



# POSITIVE BEHAVIOUR & RELATIONSHIPS POLICY

<b>Policy Date</b>	January 2026
<b>Author</b>	Mike Marshall – Principal Anthony Riley – Deputy Principal
<b>Review Date</b>	January 2027

## CONTENTS

1. Our Key Beliefs
2. Aims
3. Implementation
4. Setting Expectations
5. Pupil Induction
6. Whole School Approach to Learning
7. Positive Handling
8. School Guidance Counsellor
9. Therapeutics and Mentors
10. Collecting Data
11. Guidance of Application for Rewards/ Sanctions
12. Screening and searching and the power to use reasonable force
13. Exclusions
14. Roles and responsibilities
15. Pupils beyond
16. Bullying
17. Racist language / incidents
18. Restricting liberties
19. The 'telling' school
20. Corporal punishment
21. Touch
22. Monitoring
23. Continuing professional development
24. Conclusion
25. Evaluation / review

Appendix A The TPA Way

Appendix B Restorative Practice at TPA

# 1. Our Key Beliefs

We are committed to fostering positive behaviour and healthy relationships within a safe, respectful and inclusive school environment. We recognise that behaviour is a form of communication and that our pupils may need additional support to understand emotions, manage distress and build positive social relationships.

## **Our approach is rooted in our core values:**

**Belong** – We create a nurturing and inclusive culture where pupils feel safe, accepted and valued, and where strong, trusting relationships form the foundation of positive behaviour.

**Commit** – We are committed to consistent, relational practice, working closely with pupils, families and professionals to understand individual needs and respond with empathy and clarity.

**Thrive** – Through supportive, restorative approaches, pupils develop self-awareness, emotional regulation and resilience, enabling them to engage positively in learning and school life.

Restorative and relational practice is a strength of our school. We prioritise repair, reflection and learning over punishment, helping pupils to understand the impact of their actions, rebuild relationships and develop the skills needed for long-term success. Our focus is always on dignity, wellbeing and positive outcomes for every pupil.

## **At Turning Point Academy we believe that:**

- pupils want to behave well
- pupils can learn to improve their behaviour
- mistakes are part of the learning process
- all adults can learn strategies to support pupils to improve their behaviour

Adults can support our pupils by:

- the quality of our relationships with each other
- the quality of our relationships with our pupils
- the quality of our teaching
- the scaffolding we put in place

## **The scaffolding consists of:**

- rights and responsibilities
- rules

- routines
- the language of choice
- rewards and consequences
- reparation and restorative practices
- descriptive praise

### **Key Beliefs Explained**

Turning Point Academy is a school whose aim is to help pupils modify their behaviour to enable them to be successful learners and become young adults, able to cope with the demands of life, and contribute well to the community they live in.

TPA works in partnership with parents, carers, local authorities and external agencies using Restorative Practices to encourage and promote the appropriate behaviour of pupils both within and outside of the School.

Parents and carers have a vital role to play in encouraging good behaviour. For the school policy to be effective, pupils, parents, carers and staff must work together to help ensure that pupils achieve and become successful learners.

### **At TPA we believe that**

- a. Pupils want to behave well - we believe that our pupils are happy when they behave well and when that behaviour is recognised by adults and their peers.
- b. Pupils can learn to improve their behaviour - our pupils find learning difficult. Learning new behaviour is a task, just like learning to read or write.
- c. Mistakes are part of the learning process - we understand poor behaviour as a mistake which can be rectified. We don't make a judgement about it – instead we support our pupils to get it right. Practice improves performance.
- d. Adults can learn strategies to support pupils to improve their behaviour - most adults have evolved ways of dealing with children's behaviour based usually on their experience of being parented or parenting. In most cases, these are either a barrier or not sufficiently thought through to be helpful in addressing challenging behaviour of our pupils. Developing an understanding of why children behave as they do, a positive attitude to the child and his/her behaviour and effective strategies for managing that behaviour is a core requirement of the job. It requires a real commitment to ongoing professional

development. As for the child, constant practice improves performance.

### **Adults can support our pupils by**

- a) The quality of our relationships with each other and them - our relationships with each other are supported and developed by the expectations of our conduct as laid out in our role profiles. They provide a framework to help us to provide good models of behaviour at all times for our pupils, some of whom may have less helpful relationship models in life outside of TPA.
- b) The quality of our relationships with our pupils. These relationships are crucial. Each adult is a significant adult for our pupils. To foster successful, enabling relationships we need to:
  - actively build trust and rapport – they have to be earned; they're not given
  - demonstrate belief in the pupil – that s/he **can** succeed. Let the pupil know this
  - treat the pupil with dignity and respect at all times
  - listen respectfully to the pupil, and make a judgement about how/when to respond
  - enjoy his/her company – have fun together, where and when appropriate
  - hear the message behind the word/behaviour; ask yourself **why** the pupil is behaving in this way – there will always be a reason; **all behaviour is communication**
  - see things through e.g. if pupils have to make up time, the teacher concerned must help them to do this during morning break/lunch time/after school
  - keep our word – do whatever we say we will do
  - tell the truth at all times – **never** lie to a pupil
  - look for the good in the pupil – identify it with the child and build on it.
  - apologise if you make a mistake – you are modelling this for the pupil and you will earn respect
  - name and manage your own emotional reactions to pupils' behaviour i.e. demonstrate emotionally intelligent behaviour at all times
  - let go of your memory/feelings of a pupil's previous bad behaviour – it is unhelpful history. Focus instead on getting it right in the future
  - firmly hold appropriate boundaries for the pupils. Never let pupils do whatever they want, when this would infringe the rights or comfort of others. Adults remain in charge in a positive environment.

c) The quality of the teaching we provide. If we are able to meet each child at his/her point of learning, in most cases poor behaviour is likely to decrease/disappear. To do this we need to:

- accurately assess the pupils' learning e.g. learning ability, learning style and level of achievement in order to move them on
- plan to meet the pupils' range of needs e.g. equipment, seating, groupings, use of support
- know what the pupils **believe** they can do i.e. self-esteem, self-image and adjust expectations accordingly
- know what motivates each pupil and use it to help him/her achieve
- carefully plan lessons to ensure that we meet each pupil at his/her point of learning
- include the pupils in the target setting and evaluation process, using appropriate language (self-assessment)
- give the pupils feedback on progress in a supportive way, focussing particularly on their achievements and what they need to do to make further progress
- praise the pupils for their specific achievements i.e. descriptive praise
- actively teach the pupils positive learning behaviours, so that they know what to do to ensure successful lessons e.g. enter the room quietly, listen to the adults, think before you answer, choose who to sit with etc.

d) The scaffolding we put in place - by this we mean all the things we do to support our pupils to manage their own behaviour successfully.

