



## **Behaviour and Discipline Policy – September 2020**

### **Aims and Expectations**

At The Carlton Junior Academy, we aspire to achieve greatness by taking care to grow our whole academy values of excellence, responsibility, determination, respect and to grow great relationships.

Our Behaviour Policy is based upon striving for excellence in all our relationships, conduct and attitudes towards learning within a secure, happy and supportive environment. We aim to foster a calm and purposeful working atmosphere with mutual respect, tolerance, courtesy and consideration between all members of our community through our consistent and clear expectations of behaviour for learning.

All staff and the Governing body will take responsibility for ensuring the highest standards of behaviour, safeguarding and promoting the welfare of all children in our care.

It is intended that all pupils should feel equally important and valued with opportunities to reach their full potential in all curriculum areas. This policy should be considered in conjunction with Anti-bullying, Physical Intervention, SEND, Safeguarding and Single Equality policies. The academy acknowledges its legal duties under the Equality Act (2010) in respect of safeguarding and in respect of pupils with SEND.

All pupils will be expected to:

- Take responsibility for their own behaviour and learning success through self-discipline and positive relationships.
- Treat people and property with respect.
- Demonstrate respectful and thoughtful behaviour towards all members of our academy community by saying please and thank you, wait and take turns, open doors for each other, listening when others speak, saying 'Good morning/afternoon.' etc.
- Move around the academy in a safe, quiet and sensible way.
- Complete assigned work.
- Prevent bullying and hate incidents.

### **Role of Head Teacher**

It is the role of the Head Teacher to implement the Behaviour Policy consistently throughout the academy and to report to Governors, when requested, on the effectiveness of the policy. A termly report in regard to exclusions and bullying, racist, homophobic, transphobic, disablist and faith/belief (hate) incidents will be made in the Head Teacher's report. It is also the responsibility of the Head Teacher to ensure the health, safety and welfare of all children in the academy. The Head Teacher supports the staff by implementing the policy, setting the standards of behaviour and supporting staff in the implementation of the policy. Records of all reported serious incidents of misbehaviour are kept. The Head Teacher has the responsibility of issuing fixed term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of unacceptable behaviour, the Head Teacher may permanently exclude a child and the Governors will be notified.

### **Head Teacher's Discretion**

Our Behaviour Policy works for the majority of children at The Carlton Junior Academy. However,

from time to time we have pupils with significant SEND or exceptional circumstances in the area of social, emotional and mental health needs or communication and interaction needs. The Head Teacher retains the right in exceptional cases to disapply the policy from the child concerned and implement separate procedures e.g., Behaviour Support Plans, Individual Handling Plans, Part-time Timetables and Reintegration Plans. The Behaviour Policy acknowledges the academy's legal duties under the Equality Act 2010 and in respect of pupils with SEND.

The Head Teacher also has the right to exclude a child who has not completed all the steps within the policy procedures.

### **Role of Governors**

The Governing Body has the responsibility of agreeing this policy and of annually reviewing its effectiveness through monitoring exclusion and incident rates. The Governors support the Head Teacher in carrying out these guidelines, ensuring that the policy is administered fairly and consistently. Governors will feedback any outcome of policy review to all stakeholders.

The Head Teacher has the day-to-day authority to implement the Behaviour Policy but Governors may become involved during particular disciplinary issues. The Governors should follow the normal complaints procedure in cases of complaint.

### **Role of Parents/Carers**

The academy works collaboratively with parents/carers, so children receive consistent messages about how we expect them to behave at home and at the academy. We explain our expectations in the prospectus and the home-school agreement, and expect parents/carers to support these.

We expect parents/carers to support their child's learning and to co-operate with the academy as set out in the home-school agreement (see Appendix). We try to build a supportive dialogue between home and the academy and we inform parents/carers at the earliest opportunity if we have concerns about their child's welfare or behaviour. We expect parents/carers to attend review meetings and have an integral part in target setting and plans to support their child at the academy. We encourage parents/carers to inform us of any family crisis that may affect their child's behaviour.

If the academy has to use reasonable sanctions, it is essential that parents/carers should support the actions of the academy. If parents/carers have any concerns about the way their child has been treated they should contact the Head Teacher.

### **Role of the Behaviour Leader**

The Behaviour Leader is: Cassie de Gilbert.

