



# Relationships and Behaviour Policy 2026-27

## Policy Review

This document will be reviewed in full by the Governing Body on an annual basis.

This document was formally approved by the Governing Body on 11<sup>th</sup> February 2026.

Date of Review: February 2027

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## Aims

This policy aims to:

- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how pupils are expected to behave**
- Summarize the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of rewards and sanctions

## Legislation and statutory requirements

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

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement](#)

It is also based on the [Special Educational Needs and Disability \(SEND\) Code of Practice](#).

**In addition, this policy is based on:**

- **Section 175 of the [Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils](#)**
- **Sections 88-94 of the [Education and Inspections Act 2006, which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property](#)**
- [DfE guidance explaining that maintained schools should publish their behaviour policy online](#)

## Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork
- Poor attitude
- Incorrect uniform

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour

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

## **Roles and responsibilities**

### **The Governing Body**

The Governing Body is responsible for reviewing and approving the written statement of behaviour principles (Appendix 1).

The Governing Body will also review this behaviour policy in conjunction with the Headteacher and monitor the policy's effectiveness, holding the Headteacher to account for its implementation.

### **The Headteacher**

The Headteacher is responsible for reviewing this behaviour policy in conjunction with the Governing Body, giving due consideration to the school's statement of behaviour principles (appendix 1). The Headteacher will also approve this policy.

The Headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

### **Staff**

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents on the school's CPOMS system
- The senior leadership team will support staff in responding to behaviour incidents.

### **Parents**

Parents are expected to:

- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- We encourage Parent or Carers to contact school or arrange to come into school to discuss any concerns related to behaviours.

- Should any Parent or Carer have concerns about the behaviour of another child this should be dealt with through school, Parent or Carers should not approach other children or adults directly.
- Parents or Carers should give staff reasonable time to deal with incidents and allow for the restorative practice to be undertaken and dealt with according to this process.

## **Alumwell Junior School Behaviour Policy**

Alumwell Junior School has a family ethos where we all care and look after each other. We celebrate the wide diversity of our children and believe that we offer all children the chance to grow and develop into outstanding future members of society.

We aim to promote a safe and secure environment in which everybody is able to learn and develop both academically and emotionally without any prejudice. We encourage tolerance, respect and awareness of others. School provides a calm working atmosphere. Good manners are encouraged and expected at all time.

We have implemented Restorative practice within our behaviour management principles believing that children need to learn to take responsibility for their actions and to acknowledge the impact their behaviour has on all those within the school environment. We all work hard to consider each other's feelings and right any wrongs.

To achieve this, the rules that everybody in the school are expected to follow are:

- We are kind and helpful
- We are gentle
- We work hard
- We listen
- We are honest
- We look after property

## **Restorative Practice**

The school has implemented the 'Restorative Practice Training' endorsed by Walsall Education Authority. The ethos of Restorative Practice focuses on developing, maintaining and repairing relationships that builds a community around empathy and self-learning, where children take responsibility for their own actions. It is based on the belief that children will make positive changes when those in positions of authority do things with them rather than to or for them.

The process follows a timeline for the child in three stages. What happened? Who has been affected by this? What needs to happen now? This enables the child to tell their story and explore their thoughts and feelings around this, what the effect was on everyone involved and how the other people might be feeling. Finally how they were left feeling as a result, followed by what they need to do to move on and explore how better choices can be made in the future.

The process of the restorative is used through daily discussions with the child to allow them the responsibility in the choices and decisions they make and in supporting effective communication with the child, importantly that the child's voice is heard.

The restorative approach is used as a more in-depth tool where incidents have occurred in school, which sees an investigative method to ascertaining what has happened and how the parties have been affected, moreover that there is a resolution at the end whereby each member can move forward that does not allow for further incidents to occur. It is important that all children recognise that this is a fair process and that they are taking responsibility for their own internal and externalising behaviours.

This is operated during playtimes and lunchtimes in the pastoral hub. Some children may remain within a reflective piece of work for an extended period while working through their choices and decisions. This may also reflect upon their or others safety and wellbeing within the school environment. Often, parents are informed of this as the child's behaviour has become of concern. The restorative approach is flexible to meeting the needs of all children at Alumwell and are adapted accordingly to specific need/learning disability through an array of methods that can be done through a creative approach and allowing each child their voice and time to share their story.

