Culshaw, A and Bodfield, K

 Trauma-informed education: a case for compassion-focused teaching?

http://researchonline.ljmu.ac.uk/id/eprint/22650/
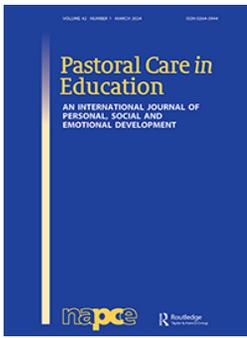
Article

Trauma-informed education: a case for compassion-focused teaching?

Aisling Culshaw & Kalum Bodfield

Published online: 17 Feb 2024.

Submit your article to this journal ⬈

View related articles ⬈

View Crossmark data ⬈

Routledge
Taylor & Francis Group

Trauma-informed education: a case for compassion-focused teaching?

Aisling Culshaw and Kalum Bodfield (ID)

Liverpool John Moores University, Liverpool, UK

ABSTRACT

While education seeks to develop academic knowledge, there too lies the need for children and young people's personal, social, emotional, and ethical needs to be met, to develop confidence and autonomy. With ongoing austerity and the closure of universal services such as Children Centres , there is an ever-increasing need for schools to become trauma informed, as they continue to gain recognition as a first line of defence against later mental health issues, warranting earlier and more pervasive intervention and support. As a result, therapeutic approaches and teaching continue to converge in schools in varying capacities. Well-being and academic learning should be regarded in equal measure; however, the application of standalone interventions raises the question of what needs to be considered for mental health and well-being to be authentically trauma informed and threaded into the culture and pedagogy of schools long term. This paper uses existing literature to examine the implications of trauma-informed education in developing a case for compassion-focused pedagogy in schools, considering the benefits and potential barriers to its implementation

While the core objectives of the British education system include economy, culture, and preparation for adult life (Department for Education, 2015), there too lies the need for 'a paradigm of holism' (Broekaert et al., 2011., p.11) in education, where children and young people's personal, social, emotional, and ethical needs are addressed, to develop confidence and autonomy. The need to address learners' well-being needs in education has been central to early childhood curricula since the inception of the Early Years Foundation Stage (Department for Education, 2012). However, momentum has increased in applying a more 'trauma and compassion focused lens' in older age phases of education in more recent years (Department for Education, 2021). One such example is the updated Behaviour in Schools document (Department for

CONTACT Aisling Culshaw ✉ a.a.culshaw@ljmu.ac.uk

Education, 2022a) where a shift in language used presents a more compassionate and empathetic take on managing behaviour in schools.

A compassion-focused lens subscribes to Gilbert (2010) model of compassion-focused therapy, where it was primarily created to support mental health problems that were primarily linked to feelings of extreme shame and self-criticism. The intent of the therapy was to help individuals replace such feelings with agency for compassion for themselves and others (Leaviss & Uttley, 2015). Gilbert (2010) defines compassion as a flow state, where compassion is cultivated from within, and then from others to others.

Since the wider application of compassion focused interventions in schools there has been overlap between therapeutic practices such as those seen in dialectical behaviour therapy whereby emotions are named and managed through regulation strategies (Swales & Heard, 2016) and education whereby a similar principle is used in emotion coaching (Gus et al., 2017) and attachment-aware school initiatives (Rose et al., 2019). Indeed, education often has interventions centred on therapeutic concepts such as attachment-aware schools (Emotionally Healthy Schools, 2019), trauma-informed schools (Trauma Informed Schools UK, 2023) and even mindfulness in schools (Mindfulness in Schools Project, 2023). The fundamental intent of these interventions is to implement strategies that ensure the relational and emotional health of all. While approaches such as these might positively address the needs of children beyond the academic learning of core academic subjects, such as increasing focus on children's self-regulation skills, the informed creation and application of these practices require further examination. To complement holistic education, well-being and academic learning must be regarded in equal measure. Research conducted in the last decade indicates that well-being is described as in tension with children's academic achievement (Clarke, 2020), where significant decreases in the well-being of children have been reported (Heller-Sahlgren, 2018). The application of well-being approaches as standalone interventions, such as those mentioned above, raises the question of what must be considered for a well-being focus to be authentically threaded into the culture and pedagogy of schools long term.

