



Liberton High School

Positive Relationships and Behaviours Policy

Whole School Approaches

During session 2022-23, we reviewed and revised our Positive Relationships and Behaviours Policy. We did this in consultation with staff, pupils, and parents and carers through surveys and focus groups. This policy, launched in August 2023 with the school community, is the result of the views gathered, and of the work of a School Improvement Group of 14 colleagues. It aligns with the principles of The City of Edinburgh Council Policy 'Better Relationships, Better Learning, Better Behaviour', and it is our belief that every pupil at Liberton High School should feel secure, nurtured, valued, included and supported within our school community. Our aim is that every child is present, participating, achieving and supported.

This policy is here to support the whole school community. Consistent approaches to it across all staff are essential in ensuring its success, so that everyone understands the expectations of them, and experiences those same expectations across every facet of school life and in every faculty and department.

Roles and Responsibilities (in line with The City of Edinburgh Council policy)

The **headteacher** has overall responsibility for ensuring the effective implementation of this policy. In addition, the headteacher ensures that the concerns of pupils are elicited, listened to and appropriately addressed and that the provisions of 'Getting it Right for Every Child' are taken into account when working in partnership with children, families, and other professionals on issues of communication and behaviour.

All staff are responsible for ensuring that the policy and associated procedures are followed. All staff are responsible for encouraging positive relationships and acting as role models within our school community.

Parents and carers are regarded by the school as key partners who are asked to work in partnership with the school. Parents and carers are expected to assist in maintaining positive relationships and support restorative approaches and our high expectations for positive behaviours. Parents and carers are invited to raise with the school any issues arising from the operation of this policy.

Learners participate in supporting this procedure and contribute to our positive school ethos. All learners know our school values and expectations. Learners are supported to ensure that incidents of disruption, violence, bullying and any form of harassment are reported. The implementation of this procedure allows learners to understand the cause and effect of their behaviour.

Building skills

We will explicitly teach the skills essential for healthy relationships, successful learning and respectful behaviour. This is covered explicitly within our PSE curriculum, and these skills are referred to regularly across subject areas and in pupil assemblies.

Additional Support Needs

We will provide support that meets the needs of our young people and identifies additional support needs as early as possible in order to prevent further difficulties developing later.

Responding to (Di)stressed Behaviour (*terminology from City of Edinburgh Council Policy*)

Distressed behaviour is caused by toxic stress resulting from trauma or extreme personal circumstances. Unconditional positive regard and a commitment to explore effective support promotes wellbeing and as a result improved behaviour. At Liberton High School, all adults with our team require to demonstrate unconditional positive regard towards our learners as a way of achieving positive relationships and building mutual trust and respect. This includes being able to facilitate restorative conversations calmly and objectively, and providing pupils with a completely fresh start after the restorative conversation has taken place.

Our Staged Approach to Positive Behaviour

We focus on the positive with a clear praise strategy, high expectations are clearly communicated as are the stages of response when these expectations are not met. These responses are proportionate and fair. All staff reflect on incidents when they occur with a view to improve practice.

Professional Learning

Establishing and maintaining healthy relationships, successful learning and respectful behaviour is complex and requires a high level of skill. We are committed to career long professional learning to ensure these skills are evident in our practice.

Clear Expectations

We have three school values which everyone in our learning community knows. Our expectations are based on our school values:

- We are **READY** to learn
- We are **RESPECTFUL**
- We are **RESPONSIBLE**

These form the basis of all of our conversations in relation to behavioural expectations. Our values visual is displayed in every classroom and across social spaces in the school, and is referred to regularly in our monthly assemblies. It exemplifies what each of our values looks like in practice. This is shared with parents and carers, and the school asks that parents and carers also discuss these expectations with their children if there has been an incident in school. The purpose of these conversations is to find solutions and develop skills that will prevent problems in the future.