The process of Restorative Practice is also used to monitor behaviour at the end of every term in conjunction with the behaviour scoring system (see Monitoring of Behaviour below). The scoring system is used to observe children's social, emotional, and behavioural needs through their behaviour for learning – inside the learning environment and behaviour at unstructured times, mainly outside of the classroom. For those children who have received a scoring of 3-5 in either of these categories, they will reflect upon their behaviours as to why they feel they have received this score observed over the term. This is then used the following term to support the child to make positive changes moving forward, each child setting their own goal to work on. For children who continue to receive scores of 3-5, Parent or Carers will be informed to explore further support that could be offered to the child.

## **Monitoring of behaviour**

In supporting our children at Alumwell Juniors we operate a live behaviour score system to supporting our pupils' social, emotional and behavioural needs through their behaviour for learning – inside the learning environment and behaviour at unstructured times, mainly outside of the classroom.

The scores are outlined as:

1. Excellent
2. Good
3. Satisfactory
4. Of Concern
5. Risk of Exclusion

We work in partnership together, school staff, pupils and parents in order for everyone to be responsible for encouraging positive behaviours and observing poor decision-making, which then supports the restorative approach of the rupture and repair process.

Behaviour is monitored in the first instance by the class teacher through the live behaviour scoring and use of the flow chart (see Appendix 1). This supports the child to be aware of self and the environment, in which they are in, naming the difficulties that are happening in their here and now. The live scoring is discussed with the child and reviewed every Friday. This coincides with golden time, a reward system at the end of the school week to celebrate their achievements that offers a

downtime and chance to socialise and play with their friends or peers. Should a child have experienced a difficult week through observations, this is an opportunity for the child and class teacher to reflect upon and explore what could happen next week and if any additional support is required for the child moving forward.

At the end of each term, the live behaviour scores calculate an average score for the child; those that have ended with a 1 or 2 scoring are celebrated as a whole-school approach with a large celebratory reward e.g. bouncy castle. For those children who have had a challenging term are supported with a restorative reflection and a plan of action to supporting their social, emotional and behavioural needs the following term, children set their own goals to work on.

When behaviour is of concern, parents are informed by their class teacher in the first instance. Support may be offered through the use of Behaviour for Learning Journal (classroom support) to set outcomes for the child on what they are finding difficult and specifically looking at supporting said difficulty, this is used in conjunction with the live behaviour scoring. At unstructured times, a flow to supporting their development outdoors (Appendix 2) is used following the restorative approach. The child may also have an offering of a more structured style to their lunchtime experience that is supportive to their social-reciprocal play skills within their development.

The live behaviour scoring is also used to assess the child's social, emotional and behavioural needs for extra-curricular activities that take place off-site e.g. Trips, sports events etc. For scores of 3 this is a conversation with their class teacher, exploring their difficulties and safety aspects of the visit. Those pupils who are observed to regularly receive scores of 4 or 5 should already have some degree of support in place and discussions with the child and parents undertaken. In line with Walsall Council Educational Visits Policy, point 13 of behaviour states;

“Where a young person's behaviour presents a significant, unmanageable, and unacceptable risk to the health and safety of themselves, or other persons on a visit, it may be reasonable to exclude them. When a young person is excluded on these grounds, we will consider providing alternative ways of achieving the same learning outcomes.

Where there is doubt about excluding a young person on the grounds of behaviour, the following points will be considered; we will:

- identify the issue at the earliest planning stage
- involve all interested parties
- establish a behaviour management plan with agreed action points that may enable inclusion
- establish behaviour targets/timescales to be met to allow inclusion, or trigger a decision to exclude
- consider providing an additional adult, such as a parent or support worker, with a specific brief to manage behaviour issues
- ensure that what is expected of staff is reasonable and within their competence
- record the process

We have a code of conduct that sets out our expectations for behaviour on visits. Pupils understand that our expectations for behaviour on visits matches those in school and the sanctions that may be invoked if the code is breached.