### **The Scaffolding Consists of Rights –**

- All our pupils have a right to:
  - learn, and to make demonstrable progress
  - feel physically and emotionally safe at all times
  - be treated with respect and dignity at all times
  - express their feelings in an appropriate way (emotional intelligence)
- All our staff have a right to:
  - learn how to improve their practice
  - feel physically and emotionally safe at all times
  - be treated with dignity and respect at all times
  - express their feelings in an appropriate way (emotional intelligence)

## **Responsibilities -**

- are linked to rights, and this should be made explicit to our pupils
- everyone at TPA is responsible for their own behaviour.
- nobody makes us behave badly. We choose how to respond
- we can only change our own behaviour – not that of others.  
We can't make people do what they don't want to do
- we own our own feelings – others don't make us feel bad, angry etc

## **Rules –**

Rules support positive behaviour. They should be:

- few in number
- agreed with pupils
- written in a language the pupils can understand (including visual cues)
- stated in the positive
- regularly referred to by all staff with pupils
- prominently displayed in appropriate areas
- appropriate to the activity/place/age range

## **Routines –**

Routines support our pupils by fixing desired behaviours in their minds. They must be explicitly taught – don't assume they know them. You will need to teach routines for **all** activities, including:

- the start/end of the day
- moving from classroom to elsewhere e.g. dining hall, break
- entering/leaving the classroom
- answering the register
- leaving after Assembly/PE lunch etc
- giving and receiving commendations in class/Assembly
- collecting and giving our equipment / resources
- greeting visitors

The more consistency there is over routines, the easier it is for our pupils e.g. cross school, cross class – to learn them.

## **The Language of Choice -**

This is part of helping our pupils to take responsibility for their behaviour. We actively encourage them to choose the right thing to do, by explaining the consequences of their choices, both good and bad. We use specific descriptive praise when we see them making a good choice – we can never do too much of this. We link consequences to the choices they make, to help them make the best choice. This language:

- increases pupils' sense of responsibility
- regards mistakes as part of learning
- removes the struggle for power
- is positive
- overtly links responsibility, choice and consequence
- helps them to take responsibility
- increase their independence
- helps them to manage their own behaviour

### **Rewards/Consequences**

In order to support a consistent approach to deal with both positive and negative behaviour, staff and pupils work within The Ladders of Rewards and Consequences. Guidance on appropriate rewards and sanctions can be found in section 11.

These ladders are displayed around the school in order to provide visual reminders to both pupils and staff in order for them to make informed choices regarding their behaviour.

### **Rewards**

There can never be too many of these. They are part of the 'language' at TPA. They include:

*Social rewards such as -*

- nods, winks, smiles
- descriptive praise

*Symbolic rewards such as -*

- stickers, merits, commendations, vouchers
- letters/notes to parents

*Special activities such as -*

- 'golden time' (KS2)
- special responsibilities/privileges

They are linked to positive choices and achievements. They focus on the specific behaviours we wish to improve.

Throughout the day at TPA, pupils are able to earn ABC Merits. (Section 6). The following are in addition to the ABC Merits.

A weekly rewards assembly takes place where top attendees, top credit earners, subject awards and Proud Principal awards are celebrated. This takes place on a Friday afternoon. At the end of each half-term/full term more substantial rewards are available in the form of gift vouchers and or school trips, which are planned with the School Council.

Examples of informal rewards which staff are encouraged to use for appropriate behaviour, outstanding effort and academic achievement include:

- ✓ Positive body language – smile, eye contact, nod.
- ✓ General praise and encouragement in lessons, which should be used as much as possible.
- ✓ The Leadership Team or other appropriate members of senior staff to be invited to praise individuals, groups or classes and being invited into classrooms as appropriate.
- ✓ Recognition to be given to success in lesson time.
- ✓ Pupils' work to be displayed as much as possible in order to give recognition to it.

Formal rewards include:

- ✓ Phone calls and letters to parents.
- ✓ Post Praise cards to home.
- ✓ ABC Credits earned.
- ✓ Certificates given in assembly.
- ✓ Vouchers at the end of term assembly.
- ✓ Special visits/trips.

## **Consequences**

It is important for our pupils to clearly link a specific behaviour with its consequence. The consequence needs to be a natural consequence, which makes sense to the pupil.

- ✓ Non positive body language e.g. shake of head, ignore.
- ✓ A quiet word inside or outside the room.
- ✓ ABC credits not earned.
- ✓ Isolation within the classroom.
- ✓ Phone call to parents/carers.
- ✓ Repair and Reflect session (Break, lunch or after school).
- ✓ Work within the Restorative Framework
- ✓ Letter to be sent home.
- ✓ Internal/External exclusion (to be decided by Principal)

## **Reparation and Restorative Practice**

This means repairing relationships, or 'making good' in some way. We believe that pupils should always be given the opportunity to repair, and that they

want to do this. We support pupils to take responsibility for what they have done and to repair it with the other person(s) involved/affected.

### **Descriptive Praise**

If we tell people what it is exactly that we like about what they are doing, we are reinforcing the behaviours we want to promote e.g.

- 'I liked the way you lined up quietly'
- 'I noticed how kindly you supported \_S\_. Thank you'
- 'Thank you for returning to class so promptly'

We are also giving them positive feedback and personal recognition. This raises their self-esteem and leads to improved behaviour. The use of descriptive praise is a feature of our language.

There may be need for further follow up between the member of staff and the pupil involved.

## **1.1 Restorative Approach**

At TPA is a restorative school. This means that staff have the necessary skills to deal with any issues using a Restorative Approach. We use and promote the use of restorative language across the school community. Each class at TPA puts together their own 'Core Values and Beliefs,' and we encourage everyone to talk about their feelings. Restorative meetings are used as a vehicle to resolve any conflicts and pupils and staff are encouraged to participate in restorative meetings.

Restorative practice gives a clear overarching mindset and strategic framework and supports any targets that depend on building, maintaining and repairing relationships. It offers schools an alternative way of addressing discipline and behavioural issues as well as provide school staff with a consistent framework for preventing and dealing with problems. The important thing to remember is that restorative practice should not be seen as a behavioural management tool and if used as such in isolation, it is simply not effective.

