\\_report\\_WEB\\_READY\\_NEW.pdf](https://www.wypartnership.co.uk/application/files/6516/5934/6537/Trauma_education_report_WEB_READY_NEW.pdf)
- RSA Inclusive and Nurturing Schools Tool Kit (2021) p45 <https://www.thersa.org/reports/inclusive-nurturing-schools-toolkit>
- Finnis, M. Restorative Practice (2021) p99ff & 130ff
- Dix, P. After the Adults change: Achievable behaviour Nirvana (2021) p86-89
- RSA Pinball Kids (March, 2020) p43 <https://www.thersa.org/globalassets/reports/2020/the-rsa-pinball-kids-preventing-school-exclusions.pdf>
- DfE Character Education Framework (Nov, 2019) p26 [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/849654/Character\\_Education\\_Framework\\_Guidance.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/849654/Character_Education_Framework_Guidance.pdf)
- DfE Children in Need Interim Review (Dec, 2018) p20 [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/762826/Children\\_in\\_Need\\_of\\_help\\_and\\_protection-Interim\\_findings.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/762826/Children_in_Need_of_help_and_protection-Interim_findings.pdf)

## TES ARTICLES:

- (May 2021), *Simon Flowers* How I ended exclusions at my school | Tes News
- (Nov 2019), *Tom Shaw* <https://www.tes.com/news/you-want-cut-exclusions-and-maintain-staff-morale>
- Visit from *Damien Hinds*, then Education Secretary (Dec, 2018) <https://www.yorkshireeveningpost.co.uk/education/education-secretarys-praise-schools-approach-inclusivity-197838>

## ACADEMIC ARTICLES:

- Toby Greany (2024) **Moral Purpose in Performative Times: Do School leaders' Values Matter?**
- Nuttall, A. & Shaw, T. 'What if . . .?' Schools and Society' in Podesta, E. & Hoath, L. Professional Studies for Secondary Teaching (2023) p205-224
- Rebecca Hibbin (2023): **Relational responsibility, social discipline and behaviour in school: re-orienting discipline and authority through a distributed network of relational accountability**, Pastoral Care in Education, DOI: 10.1080/02643944.2023.2263453
- Warin, Jo & Hibbin, Rebecca. (2020). EMBEDDING RESTORATIVE PRACTICE IN SCHOOLS. 10.13140/RG.2.2.21232.89603. (PDF) **EMBEDDING RESTORATIVE PRACTICE IN SCHOOLS** ([researchgate.net](https://www.researchgate.net))
- Rebecca Hibbin & Jo Warin (2019): A language focused approach to supporting children with social, emotional and behavioural difficulties (SEBD), Education 3-13, DOI:10.1080/03004279.2019.1664410