When giving consent for a visit, parents are also signing to agree that they understand their child's participation on the visit is dependent on behaviour.”

## **Rewards**

- Praise
- Stickers
- Use of Class Dojo
- House points
- Golden Time
- Notes, phone calls home, word at the gate to give praise.
- Celebration assembly
- Extra playtime

## **Sanctions**

Children who do not follow school rules will be given a sanction that reflects the level of seriousness. These sanctions are clearly set out in a structured format and are on display in every classroom using the flow chart in line with the behaviour scores.

It is important that all children recognise these sanctions as fair and appropriate. The children are taught to recognise that behaviour, good or bad, is their responsibility and choice. We explore with the child the effect their behaviour has on others and discuss strategies for avoiding the same situation in the future in line with the principles of restorative practice.

The school has a Pastoral Hub that operates during play times and dinner breaks where children consider the events that have led to their behaviour and can decide how to restore the relationships that have been affected and to avoid a repetition on the future. This room is staffed by the Social Mentor. Some children may remain in Reflection for an extended period while they consider their behaviour choices and for the safety and wellbeing of other children within the school. Parents will be informed if this is the case.

Children identified as having a specific need or learning disability will have sanctions adjusted accordingly through liaison with the SENDCO and other appropriate staff members, or professionals (e.g. Educational Psychologist, Advisory Teacher etc.)

More serious matters of concern will involve dialogue with the social mentor and a member of the Senior Leadership Team (SLT) and regular review meetings are held with parents to explore ways to supporting their child further. Where behaviour continues to raise concerns, in discussion with parents support from outside agencies may be sought e.g. School nurses, CAMHS, Educational Psychologist, CADMUS Inclusive.

## **Suspensions or Exclusions**

In very occasional circumstances a child may be suspended for a fixed period or excluded permanently. This will be at the discretion of the Headteachers (Heads of School) and will be in line with school procedures and government guidelines.

Everything will be done to avoid suspensions and exclusions, but if used as a last resort, ongoing support will be given to ensure a smooth transition and satisfactory outcome for the child.

The Department for Education (2024) state “Good behaviour in schools is essential to ensure that all pupils benefit from the opportunities provided by education. The government recognizes that school exclusions, managed moves and off-site direction are essential behaviour management tools for headteachers and can be used to establish high standards of behaviour in schools and maintain the safety of school communities. For the vast majority of pupils, suspensions and permanent exclusions may not be necessary, as other strategies can manage their behaviour. If these approaches towards behaviour management have been exhausted, then suspensions and permanent exclusions will sometimes be necessary as a last resort. This is to ensure that other pupils and teaching staff can work in safety and are respected.”

When taking into consideration suspensions and exclusions, at Alumwell Junior school we fully investigate the incidents that could lead up to this, this also explores the difference between ‘Need and Intent’. This involves a complexity towards the developmental and physiological need around behaviours and the intent towards this, concluding the intention versus the impact of the incident occurred. The outcome of this takes into consideration of all parties involved. The final decision remains at the discretion of the heads of school.

There is two identified pathways of support when looking at the outcome of suspensions and exclusions at Alumwell Junior School. Firstly an internal suspension, whereby the child is in school for their learning and completes a piece of work tailored to the child in supporting their social, emotional and behavioural development as part of a pastoral process, this is took place within the child’s unstructured time for an agreed set timeframe i.e. lunchtimes. Secondly, the child is suspended for a set number of days in line with Department for Education Suspensions and Exclusions Policy (2024). Stating “This Government supports headteachers in using suspension and permanent exclusion as a sanction when warranted as part of creating calm, safe, and supportive environments where both pupils and staff can work in safety and are respected. To achieve this, suspension and permanent exclusion are sometimes a necessary part of a functioning system, where it is accepted that not all pupil behaviour can be amended or remedied by pastoral processes, or consequences within the school.” The decision remains at the discretion of the heads of school to which is beneficial for all parties involved taking into consideration the best outcomes for the child at that time. Following the suspension, should the child receive a suspension for a fixed-term or fixed period, a reintegration meeting will be held on the child’s return day to ascertain any support around their social emotional and behavioural needs moving forward for the child.