The Behaviour Leader will support all staff to maintain the highest expectations of behaviour and attitudes and support the implementation of our values and behaviour policy at all times. This may be through providing staff with bespoke guidance, sign posting to training or working with outside agencies as agreed with the Head Teacher.

The Behaviour Leader will ensure teachers keep accurate and up to date records of behaviour which will be monitored termly. The termly evaluation of the effectiveness of the Behaviour Policy will be feedback to the Head Teacher and further amendments to the policy will be made as necessary. Any individual children or staff member's strategies for managing behaviour and attitudes causing concern will be discussed with the Head Teacher or Deputy Head Teacher, at the earliest point of identification in order to provide a support plan.

### **Role of All Staff**

All adults have a responsibility to model the highest standards of behaviour and discipline.

All staff have statutory authority to discipline pupils whose behaviour and conduct is unacceptable, who break the academy rules or fail to follow reasonable instruction (Section 90 and 91 of the Education and Inspections Act, 2006).

*As adults we should aim to:*

- Create a positive, caring and effective learning environment.
- Promote, through example: honesty, courtesy and understanding and fairness.
- Encourage relationships based on kindness, respect and understanding of the needs of others.
- Show appreciation of the efforts and contributions of all.
- Take action to support the implementation of this policy and uphold the highest behavioural and safeguarding standards, at all times.
- Ensure that all pupils are adequately supervised during lesson times and at other times such as playtimes, around the academy and during visits.
- Make every effort to engage parents/carers in supporting and understanding this policy.
- Keep appropriate, accurate records of incidents through the class behaviour log (individual pupil behaviour logs, bullying, racist, homophobic, transgender, disablist and faith/belief (hate incidents) and consequences received.
- Develop Behaviour Support Plans, Part-time Timetables and Reintegration Plans, EHC plans (when thresholds set externally, are met) and Achievement for All targets (IEPs), with the support of the SENCO/outside agencies.
- Implement a consistent and fair approach to rewards and sanctions.
- Implement a Restorative Justice approach (see guidance in Appendix).

If any member of staff is in doubt about the implementation of this policy, they should refer to the Senior Leadership Team, who will ensure that staff member receives training/support with behaviour management.

### **The Role of Teachers**

It is the responsibility of the class teacher to follow the Behaviour Policy procedure and ensure academy and class rules are enforced. Teachers must help every child to aspire to achieve greatness by taking care to grow the academy values of excellence, responsibility, determination, respect and to grow great relationships.

If a child has repeated and concerning behaviour, the teacher must bring this to the attention of the SENCO and seek support to develop behaviour strategies. Accurate and thorough records of behaviour must be kept. Actions and strategies suggested by the SENCO or outside agencies, must be implemented. The class teacher will take steps to ensure they have the knowledge and skills to support pupils with SEND.

The class teacher will write and implement the Behaviour Support Plans with support from the SENCO and when appropriate outside agencies. The class teacher will liaise with parents/carers to support individual pupils with managing behaviour.

The class teacher must ensure that children are adequately supervised at all times.

Teachers will take responsibility for keeping up to date, accurate records of behaviour incidents involving children from their class.

### **The Role of Teaching Assistants**

Teaching Assistants (TA) work under the direction of the class teacher, SENCO or Head Teacher.

TAs must help every child to aspire to achieve greatness by taking care to grow the academy values of excellence, responsibility, determination, respect and to grow great relationships.

Where a child misbehaves, the TA will follow the Behaviour Policy procedure and ensure academy and class rules are enforced. Behaviour and attitudes causing concern will be reported to the appropriate member of staff at the earliest opportunity. TAs, with support and agreement from the class teacher, will liaise with parents/carers about incidents and agree consequences and ways forward. They will support the teachers to keep accurate records of behaviour.

TAs support teachers with writing and implementing Behaviour Support Plans with support from the SENCO and, when appropriate, outside agencies.

TAs will act to ensure children are adequately supervised at all times.

### **The Curriculum and Learning**

Our values underpin the curriculum. All aspects of personal and character development are based around supporting children to take responsibility for their own behaviour and aspire to achieve excellence in all they do.