Liberton

HIGH SCHOOL

Where Everyone Matters

TOGETHER WE ARE READY • RESPECTFUL • RESPONSIBLE



READY TO LEARN

- I attend all timetabled classes on time
- I bring my school iPad and charger with me to school every day
- My mobile phone is silent and out of sight at all times during class and my ears are free from headphones/earpods (unless my teacher has asked me to get my phone out to use it for learning)



RESPECTFUL

- I use appropriate language at all times at school
- I treat everyone with respect (I am not rude or verbally abusive towards other pupils or adults)
- I respect the rights and views of others



RESPONSIBLE

- I speak to an adult if I feel I am treated unfairly
- I take responsibility for my actions, and when things go wrong I am prepared to try to make them better

In order to achieve positive relationships across the school, based on mutual trust and respect, the school has clear expectations not only of our pupils but of all of the adults in our school too, as follows:

Expectations of young people at Liberton Young people are expected to be ready, respectful and responsible. This means; <u>Ready</u> • I attend all classes on time • I bring my school iPad and charger with me every day (in my school bag) • My Mobile Phone is silent and out of sight at all times during class, and my ears are free from headphones/earpods (unless my teacher has asked me to get my phone out to use it for learning) <u>Respectful</u> • I use appropriate language at all times in school • I treat everyone with respect (I am not rude or verbally abusive towards other pupils or adults) • I respect the rights and views of others <u>Responsible</u> • I speak to an adult if I think I am being treated unfairly • I take responsibility for my actions, and when things go wrong I am prepared to try to make them better	Expectations of all staff at Liberton At Liberton everyone matters. This means that all staff are expected to: • Establish positive, respectful and productive relationships with all young people • Communicate our expectations, linked to our values, and be clear about the consequences of not meeting them • Follow the Positive Relationships and Behaviours policy consistently and fairly • Establish clear routines with learners • Ensure that all young people can access their learning • Praise the behaviour that they are looking for • Adopt restorative approaches, and facilitate restorative conversations with pupils in the majority of situations • Ensure that every Duty Head call is logged as a referral on SEEMiS for the pupil concerned
Expectations of Curriculum Leaders at Liberton (over and above those of all staff) At Liberton everyone matters. This means that Curriculum Leaders are expected to: • Establish a shared vision and understanding of our high expectations across faculty teams, based on our school values • Support pupils and colleagues when expectations have not been met by: ○ Managing referrals in a timely way with agreed timescales for action and review ○ A range of faculty interventions including a clear faculty 'Alternative Learning Space' timetable that is shared with all faculty staff, to ensure young people are included in learning when unable to access their own classroom • Review referral, duty head and Alternative Learning Space data to inform support, challenge and professional learning (supporting positive relationships and behaviours and meeting learners' needs) • Undertake regular sampling of Duty Head calls by checking that there is a corresponding referral on SEEMiS • Discuss duty head and Alternative Learning Space data at Faculty Meetings monthly, and agree on next steps from a faculty level (eg faculty monitoring booklet, contact with home) • Discuss Duty Head and Alternative Learning Space data with individual colleagues to support them with consistent approaches to the stages within our policy	Expectations of Pupil Support Leaders at Liberton (over and above those of all staff) At Liberton everyone matters. This means that Pupil Support Leaders are expected to: • Promote a shared vision and understanding of our high expectations across house teams, based on our school values • Support pupils and colleagues when expectations have not been met by: ○ Managing referrals in a timely way with agreed timescales for action and review • Review referral, duty head and Alternative Learning Space data for pupils in their house, to inform support, challenge and professional learning (supporting positive relationships and behaviours and meeting learners' needs) • Facilitate restorative conversations for members of staff and pupils if the individual situation means that neither the class teacher or the curriculum leader are able to facilitate it themselves

