



MANAGING AND SUPPORTING POSITIVE BEHAVIOUR POLICY

Summer 2025

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Part I

Managing and Supporting Positive Behaviour: Behaviour Policy

1. Our Belief

We believe every child has the right to learn, free from disruption. For children to do their best, stay motivated, and aim high, they need to feel safe and happy. This behaviour policy provides clear guidelines for everyone in our school, setting out what is expected. All behaviour efforts will focus on creating a positive learning space, showing good behaviours, and making these expectations clear to everyone involved. Our Managing & Supporting Positive Behaviour Policy will focus on supporting our children to be successful, and any consequence a child receives will aim to support them to make positive next steps.

2. Our Vision and Values

Our vision is to create an environment where every child can thrive through high-quality learning experiences, preparing them for the next stage of their educational journey.

To achieve our vision, we will:

- Encourage all our children and staff to excel and collaborate with one another, to ensure the best outcomes and progress for all.
- Develop joyful learning communities that work together to improve standards and outcomes for our children, as part of a wider community.
- Ensure that we remain committed to the following values that underpin the way we work:
 - Democratic – we will provide a democratic place of learning in all our schools, one that embraces individuality, tolerance and an acceptance of each other.
 - Inclusive – for all groups of children to have the support and access to be able to achieve as well as, or better than, their peers.
 - Excelling – maintain consistently high expectations and outcomes across our schools, amongst staff, learners, parents and carers.
 - Collaborative – encourage our children and staff to excel and collaborate with one another, to ensure the best outcomes and progress for all.

3. Discovery Behaviours

To achieve our vision and values, our team have developed 'Our Discovery Behaviours' which describe how we should interact day to day with our colleagues, parents, children, communities and stakeholders by:

- Developing positive relationships with children, staff and parents
- Collaborating with others to get the best outcomes for our children
- Showing respect to all
- Embracing innovation, looking for creative ways to do things
- Offering support and encouragement to staff and children and take a genuine interest and appreciate their contribution

- Bringing passion and energy and give our best every day
- Evaluating and improving performance, and keeping my promises

In addition, the following rules and values are displayed around the Trust's schools and in classrooms:

Ready Respectful Safe (RRS)

These are spoken about in classrooms, assemblies, meetings with parents, communications with stakeholders and are part of every moment of everyday therefore embedding them across the Trust. If a child is being educated from home (virtually) then these rules should still be maintained.

Pupils are expected to:

- Show respect to members of staff and each other
- Contribute to a positive learning environment
- Move calmly around the school in line with individual needs
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times in line with individual needs
- Refrain from behaving in a way that brings the school into disrepute, including when outside school or online

Where appropriate, reasonable adjustments may be made to ensure all pupils can meet behavioural expectations.

4. Aims

In acknowledgement of our belief, vision and values, the aim of this policy is to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils can learn in a calm, safe and supportive environment
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- Outline the expectations and consequences of behaviour, which focus on positively supporting each child to make success next steps to access their education.
- Provide a consistent approach to behaviour management
- Define what we consider to be disruptive or serious behaviour, including bullying and discrimination

5. Inclusion

We understand that children are influenced to behave in a particular way, because of a variety of precipitating factors, including:

- their personalities
- past experiences

- those around them
- the physical and experiential environment
- their neurotype
- medical conditions

We recognise that our approach must consider these factors and, where necessary, is adapted to ensure every pupil is given an equal chance of success.

To facilitate this, staff are dedicated to always maintaining consistent and calm behaviour using a relational approach. Our schools work hard to be supportive, predictable and safe environments where all staff will regulate their verbal, non-verbal and paraverbal communication to ensure that they are communicating respect. Empathetic listening is key, and we endeavour to ensure all staff are trained in this.

All children have been impacted in some way by the COVID 19 crisis. It is important that all pupils are being monitored, and staff are mindful of their wellbeing. Staff have been advised of the steps for seeking support. If pupils are struggling to reengage and are at risk of being absent or persistently disruptive, schools should work with these pupils to provide support to overcome barriers to help them reintegrate back into school life.

6. Positive Learning Culture

All staff are responsible for setting the tone and context for positive behaviour within the school. They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the behaviour curriculum or their own classroom rules
- Use relational practice
- Have an adaptive approach
- Develop a positive relationship with pupils, which may include:
 - Greeting pupils in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
- Having a plan for dealing with low-level disruption
- Using positive reinforcement

Restorative practice will be embedded within all that we do to provide pupils with the tools to develop emotionally, socially, intellectually, and morally. This will focus on building positive relationships, fostering empathy, promoting accountability, and encouraging personal growth. These skills are not only essential for their current well-being but also lay a foundation for their success as compassionate, responsible, and engaged members of society.

7. Legislation, statutory requirements and statutory guidance

This policy is based on legislation and advice from the Department for Education (DfE) on:

- Behaviour in schools: advice for headteachers and school staff 2024
- Searching, screening and confiscation: advice for schools 2022
- The Equality Act 2010
- Keeping Children Safe in Education
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school
- Special Educational Needs and Disability (SEND) Code of Practice
- Sharing nudes and semi-nudes: advice for education settings working with children and young people

In addition, this policy is based on:

- DfE guidance explaining that schools should publish their behaviour policy and anti-bullying strategy

8. Definitions

Disruptive behaviour is defined as:

- Behaviour which interferes with learning of self or others
- Physical behaviours without malicious intent

Serious behaviour is defined as:

Behaviour that is considered severe and is having a serious affect on learning, and/or safety. This type of behaviour will immediately be brought to the attention of senior members of staff.

