# Oak Lodge School
## Positive Behaviour and Relationship Policy

| Policy Date | January 2024 | Review January 2026 |
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| Agreed to be adopted<br><br>Signature: | Date: February 2024 | Schools & Resources Committee |

This policy does not stand alone and should be read in conjunction with the staff Code of Conduct and the following school policies & Protocols:

- ❖ Child protection & Safeguarding
- ❖ Exclusions Guidance - Wandsworth
- ❖ Anti-Bullying
- ❖ E-safety & Acceptable Use (Digi Safe)
- ❖ Positive behaviour & rewards protocols.
- ❖ Home-school agreement
- ❖ SEND Policy & SEND Information Report.
- ❖ PSHE Policy
- ❖ Equality Policy and Objectives
- ❖ Attendance Policy
- ❖ Teaching & Learning protocol
- ❖ Off-Site Visits & Outdoor Education Policy
- ❖ Health and Safety Policy
- ❖ Positive Touch protocol

## Ethos and Introduction

Oak Lodge School are committed to providing a caring, calm and secure environment in which tolerance, understanding and respect for others is fostered. We aim to promote a positive culture and to encourage in all pupils a sense of responsibility to themselves, to our school and to the wider community. Celebration of personal achievement and the achievement of others is at the core of our ethos and our approach to behaviour. This is achieved through governors, staff, pupils, parents/carers and stake holders working together in partnership.

Our Trauma Informed Behaviour and Positive Relationships policy is primarily concerned with promoting positive relationships with our pupils and adults with the common purpose of developing a whole school ethos of respect, nurture and empathy by providing clear and consistent behaviour expectations of all children. This also incorporates the need for mental health to be acknowledged amongst our pupils.

Oak Lodge School use a Trauma Informed Approach to Behaviour. All staff are expected to use this approach and the restorative process as a starting point for resolving issues around behaviour. These approaches promote a positive ethos of good behaviour in which pupils can work and play well together with other people. There is a high expectation of behaviour in all aspects of the Oak Lodge School day which places the needs of the child at its centre. Oak Lodge School support all children including those displaying social, emotional and mental health (SEMH) difficulties. We maintain the belief that pupils' behaviour should be understood and can be modified, managed and enhanced in order to enable them to access learning.

## Aims

Oak Lodge aim to:

- Encourage a calm, purposeful and happy atmosphere conducive to good learning.
- Foster positive attitudes towards themselves and others which recognises and values achievements at all levels.
- Enable pupils to recognise and appreciate appropriate behaviour.
- Encourage increasing independence and self-discipline so each child learns to accept responsibility for their own behaviour and choices.
- Provide a consistent approach to behaviour management across the school.
- Make boundaries of acceptable behaviour clear and understand the relationship between actions and consequences.
- Enable pupils to feel safe in our school.
- Provide an interesting, well-planned curriculum that motivates children to learn alongside developing the social, emotional and behavioural skills.
- Implement mental health and trauma-informed approach to behaviour in our school.

This Behaviour and Positive Relationships Policy seeks to inform, guide and support staff, parents/carers, and pupils to achieve these aims through actively promoting positive behaviour by reflecting on ten key aspects of school practice.

1. Consistent trauma-informed approach to behaviour management
2. Strong school leadership
3. Classroom management
4. Rewards and consequences
5. Behaviour strategies & the teaching of good behaviour
6. Staff development and support
7. Pupil support systems
8. Liaison with parents/carers and other agencies
9. Managing pupil transition
10. Organisation and facilities

Our school is invested in supporting the very best possible relational health between;

- Parent and child
- Child and child
- Child and school staff
- Parent and school staff
- School staff
- School staff and senior leaders School staff and external agencies.

**Protect**

Increased 'safety cues' in all aspects of the school day; 'meet and greet' at the classroom door and an open-door policy for informal discussions with parents/ carers. Staff trained in 'PACE' modes of interaction (Hughes 2015); being warm emphatic, playful and curious (proven to shift children out of flight/fright/freeze positions). Staff ensure that interactions with children are socially engaging and not socially defensive, to decrease likelihood of children relating defensively (flight/fright/freeze). A whole school commitment to cease all use of harsh voices, shouting, put downs, criticism and shaming (proven to be damaging psychologically and neurologically). Staff 'interactively repair' occasions when they themselves move into defensiveness. Pedagogic interventions that help staff to get to know children better on an individual basis e.g. 'I wish my teacher knew'. (What matters to them, who matters to them, their dreams, hopes). This is key to enabling children to feel safe enough to talk, if they wish, about painful life experiences, which are interfering with their ability to learn and their quality of life.