With ongoing austerity and the closure of universal services such as Children Centres (Bate & Foster, 2017), there is increasing recognition of schools being a first line of defence against later mental health issues or perhaps even a supportive tool in the mental health crisis in the United Kingdom, warranting earlier and more pervasive intervention and support (Lowry et al., 2022). As therapeutic approaches and teaching continue to converge further, it is important to understand and explore the implication of trauma-informed education for the student body, the benefits to this approach and potential barriers to implementation.

Furthermore, as therapeutic practices, such as those described above, continue to lead the way for the management and support of adversity and trauma

in schools, it is important to explore how these practices may be further integrated and aligned to educational practice. Jazaieri (2018) denotes that the seeds of compassion exist within students, and it is the role of others, such as school staff to use the critical component of compassion to support therapeutic practices, or in education, a compassion-focused pedagogy. Given the recent demonstrated benefits of compassion-focused therapy in managing the impacts of trauma (Beaumont et al., 2016; Cowles et al., 2020; Lawrence & Lee, 2014), it is important to explore the notion of compassion-focused pedagogy and the role of compassion in trauma-informed practice within education.

Trauma-informed practice

Trauma-informed practice was borne from research in criminality, prison reform, and clinical psychology (Latimer et al., 2005). It is a way of working and responding to individuals with consideration of the interrelatedness of the role that trauma can play in human behaviour, cognition and affect. Indeed, research has consistently outlined that child and early adulthood experiences of trauma has significant implications for brain development (Carrion & Wong, 2012; Williams, 2020), mental health (Felitti et al., 1998), emotional regulation (Carvalho Fernando et al., 2014) and behaviour (Berger, 2019). Despite the initial beginnings of this research, the key message of trauma-informed practice is applicable to many if not all people-facing services, specifically educational practice such as in schools.

The Good Childhood Report (2022) found that the likelihood of children and young people having a mental health concern has increased with one in six children likely to have a recognised mental health need. Conversely, even as the awareness of diverse needs and emotional well-being in education increases (Department for Education, 2021), the most applied response to managing behaviour in schools remains behaviourist, predominantly in the form of sanction-based discipline (Department for Education, 2022a). As already noted, there has been a shift in language and terminology used in the latest Behaviour in Schools document (Department for Education, 2022a); however, the policy guidance remains aligned to a reactive response to managing behaviour. The British school system is built upon leadership and governance structures (Department for Education, 2020) which resonate with Foucault's (1984) power/knowledge concept and how those in power have authority to legitimize subjugation of others in society. Alongside policy guidance on behaviour management, schools are also subjected to bureaucratic and capitalist state interventions such as key performance indicators and the inspectorate (Kilinç et al., 2016).

School disciplinary policies and governance such as behaviour in schools, school exclusions, and behaviour principles (Department for Education, 2022b), rely on a hierarchical structure that focuses on reacting to challenging

behaviour rather than promoting positive behaviour. Systems, such as school behaviour management systems, are reinforced through indoctrinated practices that reproduce conformity and docility (Pathkeepers, 2016). Such policy documentation advocates for discipline to achieve success and promote the need for compliance or in Foucauldian terms, docile bodies (Foucault, 1977), to be deemed a 'good' student and subsequently successful in school.

Historically these practices in schools were physical, such as beatings or canings, or through shame, such as being assigned to wear the 'dunce cap' (Meda & Brunelli, 2018, p. 41). The act of disciplinary power through such practices held control, power, exclusion, and dominance (Foucault, 1977). While in the present day such behaviour management interventions as described above are outlawed in schools, the accepted approach of the dominance and control of students by school staff remains current practice. A counterargument may be that this power hold must be obtained and retained to ensure children learn (Bennett, 2017). However, statistics on growing need (NHS Digital, 2022) call for the need to explore this power hold further to ensure inclusivity of every child and actively reduce hardship and inequalities in education (Skovdal & Campbell, 2015). This is where the need for compassion-focused teaching strengthens.