We believe that a broad and ambitious curriculum with engaging learning opportunities contributes to good behaviour and attitudes. We ensure planning takes account of individual pupil needs, whilst providing opportunities for self-direction and independent learning. We structure feedback to avoid alienation and disaffection which can lie at the root of poor behaviour and attitudes to learning.

All lessons have clear objectives and success criteria, which do not limit achievement but encourage high expectations through challenge. Our 'Assessment for Learning' approach to marking and feedback ensures that every pupil understands their current achievements and what they need to do to improve. Record keeping is used both as a supportive activity, providing feedback on progress and achievement, and as a signal that the children's efforts are valued and that progress and attainment matter.

Individual pupils are supported through a number of intervention programmes such as 'Managing Emotions,' 'Co-operation Skills' and 'Circles of Friends'. Displays, assemblies, planning, books and targets all clearly reflect our aims.

### **Classroom Management**

Classroom management and teaching methods have an important influence on children's behaviour and give clear messages about the extent to which children's efforts are valued. Relationships between adults and children, strategies for encouraging good behaviour, arrangements of furniture, access to resources and displays all have a bearing on behaviour and attitudes. Classrooms should be organised to develop independence and personal initiative. Furniture should be arranged to provide a calm and purposeful environment conducive to on-task behaviour. Materials, resources and working walls should be arranged to aid accessibility, promote independence and reduce uncertainty and disruption. Displays should help develop self-esteem through demonstrating the value of every individual's contribution. Overall the classroom should provide a welcoming environment.

Teaching methods should encourage enthusiasm and active participation for all. Lessons should aim to develop the skills, knowledge and understanding which will enable children to work and play co-operatively. Praise should be used to encourage good behaviour and attitudes as well as good work. Situations should be handled sensitively and dealt with in a way appropriate to the situation.

### **SEND Pupils' Behaviour Needs**

The Carlton Junior Academy recognises the challenges that some SEND pupils face. Staff should consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. Some pupils with disabilities such as Autism, ADHD etc. will require a highly personalised Behaviour Support Plan. These pupils may have different reward and sanction systems to other pupils, such as Behaviour Target Cards, Positive Behaviour Charts and Behaviour Logs etc.

We will endeavour to pass on information to support pupils with SEMH or who have experienced difficulties with bullying, to the next stages of education/receiving schools/academies.

### **Definitions of Unacceptable Behaviour**

- Bullying
- Arguing with adults and children
- Refusal to do what is asked/opting out of activities
- Racist, homophobic, disablist, transphobic faith/belief and sexist remarks and attitudes
- Sexual misconduct
- Running out of the building or class
- Swearing and using bad language
- Name calling
- Verbal aggression
- Fighting and Physical Aggression
- Deliberate damage to property
- Deliberately distracting others from learning/taking part in activities
- Planned work avoidance
- Theft
- Using illegal substances in the academy (alcohol, drugs)
- Bringing/using dangerous items into the academy including knives/weapons
- Radicalisation
- Bringing personal ICT equipment such as phones, games equipment into the academy and using such items during learning time
- Misuse of the internet to access inappropriate material, bully or make inappropriate contact with others
- Placing others/self in danger e.g. climbing on roof, walls

### **Bullying**

We take incidents of bullying very seriously. See our Anti-Bullying Policy.

### **Statement on Violence**

Physical acts of violence or aggression towards children or staff members will automatically result in consequences according to the severity of the incident, possibly exclusion. When appropriate, staff injuries will be placed on 'Well Worker' by Anne Hall (Business Leader).

### **Fixed Term and Permanent Exclusions**

Fixed term and permanent exclusions will be carried out in line with the current DfE advice.

### **Accusations Against Academy Staff and Visitors**

All accusations against any member of staff will be handled with the utmost seriousness and

sensitivity. A thorough investigation will be undertaken with support from the Trust/LADO, if necessary.

However, malicious accusations against staff/visitors will not be tolerated. When a pupil is found to have made such accusations, the Head Teacher will follow the latest DfE guidance and provide pastoral care for staff accused of misconduct.

### **Misbehaviour Off-Site**

Teachers and staff employed by the academy can discipline pupils at any time the pupil is in the academy or elsewhere under the charge of a teacher, including on visits.