Vulnerable children have easy and daily access to at least one named, emotionally available adult, and know when and where to find that adult. If the child does not wish to connect with the allocated adult, an alternative adult is found.

School staff adjust expectations around vulnerable children to correspond with their developmental capabilities and experience of traumatic stress. This includes removing vulnerable and traumatised children in a kind and non-judgmental way from situations they are not managing well (e.g. children who are continually triggered into alarm states in the main playground can access calmer, smaller areas with emotionally regulating adults).

Provision of a clear, confidential and non-shaming system of self-referral for children's help/talk time. The nurturing of staff in such a way that they feel truly valued and emotionally-regulated and in so doing to support them to interact throughout the school day with positive social engagement rather than defensiveness.

**Relate**

A whole-school commitment to enabling children to see themselves, their relationships and the world positively, rather than through a lens of threat, danger or self-blame. Vulnerable children provided with repeated relational opportunities (with emotionally available adults) to make the shift from 'blocked trust' (not feeling psychologically safe with anyone) to trust, and from self-help to 'help seeking'.

**Regulate**

Relational interventions specifically designed to bring down stress hormone levels
(e.g. from toxic to tolerable) in vulnerable children, enabling them to feel calm, soothed and safe. This is to support learning, quality of life and protect against stress-induced physical and mental illness, now and in later life. Evidence-based interventions that aim to repair psychological damage and brain damage caused by traumatic life experiences, through emotionally regulating, playful, enriched adult-child interactions. The emotional well-being and regulating of staff are treated as a priority to prevent burnt out, stress-related absence, or leaving the profession through stress-related illness, secondary trauma and/or feeling undervalued, blamed or shamed.

**Reflect**

Staff training and development and training in the art of good listening, dialogue, empathy and understanding (instead of asking a series of questions/ giving lectures). Provision of skills and resources to support parents and staff in meaning empathetic conversations with vulnerable children who want to talk about their lives. This is to empower children to better manage their home situations and life in general. Within the context of an established and trusted relationship with a member of staff (working alliance), children are given the means and opportunity to symbolise painful life experiences through images as well as words, as a key part of 'working through' these experiences and memory re-consolidation. Means include the provision of different modes of expression, e.g. art/play/drama/ music/sand/emotion worksheets/emotion cards.

PSHE (Personal, Social and Health Education) and psycho-education as preventative input, informed by current research psychological and neuroscience) on mental health, mental ill-health (full range of specific conditions), relationships (including parenting) emotions, social media and tools for how to 'do life well'. Curricular content enables children to make informed choices about how they relate to others, how they live their lives, and how they treat their brains, bodies and minds.

Staff development and training to help children move from 'behaving' their trauma/painful life experiences, to reflecting on those experiences. Staff learn to do this through empathetic conversation, addressing children's negative self-referencing and helping them develop positive, coherent narratives about their lives.

## Consistency & Leadership

Consistent yet flexible implementation of this policy by all is vital, to consider the varied and complex needs of the pupils who attend our school. The policy should also promote regular attendance, a good work ethic, self-discipline and respect for others.

To help us achieve our aims we will:

- Provide a clear set of rules, rewards and consequences through consultation with staff, children, parents and management committee members;
- Publicise the above so that everyone is clear about what is expected and approaches to behaviour management are consistent across the school;
- Ensure that there are consistent nurturing practices across the school;
- Ensure a trauma-informed approach is embedded across the school so that the mental health and wellbeing of pupils and staff is a priority;
- Ensure that children understand the meaning of inappropriate and unsafe behaviour and bullying and know how the school will deal with it.

Our Relationships and Behaviour Policy acknowledges the school's legal duties under the Equality Act 2010 in respect of safeguarding and in respect of pupils with special educational needs (SEN). The policy also operates within agreed legal guidelines as follows:

✓ Education Act 1996
✓ School Standards and Framework Act 1998
✓ Education Act 2002
✓ Education and Inspections Act 2006
✓ School Information (England) Regulations 2008
✓ Equality Act 2010
✓ Education Act 2011

## Classroom Management

We encourage good behaviour through communication of high expectations, clear policies and an ethos which fosters mutual respect between staff and pupils. Our relationships with each other are supported by our Code of Conduct. This provides a framework to help us to provide good models of behaviour at all times for our children and young people.