### ***Benefits of Restorative Approaches:***

- Improved relationships and wellbeing amongst pupils and staff
- Staff better equipped to manage difficult situations
- Children and young people empowered to make their own decisions
- Pupils encouraged and supported to take responsibility for their actions

- Improved communication skills
- Improved emotional literacy
- Reduced exclusions and persistent absenteeism

## 1.2 Nurture Principles

**TPA is a nurturing environment and we all work to the 6 principles that underpin the work of nurture groups –**

### **1. Children's learning is understood developmentally**

Staff respond to children not in terms of arbitrary expectations about attainment levels but in terms of the children's developmental progress. The response to the individual child is 'as they are,' underpinned by a non-judgemental and accepting attitude.

### **2. The classroom offers a safe base**

The organisation of the environment and the way groups are managed contains anxiety. A balance of educational and domestic experiences aim to support the development of the children's relationships with each other and with the staff. Classes are organised around a structured period of time with predictable routines. Great attention is paid to detail; the staff are reliable and consistent in their approach to pupils. We make that important link between emotional containment and cognitive learning.

### **3. Nurture is important for the development of self-esteem**

Nurture involves listening and responding. Children respond to being valued and thought about as individuals, so in practice this involves noticing and praising small achievement.

### **4. Language is understood as a vital means of communication**

Language is more than a skill to be learnt, it is the way of putting feelings into words. Pupils often 'act out' their feelings as they lack the vocabulary to 'name' how they feel. Informal opportunities are created for talking and sharing. Words are used instead of actions to express feelings and opportunities are created for extended conversations encouraging pupils to understand the feelings of others.

### **5. All behaviour is communication**

This principle underlies the staff response to the pupil's often challenging or difficult behaviour. 'Given what I know about this child and their development, what is the child trying to tell me?' Understanding what a

child is communicating through behaviour helps staff to respond in a firm but non-punitive way by not being provoked or discouraged. If the child can sense that their feelings are understood this can help to diffuse difficult situations. The staff make the link between the external / internal worlds of the child.

## **6. *Transitions are significant in the lives of children***

We help our pupils make the sometimes difficult transition between home and school. However, on a daily basis there are numerous transitions a child makes e.g. between sessions and classes and between different adults. Changes in routine are invariably difficult for vulnerable children and need to be carefully managed with preparation and support.

## **2. *TPA aims:***

- ✓ To provide a safe, welcoming, calm and engaging environment
- ✓ To work using principles of Restorative Practice.
- ✓ To provide a supporting environment where every pupil will have access to a Personal Tutor and School Guidance Counsellor.
- ✓ To support pupils in accepting responsibility for their own behaviour and highlight how they can modify their behaviour and the impact it has on them and others.
- ✓ To network with parents, carers and other agencies in order to effect positive changes in behaviour.

## **3. *Implementation***

- ✓ Pupils will be expected to follow the school rules and inappropriate behaviour will be challenged by all staff.
- ✓ Parents and carers are given an information booklet on induction to explain 'The TPA Way,' which sets out our code of conduct & core values and beliefs.
- ✓ All members of staff accept responsibility for helping pupils modify their behaviour.
- ✓ Pupils are encouraged to make positive changes to their behaviour with the support of all staff at school.
- ✓ All Parents/Carers and other relevant agencies are kept informed of progress and areas of concern regularly.

## 4. Setting Expectations

### Rationale

'The TPA Way' is a statement of preferred behaviours that covers all aspects of our learning community. This contributes to the development and maintenance of appropriate behaviour and a positive ethos. All members of the School are expected to help maintain an atmosphere conducive to learning, with courtesy and mutual respect and the use of Restorative Practices and Principles as standard.

### Aims

- ✓ To encourage adherence to a preferred set of behaviours by pupils.
- ✓ To support effective teaching and learning.
- ✓ To contribute to mutual respect.
- ✓ To gain co-operation and successful working partnerships of pupils, staff, parents and carers.

### Implementation

- ✓ This policy has been developed using Restorative Practice principles.
- ✓ A copy of 'The TPA Way' and our Home/School Agreement, will be given to Parents/Carers who will be asked to sign as an indication of support.
- ✓ 'The TPA Way' will be displayed in classrooms and other parts of the school, as well as the school website.
- ✓ 'The TPA Way' is designed to be brief and easy to learn.
- ✓ 'The TPA Way' will be capable of application to an infinite variety of situations and is designed to encourage pupils to develop responsibility for their own behaviour.

### 4.1 BASIC CODE OF CONDUCT FOR STAFF AND PUPILS

- ✓ Attend each day
- ✓ Arrive on time
- ✓ Follow rules and policies (behaviour, uniform, and health and safety)
- ✓ Treat everyone and everything with respect
- ✓ Resolve issues using a restorative approach

## 4.2 WHEN ARRIVING AT SCHOOL

### Staff Should:

- ✓ Greet people in a positive, polite way
- ✓ Arrive on time for briefing
- ✓ Ensure all lessons are planned and prepared for
- ✓ Ensure your room is ready to receive pupils
- ✓ Familiarise yourself with daily cover sheet
- ✓ Check all duty rotas. If unable to complete a duty let Principal

### Pupils should:

- ✓ Arrive on time
- ✓ Be wearing their agreed school uniform
- ✓ Greet people in a positive, polite way
- ✓ Hand over any inappropriate items
- ✓ Engage in positive, appropriate conversation
- ✓ If you are experiencing any issues, let a member of staff know immediately.

## 4.3 IN CLASS

### Staff Should:

- ✓ Be ready to greet pupils at classroom door
- ✓ Be prepared and start lessons on time
- ✓ Set out expectations and outcomes of lesson, including making reference to learning objectives.
- ✓ Make sure that all One Page Profiles are printed out and stored in your staff file to be referred to on a regular basis.
- ✓ Differentiate work for all levels of pupil ability
- ✓ Extend and motivate pupils
- ✓ Use preferred names
- ✓ Encourage 'The TPA Way' and the use of the reward system and consequence ladder.
- ✓ Always use restorative approaches
- ✓ If all other strategies have been exhausted and further Leadership Team support is needed, ask for help.
- ✓ At the end of the lesson complete the pupil's merit profile and one member of staff escort the group to next lesson.