that lead to a Duty Head call or Alternative Learning Space being required. Facilitate restorative conversations for members of faculty staff and pupils if the individual situation means that the member of staff is unable to facilitate it themselves	
Expectations of the Duty Head System at Liberton At Liberton everyone matters. Each period of the week, a colleague will act as the Duty Head. The Duty Head is expected to: - Collect the radio and green folder from the school office - Be visible in corridors around the school, encouraging pupils to class and asking those without a lanyard to go back to class to ask their teacher for one - Attempt to locate any pupils who are reported as missing from class/truanting, and inform the office if unable to locate them (the office will send a truancy text home) - Respond to calls on the radio by attending situations in the school as required (the office will provide only pupil initials via the radio in the first instance incase the Duty Head is with other pupils at the time – if the Duty Head requires the full name of the pupil, they can radio the office to ask for this when they are alone) - If a pupil has absconded from a class without permission, attend that classroom to check if they have returned, and to inform the teacher that you will search for the pupil. - Upon arrival at the location, speak to the pupil concerned (outside of the classroom) to hear their account of what happened (If possible) speak to the teacher to hear their account of what happened - Escort the pupil (and work provided by the teacher) to the Alternative Learning Space they are timetabled for (Alternative Learning Space timetables for every faculty are in green folder) If this is not possible, escort them to any Senior Phase class nearby in the school (master school timetable is in green folder) and ask a colleague if they are happy for the pupil to work there for the rest of the period. *If the Duty Head escorts a pupil to an Alternative Learning Space during period 1 of a double period, the Duty Head should check the Alternative Learning Space timetable for the second period of the double, and inform both the pupil and the receiving teacher that the pupil should report there.	Expectations of SLT at Liberton (over and above those of all staff) At Liberton everyone matters. This means that the Senior Leadership Team are expected to: - Establish a shared vision and understanding of our high expectations based on our values, across the whole school - Manage referrals in a timely way with agreed timescales for action and review - Facilitate restorative conversations if required after a serious incident that has resulted in a school exclusion - Review referral, duty head and Alternative Learning Space data to inform support, challenge and professional learning (supporting positive relationships and behaviours and meeting learners' needs) - Respond to serious incidents in a timely and appropriate way, co-ordinating and communicating next steps to all parties involved

Serious Incidents

At Liberton **everyone matters**. This means that when a serious incident occurs we take the following action (a serious incident includes where physically, and in some cases verbally, threatening behaviour occurs and/or pupil(s) or colleague(s) experience physical harm).

Member of staff affected	✓	Leadership	✓
De-escalate the situation and follow the policy/flowchart.		Offer opportunity for the member of staff to self-regulate, cover class if necessary	

Write a referral for the appropriate DHT detailing the incident		Liaise with the pupil support team, contact parents. Consult HT re next steps	
Speak with CL or SLT to discuss impact of the incident		Ensure that there is a meeting with the member of staff before they leave the site	
Ask for the incident to be logged on the SHE portal if appropriate		Log the incident on the SHE portal and/or complete a Significant Occurrence return (if appropriate)	
Engage proactively on reflective practice, seek support if necessary from professional associations or PAM Assist		Check in with the member of staff and ensure that there is a clear set of actions to support the young person involved	
Engage in the restorative process		Facilitate the restorative process	

When READY TO LEARN Expectations Are Not Met

Expectation Not Met		Our approach
	<i>I attend all classes on time</i>	1) Teacher keeps accurate register and makes duty head call if pupil absconds from or is known to be truanting from class 2) Duty Head searches for pupil and office sends parental text if pupil not located 3) Monthly e-mail to families where pupils are late to 10 or more periods within a month (sent on 1st day of following month).
	<i>I bring my iPad and charger with me to school at all times</i>	Spot checks during House Class – e-mails will go to House Class teachers. House Class teachers highlight on class list any pupils who do not have iPad, and contact is made home by the school (text/e-mail). Record kept, and phonecalls made where patterns emerge. Arrangement with families to keep iPad in school (where needed).
	<i>My Mobile Phone is silent and out of sight at all times during class, and my ears are free from headphones/earpods (unless my teacher</i>	At the start of every lesson, teachers are encouraged to include the expectations at the start of every lesson as part of their welcome to the class (for example... "Good morning, this is a reminder for you all to have your phones away, earpods away, and have your iPads on your desks, and begin the starter activity") in order to set the lesson off positively 1) The first time that any pupil in the class does not follow this expectation (eg they are seen to be have their mobile phone in