Teachers can also discipline pupils for misbehaviour outside the academy, this may include misbehaviour when the child is taking part in any academy-organised or academy-related activity or travelling to/from the academy, wearing our uniform or in some other way identifiable as a pupil from the academy. This may also include misbehaviour at any time, whether or not the conditions above apply, that could have repercussions for the orderly running of the academy, poses a threat to another pupil or member of the public or could adversely affect the reputation of the academy.

In response to such non-criminal bad behaviour and bullying which occurs anywhere off the premises and which is witnessed by a staff member or reported to the academy, pupils will be punished accordingly in consultation with parents/carers, Police Community Support Officer, Police and any other relevant agency.

### **Confiscation of Inappropriate Items**

Staff have the power to search for prohibited items such as knives, weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or any article which has, or is likely to be used to cause an offence, personal injury or damage to property.

Where a pupil has brought an item into the academy, prohibited by academy rules such as a mobile phone or games console, the pupils will be asked to hand it to a member of staff for retention until the end of the day. The child's parent/carer will then be asked to collect the item from the office and a discussion with the class teacher or SLT will take place to reaffirm the academy rules. If the pupil refuses to hand in such items, parents/carers will be asked to come in, to remove the item/s. The child will not be able to return to lessons until the items are removed.

The academy does not accept any responsibility for items not allowed under the rules which are brought into the academy and then lost/stolen.

If a pupil is suspected of having an item which may put themselves or others in danger, such as weapons, knives, alcohol, illegal drugs, medicines and stolen items, staff must keep the pupil in supervised isolation. The Head Teacher or Deputy in her absence must be informed at the earliest possible time. The pupil will be asked to hand in all dangerous items. The parents/carers of the pupil will be contacted and asked to come to the academy to discuss further action to be taken, which may be exclusion and/or police involvement.

Weapons and knives, high value stolen goods, controlled drugs and extreme or child pornography must always be handed over to the police; they should be kept in the safe until collection by the police. Other items will be returned to parents/carers.

### **Physical Intervention**

It may be necessary at times to physically intervene in order to prevent pupils committing an offence, injuring themselves or others, damaging property or carrying a dangerous item. All members of staff have had training in 'Controlling Risky Behaviours' which is updated on an annual basis. Intervention will be used within the local authority training for CRB guidelines. For pupils with an identified potential to require use of reasonable force, such strategies will be discussed with parents/carers as part of the Behaviour Support Plan when previously identified as a concern. Where 'risky behaviour' has been addressed, the SENCO/Behaviour Leader/HT will carry out a

debrief and review behaviour support plan/risk assessment with the staff involved to ensure procedures and policy have been followed and to secure all parties well-being. A written record of the intervention will be made.

### **Emergency Procedures**

Staff faced with an 'Emergency' situation where they require immediate support can send a child to either the Head Teacher, Deputy Head Teacher, Assistant Head Teachers, TA or the Business Leader, who should respond immediately. Such incident might be a violent outburst, sudden illness of staff/child, an accident, an intruder etc. Any member of staff may implement the lockdown procedure.

### **Strategies to encourage children to achieve the highest expectations of behaviour and attitudes include:**

'We Grow Greatness' certificates - a whole academy award system to build a sense of aspiration and encourage children to become rounded individuals who are self-reflective and resilient. The certificate is built on children collecting 'seeds to success,' for completing tasks. This continues throughout the Key Stage.

Take Care points - awarded for demonstrating the values. There is a weekly class winner and an overall termly class winner. The winning class decide on a reward such as watching a film, a games afternoon, craft activities etc. Individual winning pupils are also identified weekly from each class and celebrated in assembly each Friday.

Restorative Practice strategy - a process that promotes self-regulation of behaviour through a conflict resolution strategy to promote acknowledgement of truth and harm and acceptance of responsibility.

Awards assembly - every Friday each teacher chooses two pupils to receive certificates for 'Star of the Week' and 'Excellence,' presented in front of parents/carers and then displayed in the academy.

Lunchtime rewards - includes a lunchtime certificate awarded to two pupils and a weekly raffle of tickets won by children demonstrating the values over the week.

Verbal praise, smiles and commendations recognise good behaviour, effort and progress.

A copy of excellent work is sent home with a postcard informing parents/carers and congratulating the child.

Positive comments written on work.

Display - used to highlight the value in children's work. Children are supported to produce excellence to display.