Serious behaviour may include:

- Repeated breaches of the school rules (to be determined by the Senior Leadership Team (SLT))
- Any form of bullying
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour such as interfering with clothes
 - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos (including pseudo-

images, which are computer-generated images that otherwise appear to be a photograph or video), or sharing of unwanted explicit content, upskirting

- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, ableist, homophobic, transphobic, xenophobic or discriminatory behaviour
- Possession of any prohibited/banned items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - E-cigarettes or vapes
 - Fireworks
 - Pornographic images
 - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

9. Bullying

Bullying is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence

TYPE OF BULLYING	DEFINITION
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based 	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, sharing of nude or semi-nude images and/or videos (including pseudo-images, which are computer-generated images that otherwise appear to be a photograph or video), or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

Details of our school's approach to preventing and addressing bullying are set out in our Anti-Bullying Policy.

10. Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection.

We will consider whether a pupil's behaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our Safeguarding and Child Protection Policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

11. Roles and responsibilities

11.1 The governing board

The governing board is responsible for monitoring the Managing and Supporting Positive Behaviour Policy's effectiveness and holding the Head of School to account for its implementation.

11.2 Head of School and the Trust Leadership Team

The Head of School and the Trust Leadership Team are responsible for:

- Reviewing and approving this policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with disruptive behaviour
- Monitoring how staff implement this policy to ensure rewards and consequences are applied consistently to all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the Safeguarding and Child Protection Policy to offer pupils both consequences and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy.

11.3 Staff

Staff are responsible for:

- Creating a calm and safe environment for pupils, using a relational approach
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils, including the adhering to individual behaviour plans and adapted provision where appropriate.
- Considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly (see part 2, section 7)
- Challenging pupils to meet the school's expectations

The SLT will support staff in responding to behaviour incidents.

11.4 Parents and carers

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the policy
- Inform the school of any changes in circumstances that may affect their child's behaviour

- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following behaviour incidents (for example, attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, while continuing to work in partnership with the school.
- Take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy and working in collaboration with them to tackle behavioural issues.

11.5 Pupils

Pupils will be made aware of expectations of behaviour during their time in school and supported to meet these:

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy
- The school's key rules and routines
- The rewards they can earn for meeting the behaviour standards, and the consequences they will face if they don't meet the standards
- The pastoral support that is available to them to help them meet the behaviour standards

12. Training

As part of their induction process, our staff are provided with regular training on managing behaviour, including training on:

- Relational practice
- Adaptive practice
- PACE approach
- Trauma informed approach, de-escalation, disengagements and physical intervention (Crisis Prevention Institution 'CPI')
- The needs of the pupils at the school
- How SEND and mental health needs can impact behaviour

Behaviour management will also form part of continuing professional development.

13. Monitoring

13.1 Monitoring and evaluating behaviour

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusions and suspensions
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Perceptions and experiences of the school behaviour culture for staff, pupils, governors, trustees and other stakeholders (via anonymous surveys)

The data will be analysed every term by the SLT and the Trust Leadership Team.

The data will be analysed from a variety of perspectives including:

- At school level
- By age group
- At the level of individual members of staff
- By time of day/week/term
- By protected characteristic

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle them.

13.2 Monitoring this policy

This policy will be reviewed by the Trust Leadership Team at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (part 2, section 7). At each review, the policy will be approved by the Board of Trustees.

14. Links with other policies

This policy is linked to the following policies:

- Suspension and Exclusion Policy
- Safeguarding and Child Protection Policy
- Inclusion Policy
- Physical Intervention Policy
- Mobile Phone Policy

Part 2

Managing and Supporting Positive Behaviour: Behaviour Strategy

1. Promoting Positive Behaviour

We recognise that rewards are a very effective way of changing and promoting positive behaviour and we believe that, whilst extrinsic rewards can motivate pupils in the short-term, intrinsic rewards can have a greater impact in the long-term. In this respect, staff strive to acknowledge and celebrate all successes, however small, for each child, encouraging them to recognise and be proud of their achievements.

All children are encouraged to be 'Ready, Respectful and Safe' and a Recognition Board is used to recognise learners demonstrating the right behaviours and celebrates the positives. This is also used to foster peer responsibility so children can nominate each other for the Recognition Board. This encourages collaboration so that it is not a competition between individuals, but rather a whole class helping each other to get names on the board.

Our schools also use House Points to reward positive behaviour and academic successes for the individual, groups of children and the whole class. House points are then used to positively reward children.

In addition, classes develop their own reward systems based on their learners needs, interests and motivators.