**Pupils Should:**

- ✓ Attend every Lesson
- ✓ Arrive on time
- ✓ Remove hats and coats in class
- ✓ Give your Learning Log to the member of staff
- ✓ Begin and end the lesson in a polite and orderly way
- ✓ Listen carefully
- ✓ Follow instructions
- ✓ Work to the best of your ability
- ✓ Ask for help when you need it
- ✓ At the end of the lesson be ready to move to your next lesson promptly
- ✓ Use preferred names

#### **4.4 AROUND THE SCHOOL**

**Staff Should:**

- ✓ Always be thinking restoratively
- ✓ Greet and be greeted
- ✓ Be prompt for duties
- ✓ Start conversations
- ✓ Listen
- ✓ Engage with parents, carers and visitors
- ✓ Set high standards of behaviour and model it
- ✓ Deal with any issues by first establishing the facts
- ✓ Follow the Ladder of Consequences/Rewards
- ✓ Use restorative approaches

**Pupils should:**

- ✓ Follow 'The TPA Way'
- ✓ Speak politely to everyone
- ✓ Use an appropriate tone of voice
- ✓ Listen to others and expect to be listened to
- ✓ Try to understand other people's point of view
- ✓ Seek support and communicate with staff
- ✓ Be prepared to resolve issues in a restorative way
- ✓ Be in the right place at the right time

## 4.5 BREAK/LUNCH TIME

### EVERYONE HAS THE RIGHT TO ENJOY BREAK/ LUNCH TIME

- ✓ Kitchen staff will ensure the hub is welcoming and food is ready to be served on time
- ✓ Sit with your family group at your family group tables. Stay in the same seat
- ✓ Sit and chat quietly
- ✓ Wait until your table is given permission to queue for lunch
- ✓ Be polite to the kitchen staff, saying please and thank you
- ✓ Clear away your own waste food tray, sit back down
- ✓ Wait until your table is dismissed
- ✓ Choose an activity or place and remain there for the duration of the lunchtime activity session
- ✓ Be on time ready for dismissal

## 5. PUPIL INDUCTION

On entry to TPA pupils will have an induction session with the Principal. The induction consists of a discussion around the rules, policies, practices and expectations. Parents/Carers are given a booklet with all relevant school information in and the pupil is then allocated a tutor, timetable and class group. Pupils and parents/Carers are then shown around school and invited to raise any questions or concerns.

## 6. WHOLE SCHOOL APPROACH TO LEARNING

Effective classroom management skills can be developed through training, INSET/experience and appropriate support from colleagues. Well prepared and stimulating lessons, in which pupils are aware of the lesson purpose, help to secure good standards of behaviour.

### Aims

- ✓ To ensure pupils make good, expected learning progress at TPA and that they mature and develop their social and emotional skills
- ✓ To support the development of increased effectiveness in classroom management
- ✓ To help reduce 'low level disruption'
- ✓ To contribute towards increased school effectiveness
- ✓ To ensure consistency of approach by staff.

## 6.1 EFFECTIVE LESSONS

Effective lessons are likely to be those in which pupils are fully engaged, making expected progress and improving attainment with sustained effort and commitment. Such lessons are well prepared and interesting, the aims of the lessons are clear to pupils, they are appropriately resourced, and they include differentiated tasks according to ability and are well planned. Effective lessons are also likely to be those in which encouragement is given to pupils asking questions and making contributions as well as responding to teacher questions.

### Aims

- ✓ To re-engage disaffected pupils in learning
- ✓ To improve the quality and experience of learning for all pupils.
- ✓ To support effective classroom management techniques.
- ✓ To contribute towards improved school effectiveness.
- ✓ Mark all work in line with marking policy.
- ✓ Use previous school's levels or results of assessment to help inform lesson planning.

## 6.2 MERITS

It is very important that positive aspects of praise and reward should have a great emphasis. Pupils appear to respond better to systems which recognise their difficulties and strengths. Our merits work as follows -

**Turning Point Academy**  
Belong • Commit • Thrive

**BELONG**  
Meet your personal target from BELONG, COMMIT & THRIVE each lesson to gain up to 3 MERITS per lesson.

**COMMIT**  
I try my best and don't give up

**THRIVE**  
I grow, learn and succeed

**EXTRA MERIT**

You can earn extra merits any time of day for -

- Exemplary engagement in learning ☺
- Producing an exemplary piece of work ☺
- Being very helpful ☺
- Acts of kindness ☺
- Doing something really special that we need to remember ☺

The total number of merits for each pupil are logged onto our e.praise system at the end of each day.

Pupils can accumulate merits and exchange them by purchasing items from our merit shop.

### Merit Certificates are also awarded –

**500 merits** – Bronze Award

**1000 merits** – Silver Award

**1500 merits** – Gold Award

**2000 merits** – Platinum Award

### **6.3 Reflection Rooms**

There are two reflection rooms which provide a calm, focussed space for pupils who may be in need of time away from a difficult situation. Pupils are encouraged to use calming / de-stressing techniques before having an opportunity to talk through any worries and anxieties. Should there be the need to resolve any conflict with another person or persons, then a restorative approach is used.

### **6.4 Duty Response**

When all steps on the ladder of consequences have been exhausted and the pupil has still not modified their behaviour there may be a need to call the DUTY RESPONSE for a pupil to be removed from the class. The work they should be completing in that lesson should follow them.

When a pupil is removed, the duty response staff member will endeavour to find the cause of the issue using a restorative approach and re-engage the pupil with their learning tasks, before they are returned to class.

Staff should expect that the pupil will return to the next available lesson.

## **7. POSITIVE HANDLING**

This means the positive application of sufficient force to ensure, by physical means alone, that a pupil does no injury either to him/herself, a member of staff, another pupil or property. It will:

- rarely be used, and only after all other interventions have been exhausted, and only by staff who have had the recognised up-to-date Team Teach training
- should **only** be used if the pupil is putting himself or others in danger and where failure to intervene would constitute neglect
- be recorded
- an Individual Risk Assessment will need to be carried out – this might apply when an individual pupil/child needs physical interventions using Team Teach strategies as a part of an on-going behaviour management plan.
- staff need to be able to establish the possible consequences of using a particular Team Teach method or methods of physical intervention when difficult behaviours occur
- if used, parent/carers should to be contacted before the child arrives home.

TPA will update the pupil behaviour plan including the Team Teach physical interventions which have been successful and share with relevant colleagues.

Positive Handling takes place in line with Team Teach which is a nationally approved and recognised method of de-escalating difficult situations and intervening physically as a last resort where necessary.

On rare occasions it may be necessary to employ positive handling strategies. When:

- A pupil is in danger of harming themselves or others
- Property is being damaged or about to be damaged
- Good order is prejudiced

After a positive handling incident, a restorative meeting will take place as soon after the incident as possible. During this meeting an explanation needs to be given as to why the hold took place. After a positive holding incident the desired outcome would be that relationships are not damaged but through the restorative meeting, may even be enhanced.

All positive handling incidents are to be recorded on an incident sheet and signed. Parents are to be informed by telephone by a member of staff involved. The incident sheet is then passed to the Principal to be signed off.