Returning to Gilbert (2010) description of compassion-focused therapy as being a flow state which benefits all involved, this strengthens the need for school staff as well as students to feel supported within the school community. The existing policy guidance of education, such as those already mentioned, limits autonomy on the part of school staff. Indeed, as already mentioned, there is evidence of initiatives and approaches in education which are igniting alternative and more compassionate ways of supporting the well-being of children in schools. One such practice is trauma informed education. The approach spotlights the need to consider the potential impact of trauma and adversity on a person and the impact that can have on their holistic well-being, not only during the traumatic or adversarial event, but throughout their lives, such as in school. This awareness has increased in recent years (Felitti et al., 1998) and the need to involve these considerations in people-facing services, such as education, continues to grow. The true figure of how many people experience adverse experiences is difficult to unveil as data collection relies on knowledge of the child's background or an individual's ability to make a disclosure; however, even so, the current statistics indicate that 48% of children and young people living in England have experienced one or more adverse childhood experiences (Young Minds, 2020).

Already noted, trauma informed practice has its origins in disciplines outside of education such as in criminality and prison reform (Latimer et al., 2005). Mullet (2014) discusses how the roots of trauma informed practice; in particular, the restorative justice element of this approach is rooted in 'empathy-based philosophy', (p.157). The aim of the approach is to focus on the relational nature

of behavior which is seen as challenging and work to address the need through understanding, reparation, and restoration. In criminality and prison reform, the approach is seen as non-adversarial, where wrongdoing is seen as a breach of trust rather than an offence (Drewery & Kecskemeti, 2010). It focuses on the respect of all involved.

Restorative justice, which is a prerequisite of trauma-informed practice (Lauridsen & Munkejord, 2022), continues to build momentum in social work and prison reform as well as in other disciplines such as education. There is much literature and studies that highlight the links between academic failure, such as low grades or experiences of exclusions, and the likelihood to enter the school-to-prison pipeline (McAra & McVie, 2010; Office for National Statistics, 2023; Ou & Reynolds, 2010). When considering that restorative practice focuses on the relational nature of behaviour and seeks to help individuals to identify and understand the impact of their behaviour on themselves and others, it bears comparisons with compassion focused therapy and its aim of cultivating compassion through tackling inner feelings of shame and self-criticism. As such, the need to incorporate a compassion-focused pedagogy into education seems a probable fit.

Trauma informed practice has its foundations in safety and belonging (Bowlby et al., 1962; Zehr, 2002), whereas punitive practice perpetuates dominance and power where the lack of feeling a sense of belonging and safety can instil fear and retaliation. Punitive behaviour management, such as school exclusions, has been highlighted as a risk factor to children later engaging in criminality in youth and adulthood (Timpson, 2019). Exclusions and subjection to punitive behaviour management increases for children who have experienced Adverse Childhood Experiences (ACEs) (Bell et al., 2021). Sherwood (2017) emphasises the importance of teacher's understanding of the impact of adversity on behaviour as this promotes understanding, 'hope, optimism and calm' in the classroom. Compassion-focused pedagogy aligns with core values of trauma-informed practice, which focuses on permeating positive relationships when there has been conflict, through effective school, 'ethos, policies and procedures to reduce the possibility of such conflict and harm arising', (Mc Cluskey, 2018., p.4). One key aspect required to allow for an authentic adoption of trauma informed practice is a compassionate workforce who are effectively trained and supported to not only support students but also themselves, 'to ensure all members of the school community feel seen, heard, valued, and cared for' (O'Toole & Dobutowitsch, 2023, p. 131).,