Jigsaw PSHRE Curriculum.

Circle time - used to highlight individual strengths and achievements.

Class reward systems – such as 'table points' for team work.

HT/DHT/AHT stickers - for children recommended by their teacher for effort, achievement etc.

'Golden Dustpan' - awarded for tidy classrooms.

Reading Badges - Bronze, silver and gold badges awarded for reading at home.

'Handwriting Hero' certificates - awarded in Mr Patchett's assemblies for excellence in handwriting.

### **Sanctions which may be implemented but are not exhaustive, include:**

- A verbal reprimand
- Extra work or repeating unsatisfactory work until it meets the required standard
- Writing apology letters
- Loss of privileges – for instance a prized responsibility or not being able to participate in an event such as non-uniform day, external visit, visitor to the academy
- Missing break time
- Regular reporting to Senior Leaders with a Behaviour Card for monitoring
- Apologising for the behaviour
- Short term or permanent exclusion
- Not being able to represent the academy in team games/events

### **Lunchtime Procedures**

Midday supervisors assume responsibility for the children's welfare in the knowledge that the Head Teacher, SLT and other staff members are available for support.

Midday supervisors must help every child to aspire to achieve greatness by taking care to grow the academy values of excellence, responsibility, determination, respect and to grow great relationships.

Each class has a designated midday supervisor who is their first port of call should they have a concern or worry. The midday supervisors collect all children from their classes. The class teachers/TAs collect the children from the playground at the end of lunchtimes.

MDSAs should be visible and vigilant at all times. Any incidents of unacceptable behaviour should be reported to the Senior Midday Supervisor (SMDS), who will investigate as necessary log all incidents, incidents and remind children of the academy's expectations. If appropriate the class teacher will be notified and parents/carers will be contacted. (The SLT will deal with serious incidents.)

Class teachers should tell midday supervisors of any child that has caused concern prior to lunchtime so that they can adequately supervise the child. They should also raise awareness of those children with SEND who struggle with lunchtime or have special requirements for behaviour management/care.

A nurture group runs to support children identified as needing support with SEMH/SEND issues at lunchtime. This is separate to the main playground area.

Any incidents, upon investigation, deemed to be unacceptable behaviour will be dealt with using the following procedure:

1. 1<sup>st</sup> verbal warning
2. 2<sup>nd</sup> time out on pit stop
3. 3<sup>rd</sup> SLT called for, child's parents/carers informed of incident and their name is placed in lunchtime book. Appropriate consequence is agreed with SMDS, SLT and parent/carer. This may include an exclusion period for serious incidences of violence, verbal abuse, bullying and hate incidents. Exclusion may occur in the first instance under these circumstances.