Any pupil who is positively held TWICE in any half-term will be given a Positive Handling Plan. This will set out their preferred method of holding and any other de-escalation strategies that could be used. This information should be fed back to parents. The information will then be held in a Positive Handling Plan File kept in the pupils file.

## **8. The TPA Welfare & Pastoral Team**

Our Welfare & Pastoral Team work to reduce any barriers to learning that prevent our pupils from thriving. There are three Welfare & Pastoral Managers who work with pupils on an individual, group and whole class basis. They provide a range of mentoring based services to pupils on both a planned and adhoc basis.

We also have a Safeguarding Development Officer as part of the team, who focusses on any safeguarding related issues with pupils as they arise. They also work on an individual, group and whole class basis and their work is driven depending on the presenting safeguarding related issues that pupils may need help with.

Our School Guidance Counsellor works with all pupils to promote and encourage pupils to be resilient, confident people both in and outside of school. They will closely monitor all pupils' personal development and develop personalised plans for each pupil. Where there are any ongoing issues, the School Guidance Counsellor will play a key lead role to remove / decrease any barriers to learning.

Our School Guidance Counsellor is able to deliver both Cognitive Behaviour Therapy and Person-Centred Counselling.

The School Guidance Counsellor and Pastoral and Welfare Managers also run welfare slots for pupils on a more adhoc basis to help support them through the day. They may refer pupils to a range of other support services and agencies who come into school e.g. Substance Misuse Nurse, Smoking Cessation staff, mental health practitioners and youth workers who support health and well-being sessions who are available every week to support pupils holistically.

Our School Guidance Counsellor received regular clinical supervision from an approved independent organisation.

## 9. THERAPEUTIC APPROACHES

TPA commissions additional professionals to work at the school. There are two levels of therapy –

- Therapeutic relaxation – these sessions are with a relaxation therapist. A holistic approach is used to support the emotional needs of pupils and enhance their learning of themselves. Pupils are referred and follow a personalised programme which is reviewed and evaluated.
- CCATS – Coastal Child and Adult Therapeutic Services are able to provide the following services, on a commissioned basis –

<b><i>Therapeutic Interventions to address a range of difficulties including -</i></b>	<b><i>Psychological Assessment</i></b>
Attachment disorder Deliberate self-injury Substance misuse Anxiety Trauma Sexual exploitation Aggression management Grief and loss Depression Harmful sexual behaviour	Risk assessment Cognitive functioning Substance misuse General psychological well-being General aggression Deliberate self-injury Autism spectrum disorder Sexual exploitation Stress and coping

**Coastal Child and Adult Therapeutic Services** (CCATS) has extensive experience and a successful track record of providing psychological assessment and treatment services for children, young people, adults and families. They work in partnership with many organisations including the NHS, social care, Youth Offending Teams, GPs and schools. All therapy and assessments are carried out in accordance with National Institute for Health and Care Excellence (NICE) guidelines and are delivered by fully qualified professionals.

## 10. Collecting Data

Sheets are collected on a daily basis and the data gathered from them on pupils involved, places, times and nature of incident is used to inform school practice.

This data is fed back to the Leadership Team and may be used to inform practice for the following day.

### 10.1 USE OF DATA

Data collected on incidents involving pupils are recorded on several databases including: behaviour, bullying, and safeguarding. This information is collated to provide the following:

- ✓ Tracking of individual pupil/group incidents
- ✓ To identify whether further support or referral to other agencies is necessary
- ✓ Feedback for pupils, parents and staff
- ✓ Informs future planning
- ✓ Highlight areas for development
- ✓ Support for the rewards system

## 11. Guidance of Application for Rewards/ Sanctions

### 11.1 GUIDANCE FOR APPLICATION OF SANCTIONS

Action	Sanction
<b>Bullying</b>	Immediate challenge Verbal Warning Redirect behaviour Removal – Restorative Meeting: Expectations explained Phone call home Incident reported on Bullying sheet. Passed to Anti-bullying co-ordinator for further investigation Principal involvement Duty Response
<b>Disruption to Lessons</b>	Verbal warning Credit reminder Consequence tick/slip Redirect behaviour positively Move seat Duty Response
<b>Leaving School Grounds without permission</b>	This will depend on individual circumstances Recorded in Pupil Absconding Log Parents/carers to be informed. Police called if thought necessary.
<b>Racist, sexist or sexualised language</b>	Immediate challenge Verbal Warning Redirect behaviour Referral to School Guidance Counsellor Removal – Restorative Meeting: Expectations explained Repair and Reflect Involvement of anti bullying/Racism co-ordinator. Incident logged and reported to Local Authority Fixed-term exclusion Parental involvement
<b>Smoking</b>	Smoking is against the school policy and the law Sanctions for pupils at break times Letter/phone call home Referral to smoking cessation
<b>Swearing</b>	Verbal prompts Follow Ladder of consequences Repair and Reflect
<b>Verbal Abuse</b>	Ladder of Consequences Logged on Incident Sheet Repair and Reflect session Phone call home Parents/carers invited into school Principal involvement Fixed term exclusion if sustained and severe
<b>Damage to Property</b>	Restorative Approach used Referral to leadership team Letter home re: cost of repair Parents invited in to discuss the situation Fixed term exclusion
<b>Fighting</b>	Immediate referral to Principal, consideration of exclusion
<b>Physical assault</b>	Immediate referral to Principal, consideration of exclusion

As well as our MERIT system, we also have our CONSEQUENCES when pupils fall short of expected standards with their behaviour and attitude.



# CONSEQUENCES



**STAGE 1** 1<sup>st</sup> warning – staff will remind you of what you should be doing.

**STAGE 2** 2<sup>nd</sup> warning – staff will remind you again of what is expected from you.

If you do what is expected, well done, The matter is resolved.



**STAGE 3** **AMBER** – You have not done what is needed. You will be given an opportunity to 'repair' and earn your merit back by the end of the morning or afternoon session.

**STAGE 4** **RED** – You have not repaired the situation. Referred to Principal Mike for final consequence and parents/carers informed.