2. Responding to disruptive behaviour

When responding to disruptive behaviour, staff will:

1. Keep calm
2. Remind the child of examples of their good behaviour and achievements (RRS)
3. Use a range of strategies to support the child to make positive next steps

3. Strategies

3.1 PACE

A PACE (Playfulness, Acceptance, Curiosity and Empathy) approach should be used to develop safe and trusting relationships with children and can be an effective tool to support behaviour.

Playfulness

A light-hearted, fun and playful atmosphere when communicating and engaging with a child can create a sense of joy in interactions and help diffuse negative emotions they may be encountering. This can also reduce feelings of defensiveness or withdrawal, and foster a general sense of positivity in day-to-day activities.

Acceptance

Accepting a child's feelings, motives, and perceptions is a crucial part of creating a sense of safety and security with a child. This does not simply mean accepting behaviour in all cases, but rather learning to dispel judgement with regard to a child's intentions and communicating this in a way which potentially they can understand and appreciate. This may involve verbal and non-verbal communication and can have profound benefits in developing trusting relationships.

Curiosity

Being curious about the meaning behind a child's behaviour allows us to understand what drives a child's decisions, which in turn can encourage a child to stay open and engaged in their interactions.

Understanding certain nuances in this approach is important for it to be effective. Reserving judgement in curiosity, removing anticipation or need of a response, and using the right tone in communicating curiosity are examples of the small details that should be considered in this context.

Empathy

By understanding and sharing the feelings and perspective of a child and actively showing a child that their feelings are important, this demonstrates a commitment to supporting and sharing potentially difficult experiences or hard times.

Through this process, strong and trusting connections can develop. By communicating commitment and solidarity, this conveys to the child that they do not need to deal with periods of distress alone.

3.2 CPI De-escalation

De-escalation techniques should be used in the first instance to support a child to manage their behaviour. This follows the CPI Safety Intervention steps which recognises there are 4 stages to disruptive behaviour.

- A. Anxiety – Change in behaviour
- B. Defensive – Beginning to lose self –control
- C. Risk Behaviour – Imminent or immediate risk to self or others
- D. Tension Reduction – Decrease in physical and emotional energy

A. Anxiety

It is our goal to recognise the signs of 'Anxiety' (jumper chewing, rocking on chair, tearful) and step in with empathetic, non-judgemental support methods as soon as possible to avoid escalation in behaviour.

Examples of this:

Praise and repeat directions

Motivational challenges

Use of child's name

Physical presence (positive)

Check work

Re-teach

Praise and walk away

Eye contact (where appropriate)

Scripted intervention

Empathetic listening

Praise re-engagement

Scripted Intervention

Interrupt, Redirect, Reinforce

Interrupt: Clearly state behaviour non-judgementally

Redirect: Use reminders to prompt a good decision

Reinforce: Brief reminder of desired behaviour and thank you.

Example:

Joe, I've noticed you haven't taken your book out yet

Remember yesterday when you started work straight away

Thank you, Joe, get your book out ready.

B. Defensive

For a repeat of behaviour where the child is exhibiting as defensive, we will use a limit setting verbal intervention

e.g.

First/Then

If/Then

Example:

Joe, first focus on question 1, then I can help you with question 2.

Joe, first tidy up the pens, then we can talk about it.

Joe, if you pick up the litter, then you can go out to play.

Joe, if you work with your group, then you can share the ideas.

C. Risk Behaviour

If behaviour continues to escalate and the child poses an imminent or immediate risk to themselves or others it is at this point **ONLY** that the Physical Intervention Policy should be adhered to.

Reasonable force

Reasonable force covers a range of interventions that involve physical contact with pupils. If there is a need to physically restrain a pupil, then this should be carried out by a member of staff who is CPI trained. However, if there is the potential for greater risk of harm to the pupil, or others, then staff have a duty to use a reasonable force.

All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- Hurting themselves or others
- Seriously damaging property
- Committing an offence

Incidents of reasonable force must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents/carers using the Physical Intervention Form

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

Individual Behaviour Plans (IBP) can be set up by class teachers with the support of the Senior Leadership Team to address extreme behavioural challenges with individuals who may, for a period of time, be operating outside the realms of the 'normal' behaviour policy strategies. Individual behaviour plans will be shared with relevant staff to ensure consistency – MTAs, Student teachers etc.

If a child regularly moves to risk behaviour at this point a **risk assessment** (attached to physical intervention policy) highlighting physical hazards and control measures should also be completed and shared with parents.

D. Tension Reduction

At this point, physical and emotional energies are depleted and restorative practice can happen with both staff and students (see Appendix 4).

4. Types of behaviour and consequences

Personal circumstances of the pupil will be considered when choosing the consequences, and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

Alternative approaches to managing behaviour will be noted in a child's IBP, including individualised consequences. The school will also consider an alternative approach to behaviour management for pupils who are frequently removed from class.

Staff will record all incidents of removal from the classroom in the behaviour log, along with details of the incident that led to the removal, and any protected characteristics of the pupil (see part 2, section 7).

Behavioural consequences will not be used as a threat to enforce behaviour. It is essential that consequences are seen as productive and not punitive. As such, consequences should be issued in a calm manner, at an appropriate time, explaining to the child how it will support them. We wish to avoid negative associations with behavioural consequence terms.

Low Level Disruption

When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond to restore a calm and safe learning environment, and to prevent recurrence of disruption.