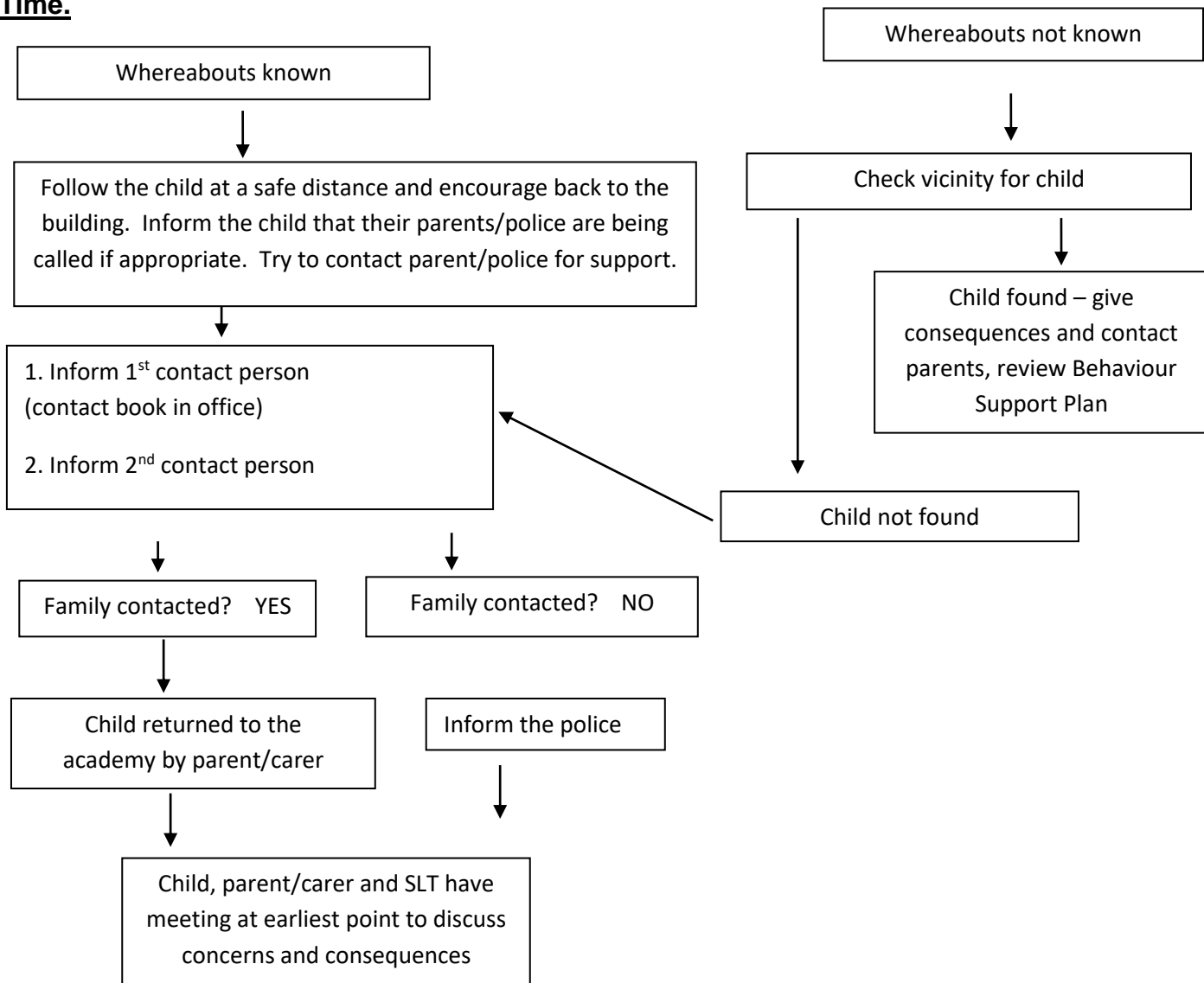
A copy of a log of the incident will be kept in the child's central record and if applicable, behaviour log. The child's name is entered into the lunchtime book.



### ***Lunchtime Football***

In the summer term, each class has an allocated football day. One MDSA will oversee the football match to avoid problems. Only the nominated class football monitor is to fetch/return the ball. Children who play football when it is not their day, or interfere with the game are given a warning. If they persist, they are required to go to the 'Pit Stop' for the rest of playtime. They may also miss their football day.