**For each De-Merit 100 merits are deducted from your merit account**

## 11.2 GUIDANCE FOR APPLICATION OF REWARDS

Action	Reward
<b>Positive engagement in lessons and around school</b>	Verbal praise Positive body language Merits Phone call home Inform mentor/tutor Subject certificates Key Stage Assembly prize Praise Post
<b>Interacts positively with staff and peers</b>	Written on learning log Verbal praise Inform Form Tutor Phone call home Praise Post Merits
<b>Excellent Work produced</b>	Verbal feedback/praise Written feedback Display work in class/around school Phone call home Subject certificates Principal showcase Praise Post Merits
<b>Attendance</b>	Entry into the weekly attendance raffle. Merits Verbal praise Stickers Wall displays Certificates during Assembly Praise Post home
<b>Using Good Manners</b>	Smile Praise them Merits Highlight to other members of the group Let Form Tutor know Note on Learning Log Phone call home

## 12. SCREENING AND SEARCHING AND THE POWER TO USE REASONABLE FORCE

The Principal and staff authorised by them have the statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item.

### **Prohibited item are :**

- Knives or weapons
- Mobile Phones
- Alcohol
- Illegal drugs
- Stolen items
- Vapes
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, to cause personal injury to, or damage to the property of, any person (including the pupil).

### **Confiscation**

School staff can seize any prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to school discipline.

### **Key Points**

- School staff have the legal power to use force and lawful use of the power will provide a defence to any related criminal prosecution or other legal action.
- Suspension should not be an automated response when a member of staff has been accused of using excessive force.

### **The school can use reasonable force to :**

- Remove a disruptive pupil from the classroom where they have refused to follow an instruction to do so;
- Prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- Prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;

- Prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- Restrain a pupil at risk of harming themselves through physical outbursts.

### **The power to discipline beyond the school gate**

Disciplining beyond the school gate covers the school's response to all non-criminal behaviour and bullying which occurs anywhere off the school premises and which is witnessed by a member of staff or reported to the school. The school will consider an appropriate response to the following :

- Any bad behaviour when the child is –
  - taking part in any school organised or school related activity;
  - travelling to or from school;
  - wearing school uniform; or in some other way identifiable as a pupil at the school.
- Or, misbehaviour at any time, whether or not the conditions above apply, that :
  - Could have repercussions for the orderly running of the school;
  - Poses a threat to another pupil or member of the public; or
  - Could adversely affect the reputation of the school.

In all these circumstances the Principal will also consider whether it is appropriate to notify the police or anti-social behaviour coordinator in the local authority of the actions taken against a pupil. If the behaviour is criminal or poses a serious threat to a member of the public, the police will always be informed. In addition, school staff should consider whether the misbehaviour may be linked to the child suffering, or being likely to suffer significant harm. In this case school staff should follow the school's safeguarding policy.

## **13. SUSPENSIONS AND EXCLUSIONS**

We aim to include, not exclude, and we approach all challenging behaviour in a supportive and restorative and relational manner. We recognise that such behaviour can sometimes be symptomatic of a real, deeper need for our support and understanding. All children can go through times of inappropriate behaviour, and we strive to never "give up" easily on a child as we recognise that each person has a unique contribution to make to school life and we want to support them to achieve this.

We will use behaviour data to assess patterns of challenging behaviour in pupils. Where patterns emerge we will systematically intervene, drawing up an action plan with the child, parent and teacher.

No suspension or exclusion will be initiated without first attempting other strategies or, in the case of a serious single incident, a proper investigation.

### **Reasons for suspension / exclusion:**

- Serious breach of the school's rules or policies;
- Serious ongoing risk of harm to the education or welfare of the pupil or others in the school.

This can either be a very serious incident or the repetition of serious incidents.

Any suspension / exclusion will be at the decision of the Principal, usually in consultation with other members of the senior leadership team (particularly if they were involved in investigating the incident).

A decision to suspend / exclude a pupil, is seen as a last resort by the school. The physical and emotional health of our children and staff is our primary concern, and we therefore accept, that in some serious situations, suspension or exclusion may be necessary, if all other strategies have been exhausted.

The decision to suspend / exclude will usually follow a range of strategies and be seen as a last resort, or it will be in response to a very serious breach of school rules and policies or a disciplinary offence such as:

- Serious actual or threatened violence against another pupil or a member of staff, which is not considered an isolated incident;
- Possession or use of an illegal drug on school premises;
- Persistent bullying;
- Persistent prejudice-based harassment or hatred-based acts;
- Persistent behaviour that impacts negatively on the ethos and culture of the school.

Suspension / exclusion may be the result of persistently poor behaviour or a serious single incident.

The length of a suspension will depend upon a number of factors, such as the severity of the incident, and the likely impact on the child's learning and ability to succeed on returning to school. Such decisions will be made in the best interests of the child, whilst also mindful of the need to maintain order and reinforce the rules and expectations of the school in a clear and consistent way.

Single incident suspensions may be used in response to a very serious breach of school rules and policies or a disciplinary offence. In the most serious cases where the problem persists and there is no improvement a permanent exclusion may be necessary.

In such cases the Principal or a designated senior leader will investigate the incident and consider all evidence to support the allegation, taking account of the school's policies. The pupil will be encouraged to give his/her version of events and the Principal will check whether the incident may have been provoked, for example by bullying or racial harassment.

The Board of Trustees will be informed of all suspensions and exclusions on a termly basis; and additional consultation may also take place about key incidents with the Proprietor.

### ***The decision to suspend or exclude -***

If the Principal decides to suspend / exclude a pupil he/she will:

- ensure that there is sufficient recorded evidence to support the decision;
- explain the decision to the pupil if the pupil is in the state of mind to listen to the decision;
- contact the parents, explain the decision and ask that the child be collected;
- send a letter to the parents confirming the reasons for the suspension / exclusion;
- the length of any suspension and any terms or conditions agreed for the pupil's return;
- in cases of more than a day's suspension, ensure that appropriate work is set and that arrangements are in place for it to be marked;
- plan how to address the pupil's needs and integration back into their class on his/her return;
- plan a meeting with parents and pupil on his/her return to be conducted by a suitable senior member of staff.

### ***Types of Exclusion***

#### ***Internal Suspension***

Internal suspension is when a pupil is excluded from the rest of the school and must work away from their class for a fixed amount of time. This will be in a different classroom or workspace than usual.

An internal suspension is a discretionary measure, where a pupil's behaviour is escalating and more serious measures need to be taken but there are not yet grounds for an external suspension. Typically, a child receiving a consequence of this level should be receiving additional support for their behaviour, intended to help them to avoid their behaviour escalating to a point where an external suspension is necessary (examples: behaviour chart to address specific behaviours causing a problem; support from the school guidance counsellor and / or Welfare & Pastoral Team.

## **Suspensions**

A suspension is when a child is excluded from school for a fixed term period and must remain home for a fixed amount of time. This should be for the shortest time necessary to ensure minimal disruption to the child's education, whilst mindful of the seriousness of the breach of policy.

