



Team Pupil

Introduction

Team Pupil is a collaborative initiative designed to support schools working with children and young people who may face barriers to learning, engagement, or inclusion and may have experienced trauma, loss or breakdown of relationships. The team works closely with schools, families, and other professionals to create safe, supportive environments where pupils can have the opportunity to thrive socially, emotionally, and academically.

Purpose of Intervention

The intervention aims to:

- Offer a supportive approach to provide schools with skills and a framework to set up and maintain Team Pupil
- Promotes the emphasis on building relationships, 'connection before correction'
- Supporting the creation of a team of adults around the child or young person
- Provide a shared understanding of the body's response to stress, Polyvagal Theory, Relational Approaches and Neurosequential Model
- Tailor to the child or young person's needs.
- Provide a safe space for team reflections and Supervision
- Signpost to helpful resources.
- Develop a bespoke Therapeutic Timetable and One Page Plan.

Target Audience

Team Pupil interventions are typically designed to work with a in-school team:

- To support staff build relationships with children with areas of need including Trauma, Anxiety or Autism
- Pupils experiencing social, emotional, or mental health (SEMH) challenges.
- Those at risk of exclusion or disengagement.
- Pupils with neurodiverse profiles or additional needs.

Who Can Deliver the Intervention

Interventions can be delivered by:

- Inclusion Facilitators
- Educational Psychologists

Session Structure

Sessions are: 3 one hour sessions after initial contact

- Initial contact and Identifying the Team visit
- Stage 1: Welcome Team Pupil: Importance of Regulating ourselves, what is Team Pupil, Respecting Biology and Responses to Stress
- Stage 2: Regulate, Relate, Reason and Repair: Relationships and attunement, Neurosequential Model, Practical tools and regulatory resets
- Stage 3: Reviewing One Page Plan.

Frequency and Duration



- 3 sessions arranged with schools
- Sessions last approx 60 minutes with time allowed before and after for prepping, checking in and reflections
- Completed within a term

Key Principles

- **Relationship-based:** Building trust and connection is central.
- **Strengths-focused:** Emphasising what pupils can do.
- **Inclusive:** Valuing diversity and promoting equity.
- **Reflective:** Encouraging self-awareness and emotional literacy.
- **Collaborative:** Working with school staff.
- **Trauma- Informed**
- **Behaviour is Communication**

Training and Implementation

- Staff receive training in trauma-informed practice, emotion coaching, and inclusive strategies.
- Implementation includes creating a bespoke Therapeutic Timetable and One Page Plan.
- Summary of Involvement is shared with key adults.

Evidence and Outcomes

- Increased understanding of Trauma-Informed and relational approaches.
- Creating an emotionally and physically safe and consistent and predictable environment
- Increased connection and building of trusting relationships.
- Bespoke Therapeutic Timetable and One Page Plan to support consistency, tools and strategies to incorporate practical ways to soothe and co-regulate and regular resets throughout the school day

Feedback

Feedback is gathered through:

- Staff reflections and surveys.
- Pupil Voice: [One Page Profiles](#)

Further Information and Resources

- Access to [Therapeutic Timetable](#), One Page Plan, resources for ideas for tools and strategies to support regulation.
- Recommended reading: *Emotion Coaching*, *The Zones of Regulation*, *Restorative Practice in Schools*.
- Louise Bomber [Know me to Teach me](#).
- **Dan Hughes:** known for developing Dyadic Developmental Psychotherapy, PACE and whose work is influential in the field of attachment and developmental trauma, providing a framework for adults to support children in forming healthy, secure relationships.



- **Bruce Perry:** Known for his Neurosequential Model of Therapeutics (NMT). His model maps **brain development** and the **impact of trauma** on different brain regions. His work then addresses how trauma affects cognitive and emotional development, influencing behaviour and mental health and emphasises the importance of supportive relationships and environments.
- **Karen Treisman:** Known for her work in developing **trauma informed care**. Treisman's approach is **holistic**, where the biological, psychological and social perspectives are **integrated** to provide comprehensive care for individuals affected by trauma, creating **stable and predictable environments**, working **collaboratively** to achieve this through **advocacy and partnership**.
- **Steven Porges:** Known for his work developing the **Polyvagal Theory**. Porges' theory explains how the **autonomic nervous system**, particularly the vagus nerve, **influences our emotional regulation, social behaviours and stress responses**. This theory has had significant implications for trauma research, emphasising the importance of creating **safe and supportive environments** for healing.
- **Keys to Inclusion and Person-Centred Planning training**