### **Procedure For Any Child Who Leaves The Premises Without Permission During Learning Time.**

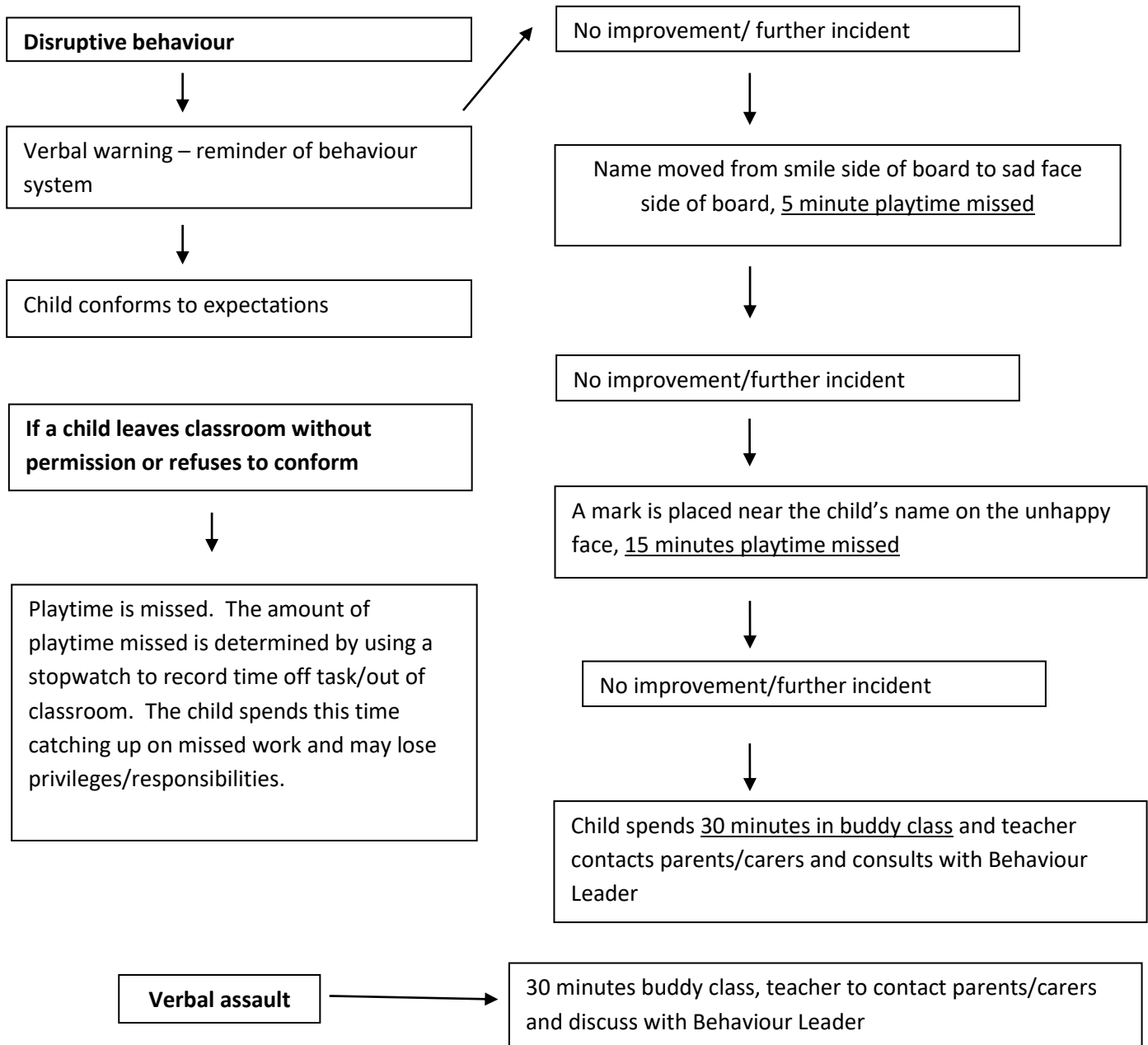


If child returns of their own free will or the police/parent/carer returns the child on the leaving day:

1. Place child in isolation with TA
2. Meeting with SLT and parent/carer at earliest point to discuss concerns, make adjustments to plans and agree sanctions
3. Incident recorded in child's file for future reference/evidence for outside agency request for support

## The Carlton Junior Academy Behaviour System Flowchart

Each classroom has a list of children's names underneath a happy face. On the opposite side there is a sad face.



### Use of Isolation

In extreme cases disruptive children can work outside the classroom i.e. sensory room, when it is in the best interests of the child and peers. Any use of isolation that prevents a child from leaving a room of their own free will should only be considered in exceptional circumstances and if it reduces the risk presented by the child to themselves and others. A child should be kept in isolation no longer than is necessary. The child should still, as far as possible, access a broad and balanced curriculum with consideration given to therapeutic work and restorative justice strategies.

### Playtime Procedures

Children to go to the toilet before going outside. No child is to be inside unless supervised by an adult. Those attending tuck shop, line up. All other children go out to the playground. Those with sanctions must be allowed to eat, drink and go to use the toilet.

The areas either side of bottom of the steps is the 'Pit Stop' (time out area). Children not cooperating, not following rules, not playing appropriately or who need to calm down are sent to this

area for an agreed number of minutes, (2-3) after which the child returns to play. If the child's behaviour still causes concern, the child returns to the 'Pit Stop' for the rest of playtime and the class teacher is informed. The class teacher will decide if further consequences are necessary such as contact with parents/carers.

If a child refuses to take 'time out' SLT will be called for.

At the end of play, staff collect their class from the playground and walk them back to the academy.

