

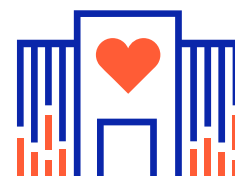


YOUTH
SPORT
TRUST

WELL
SCHOOL
COMMUNITY

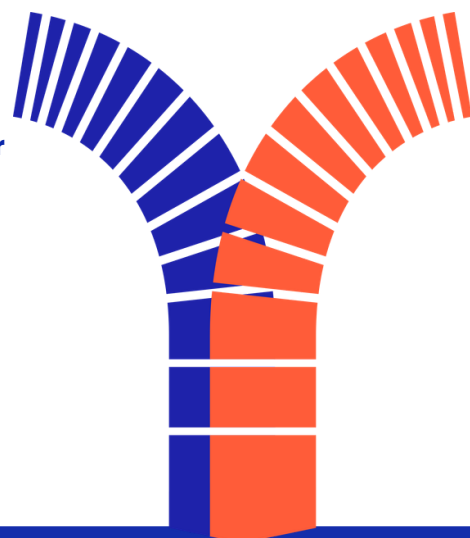


Further Reading Guide: Care first, move more, exclude less



Well Culture.

Here are some recommended books, speakers, organisations and practical resources that schools may find useful when beginning or developing this journey.



This resource has been designed based on the Well Schools Well Culture pillar.

Recommended reading

Independent Thinking on Restorative Practice

Mark Finnis

Mark Finnis is one of the UK's leading voices on restorative practice in schools. His work focuses on:

- relationships over punishment
- consistency through connection
- behaviour as communication
- restorative conversations
- creating calm school cultures

His approach is highly practical and accessible for schools wanting to move away from purely punitive systems while maintaining high expectations.

Particularly useful for:

- SLT
- pastoral teams
- classroom teachers
- behaviour leads

Key themes include:

- "Relentless routines with relentless relationships"
- reducing shame and confrontation
- restorative language

emotionally available adults

When the Adults Change, Everything Changes

Paul Dix

A hugely influential book focused on adult behaviour, school culture and relationships.

Paul Dix advocates:

- **consistent adult behaviour**
- **visible kindness**
- **certainty over severity**
- **repairing relationships**
- **building belonging**

Excellent for schools reviewing behaviour systems and wanting to strengthen culture without escalating sanctions.

The Kindness Principle

Dave Whitaker

A thoughtful and practical book focused on:

- **belonging**
- **connection**
- **staff wellbeing**
- **compassionate leadership**
- **emotionally intelligent schools**

Helpful for schools wanting to strengthen wellbeing alongside behaviour and inclusion work.

Running the Room

Tom Bennett

While not specifically restorative, this is an excellent resource on classroom culture, routines and relationships.

Useful for balancing:

- **strong routines**
- **calm consistency**
- **relational approaches**
- **clear boundaries**

A valuable companion resource when implementing restorative approaches.

Spark: The Revolutionary New Science of Exercise and the Brain

Dr John Ratey

An accessible exploration of how movement and exercise positively influence:

- **mental health**
- **focus**
- **behaviour**
- **emotional regulation**
- **learning readiness**

Helpful for strengthening the evidence base around movement and wellbeing in schools.

Key Ideas & reflections

- Relationships Before Sanctions
- Strong relationships improve accountability, not weaken it.
- Belonging Drives Behaviour
- Young people behave differently when they feel connected to school.
- Movement Supports Regulation
- Physical activity can reduce stress, improve focus and support emotional wellbeing.
- Consistency Matters
- Restorative practice works best when language, routines and expectations are predictable.
- Adults Set the Culture
- Calm, emotionally available adults are central to creating safe learning environments.

Final Reflection

Schools that successfully adopt restorative and wellbeing-centred approaches tend to:

- stay values-led
- prioritise relationships
- create opportunities for movement and belonging
- support staff wellbeing alongside pupil wellbeing
- focus on connection before correction

The most effective schools are often those where pupils feel:

- known
 - valued
 - included
 - listened to
 - successful
-



SportPark
Loughborough University
3 Oakwood Drive
Loughborough
Leicestershire LE11 3QF

01509 462900

info@youthsporttrust.org

www.youthsporttrust.org

@YouthSportTrust

Registered charity number 1086915

Registered company number 4180163