The quality of our relationships with our children and young people are crucial. Each adult is a significant adult for our children and young people. To foster successful, enabling relationships we:
- Actively build trust and rapport
- Have high expectations for all children and young people
- Treat children and young people with dignity and respect at all times
- Listen respectfully to the child or young person
- Invest in your relationships with the children and have fun together
- Identify the strengths in the child or young person – identify these with the child and build on it.

- Name and manage your own emotional reactions to children and young people's behaviour, i.e. demonstrate emotionally intelligent behaviour.
- Seek help if you are finding it difficult to manage your feelings about a child or young person
- Quietly but firmly hold appropriate boundaries for the children and young people
- Seek support from wider professional networks to problem-solve challenging behavior as soon as it is presented.

**See Appendix 1 for De-escalation strategies**

In our school, all pupils are expected to:
- Respect themselves and others
- Listen to and follow instructions
- Be kind, fair and polite
- Follow the communication rules
- Behave safely
- Follow the Oak Lodge Behaviour Agreement (see appendix 2)

Everyone within our school has the right to feel safe and secure, and all incidents of violence will be dealt with bearing this in mind. Physical and verbal aggression, and bullying is unacceptable and will be challenged and managed. All reported incidents of bullying whether they are observed by staff or reported by a pupil or parent will be dealt with rapidly and from the premise that bullying is unacceptable. Parents/carers will always be informed if their child has been physically aggressive towards other pupils or staff, or if they have been the perpetrator or victim of bullying behaviour.

## Rewards and Recognition and Consequences

At the centre of our student rewards system is the firm belief that any 'reward' that is given is a sign of recognition for a student's effort, contribution to learning and progress, aligned with our school ethos. This approach is based on developing students' desire to learn. Pupils are encouraged to suggest their own rewards and incentives through Pastoral feedback, the School Council and Sports Council.

**Year 7 - 6th Form Reward Programme:**

It is important that achievement and positive learning behaviours are recognised and praised. However it is key that we do not create a 'one size fits all approach'. Each subject teacher and pastoral teacher is encouraged to develop their own reward systems according to individual pupil needs. It is also important to note that some pupils can find the concept of celebrating their successes publicly upsetting or patronising and so individual approach is necessary.

**Merits**

- Merits are awarded for positive attitude to learning. These are recorded on SIMS
- On average a Maximum of 3 merits per lesson. For higher achievement than normal for a pupil, an additional merit can be awarded.

**Jack Petchey**

- Jack Petchey Award Programme

**House Competition**

- All members of the school community are put in wither Sun, Forest or Sky house. Several competitions run throughout the year.

**Phoenix House rewards and recognition**

- Star of the week  - Staff will decide who the student of the week is and that student will be rewarded a small gesture such as a hot chocolate or a milkshake and their photo will be displayed in the residential for the week. Student of the week will be chosen by staff who feel they went the extra mile that week or who displayed consistent good behaviour. Staff will also be flexible with this to ensure students with different abilities have equal opportunities for acknowledgement.

- Phoenix House have a reward tree which is displayed in the residential. Students receive a token for a number of reasons such as good behaviour, helping a peer/staff etc. At the end of the term the two senior students and two junior students who have the most tokens are rewarded a trip or suitable reward. The reward is chosen with those particular students in mind

Although our school aims to focus on positives at all times, there are unfortunately occasions when some pupils may display unacceptable or inappropriate behaviour. All of our staff understand that presented behaviour are often an outcome or a response to ACES and will adopt and implement trauma-informed strategies that pre-empt unacceptable behaviour.

We want pupils to take responsibility for their behaviour and will encourage pupils to do this through restorative justice approaches which enable pupils to reflect upon their behaviour and to make amends. Incidents in schools that are dealt with restoratively provide opportunities for harm to be repaired. The process takes place when all parties are in agreement that they want to address the harm in this way and in particular, it is important that the person causing harm accepts that s/he has done so, is ready to be held accountable and wants to repair the wrong-doing.  Pupils will negotiate their own consequence within the restorative process.  This is a different perspective to the simple application of sanctions, but it does not preclude their use as part of an overall restorative behaviour management system. This process does not, however, replace consequences.