Compassion-focused teaching – the Current landscape

Compassion is a fundamental element of trauma-informed practice, and indeed an important construct of mental health literature, both in an educational and clinical setting (Winders et al., 2020). Indeed, compassion has been defined as

a trait within individuals 'that aims to nurture, look after, teach, guide, mentor, sooth, protect, offer feelings of acceptance and belonging' (Gilbert, 2010, p.217); qualities Welford and Langmead (2015) noted as pivotal to an educational setting. Indeed, like in clinical contexts, a compassion-focused lens focuses on giving students the opportunity to understand their behaviour and feelings through compassion and understanding, rather than shaming the child into desired behaviours. Compassion has been similarly defined by Beard et al. (2007) as an affective experience with 'emotional labour' being a key element of compassion. One of the most efficient treatments for individuals who have experienced trauma is compassion-focused therapy (CFT) and the fostering of self-compassion (Au et al., 2017; Beaumont et al., 2016; Cowles et al., 2020). A review by Welford and Langmead (2015) highlighted that as self-compassion leads to a greater connection with oneself, others and community, the school as a community hub is focal in driving and implementing this. Therefore, given the efficacy of compassion in dealing with psychological distress, it is of interest to determine if the principles of compassion and perhaps even compassion focused therapy as a therapeutic approach can be integrated into educational practice to improve student and staff well-being and outcomes.

The application of the principles of compassion to education is an emerging field and is gaining the interest of scholars and educationalists. Andrew et al. (2023) highlighted the burgeoning interest in compassionate pedagogy given the backdrop of the COVID-19 pandemic in recent years. However, there has been debate on whether compassion in education is even possible in the current landscape, despite the apparent need for it. For example, education in the UK is heavily influenced by neoliberal ideology as pointed out by Andrew et al. (2023). The bureaucratic focus of education and wider capitalist society emphasises the audited capital of achievement, performance, and grades to contribute to economic productivity which presides over the emotional capital of the experiences and feelings of those in the education system (Giroux, 2002, 2014). The focus on performance metrics and achievement leads to a commodification of compassion as a secondary thought. Indeed, another potential rationale might be prospective threat associated with framing educational practice in an alternative way (Bodfield & Culshaw, 2023).

There are also interesting points raised from existing literature on as to what extent compassion is required in education and how it is incorporated. For example, Ecclestone and Hayes (2008) argue that a focus on therapeutic education undermines student resilience and creates a co-dependency. A counterargument for this is, given that trauma will naturally occur during life through events such as bereavements and therefore propagate resilience, education should be as therapeutic as possible to reduce the risk of excessive exposure to trauma. A further critique of the application of a more compassionate pedagogy is posited by Andrew et al. (2023) who question if the concept of resilience and empathy in education is patronising at best, assuming that

societal marginalisation and discrimination continues to exist. An interjection to this claim is the 'disciplinary power' which school create and uphold through hierarchical observation, normalising judgement, and examination (Foucault, 1977). If a compassion focused pedagogy is adopted and reproduced in school, this can reproduce 'normalising judgement' (p.18). Considering this, compassion should be considered fundamentally important in education.

It is important to note here that a compassionate pedagogy may seem at odds with neoliberalism in education and the existing pedagogy that is framed by performance measures; however, it can be partisan to a systemic approach of promoting positive relationships between students, colleagues, and others. A compassionate approach to education is about more than just pastoral practice and procedures, it is also about pedagogy and a teachers own practice. Thus, in practice, to behave compassionately in education requires two components, an affective one of empathy and an action to work compassionately.

The need for and benefits of compassion in education

Since the pandemic and even before, research has demonstrated that the levels of stress and psychological distress is increasing in the UK student population across both mandatory, further and higher education (Hubbard et al., 2018; Wyatt & Oswalt, 2013). Indeed, given the wider social and cultural context at the time of writing this paper such as the cost-of-living crisis, the war in Ukraine and the long-term repercussions of the COVID-19 pandemic, students and society are facing significant difficulties and upheaval. Due to this, increased levels of stress and distress is appropriate.

This acknowledgment of the appropriateness of distress as a response to situations is the cornerstone of compassion. In schools, compassion needs to be multi-faceted, involving compassion for students, teachers, senior leaders, parents and all individuals involved in school life. Vandeyar and Swart (2016) peruse how compassion can be successfully embedded into pedagogy and posit that it requires a demolishment of polarised thinking and the adoption of an 'epistemology of compassion' (p.41) to create critical learners; and to become an active agent and role model that challenges the often-engrained mythical practices associated with teaching and learning.