	<i>has asked me to get my phone out to use it for learning)</i>	plain sight) the teacher gives a WHOLE CLASS WARNING. • For example: "Everyone, as you know, our expectation is that we all have our mobile phones out of sight at all times during class, and I have not asked anyone to get their phone out for learning. I see that one of you has got your phone out. I am asking that person to put their phone away and issuing the WHOLE CLASS WARNING to you all. This means that if anyone in the class has their phone in sight from this point onwards, that person (whoever they are) will be required to put their phone on my desk for the remainder of the lesson and collect it at the bell." 2) The next time that any pupil has their phone in sight, the teacher states that THE PUPIL REQUIRES TO PLACE THEIR PHONE ON THE TEACHER'S DESK and that it will remain there for the rest of the lesson. If the pupil refuses to do this, the teacher reiterates the fact that in line with our whole school expectations, the whole class warning has been given, and the pupil is now required to place their phone on the teacher desk. 3) If the pupil still does not comply with this expectation, the TEACHER CALLS FOR THE DUTY HEAD and the teacher completes a referral. The pupil will be taken to the Alternative Learning Space on the faculty timetable. The Duty Head does not ask for the pupil to hand their phone over to them at that time, when a situation may already have escalated. 4) The Duty Head log will be viewed by SLT each evening and any pupil who is logged as refusing to place their phone on the teacher's desk will be SPOKEN TO BY A MEMBER OF SLT, and their PARENT OR CARER IS CONTACTED. *If we see repeated instances with the same pupil having their phone in sight and refusing to place it on the teacher desk when asked to do so, an arrangement with home will be agreed whereby the pupil either does not bring their phone to school, or the pupil hands it to a
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		member of SLT at the start of the day and has access to it only at break and lunch.
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Summary of process for **mobile phones**:



- 1) Whole class warning
(first person to have phone out in class)
- 2) Phone to teacher's desk until end of lesson
(if anyone has phone out after class warning)
- 3) Duty Head call and pupil re-located to an Alternative Learning Space
(if pupil refuses to put phone on teacher's desk)
- 4) Member of SLT speaking with pupil and with parent or carer

***If any of our pupils need to leave the classroom during a lesson to go to the toilet or to visit another part of the school for any reason (or if the teacher asks them to leave the room for continuing to be disrespectful after a warning) they require to leave the phone in the yellow phone box on the teacher desk (this expectation is shared regularly with pupils and with families), and are able to pick their phone up from the teacher's desk upon re-entering the classroom, when the pupil should then put it out of sight in their bag or pocket. This is for the following reasons:**

- It allows our young people to travel quickly to the toilet and back, or to their meeting in another part of the school and back, as quickly as possible and without any distractions to slow them down, and maximises the time that they are in class and able to access their learning.

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- It avoids young people being contacted by others or contacting others via mobile phone during class time.
- It prevents a young person from accessing content on their phone during class time when they have been asked to stand outside the room to await a conversation with the teacher due to not meeting expectations after a warning.

*If any of our pupils leave the classroom with their phone due to refusing to put it into the yellow box:

- the teacher will phone for the Duty Head
- when the Duty Head or any other adult locates the pupil outwith the classroom with their phone, the pupil's phone will be placed in the school office for the remainder of that class (eg the period or the double period) and the pupil can receive it after the bell has sounded.

*If any staff members see pupils out in corridors during lessons who are using their mobile phones, their mobile phones will require to be placed in the office for the remainder of that class (eg period or double period) and the pupil can receive it after the bell has sounded.