Consequence – RRS reminder

Staff will give verbal or visual reminders of RRS expectations to reset behaviour.

This type of behaviour does not need to be logged.

Repeated Low Level Disruption

Staff will support a child to stay in class, using a variety of adaptive and relational approaches and may draw upon the PACE approach or A and B of the CPI de-escalation approach.

If the child continues to disrupt the learning of others, after 3 reminders, a Reset will be given. The Reset may be instantaneous if the child uses abusive language or demonstrates low level physical behaviours (for example, purposely pushing another person or throwing a small object).

Consequence - Reset (immediate)

If the child continues to disrupt the learning of others after they have been given 3 reminders, they will be told they are going to spend 5 minutes in another classroom to reflect on their behaviour. They will be taken to the classroom with their work, or a reading book, and given a timer. Once the timer has ended they will be sent back to their class, or a member of staff will collect them - to be arranged at the time of drop off. The teacher will welcome them back warmly and have a restorative conversation (Appendix 4) at an appropriate time as soon as possible. This will focus on positive next steps. In some cases, it may be appropriate to send the child to another area in the classroom. This will be at the teacher's discretion.

If the child refuses to go on a Reset then SLT will be called to support/make decisions on the next steps needed to support the child.

If the child continues to disrupt the class upon returning, then they will receive a break or lunch Reset (see below) and SLT will be called to support and make decisions on the next steps needed to support the child..

This behaviour incident will then be logged on Behaviour Watch (see part 2, section 7) as a behaviour log.

Outcome

The child will be supported to work through the barrier to their learning by breaking the cycle of behaviour and reflecting on this in a different space. The teacher will sustain their relationship with the child by managing this calmly and with empathy, acknowledging that the child needs further support to continue positively with their day. Upon returning to the class the child will feel welcomed back and any additional provision identified will be put in place to help them be successful with their day.

Repeated low level disruption after an immediate Reset

Upon returning from an instant Reset, staff will support a child to stay in class, using a variety of adaptive and relational approaches and may draw upon the PACE approach or A and B of the CPI de-escalation approach. If the child continues to disrupt the learning of others, after 3 reminders to Reset their behaviour, a call to SLT will be made to support and they will receive a break / lunch Reset depending on the time of day.

Consequence – Reset (break or lunch)

If, after their 3rd reminder, the child continues to disrupt the learning of others, they will be told they are going to receive a break or lunch Reset to reflect on their behaviour. SLT will be called to support their behaviour until the Reset happens. SLT may alternatively arrange for another member of staff to support the child during Reset at their discretion, based on a variety of factors.

At break time a member of staff from the classroom will support the child during their Reset in the classroom. During a lunch Reset, a member of SLT will support the child during their Reset, with the child being brought down by the teacher. SLT may alternatively arrange for another member of staff to support the child during Reset at their discretion, based on a variety of factors. The child will be supported to complete any missed learning where necessary and have a restorative conversation (Appendix 4). This will focus on positive next steps, identifying any adaptive approaches which may need to be used to support the child to be successful in their day. Staff will use a relational approach.

If the child refuses to go on a Reset, or continues to be disruptive, then SLT will support/make decisions on the next steps needed to support the child on an individualised basis.

This behaviour will be logged on Behaviour Watch as a behaviour log,

Outcome

The child will be supported to work through the barrier to their learning by breaking the cycle of behaviour and reflecting on this in a different space. The teacher will sustain their relationship with the child by managing this calmly and with empathy, acknowledging that the child needs further support to continue positively with their day. Upon returning to the class the child will feel welcomed back and any additional provision identified will be put in place to help them be

successful with their day.

Repeated low level disruption after a break or lunch Reset

Staff will support a child to stay in class, using a variety of adaptive and relational approaches and may draw upon the PACE approach or A and B of the CPI de-escalation approach.

If a child continues to be disruptive after returning to the class from a Reset at break or lunch, after 3 reminders.

Serious, intentional damage to property, or serious physical behaviours (for example, hitting, kicking etc) will result in an immediate Reflection. Children with an IBP may have an adapted or alternative consequence which must be followed.

Reflection on the same day

If the child is sent to Reflection during the day, the child's parent/carer must be informed of the Reflection before the child returns home by the teacher. If Reflection is planned for the following day, parents/carers **Consequence – immediate Reflection**

If, after their 3rd reminder, the child continues to be disruptive, they will be told they are going to spend some time on Reflection. SLT will be called and a handover will be given either verbally or by filling out the Reflection form (Appendix 3). SLT will use the information gathered, review this and decide on the provision to be put in place for the child, by means of an intervention, to work with the child and support them to return to the classroom positively.

SLT will take the child for an immediate Reflection until the end of the day. SLT may alternatively arrange for another member of staff to support the child during Reflection at their discretion, based on a variety of factors. If this happens at the end of the day, then the Reflection will happen the next day for either half a day or a whole day and may take place in another of the Trust's schools. This must be informed by the teacher the day before. Parents/carers must also be contacted after the Reflection to let them know how it went.