Despite the apparent need for and benefits associated with compassion-focused teaching, adopting a compassionate pedagogy is not without its challenges. Specifically, the restriction of curriculum requirements such as the National Curriculum key stages (Department for Education, 2013) and the fatigue that individuals can face when working with traumatised individuals (O'Toole & Dobutowitsch, 2023). When subjected to such a restrictive system and with individuals who may have been exposed to trauma, it is of little surprise that educators find themselves experiencing compassion fatigue in greater numbers.

Conclusion

To conclude, compassion-focused teaching **appears** at odds with the current bureaucratic landscape of education, and, as result might not be as highly regarded, or seen as important or productive as meeting key performance indicators or academic results. However, the need to feel safe and a sense of belonging is fundamental to an individual's self-worth and ability to thrive, particularly for children in education. Therefore, compassion-focused pedagogy is well placed to consider the needs of all involved in the practice of educating children. From reviewing existing literature, conceptual links between compassion and trauma are apparent, however an increase in the value of compassion-focused teaching in education will help to better validate its approach empirically. The current and ever-increasing governance structures and policies in education will remain, but the need to preserve and nurture intersectionality, uniqueness, and indeed humanism must be given concern in equal measure.

Disclosure statement

ORCID

Kalum Bodfield http://orcid.org/0000-0001-8005-6765

References

Andrew, M. B., Dobbins, K., Pollard, E., Mueller, B., & Middleton, R. (2023). Editorial: The role of compassion in higher education practices. *Journal of University Teaching & Learning Practice*, *20*(3), 1–12. https://doi.org/10.53761/1.20.3.01

Au, T. M., Sauer-Zavala, S., King, M. W., Petrocchi, N., Barlow, D. H., & Litz, B. T. (2017). Compassion-based therapy for trauma-related shame and posttraumatic stress: Initial evaluation using a multiple baseline design. *Behavior Therapy*, *48*(2), 207–221. https://doi.org/10.1016/j.beth.2016.11.012

Bate, A., & Foster, D. (2017). Sure start England. House of Commons Briefing Paper. https://researchbriefings.files.parliament.uk/documents/CBP-7257/CBP-7257.pdf

Beard, C., Clegg, S., & Smith, K. (2007). Acknowledging the effective in higher education. *British Educational Research Journal*, *33*(2), 235–252. https://doi.org/10.1080/01411920701208415

Beaumont, E., Durkin, M., McAndrew, S., & Martin, C. R. (2016). Using compassion focused therapy as an adjunct to trauma-focused CBT for fire service personnel suffering with trauma-related symptoms. *The Cognitive Behaviour Therapist*, *9*, e34. https://doi.org/10.1017/S1754470X16000209

Bell, M. F., Glauert, R., Ohan, J. L., Preen, D. B., & Bayliss, D. M. (2021). Early school suspensions for children with adverse childhood experiences (ACEs). *Journal of Applied Developmental Psychology*, *76*, 101300. https://doi.org/10.1016/j.appdev.2021.101300

Bennett, T. (2017). *Creating a culture: How school leaders can optimise behaviour*. UK Department for Education. https://assets.publishing.service.gov.uk/government/uploads/

system/uploads/attachment_data/file/602487/Tom_Bennett_Independent_Review_of_Behaviour_in_Schools.pdf

Berger, E. (2019). Multi-tiered approaches to trauma-informed care in schools: A systematic review. *School Mental Health*, *11*(4), 650–664. https://doi.org/10.1007/s12310-019-09326-0

Bodfield, K., & Culshaw, A. (2023). *Applying the power threat meaning framework to the UK education system*. Conference Presentation. Students At Heart Conference, LJMU. https://www.ljmu.ac.uk/about-us/news/articles/2023/6/7/mindfulness-lectures

Bowlby, J., Ainsworth, M. D., Andry, R. G., Harlow, R. G., Lebovici, S., Mead, M., Prugh, D. G., & Wootton, B. (1962). *Deprivation of maternal care: A reassessment of its effects*. World Health Organisation.