## **Permanent exclusion**

A permanent exclusion is when a child is permanently excluded from school and not allowed to return. This is a very serious decision and the Principal will consult with senior leaders and Proprietor as soon as possible in such a case.

## **Persistent or cumulative problem**

Internal and external suspension may be used in response to a persistent poor behaviour which breaches school rules and policies. In the most serious cases where the problem persists and there is no improvement a permanent exclusion may be necessary.

These would be imposed only when the school had already offered and implemented a range of support and management strategies. These could be joint action plans with parents, child and school, behaviour intervention with the school guidance counsellor, target setting, home/school communication book etc.

## **Safeguarding**

A suspension or permanent exclusion will not be enforced if doing so may put the safety of the pupil at risk. In cases where parents will not comply by, for example, refusing to collect the child, the child's welfare is the priority. In this situation, depending on the reason for exclusion, the school may consider an internal exclusion until the end of the day, implementing the original exclusion decision from the time the child is collected from school, or, in more severe circumstances the school may contact Social Services and/or the Police to safely take the pupil off site.

## **Work Set**

When a pupil is suspended for more than one day, work should be set by the school within a reasonable time-scale and this should be returned to the school when the suspension is over. If a child is suspended at the end of a school day, then it may not be possible to arrange for work to be set until the following morning. A pupil can be suspended for up to 10 continuous days. On the 6 continuous day, the school is responsible for providing education for the pupil, which could be at another local school, the pupil referral unit or by providing home education.

## **Behaviour outside school**

Pupils' behaviour outside school on school business e.g. on school trips, at sports events, is subject to the school's behaviour policy. Unacceptable behaviour in such circumstances will be dealt with as if it had taken place in

school; and additionally this includes the any serious breach of policy which could 'bring the school into disrepute'.

### **Pupils with special educational needs and disabled pupils**

The school must take account of any special educational needs when considering whether or not to exclude a pupil. The Principal should ensure that reasonable steps, in line with the DDA have been taken by the school to respond to a pupil's disability so the pupil is not treated less favourably for reasons related to the disability.

### **Removal from the school for other reasons**

The Principal may send a pupil home, after consultation with that pupil's parents and a health professional as appropriate, if the pupil poses an immediate and serious risk to the health and safety of other pupils and staff, for example because of a diagnosed illness such as a notifiable disease. This is not an exclusion and should be for the shortest possible time. A pupil cannot be 'sent home' for other reasons, including poor behaviour.

### **Equal Opportunities**

At TPA we recognise that it is unlawful to take into account anyone's gender, marital status, colour, race, nationality, ethnic or national origin, disability, religious beliefs, age, or sexual orientation. Full consideration has been given to this during the formulation of this policy as it is our aim that no-one at TPA should suffer discrimination, either directly or indirectly, or harassment on any of these grounds.

### **Reintegration**

After suspension the pupil and parent will be requested to attend a reintegration meeting with a senior member of staff. At this meeting the behaviour leading to suspension will be discussed and targets will be set for improvement. Support around behaviour will be also be discussed. The meeting will be recorded on the school re-integration form and a copy retained by the parent, child and school.

### **Procedure for appeal**

If parents wish to appeal the decision to suspend / exclude, the matter will be referred to the Board of Trustees.

## 14. Roles and Responsibilities

### General

At TPA we all have a responsibility to:

- read this policy
- understand it
- ensure that our practice is in line with it
- be proactive in implementing it
- continually seek to further improve our behaviour management skills

### Specifically

#### a) Subject teacher

- quality of teaching and learning in the classroom – ensuring appropriate differentiation
- classroom climate – ensure that pupils feel emotionally and physically safe
- best planned use of learning support staff, and other resources, to support learning and behaviour

Class teacher/tutor as above, plus

- advise and support other staff on effective behaviour
- strategies, including IBP's (Individual Behaviour Plans) for particular pupils
- keep succinct, detailed records of incidents/improvements to monitor progress and to establish patterns
- develop positive relationships with parents to support pupil behaviour

#### b) Learning Support Professionals

- to support the teacher, with teaching and behaviour management at all times
- to support the children, with learning and behaviour management at all times
- to support the development and maintenance of a positive classroom climate
- to help pupils to manage their behaviour positively

#### c) Senior staff

Will, at a whole school level:

- support teachers and support staff to manage behaviour effectively through continuing professional development – **not**

- by doing it for staff
- support pupils with understanding TPA's approach to behaviour management
- support parents with understanding TPA's approach to behaviour management, and with behaviour management techniques

d) Pupils

As individuals, members of teams, members of the TPA community:

- understand TPA's approach to behaviour management
- improve their own behaviour, in line with our policy, so that they consistently show emotionally intelligent behaviour
- support their peers to improve their behaviour, in line with our policy

e) Parents/Carers

Are expected to support TPA's approach to behaviour management, in line with this Policy

f) Leadership Team

- Develop and approve the policy
- Actively lead on the policies implementation
- Decide the case for fixed term exclusions, and decide on the appropriate course of action.
- we use fixed term exclusions rarely, and only to mark inappropriate /unsafe behaviour exhibited by a pupil

## 15. Pupils Beyond

The majority of pupils in TPA respond positively when staff work within these guidelines. A small percentage of our pupils need additional support to improve their behaviour. We do this by:

- working in line with this Policy
- putting in more scaffolding, tailored to the specific needs of each pupil. This might include:
  - changing the class group/input from learning support staff/varying the classroom management
  - making the routines more detailed
  - drawing up an Individual Behaviour Plan, detailing action to be taken when identified behaviour occurs. This is shared with the pupil, parent and other staff (for consistency).
  - In exceptional cases where we are no longer able to meet the needs of a pupil, we may give notice on their placement at our school to the LA.

## 16. Bullying

We do not tolerate bullying in TPA and every instance needs to be addressed in line with this policy, with each pupil involved taking responsibility for his/her actions and agreeing to stop the behaviour causing concern. This agreement needs to be monitored by the class teacher/tutor to ensure that the bullying has ceased. Parents should be informed by the class teacher via his/her home/school book or by telephone. Bullying should **never** be ignored and **all** instances of bullying must be recorded and reported to the principal.

TPA has a separate anti-bullying policy which should be referred to.

## 17. Racist Language/Incidents

Although quite rare, they are not acceptable in TPA and must be dealt with in line with this Policy. They **MUST** be recorded in the appropriate place and reported to the principal.

Sexist, homophobic, disability abuse is also not acceptable and should be dealt with in line with this policy.