See Levels of Behaviour Appendix  3

Approved Sanctions and intervention sessions Appendix 4

Internal exclusions (Red Days) are given with the agreement of the Senior Leadership Team and recorded appropriately.

Exclusion is an extreme sanction and is only administered by the Head teacher or, in the absence of the Head teacher, the Deputy Head's who are acting in that role.  Oak Lodge School follow the Wandsworth guidance in regards to exclusion.

Consequences should always be reinforced by telephone calls, letters to parents and recorded on our school's system. Internal exclusions or exclusions will be shared with parent and any supporting agencies.

| **Screening and searching pupils DFE guidance** |
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School staff can search a pupil for any item if the pupil agrees[*]. (*The ability to give consent may be influenced by the child's age or other factors). Due to the vulnerability of our students SLT would be contacted immediately if there is a need to search students. Staff should be the same sex as the pupil being searched and there should be a witness, also a staff member.

We are aware that the Headteacher, and staff authorised by them, have a 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 items are:
- knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- laser pens/lights
- any article that the member of staff 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).

In emergency situations the Headteacher and authorised staff can also search for any item banned by the school rules which has been identified in the rules as an item which may be searched for.

Confiscation

**There are two sets of legal provisions which enable staff to confiscate items from pupils.**

- ❖ **The general power to discipline enables staff to confiscate, retain or dispose of a pupil's property as a punishment, so long as it is reasonable in the circumstances.**
- ❖ **Power to search without consent for 'prohibited items' including knives and weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers and articles that have been or is likely to be used to commit an offence, cause personal injury or damage to property.**

**Weapons, knives and extreme or child pornography must always be handed over to the Police, otherwise it is for the teacher to decide if and when to return a confiscated item.**

## Physical Restraint and Use of Reasonable Force

All members of school staff have a legal power to use reasonable force. It can also apply to people whom the Head has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit. The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

Physical Intervention must be a last resort or an emergency action. Where physical restraint is required Crisis Prevention (CPI) trained staff should (as far as possible) carry out the restraint.

At Oak Lodge we foster the CPI Practice. We believe that restrictive interventions including seclusion, physical restraint, isolation time-out and protective devices are only used to reduce behaviour that is injurious to the person, others or property. Such interventions are to be used safely, in a manner that insures dignity and respect and only as a last resort. Such interventions should only be used by staff who have been trained in de-escalation prevention strategies and who have demonstrated competence in the use of restrictive procedures.

CPI trained staff focus on prevention and use proven strategies for safely defusing anxious, hostile, or violent behaviour at the earliest possible stage. Staff are dedicated to changing behaviours and reducing conflict for the Care, Welfare, Safety, and Security of everyone. CPI trained staff believe in the power of empathy, compassion, and meaningful connections. This practice believes that personal safety and security are the antidotes to fear and anxiety.

**Recording Incidents**
Minor or everyday use of reasonable force does not need to be recorded. For example, very young children running off in the playground and being guided back to the line by the teacher or assistant.
All serious incidents involving the use of physical restraint must be recorded following the incident in the Bound & Numbered book located in reception or in the Head of care's office for residential and reported to the Headteacher.
The Head teacher must be provided with the Bound and Numbered book to sign off in a timely manner.

## Positive Touch

At Oak Lodge we work with pupils who are very vulnerable and many of them have sensory needs. This may leave them feeling distressed, angry or disorientated. It is natural in these circumstances for a child/young person to seek comfort from the adults they trust.

There have been many studies that show a lack of soothing touch in childhood, particularly during times of distress, can result in physical ill health and problems with anxiety, aggression or depression in later life. Withholding of touch with a very dysregulated child/young person can be damaging to a their recovery. Not to reach out to the child in such circumstances, could also be re-traumatising. It can cause long-term damage. In many states of distress touch can be the only means of maintaining a connection with the child/young person who can no longer hear/see signed communication.

Positive touch should only involve the extremities or the back. For example, a hand on the arm, back or shoulder. Supportive hugs where appropriate need to be 'side on'

Therapeutic/Positive Touch should always be for the benefit of the pupil.