Broekaert, E., Vandevelde, S., & Briggs, D. (2011). The postmodern application of holistic education. *Therapeutic Communities*, *32*(1), 18–34. https://www.researchgate.net/profile/Stijn-Vandevelde/publication/265025978_The_Postmodern_Application_of_Holistic_Education/links/5654a9e008aefe619b1a0721/The-Postmodern-Application-of-Holistic-Education.pdf

Carrion, V. G., & Wong, S. S. (2012). Can traumatic stress alter the brain? Understanding the implications of early trauma on brain development and learning. *Journal of Adolescent Health*, *51*(2), S23–S28. https://doi.org/10.1016/j.jadohealth.2012.04.010

Carvalho Fernando, S., Beblo, T., Schlosser, N., Terfehr, K., Otte, C., Löwe, B., Wolf, O. T., Spitzer, C., Driessen, M., & Wingenfeld, K. (2014). The impact of self-reported childhood trauma on emotion regulation in borderline personality disorder and major depression. *Journal of Trauma & Dissociation*, *15*(4), 384–401. https://doi.org/10.1080/15299732.2013.863262

Clarke, T. (2020). Children's wellbeing and their academic achievement: The dangerous discourse of 'trade-offs' in education. *Theory & Research in Education*, *18*(3), 263–294. https://doi.org/10.1177/1477878520980197

Cowles, M., Randle-Phillips, C., & Medley, A. (2020). Compassion-focused therapy for trauma in people with intellectual disabilities: A conceptual review. *Journal of Intellectual Disabilities*, *24*(2), 212–232. https://doi.org/10.1177/1744629518773843

Department for Education. (2012). Statutory framework for the early years foundation stage. https://education-uk.org/documents/pdfs/2012-eyfs-statutory-framework.pdf

Department for Education. (2013). *The national curriculum in England: Framework document*. https://www.gov.uk/government/publications/national-curriculum-in-england-framework-for-key-stages-1-to-4.

Department for Education. (2015). *The purpose of education*. https://www.gov.uk/government/speeches/the-purpose-of-education

Department for Education. (2020). *Maintained school governance: Structures and roles*. https://www.gov.uk/government/publications/governance-structures-and-roles

Department for Education. (2021). *Physical health and mental wellbeing (primary and secondary): Statutory guidance*. https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education/physical-health-and-mental-wellbeing-primary-and-secondary

Department for Education. (2022a). *behaviour in Schools: Advice for headteachers and school staff*. https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1101597/Behaviour_in_schools_guidance_sept_22.pdf

Department for Education. (2022b). *Statutory Policies for Schools and Academy Trusts*. https://www.gov.uk/government/publications/statutory-policies-for-schools-and-academy-trusts/statutory-policies-for-schools-and-academy-trusts

Drewery, W., & Kecskemeti, M. (2010). Restorative practice and behaviour management in schools : Discipline meets care. *Waikato Journal of Education*, *15*(3), 101–113. https://doi.org/10.15663/wje.v15i3.85

Ecclestone, K., & Hayes, D. (2008). *The dangerous rise of therapeutic education*. Routledge. https://doi.org/10.4324/9780203870563

Emotionally Healthy Schools. (2019) *Attachment Aware Schools Programme*. https://emotionallyhealthyschools.org/safe-spaces/attachment-aware-schools-programme/

Felitti, V. J., Anda, R. F., Nordenberg, D., Williamson, D. F., Spitz, A. M., Edwards, V., & Marks, J. S. (1998). Relationship of childhood abuse and household dysfunction to many of the leading causes of death in adults: The adverse childhood experiences (ACE) study. *American Journal of Preventive Medicine*, *14*(4), 245–258. https://doi.org/10.1016/S0749-3797(98)00017-8

Foucault, M. (1977). *Discipline and punish*. Penguin.

Foucault, M. (1984). Nietzsche, genealogy, history. In P. Rabinow (Ed.), *The foucault reader* (pp. 76–100). Penguin Books.

Gilbert, P. (2010). *Compassion focused therapy*. Routledge.