The Pupil Support Team have collated a small list of pupils who genuinely do not have mobile phones. This list is kept up to date in the same file as the record of pupils who have toilet/time out passes. If a pupil tells a teacher that they don't have a phone, teachers are asked to respond in the following way, rather than spending time challenging this or entering into a situation that could escalate, the response from the teacher is:

"I hear that you are telling me you don't have a phone. I require to phone the office just now so that they can check this with your PSL and House Team and it can be followed up"

When RESPECTFUL Expectations Are Not Met

Expectation Not Met		Our approach
	<i>I use appropriate language at all times in school</i> (this part refers to what we call 'conversational swearing')	Staff member highlights the inappropriate language (conversational swearing) and asks the pupil what other, more appropriate words could be chosen instead. *We are making a clear distinction between how we respond to conversational swearing and the way in which we respond to swearing as part of being rude or verbally abusive towards others.

	I treat everyone with respect (<i>I am not rude or verbally abusive towards other pupils or adults</i>) Being rude or verbally abusive towards others can range from: • Being disruptive towards the learning of the class (through constantly talking/interrupting during teacher-led input or class discussions) • Using discriminatory or offensive terms either directly towards people or about other people • Threatening to be physically violent towards others or actually being physically violent towards others	1) Warning "you are not currently following our school value of being respectful, because you are [describe what pupil has been doing and which part of the value it is not following] and it is impacting upon learning. This is your warning, and your chance to think of how you can make positive choices. If you continue to [describe what pupil has been doing], you and I will require to have a conversation outside the classroom" 2) Discussion outside the room "I have asked you to come out here because you have chosen to continue not to be respectful [describe the behaviours being displayed and the impact they are having]. "Is there a reason behind your choices today?" "Do you understand clearly what the expectations are of you, and do you think that by going back into class you will be able to meet them today?" "What would help you to be able to do this successfully?" <i>If the outcome of the conversation is positive, the teacher will go back into class with the pupil to return to class and outline that the next stage would be a move to an Alternative Learning Space if the pupil is unable to meet the expectation. If the outcome is negative, the teacher moves straight to the next step.</i> 3) Move to Alternative Learning Space (according to faculty timetable) Teacher tells pupil that because the same negative choices have continued, the pupil now requires to go to an Alternative Learning Space [name of teacher and classroom location on faculty Alternative Learning Space timetable], and the teacher phones ahead to that classroom to alert the receiving teacher. Only if the pupil refuses to
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		go, follow the next step (which is Duty Head) 4) Duty Head Call (if pupil refuses to move to Alternative Learning Space)
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Summary of process for not meeting the Respectful value (*by being **rude or verbally abusive***)

- 1) Warning
- 2) Discussion with teacher outside room
- 3) Move to designated Alternative Learning Space
- 4) Duty Head Call
(if pupil refuses to move to designated Alternative Learning Space)



The teacher should bypass steps 1-3 and phone the office for Duty Head straight away if:

- There is a situation between pupils which the teacher feels is escalating and is involving threats of physical violence (the Duty Head will remove at least one of the pupils from the situation to diffuse, and the teacher follows this up with a referral to their CL)
- A pupil has been verbally abusive by directing offensive language or discriminatory terms (including homophobic or racist language) at another pupil or an adult in the room (the Duty Head will remove the pupil from the situation to de-escalate things. The teacher follows this up with a referral to their CL, and where required, contacts their Curriculum Leader directly. The CL may also decide to contact SLT directly to inform them, depending on the individual situation).