Reflection on a different day

If Reflection commences at the start of the next day, the teacher will check in at the start, during and at the end of the day. This will be facilitated by SLT. If, upon returning to the classroom, the child continues to be disruptive, SLT will decide on the next steps to take with the support of the INCO/Trust Inclusion Lead.

Reflection at another school

It may be decided that a new environment will support the child to successfully complete their Reflection. This will be discussed with the parent/carer of the child in advance to arrange which school and any transportation, as well as the SLT of the host school.

Preparation for Reflection (including at a host school)

A member of SLT must ensure there is a clear hand over to the member of the staff working with the child during Reflection, which must include:

- A completed Reflection Form (Appendix 3) or a verbal handover giving clear information
- Work for the child to complete which reflects what they would be doing at school that day
- Any additional paperwork such as risk assessment, IBP, ATT etc
- Any resources such as academic equipment or sensory resources
- A verbal handover to share any necessary information about the child which will allow staff to work successfully with the child during their Reflection
- Identification of a suitable space for the Reflection
- A timetable of staff working with the child for the day – ensuring that there is a rotation of staff to cover breaks

During Reflection

Staff working with the child will primarily focus on the child's emotional regulation using a relational approach to ensure the child is regulated and feels safe. Using an adapted approach, the member of staff will set out the timetable for the day as suited to the child's needs (now and next etc) and will work with them on the tasks set for the day. It may have been decided that the tasks focus on regulation, learning behaviours or other and may not be academic learning. This would have been decided in advance by SLT in order to support the child to make successful next steps.

After Reflection

Once Reflection has been completed, it is essential that there is a verbal handover on the same day by the member of staff supporting the child on Reflection to the home school SLT. Information shared must then be passed from SLT to the child's teacher, with any additional provision arranged at this point. SLT will call the parent/carer on the same day to discuss the successes of the day and any future provision to support the child.

The child's teacher will then have a restorative conversation at the end of Reflection (Appendix 4) or before the child returns to the classroom where possible.

Behaviour Watch

The behaviour will be logged on Behaviour Watch as a behaviour log.

Outcome

The child will be supported to work through the barrier to their learning by breaking the cycle of behaviour and reflecting on this in a different space. The teacher and member of staff managing the Reflection will sustain their relationship with the child by managing this calmly and with empathy, acknowledging that the child needs further support to continue positively with their education. Upon returning to the class the child will feel welcomed back and any additional provision identified will be put in place to help them be successful.

Low level physical behaviours without malicious intent

The child is displaying low level physical behaviours which are not directed at others or with intent to harm others or damage property. This may include pushing items or throwing small objects.

Consequence - Reset (immediate)

If the child continues to disrupt the learning of others after they have been given 3 reminders, they will be told they are going to spend 5 minutes in another classroom to reflect on their behaviour. They will be taken to the classroom with their work, or a reading book, and given a timer. Once

the timer has ended they will be sent back to their class, or a member of staff will collect them - to be arranged at the time of drop off. The teacher will welcome them back warmly and have a restorative conversation (Appendix 4) at an appropriate time as soon as possible. This will focus on positive next steps. In some cases, it may be appropriate to send the child to another area in the classroom. This will be at the teacher's discretion.

If the child refuses to go on a Reset then SLT will be called to support. SLT may alternatively arrange for another member of staff to support at their discretion, based on a variety of factors.

If the child continues to disrupt the class upon returning, then they will receive a break or lunch Reset (see below) and SLT will be called to support. SLT may alternatively arrange for another member of staff to support the child, based on a variety of factors.

Outcome

The child will be supported to work through the barrier to their learning by breaking the cycle of behaviour and reflecting on this in a different space. The teacher will sustain their relationship with the child by managing this calmly and with empathy, acknowledging that the child needs further support to continue positively with their day. Upon returning to the class the child will feel welcomed back and any additional provision identified will be put in place to help them be successful with their day.

Serious disruptive behaviour

The child is displaying behaviour that is having a serious affect on learning, and/or safety.

Consequence

This type of behaviour will immediately be brought to the attention of senior members of staff who will decide on the consequence. Staff may need to draw upon A, B or C of the CPI de-escalation approach.

5. Suspension and permanent exclusion

In exceptional circumstances, for example in response to a persistent breach in behaviour, after a serious incident or where if the child remaining in school would seriously harm the education and welfare of others, it may be decided to suspend a pupil for a fixed period or in extreme circumstances, exclude permanently. This may also include suspensions at lunchtime, as a matter of judgement for the CEO.

Where a child with a social worker is at risk of exclusion, their social worker should be informed and involved in relevant conversations.

If extenuating circumstances have an impact on the full programme of consequences being applied, the situation is explained to all staff involved in the incident. This will ensure that everyone involved understands the rationale for a change in the stages of the agreed consequences and therefore ensuring no one feels undermined.

Before the child is reintegrated into the classroom the Suspension proforma needs to be completed and logged on Behaviour Watch. The Suspension and Exclusion policy be followed from this point.

A table summarising behaviour consequences can be found at Appendix I.

6. EYFS

If disruptive behaviour continues the child will be asked to move to a space to think about their behaviour (e.g. carpet square, nurture space with a supportive adult). This will be for an appropriate period of time related to their age. A restorative conversation needs to take place at the earliest opportunity (Appendix 4). By the end of the year, the behaviour policy should apply to EYFS in the same way as the rest of the school (see above), or adaptations made where appropriate to the individual child.