**APPENDIX 1**

# STRATEGIES TO DE-ESCALATE PEER-VS.-PEER CONFLICT AMONGST STUDENTS WITH EMOTIONAL AND SOCIAL DIFFICULTIES

**1. Modelling →** The key strategy for managing minor conflict within the classroom is for the teacher to model positive conflict resolution behaviour. If a teacher uses sarcasm, overuses shouting, always responds punitively to minor infringements, holds a grievance over a number of lessons etc. then the students will view this as the 'rules of engagement' in the classroom and act accordingly.

**2. Seating Arrangements →** Carefully consider your seating arrangements. A U-shaped seating arrangement or group tables may foster positive group work but may also lead to negative interactions because they force students with emotional and social difficulties to sit looking directly at one another.

**3. Safe Territories →** Students with social difficulties are often resistant to change and become aggressive in response to uncertainty. They will often prefer a set seat and table (a 'territory') in the classroom. Avoid frequent, abrupt changes in seating plans.

**4. Team Spirit →** Encourage students to take on responsibilities for the running and upkeep of the classroom – such as taking the register, handing out and taking in books, handing out writing equipment, writing the date on the board etc, praising each other's work. Always encourage and reward students who help another student.

**5. Use of Language →** Use constructive language when advising students on their interactions with one another, "Please speak politely to each other." rather than "Don't call each other names." For some students with concentration and receptive language difficulties, using the negative means they automatically focus on the negative – and then tend to act impulsively on this thought.

**6. Red Lines →** Read the 'emotional climate' of social interactions – classroom humour and light-hearted banter will go a long way in helping relax the students and make for a better learning environment, but left unchecked it can escalate quickly as students with social difficulties will often take jokes too far. Discuss what the 'red lines' are with students and consistently remind them.

**7. Triggers →** Try to spot 'hidden' triggers amongst the students who regularly engage in conflict – especially discreet comments (often seemingly harmless single words), leading questions, sly nudges and throwing etc that some students will use to provoke confrontation whilst avoiding unwanted teacher attention / classroom sanctions. If possible, ask a colleague to come and 'help out' in a lesson with the aim of spotting these triggers and those students involved.

**8. Soap Opera Switch Off →** Try to distinguish between real anger and acted anger. Some students will deliberately over-react as a way of diverting attention from the work, gain adult attention and to try 'score points' against a student they are in conflict with. This may not be something they think through consciously but will habitually resort to. In these situations, it is crucial not to get caught up in the drama and to respond quickly, calmly and matter-of-factly in addressing the issue – then switching straight back to discussing learning.

**APPENDIX 1**

**9. Solution-Focused →** If students are in constant conflict, remove either individually or together from the classroom audience to discuss the issue. Move away from the typical 'who started it' discussion and direct them towards 'moving on'. Students with social difficulties are likely to have a deeply embedded view that the only way of ending a conflict is by 'winning' the argument and will need repeatedly coaching in 'letting go'.

**10. Slow Motion Repeats →** Some students fall into a habit of 'quick responding' – they will misread situations and rapidly respond defensively / aggressively. On talking through a conflict, try to break it down into steps to raise their awareness of how the conflict emerged. Where appropriate, it can be useful to have another adult sit in and explain what happened as a 'neutral'. It is important during this process, that the language 'taking responsibility' and 'putting things right' is focused upon rather than 'blame' and 'punishment'.

**11. Action Replays →** Where you have trust with a student and they are receptive to your advice, it can be useful to repeat verbatim the insults they have used in a matter-of-fact way (this takes away the taboo / perceived power of such insults) and even 'play act' their responses. This can prove a very effective tool in raising self awareness. In extreme situations, a temporary CCTV camera could be placed in the room to playback behaviour to students involved in constant conflict.

**12. Diversion Tactics →** Following conflict, ask the student/s involved either going with another member of staff to do a job for 5 – 10mins or if you can trust them, running an errand. This will help provide 'cool off' time and distract their attention from the previous issue.

**13. Bully Spotting →** If there is repeated conflict between particular students or if there is a complaint made, then it is important to follow it up with an investigation – with support from pastoral staff. Sometimes students may claim that a conflict is a two-way argument when in fact it is being instigated and perpetuated by them as the more dominant, aggressive side.

**14. Time Out →** Where there are repeated issues of conflict, a protocol – organised in cooperation with dept. colleagues or pastoral staff – may be required to allow particularly volatile students to take limited 'cool off' time in another classroom or office area.

**APPENDIX 2**

# Positive Behaviour Rules

- We are ready to learn.
- We respect everyone and ourselves.
- We are safe and calm.