Generally, children walk up the steps on the bottom left and down the steps on the top left. At the end of playtimes, classes walk up the steps accessing both sides to save time.

Children who find playtime difficult can have a playtime target reward card. This is set up as part of a Behaviour Support Plan and is monitored by the class teacher.

Playground Peacemakers will be on duty each playtime and staff should encourage children to go to them to sort out problems. Staff need to monitor and support this process.

### **Transition**

Records of children's behaviour are passed to receiving schools/academies and bespoke transition programmes are implemented for children with SEMH.

### **Monitoring**

The Head Teacher, with the support of the Governors, monitors the effectiveness of this policy. If necessary the Head Teacher makes recommendations for further improvements based on trends or issues identified. Monitoring outcomes are reported to staff at least termly.

We keep a variety of written records (and electronic logs on ScholarPack) about incidents of misbehaviour including Individual Pupil Behaviour Logs, lunchtime incidents, bullying and hate incidents involving race, faith/belief, homophobia, sexism, disablist prejudice and any exclusions.

We keep a log of incidents where physical intervention is used. These incidents are reported to governors in the Head Teacher's report.

It is the responsibility of the Governing Body to monitor the rates of exclusions and to ensure that the academy policy is administered fairly and consistently. We monitor, record and report to the Governors, any incidents of violence against staff and any racist incidents.

### **Review**

The Governing Body reviews this policy every two years. The Governors may however, review the policy earlier than this if the Government introduces new regulations, or if the Governing Body receives recommendations on how the policy might be improved.

**Date** \_\_\_\_\_

**Signed** \_\_\_\_\_ **Head Teacher**

**Signed** \_\_\_\_\_ **Governor**

**Appendix to include:**

Home/School Agreement

Bullying Record Form

Racist/Hate Incident Form

Behaviour Support Plan

CRB Record form

Implementing Restorative Justice Guidance

**This policy has been written with reference to the following documents:**

- Behaviour and discipline in schools – advice for Head Teachers and school staff (DfE last updated Jan 2016)
- Education and Inspections Act (2006)
- Equality Act (2010)
- SEND Code of Practice(2014)

## **Implementing Restorative Practice Guidance**

Restorative Practice is a process that resolves conflict. It promotes telling the truth, taking responsibility and acknowledging harm. At The Carlton Junior Academy, we use restorative approaches to create a harmonious learning environment where pupils are able to self-regulate their own behaviour.

### **Restorative approaches are based on three key features:**

- RESPECT: for everyone by listening to other opinions and learning to value them
- RESPONSIBILITY: taking responsibility for your own actions
- REPAIR: developing skills to identify solutions that repair harm and ensure behaviours are not repeated

### **Restorative approaches when implemented in a whole academy approach:**

Develop – emotional literacy, conflict resolution skills, truth recognition, accountability & responsibility

Improve – behaviour, attendance, learning & teaching

Increase – empathy, happiness & positive life skills

Reduce – conflict, bullying & need for sanctions

### **When faced with conflict, the following questions will be used to reach a resolution:**

#### **To ask the harmer:**

- What happened?
- What were you thinking about at the time?
- What have your thoughts been since?
- Who has been affected by what you did?
- In what way have they been affected?
- What do you think needs to happen next?

#### **To ask the harmed:**

- What happened?
- What were you thinking about at the time?
- What have your thoughts been since?
- How has this affected you and others?
- What has been the hardest thing for you?
- What do you think needs to happen next?

### **By using these restorative questions participants will:**

Develop: truth telling skills, responsibility & accountability

Learn about: real impact of actions & consequences

Be able to: make amends, show remorse, change behaviour & agree a way forward

### **Benefits of using restorative approaches to the person who has been harmed**

#### **The person who has been harmed will:**

- ~ Have an opportunity to participate in a process that they are central to
- ~ Have their say
- ~ Take back some control of their situation by choosing to participate
- ~ Ask any questions
- ~ Have an apology

### **Benefits of using restorative approaches to the person who was responsible for the harm**

#### **The person who has caused the harm will:**

- ~ Learn about the harm they caused and acknowledge that harm
- ~ Explain what happened
- ~ Have the opportunity to apologise
- ~ Attempt to repair the harm caused
- ~ Reduce re-offending

So we hope that Restorative Practice will help pupils resolve conflict, build trust and prevent harm.