7. Behaviour Watch

All incidents of disruptive behaviour will be reported on Behaviour Watch using the ABC Behaviour Model. Behaviour logs must not be used as a consequence; the purpose of the logs is to allow for observation and monitoring of behaviour.

Behaviour logs must be completed in a timely manner, by the end of the day that the incident occurred. For more information on logging behaviour, please see Appendix 2.

Behaviour logs will be regularly reviewed by SLT, the Trust Inclusion Lead, Designated Safeguarding Lead and Deputy Designated Safeguarding Lead as appropriate. At this point, staff may be contacted to gain further information or to be given support.

8. SEND

8.1 Recognising the impact of SEND on behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of disruptive behaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of behaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of behaviour will be made on a case-by-case basis.

When dealing with behaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will take its legal duties into account when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid any substantial disadvantage to a disabled pupil being caused by the school's policies or practices (Equality Act 2010)
- Using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014)
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of behaviour, and put in place support to prevent these from occurring.

Any preventative measures will consider the specific circumstances and requirements of the pupil concerned.

8.2 Adapting consequences for pupils with SEND

When considering behavioural consequences for a pupil with SEND, the school will consider whether:

- The pupil was unable to understand the rule or instruction
- The pupil was unable to act differently at the time as a result of their SEND
- The pupil was likely to behave aggressively due to their particular SEND

If the answer to any of these is 'yes', it may be unlawful for the school to implement a behaviour consequence for the pupil for the behaviour, unless this is a supportive measure.

The school will then assess whether it is appropriate to use a consequence and if so, whether any reasonable adjustments need to be made to the sanction.

9. Mobile phones

In line with the school's Mobile Phone Policy, pupils are permitted to bring a mobile phone into school, but it should be switched off before they enter the school grounds and only switched back on at the end of the day when pupils are outside of the grounds.

Pupils' mobile phones should not be seen or heard by a member of staff to avoid confiscation. If a pupil is found using their mobile phone (this includes the device ringing, vibrating or making sounds to notify the user of alerts etc.) it will be confiscated and only returned to a parent or carer who will have to come and collect it from the school at the end of the day. Using mobile phones in school may also lead to a consequence such as a Reset or Reflection. Inappropriate or repetitive use of a mobile phone may result in a fixed term suspension.

In addition, in line with the Trust's E-Safety Policy, children:

- will be expected to know and understand policies on the use of mobile devices and digital cameras. They should also know and understand policies on the taking / use of images and on cyber-bullying.
- should understand the importance of adopting good E-Safety practice when using digital technologies out of school and realise that the school's Safety Policy covers their actions out of school, if related to their membership of the school.

10. Searching and confiscation

Searching and confiscation is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

10.1. Confiscation

Any prohibited items (listed under Serious Behaviour, part 1 section 8) found in a pupil's possession will be confiscated. These items will not be returned to the pupil.

We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents/carers, if appropriate.

10.2. Searching a pupil

Searches will only be carried out by a member of staff who has been authorised to do so by the Head of School, or by the Head of School themselves.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search. Where possible, the child's parent/carer will be informed prior to them being searched. If waiting to inform the parent/carer poses a greater risk, then the search will be carried out and the parent/carer will be informed as soon as possible afterward.

An authorised member of staff of a different sex to the pupil can carry out a search without another member of staff as a witness if:

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; **or**
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff

When an authorised member of staff conducts a search without a witness, they should immediately report this to another member of staff, and make sure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but not required urgently, they will seek the advice of the Head of School, Designated Safeguarding Lead (or deputy) or pastoral member of staff who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other pupils or staff at risk
- Consider whether the search would pose a safeguarding risk to the pupil
- Explain to the pupil why they are being searched
- Explain to the pupil what a search entails – e.g. “I will ask you to turn out your pockets and remove your scarf”
- Explain how and where the search will be carried out
- Give the pupil the opportunity to ask questions
- Seek the pupil's co-operation

If the pupil refuses to agree to a search, the member of staff can give an appropriate behaviour consequence.

If they still refuse to co-operate, the member of staff will contact the Head of School, Deputy Safeguarding Lead (or deputy) or INCO, to try to determine why the pupil is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the pupil. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil harming themselves or others, damaging property or causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items identified in section 3, but not to search for items that are only identified in the school rules.

An authorised member of staff may search a pupil's outer clothing, pockets, possessions, desk or locker.

'Outer clothing' includes:

- Any item of clothing that isn't worn wholly next to the skin or immediately over underwear (e.g. a jumper or jacket being worn over a t-shirt)
- Hats, scarves, gloves, shoes or boots

10.3. Searching pupils' possessions

Possessions means any items that the pupil has or appears to have control of, including:

- Lockers
- Bags

A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items (listed under Serious Behaviour) and items identified in the school rules.

An authorised member of staff can search a pupil's possessions when the pupil and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

10.4. Informing the Designated Safeguarding Lead

The staff member who carried out the search should inform the Designated Safeguarding Lead without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed under Serious Behaviours.
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items (listed under Serious Behaviour), including incidents where no items were found, will be recorded in the school's safeguarding system.