The teacher should bypass all steps and phone the office to ask for SLT support straight away if:

- There is physical violence (*SEEMiS terminology – physical assault*) between pupils

- A pupil has been physically violent (*SEEMiS terminology – physical assault*) towards the teacher or another adult

When RESPONSIBLE Expectations Are Not Met

Expectation Not Met		Our approach
	I speak to an adult if I think I am being treated unfairly	All colleagues seek to build positive relationships with young people whereby young people feel that they can trust adults within the school and are able to speak to them if they don't think they have been treated fairly. In addition, our Pupil Support Leaders and other House Team members are readily available for pupils to access them, and our staff are pro-active in reporting any concerns about the wellbeing of any young person.
	I take responsibility for my actions, and when things go wrong I am prepared to try to make them better	This aspect of our expectations is covered within the consequences for when pupils don't meet our READY TO LEARN and RESPECTFUL expectations. At all stages, our approach as a school is for every adult to work with our learners in a calm and non-judgemental way, to support them in being able to take responsibility for their own actions when things have gone wrong, and to help our young people in being able to make things better. When a young person is unable to take responsibility at any given moment, the approaches/steps for when the READY TO LEARN and RESPONSIBLE values are not being met, continue to be worked through and followed consistently and calmly by adults.

Appendix

Helpful De-escalation Techniques (from The City of Edinburgh Council Policy)

Physical

- Think about your position in the room – make sure you are closest to the door. But do not stand across the doorway to block someone's exit.
- Respect personal space by keeping your distance (up to 4x more than normal) and turn your body so that you are presenting at an angle to the other person.
- Be aware of your body language – try to present with a relaxed and non-threatening stance with your hands open and visible.
- Stand on the same side as their dominant hand (reducing the likelihood that they will try to grab or hit out)
- Make only intermittent eye contact – more than this is threatening
- Adopt a 'slow motion' mode to offset the natural tendency to match the other person's behaviour – i.e. talk slowly, walk slowly, move your hands slowly.
- Lower your voice and try to retain a warm and empathic tone
- Make sure your facial expression is congruent with what you say
- Remain calm
- Make use of familiar objects, sign language, emotion talk symbols, places of refuge and visual timetables as appropriate
- Where possible separate the young person from other learners, or remove the 'audience'
- Ask everyone to sit down – sitting helps you to calm down

Communication

- Calm tone of voice - self-monitor pitch, pace and volume of voice
- Use simple short clear language and give extra time for the child to process
- Listen
- Use the young person's name
- Remember that all behaviour is communication
- Take into consideration preferred communication and communication needs eg. use of visuals and signing
- Ensure the dignity of all concerned. Try to offer the child a legitimate way out of the situation for example offering a controlled choice.
- Ask onlookers to ignore an escalating situation; in some circumstances requesting they leave the scene.
- Cue others to what to do 'Continue working on X, I'll just be a moment or two'
- Ask 'What's happened?'
- Give the young person a way out/offer 'time out' – "Would you like to take a break..?"
- Respond empathically - recognise the emotions and feelings that the young person has by naming them.
- It can be useful to acknowledge distress or wonder aloud e.g. 'I can see you are really upset, I wonder if you are feeling frustrated'
- Tell them that it's ok to have these feelings.
- Separate the behaviour from the person
- Tell them that you want to hear what they have to say – "Help me to understand what you're saying to me"
- Reflect back to them – "Can I just check? I think what you're saying to me is that you are unhappy about.... Have I got that right?"
- Encourage them to reflect on the situation when calm, consider the impact on others and how to resolve the situation
- Model and support problem-solving skills "What would help right now?" (This might only be possible once they have started to calm down)
- Offer praise where you can – "Well done! You're doing really well to control yourself. Keep on taking deep breaths."
- Soothing reassuring words can help the child to feel calmer

Personal attributes that will help

- Always show **warmth** and **positive regard** for children and young people
- Try to be **consistent** and **predictable**
- Be calm and reassuring, model respectful interactions
- Know your limits - don't make promises you can't keep and get help if you need it.

Feelings

Issues affecting the child / young person:

- All behaviour is a form of communication. The young person has something to communicate to you. Let them know that you want to listen to what they have to say and value them as an

individual and their viewpoint. Make it clear that it is the way that they are communicating that is problematic and not them as a person.