Giroux, H. (2002). Neoliberalism, corporate culture and the promise of higher education: The University as a public sphere. *Harvard Educational Review*, *72*(4), 425–463. https://doi.org/10.17763/haer.72.4.0515nr62324n71p1

Giroux, H. (2014). Public intellectuals against the Neoliberal University. In N. K. Denzin & M. D. Giardina (Eds.), *Qualitative inquiry outside the academy* (pp. 35–60). Left Coast. https://doi.org/10.4324/9781315421339-1

The Good Childhood Report. (2022). *Childrens Mental Health Statistics*. https://www.childrenssociety.org.uk/what-we-do/our-work/well-being/mental-health-statistics#:~:text=In%20the%20last%20three%20years,have%20a%20mental%20health%20problem.

Gus, L., Rose, J., Gilbert, L., & Kilby, R. (2017). The introduction of emotion coaching as a whole school approach in a primary specialist social emotional and mental health setting: Positive outcomes for all. *The Open Family Studies Journal*, *9*(1), 95–110. https://doi.org/10.2174/1874922401709010095

Heller-Sahlgren, G. (2018). *The achievement – wellbeing trade-off in education*. Centre for Education Economics.

Hubbard, K., Reohr, P., Tolcher, L., & Downs, A. (2018). Stress, mental health symptoms, and help-seeking in college students. *Psi Chi Journal of Psychological Research*, *23*(4), 293–305. https://doi.org/10.24839/2325-7342.JN23.4.293

Jazaieri, H. (2018). Compassionate education from preschool to graduate school: Bringing a culture of compassion into the classroom. *Journal of Research in Innovative Teaching & Learning*, *11*(1), 22–66. https://doi.org/10.1108/JRIT-08-2017-0017

Kilinç, A. Ç., Koşar, S., Er, E., & Öğdem, Z. (2016). The relationship between bureaucratic school structures and teacher self-efficacy. *McGill Journal of Education*, *51*(1), 615–634. https://doi.org/10.7202/1037362ar

Latimer, J., Dowden, C., & Muise, D. (2005). The effectiveness of restorative justice practices: A meta-analysis. *The Prison Journal*, *85*(2), 127–144. https://doi.org/10.1177/0032885505276969

Lauridsen, M. B., & Munkejord, M. C. (2022). Creating conditions for professional development through a trauma-informed and restorative practice. *Social Work*, *67*(2), 135–144. https://doi.org/10.1093/sw/swac005

Lawrence, V. A., & Lee, D. (2014). An exploration of people's experiences of compassion-focused therapy for trauma, using interpretative phenomenological analysis. *Clinical Psychology & Psychotherapy*, *21*(6), 495–507. https://doi.org/10.1002/cpp.1854

Leaviss, J., & Uttley, L. (2015). Psychotherapeutic benefits of compassion-focused therapy: An early systematic review. *Psychological Medicine*, *45*(5), 927–945. https://doi.org/10.1017/S0033291714002141

Lowry, C., Leonard-Kane, R., Gibbs, B., Muller, L. M., Peacock, A., & Jani, A. (2022). Teachers: The forgotten health workforce. *Journal of the Royal Society of Medicine*, *115*(4), 133–137. https://doi.org/10.1177/01410768221085692

McAra, L., & McVie, S. (2010). Youth crime and justice: Key messages from the Edinburgh study of youth transitions and crime. *Criminology & Criminal Justice*, *10*(2), 179–209. https://doi.org/10.1177/1748895809360971

McCluskey, G.(2018). Restorative approaches in schools: Current practices, future directions. In J. Deakin, E. Taylor, & A. Kupchik (Eds.), *The Palgrave International Handbook of School Discipline, Surveillance and Social Control. Palgrave* (pp. 573–593). Palgrave. https://doi.org/10.1007/978-3-319-71559-9

Meda, J., & Brunelli, M. (2018). The dumb child: Contribution to the study of the iconogenesis of the dunce cap. *History of Education and Childrens' Literature*, *13*(1), 41–70. https://www.torrossa.com/en/resources/an/4351908