10.5. Informing parents/carers

Parents/carers will always be informed of any search for a prohibited item (listed under Serious Behaviour). A member of staff will tell the parents/carers as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything

- What action the school has taken, including any sanctions that have been applied to their child

10.6. Support after a search

Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's Safeguarding and Child Protection policy and speak to the Designated Safeguarding Lead. They will consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

10.7. Strip searches

The authorised member of staff's power to search outlined above does not enable them to conduct a strip search (removing more than the outer clothing) and strip searches on school premises shall only be carried out by police officers in accordance with the Police and Criminal Evidence Act 1984 (PACE) Code C.

Before calling the police into school, staff will assess and balance the risk of a potential strip search on the pupil's mental and physical wellbeing and the risk of not recovering the suspected item.

Staff will consider whether introducing the potential for a strip search through police involvement is absolutely necessary, and will always ensure that other appropriate, less invasive approaches have been exhausted first.

Once the police are on school premises, the decision on whether to conduct a strip search lies solely with them. The school will advocate for the safety and wellbeing of the pupil(s) involved. Staff retain a duty of care to the pupil involved and should advocate for pupil wellbeing at all times.

10.8. Communication and record-keeping

Where reasonably possible and unless there is an immediate risk of harm, before the strip search takes place, staff will contact at least 1 of the pupil's parents/carers to inform them that the police are going to strip search the pupil, and ask them whether they would like to come into school to act as the pupil's appropriate adult. If the school can't get in touch with the parents/carers, or they aren't able to come into school to act as the appropriate adult, a member of staff can act as the appropriate adult (see below for information about the role of the appropriate adult).

The pupil's parents/carers will always be informed by a staff member once a strip search has taken place. The school will keep records of strip searches that have been conducted on school premises, and monitor them for any trends that emerge.

10.9. Who will be present

This subsection and the 1 directly following apply to strip searches that involve the exposure of a pupil's intimate body parts, but you may decide to follow these procedures for other searches. If so, amend these subsections accordingly.

For any strip search that involves exposure of intimate body parts, there will be at least 2 people present other than the pupil, except in urgent cases where there is risk of serious harm to the pupil or others.

One of these must be the appropriate adult, except if:

- The pupil explicitly states in the presence of an appropriate adult that they do not want an appropriate adult to be present during the search, **and**

- The appropriate adult agrees

If this is the case, a record will be made of the pupil's decision and it will be signed by the appropriate adult.

No more than 2 people other than the pupil and appropriate adult will be present, except in the most exceptional circumstances.

The appropriate adult will:

- Act to safeguard the rights, entitlements and welfare of the pupil
- Not be a police officer or otherwise associated with the police
- Not be the headteacher
- Be of the same sex as the pupil, unless the pupil specifically requests an adult who is not of the same sex

Except for an appropriate adult of a different sex if the pupil specifically requests it, no one of a different sex will be permitted to be present and the search will not be carried out anywhere where the pupil could be seen by anyone else.

10.10. Care after a strip search

After any strip search, the pupil will be given appropriate support, irrespective of whether any suspected item is found. The pupil will also be given the opportunity to express their views about the strip search and the events surrounding it.

As with other searches, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any further specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

Staff will follow the school's Safeguarding and Child Protection Policy and speak to the designated safeguarding lead. They will consider whether, in addition to pastoral support, an early help intervention or a referral to children's social care is appropriate.

Any pupil(s) who have been strip searched more than once and/or groups of pupils who may be more likely to be subject to strip searching will be given particular consideration, and staff will consider any preventative approaches that can be taken.

11. Off-site disruptive behaviour

Consequences may be applied off-site when representing the school. This means disruptive behaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Consequences may also be applied where a pupil has been disruptive off-site, at any time, whether or not the conditions above apply, if the behaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil

- Could adversely affect the reputation of the school

Consequences will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).

11.1. Online behaviour (offsite)

The school can issue behaviour consequences to pupils for online behaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

Consequences will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member. Consequences will be given at the discretion of the Head of School.

12. Suspected criminal behaviour

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the Head of School will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the Designated Safeguarding Lead will make a tandem report to children's social care, if appropriate.

13. Sexual Harassment and Sexual Violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report

- Carrying out risk assessments, where appropriate, to help determine whether to:
 - Manage the incident internally
 - Refer to early help
 - Refer to children's social care
 - Report to the police

Please refer to our Safeguarding and Child Protection Policy for more information.

14. Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our Safeguarding and Child Protection Policy.