## In the morning when I arrive school.
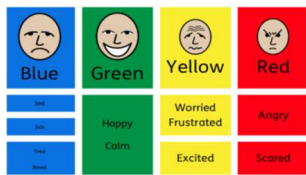
| I can tell staff how I am feeling. | I can look smart in my uniform. | I can show I am ready to start my day. |
|---|---|---|

## My school day.

| I can arrive on time to my lessons and pastoral group. | I can get my equipment ready in my lesson. | I can be kind and respectful to pupils and staff. |
|---|---|---|

## End of my school day.

| I will have my bag and coat ready. | I will be ready for my taxi. | I can tell staff how I am feeling before going home. |
|---|---|---|

| Behaviour: Classroom, corridor or break | Level of Behaviour | Responsibility for action | Further action required |
|---|---|---|---|

**Low level disruptive behaviour that impacts on the following:**

- prevents a positive working relationship with peers and staff
- prevents self or others from learning/making progress.
- Prevents self or others from being safe

- **Level 1 Behaviour**
- See Restorative Level 1 procedures

Subject teacher/TA **records behaviour on SIMS**
Subject teacher/TA **completes action**

If behaviour persists Pastoral teacher/TA to liaise with Wellbeing Team

**Scaled Intervention session in WellBeing 1:1 room:**
Scale will be dependent on the following:
Is this a first offence or persistent? Is the pupil/student refusing to restore/repair?
Support to understand why this behavior is unacceptable eg cyberbullying awareness raising, How this behavior links to the UK law. Etc
**Support Plan**
**Wellbeing mentor support**
**CWP referral**
**Parents/carers invited to school**
**External agencies involved.**

**Level 2 Behaviour Examples:**

- **Serious rudeness to staff member or peer.**
- **Serious non- compliance with instructions of the staff**
- **Aggressive behaviour towards a staff member or peer either physical or verbal**
- **Fighting**
- **Behaviour which puts at risk the health and safety of self and /or others'.**
- **Leaving school without permission**
- **Theft or vandalism**
- **Refusal to do sanction and/or restore**
- **Bullying/cyberbullying**
- **Assault**
- **Discriminatory language or incident which is racist sexist homophobic**

- **Level 2 Behaviour**
- See Restorative Level 2 Procedures

Subject teacher/TA **records on SIMS**
Speak to welllbeing mentor or SLT
**Action completed** by Pastoral teacher/wellbeing mentor/SLT recorded on SIMS

**APPENDIX 4**

## Approved sanctions:

## Reparation, restriction and/or separation.

Discussion with pupil using restorative techniques. Staff to pupil or Pupil to pupil.

**Reparation**- a pupil might be asked to undertake a task to compensate for poor behaviour (for example cleaning up an area that has been deliberately disrupted) This should be relevant to the situation and appropriate to the pupil. Tasks should not be demeaning or futile.

**Restriction**-a pupil may be 'kept in' e.g. from play time) for a reasonable period, or he/she may experience temporary removal of privileges. Again emphasis here is on 'temporary' and appropriate to the circumstances. (E.g. catching up on missed work/homework, or to discuss the impact of their behaviour

**Separation**-a pupil may be separated with discreet supervision within the room or within a separate area for an appropriate period of time in order to receive no rewards or feedback. Time to think

Intervention Session in Wellbeing 1:1 room:

- **Bullying**
- **Cyberbullying**
- **Assault**
- **Racist/homophobic/religious incident**
- **Unable to restore or repair**
- **Persistent Level 1 Behaivour**

**Scale will be dependent on the following:** Is this a first offence or persistent? Is the pupil/student refusing to restore/repair? **Support** to understand why this behavior is unacceptable e.g. cyberbullying requires awareness raising, How this behavior links to the UK law. Etc.

Some of the following may be necessary to get student back on track: Positive behavior Plan, Wellbeing mentor support, CWP referral, parents invited to school, external agencies involved.

### Restorative Process Questions:

What happened? What were you thinking/Feeling at the time? And now?

Who has been affected by what happened? How have they been affected?

What is needed to make this right?

How can we make sure that this doesn't happen again?

**All questions can be adapted to suit the needs of the pupil. E.g. pictorial, simplified language**

Remember we are trying to repair the harm caused and rebuild the relationship. The perpetrator needs an opportunity to repair the harm caused.