Mindfulness in Schools Project. (2023). *Bringing mindfulness to your school*. https://mindfulnessinschools.org/mindfulness/explore-mindfulness/

Mullet, J. H. (2014). Restorative discipline: From getting even to getting well. *Children & Schools*, *36*(3), 157–162. https://doi.org/10.1093/cs/cdu011

NHS Digital. (2022). *Mental health of children and young people in England, 2021*. https://files.digital.nhs.uk/97/B09EF8/mhcyp_2021_rep.pdf

Office for National Statistics. (2023). *The links between young people being imprisoned, pupil background and school quality*. https://www.ons.gov.uk/peoplepopulationandcommunity/educationandchildcare/articles/thelinksbetweenyoungpeoplebeingimprisonedpupilbackgroundandschoolquality/2023-01-27

O'Toole, C., & Dobutowitsch, M. (2023). The courage to care: Teacher compassion predicts more positive attitudes toward trauma-informed practice. *Journal of Child & Adolescent Trauma*, *16*(1), 123–133. https://doi.org/10.1007/s40653-022-00486-x

Ou, S. R., & Reynolds, A. J. (2010). Childhood predictors of young adult male crime. *Children and Youth Services Review*, *32*(8), 1097–1107. https://doi.org/10.1016/j.childyouth.2010.02.009

Pathkeepers. (2016). *Education sovereignty: restoring self-determination in native American education*. https://www.pathkeepers.org/_files/ugd/4d68b3_197973cfec004c1ca7688b7d9fd0c79d.pdf

Rose, J., McGuire-Snieckus, R., Gilbert, L., & McInnes, K. (2019). Attachment aware schools: The impact of a targeted and collaborative intervention. *Pastoral Care in Education*, *37*(2), 162–184. https://doi.org/10.1080/02643944.2019.1625429

Sherwood, C. (2017). *Some Principles of Effective Pupil Premium Teaching*. https://www.sec-ed.co.uk/best-practice/some-principles-of-effective-pupil-premium-teaching/

Skovdal, M., & Campbell, C. (2015). Beyond education: What role can schools play in the support and protection of children in extreme settings? *International Journal of Educational Development*, *41*, 175–183. https://doi.org/10.1016/j.ijedudev.2015.02.005

Swales, M. A., & Heard, H. L. (2016). *Dialectical behaviour therapy: Distinctive features*. Taylor & Francis.

Timpson, E. (2019). *Timpson review of school exclusion*. https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/807862/Timpson_review.pdf

Trauma Informed Schools UK. (2023). *Training offer*. https://www.traumainformedschools.co.uk/

Vandeyar, S., & Swart, R. (2016). Educational change: A case for a 'pedagogy of compassion'. *Education as Change*, *20*(3), 141–159. https://doi.org/10.17159/1947-9417/2016/1362

Welford, M., & Langmead, K. (2015). Compassion-based initiatives in educational settings. *Educational & Child Psychology*, *32*(1), 71–78. https://doi.org/10.53841/bpsecp.2015.32.1.71

Williams, A. (2020). Early childhood trauma impact on adolescent brain development, decision making abilities, and delinquent behaviors: Policy implications for juveniles tried in adult court systems. *Juvenile and Family Court Journal*, *71*(1), 5–17. https://doi.org/10.1111/jfcj.12157

Winders, S. J., Murphy, O., Looney, K., & O'Reilly, G. (2020). Self-compassion, trauma, and posttraumatic stress disorder: A systematic review. *Clinical Psychology & Psychotherapy*, *27* (3), 300–329. https://doi.org/10.1002/cpp.2429

Wyatt, T., & Oswalt, S. B. (2013). Comparing mental health issues among undergraduate and graduate students. *American Journal of Health Education*, *44*(2), 96–107. https://doi.org/10.1080/19325037.2013.764248

Young Minds. (2020). *Addressing adversity*. https://www.youngminds.org.uk/media/ojpon1ut/addressing-adversity-infographic-poster.pdf

Zehr, H. (2002). *The little book of restorative justice*. Good Books.