Appendices

Appendix I: Behaviour Strategies and Consequence Table

Promoting positive behaviour <i>Adaptive and relational practice is an effective strategy to develop and maintain positive classroom behaviours and learning experiences for all. This forms the foundations of our behaviour approach.</i>			
Behaviour type	Strategy		Consequence
Disruptive	Low level disruption	PACE CPI A and B (De-escalation) Relational and adaptive approaches	Verbal or visual reminder of RRS to reset behaviour
	Repeated low level disruption	PACE CPI A and B (De-escalation) Relational and adaptive approaches	After 3 reminders sent for an immediate 5 minute Reset
	Repeated low level disruption after Reset	PACE CPI A and B (De-escalation) Relational and adaptive approaches	After 3 reminders, call to SLT for support and break or lunch Reset
	Repeated low level disruption after break or lunch Reset	PACE CPI A and B (De-escalation) Relational and adaptive approaches	After 3 reminder Immediate Reflection, supported by SLT
	Low level physical behaviour without malicious intent (pushing others, throwing small items etc)	PACE CPI A and B (De-escalation) Relational and adaptive approaches	Immediate Reset (5 minutes)
Serious	Serious disruptive behaviour (kicking, hitting others or damaging property with intent)	PACE CPI A, B and C (De-escalation or physical intervention)	Immediate Reflection Or Suspension

Appendix 2: Logging Behaviour (ABC Behaviour Model)

What is the ABC Model of Behaviour?

The ABC model of behaviour is an approach to tracking and understanding the behaviour of children in the classroom.

By tracking antecedents (A), behaviours (B) and consequences (C), the ABC model of behaviour can be used by teachers to improve their understanding of what triggers certain behaviours, and to develop effective responses and support plans.

The Antecedent-Behaviour-Consequence (ABC) model of behaviour helps to study behaviours which may present as challenging. This approach can assist teachers, carers and parents in understanding what children are trying to express, such as tiredness or frustration, and assess whether strategies such as use of a calm corner or provision of sensory items are proving effective.

A (antecedent) - What happened before the incident. What event or situation triggered the incident?

(For example - child was in the queue waiting to collect their lunch. The line was quite long and child was waiting for around 10 minutes).

B (behaviour) – What was the behavioural incident?

(Child started shouting at the children in front to hurry up).

C (consequence) - What was the consequence of the behaviour. What did you do?

(Child was approached by MTA. MTA empathised with the child about their frustrations and reminded them of the expectations, asking them not to shout).

Action - What action you then took

*(MTA passed this information onto **** to discuss the long wait at lunch times).*

Please try to keep this information as factual as possible and avoid any assumptions (for example rather than say child was stressed, you could say child appeared agitated - they were pacing with clenched fists).

Appendix 3: Reflection Form

Date:	Name:	Teacher:
Antecedent (what happened before)		
Behaviour (what has happened)		
What strategies have been used		
What consequences have been used		
Learning to be completed (if necessary)		
Any other relevant information		

Appendix 4: Restorative Practice

Restorative practice is built on a number of key principles that are supported by research. These principles are as follows.

1. Relationships are central to building a community

In order to have a good community, we need to sustain positive relationships. This means repairing any harm that has been done, and ensuring that it does not occur again in the future.

2. Everyone's voices should be heard and valued

Human relationships are healthiest when we express our emotions freely, which reduces the intensity of feelings. We need to have an opportunity to say when something affects us, but we also need to listen to the 'offender'. Their opinion is unique and still of value.

To put it another way, a person should be separated from their behaviour. Doing so acknowledges that the 'offender' may have unmet needs, and these needs are the reason behind their behaviour.

Listening and solving the problem ensures that the incident does not reoccur. It also leaves the 'offender' with self-respect, dignity, and a sense of belonging in the community.

3. To minimise behaviour incidents, you should repair the harm caused, not just punish people for breaking rules

Repairing harm and relationships prevents future harm, as well as restoring trust and strengthening the community.

4. Problem-solving should be collaborative

To make the whole community feel involved and positively motivated, let them all participate. Everyone should discuss the problematic situation that has arisen, and decide on a fair solution.

Thinking through the event – including what was right or wrong, and how it could have been handled differently – teaches the 'offender' what they should do in future.

Consequences that you decide on should be based on the unmet needs of both 'offender' and 'victim'. They should be reasonable, respectful, and related to the offence.

5. Accountability and responsibility lead to change and growth

Learning and understanding the impact of your actions, determining how to fix them, and actually following through with this plan, leads to positive self-growth. This process makes the offender feel remorseful, which reduces the likelihood of reoffending.

These principles are applied in practice using different restorative approaches. All of these approaches are centred around **restorative language** – a shift in the way that we think and speak.

Instead of using retributive language (i.e. language that attributes blame, judgement, or criticism, such as 'he is rude', 'she did it on purpose', and 'what have you done?'), we should use language

that shows an understanding of the potential needs of the person we are speaking about. Questions such as 'what's happened?' and 'who's been harmed?' acknowledge to the 'offender' that there may have been a reason behind their actions.

A full list of restorative question for the 'offender' include:

- 'What happened?'
- 'What were you thinking about at the time?'
- 'What have you thought about since?'
- 'Who has been affected by what happened, and how?'
- 'How could things have been done differently?'
- 'What do you think you need to do to make things right?'

For the 'victim', these include:

- 'What did you think when you realised what happened?'
- 'What impact has the incident had on you and others?'
- 'What has been the hardest thing for you?'
- 'What do you think needs to happen to make things right?'

Before you respond to an incident, think about the benefits and risks that each possible response has. If your approach will not help the person to learn from their mistake and avoid it in the future, then it is not restorative and you should try to reconsider your strategy.