## 18. Restricting Liberties

TPA pupils may **never** be

- locked up
- left alone/unattended
- deprived of food/drink
- denied access to a toilet

## 19. The 'Telling' School

We encourage pupils to tell an adult if they see/know that someone is doing the wrong thing. We explain that this is how we look after each other – that it's a good thing to do.

Any child/adult who witnesses inappropriate behaviour and says/does nothing is an accessory to that behaviour, is colluding with the wrongdoing and giving permission to the perpetrator to do it. We do not tolerate the concept of "grassing is a bad thing"- instead, we encourage and applaud it.

## **20. Corporal Punishment**

This is illegal and is never used at TPA.

## **21. Touch**

This may be used appropriately e.g. pat on shoulder in a public place. TPA has a separate 'Safe Touch' policy which should be referred to.

## **22. Monitoring**

We need consistent behaviour management throughout the school, appropriately adapted to the age/ability of the pupil and therefore we will observe and feedback to staff on observed good practice and areas for development.

## **23. Continuing Professional Development (CPD)**

In order to further improve practice, staff can:

- apply to go on individual courses outside the workplace, as part of their individual CPD identified in their Performance Development meetings
- ask for in-house individual development opportunities e.g. by observation and learning dialogues with staff, with identified best practice
- attend whole staff and team training sessions on behaviour management.

## **24. In Conclusion**

If each person at TPA is effectively implementing this Policy, we will have a simple yet sophisticated technique for contributing to our Mission Statement.

Furthermore, it will reduce stress levels on both staff and pupils and contribute to continuing to make it a privilege to work at TPA.

## **25. Evaluation and review**

This Policy will be reviewed annually.

# THE TPA WAY

## HOW WE SHOW OUR SCHOOL VALUES



### BELONG

*I feel safe, included and part of my class*

- Being kind and respectful to others
- Listening when others are speaking
- Accepting help and supporting my classmates



### COMMIT

*I try my best and don't give up*

- Being ready to learn and following routines
- Having a go, even when work feels tricky
- Learning from mistakes and trying again



### THRIVE

*I grow, learn and succeed*

- Celebrating my progress and achievements
- Challenging myself in a safe way
- Being proud of what I can do

### Our Promise

When we **Belong**, **Commit** and **Thrive**, we create a positive learning environment where **everyone can succeed**.

# OUR MERITS



Meet your personal target from **BELONG, COMMIT & THRIVE** each lesson to gain up to 3 MERITS per lesson.



## BELONG

*I feel safe, included and part of my class*

- Being kind and respectful to others
- Listening when others are speaking
- Accepting help and supporting my classmates



## COMMIT

*I try my best and don't give up*

- Being ready to learn and following routines
- Having a go, even when work feels tricky
- Learning from mistakes and trying again



## THRIVE

*I grow, learn and succeed*

- Celebrating my progress and achievements
- Challenging myself in a safe way
- Being proud of what I can do



You can earn extra merits any time of day for -

- Exemplary engagement in learning ☺
- Producing an exemplary piece of work ☺
- Being very helpful ☺
- Acts of kindness ☺
- Doing something really special that we need to remember ☺



# CONSEQUENCES



## STAGE 1

**1<sup>st</sup> warning** – staff will remind you of what you should be doing.

## STAGE 2

**2<sup>nd</sup> warning** – staff will remind you again of what is expected from you.

**If you do what is expected, well done, The matter is resolved.**



## STAGE 3

### AMBER –

You have not done what is needed. You will be given an opportunity to 'repair' and earn your merit back by the end of the morning or afternoon session.

## STAGE 4

### RED -

You have not repaired the situation. Referred to Principal Mike for final consequence and parents/carers informed.

**For each De-Merit 100 merits are deducted from your merit account**



## Restorative Practice at TPA

Restorative Practice is a process which brings those harmed by crime or conflict, and those responsible for the harm, into communication, enabling everyone affected by a particular incident to play a part in repairing the harm and finding a positive way forward.

The process offers the Harmed Person the chance to tell the Wrongdoer/Harmer the real impact of their inappropriate behaviour to hopefully get answers to their questions and agree a way forward. It holds the wrongdoer to account for what they have done, helps them understand the real and longer term impact of what they have done and to take responsibility and make amends.

**Restorative approaches are based on four key features:**

**RESPECT** – for everyone by listening to other opinions and learning to value them

**RESPONSIBILITY** - taking responsibility for your own actions

**REPAIR** – developing the skills to identify solutions that repair harm and ensure behaviours are not repeated

**RE-INTEGRATION** - working through a structured, supportive process that aims to solve the problem and allows young people to have a greater understanding of the incident and continue to work with the staff involved

The process should take place with the people involved and the facilitator should have completed the Restorative Justice training.

The meeting should take place as soon as possible after the incident and behaviours have returned to baseline.

# Restorative Practice Record



Name of Pupil	
Names of others	
Facilitator	

## **Reason for meeting / brief background of incident**

(This section is a large empty box for writing the reason for the meeting and brief background of the incident.)

## **RESTORATIVE QUESTIONS**

### **Responding to those Harmed –**

1. What happened?
2. What were you thinking about at the time?
3. What have your thoughts been since?
4. How has this affected you and others?
5. What has been the hardest thing for you?
6. What do you think needs to happen next?

## **Discussion Notes – Harmed Person(s) View**

This should be sought and recorded prior to any restorative conference and the harmed person(s) given the opportunity to relay their thoughts and feelings at the conference

(This section is a large empty box for recording discussion notes from the harmed person(s).)

## RESTORATIVE QUESTIONS

### Responding to harmful / challenging behaviour – the wrongdoer(s)

1. What happened?
2. What were you thinking about at the time?
3. What have your thoughts been since?
4. Who has been affected by what you did?
5. In what ways have they been affected?
6. What do you think needs to happen next?

#### **Discussion Notes – Person(s) who caused harm**

This should be sought and recorded prior to any restorative conference and the wrong doer(s) given the opportunity to relay their thoughts and feelings at the conference

<b>ACTION PLANNING</b>			
Actions for repair from harmed person(s)	Agreed timescale	Action agreed by person who caused harm?	Agreed outcome and any further action needed

<b>All parties to sign when agreed</b>			
Name -	Role -	Signed -	Dated -
Name -	Role -	Signed -	Dated -
Name -	Role -	Signed -	Dated -
Name -	Role -	Signed -	Dated -

**EVALUATION**

Did the actions to repair the harm take place?

Has the person who caused the harm learnt from the practice delivered?

Is any further support needed?

**Facilitator Signature**

Name -	Role -	Signed -	Dated –
--------	--------	----------	---------