- 'Challenging behaviour' often meets a need for the young person. For them it is a solution – a means to an end - and not a problem.
- Under stress, the young person's survival response may dominate their actions.

Issues affecting you:

- In response to a potential threat your defence/survival system may also have been activated – your brain will be sending signals to you to fight, flight or freeze.
- The use of de-escalation techniques is therefore counter-intuitive. It goes against our natural instinct in a threatening situation.
- You must try to appear to be calm and in control of yourself and try to engage the 'thinking' part of your brain.

What's not helpful?

Physical

Avoid

- Adopting a threatening stance or standing across the doorway to block someone's exit
- Invading the young person's space (unless you are moving towards them to restrain them)
- Compromising your own safety

Communication

Avoid

- Dealing with issues publicly where possible
- Shouting, threatening, preaching, arguing etc.
- Pointing or shaking your finger
- Continuing to discuss the 'issue' or to ask 'why did you do that'?
- Trying to 'win' or have the last word
- Interrupting e.g. "No, you listen to what I'm saying for a change..."
- Saying anything that might connect the young person to strong feelings of guilt or shame. This is not the time.

Feelings

Avoid

- Telling them you know how they feel
- Dismissing their feelings
- Taking it personally. Even when comments or insults are directed at you, they are not really about you. Try not to respond to them and concentrate on calming the situation down.

Restorative Approaches

- *Restorative approaches can offer a powerful approach to promoting harmonious relationships in schools and can lead to the successful resolution of conflict and harm... The approach involves including the wrongdoer in finding a solution to the problem. Instead of asking 'Who's to blame and how are we going to punish them?', focus is put on reasons, causes, responsibilities and feelings. Those involved are asked questions such as 'Who has been affected and how?' and 'How can we put it right and learn from this experience?' (Education Scotland)*
- Our aim at Liberton High School is to actively encourage participation in restorative conversations between pupils and teachers (involving parents if appropriate) in order to promote positive relationships that reflect our ethos and values and repair relationships when challenging behaviours arise.
- Restorative approaches cannot always be applied during the course of a lesson. It may be appropriate to wait until the end of the lesson, or if the teacher needs to temporarily remove those affected, they should be sent to someone (eg Curriculum Leader or Duty Head) who can apply a restorative approach. The teacher can re-engage with the pupil concerned at a later time. A restorative conversation should be no more time-consuming than punitive sanctions.
- The decision to involve parents/carers is no different if the approach is restorative than if it were punitive. If the incident is one which would normally trigger a phone call to a parent or carer, then the parent/carers should still be informed of the incident and the approach proposed.

Restorative Conversations may take place during or after the lesson (or at the beginning of the next lesson when the pupil arrives) between the teacher and pupil (or in some cases a CL, PSL, or SLT member along with the teacher and the pupil) following an incident of challenging behaviour, eg

Welcome and set the rules

• Thank you for agreeing to talk about what happened. I understand it can't be easy, but we want to work together to find a way of making things better. We need to use good listening skills. Can you agree to do that?

Enquiry – the event

- *Can you tell me what happened?*
- *What were you thinking at the time?*
- *How were you feeling at the time?*
- *Who else do you think has been affected by this?*

Enquiry – personal context

- *What have your thoughts been since?*
- *How are you thinking/feeling now?*

Reframe / Summarise

• So what I think you're saying is

Identify needs

- *What do you need to do so that.....*
- *Things can be put right? You can move on?*

Meeting needs and agreement

- *So what do you think needs to happen now? / How will we know things are working? Reframe negatively worded goals e.g.*
- *"I won't be punching Mark" by asking "What will you be doing, then? / How will it look? How will you be feeling?"*

Closure

- *"How are you feeling right now? / How will we know things are getting better? Thank you for listening so well / working hard to agree a way forward*