It may be in more seriousness of incidents or when there is a persistency of disruptive behaviours, a child may be permanently excluded which means that they must leave their school on a permanent basis and receive their full time education elsewhere (Department for Education, 2024). Should this be the case, the heads of school, school governing board and the local authority will be involved to ascertain the next steps for the child in meeting their best interests moving forward.

Information on exclusions and the latest guidelines can be found online at the following address:

<https://www.gov.uk/government/publications/school-exclusions-guide-for-parents/a-guide-for-parents-on-school-behaviour-and-exclusion>

<http://www.education.gov.uk/schools/pupilsupport/behaviour>

<https://www.gov.uk/government/publications/school-exclusion>

## Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the way to or from school. School will also investigate incidences of online bullying that have occurred out of school where they impact on our pupils or their safety.

The role of parental support is an important factor in supporting the school's behaviour and relationship policy, and moreover when working in partnership with the school around off-site behaviours. This enables a whole-school approach by building and maintaining positive relationships with families when supporting pupils' holistically. The Department for Education Behaviour in Schools guidance (2024) recognise this through encouragement of good behaviour and respect for others, securing an acceptable standard of behaviour of pupils, promote among pupils, self-discipline and proper regard for authority and prevent all forms of bullying (including cyberbullying, prejudice-based and discriminatory bullying).

## Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the Headteacher will discipline the pupil in accordance with this policy.

Please refer to our Safeguarding and Child Protection Policy for more information on responding to allegations of abuse.

The Headteacher will also consider the pastoral needs of staff accused of misconduct.

## Physical restraint

There are times when the use of force is lawful. Section 93 of the Education and Inspections Act 2006 provides all school staff, including non-teaching staff, with the power to use reasonable force in certain circumstances. Use of reasonable force and other restrictive interventions in school (Department for Education, 2025)

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- **Always be used as a last resort**

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

Staff at Alumwell Junior School use de-escalation strategies and a restorative approach to supporting our pupils, with identified staff trained using positive handling through the Team Teach Approach.

## Confiscation

**Any prohibited items found in pupils' possession will be confiscated.** These items will not be returned to pupils.

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

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

## Bullying

Alumwell is an all-inclusive school and any bullying of any description, by anyone is not tolerated. Any matters arising will be dealt with in accordance to the school's bullying policy. Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

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

The children have worked together through school council to produce their own anti bullying charter and this is displayed within the school and on the website.

## Joint-Enterprise

Joint- Enterprise is a new terminology to our relationships and behaviour policy as this recognises that when a child has/is making the wrong choice or decision to commit an act that is deemed unacceptable, and where a friend/peer is observing this taking place e.g. Fighting with another child/stealing. Both/All parties privy to this will be responsible for the incident taking place, even though they may have not actually done the act of e.g. Fighting or stealing. It is about the individual taking the responsibility to do the right thing even if their friend or peer is not. As our children progress on to young people or adults this is a situation they could find themselves in and support the fact they were supporting their friend. Consequently, the law does not see it this way and they are open to the consequence committed as though they did the act themselves. This, where applicable is explored through the restorative practice with pupils at Alumwell and made collectively together moving forward.

## **Transition**

The school acknowledges that transition times can cause difficulties and stress for all children but especially for those with Behaviour challenges. School works closely with Alumwell Infant school to ensure identified pupils are discussed fully before transition and children are invited into the junior school for pre-visits and are sensitively managed in the first weeks after joining school as Year 3. Similarly, on transfer to secondary school, conversations are held with the pastoral support team with in the secondary school the child is moving to. All pupils in Year 6 take part in sessions to prepare them for the next stage of their education.

## **Training**

All staff working in the school receive regular training to ensure that there is consistency in how Behaviour for learning is managed within the school. When needs arise the Social Mentor works in consultation with the Headteacher's to identify appropriate training. Feedback is sought from members of staff to inform future training provisions.

## **Appendix 1: Written Statement of Behaviour Principles**

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

The Governing Body also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the Alumwell Junior School Local Governing Body every two years.

## Appendix 2 - Flow for Unstructured Times

### Low-Level

- RUPTURE - adult supports to ascertain situation
- RECOVERY - does pupil need time to stand by adult to self-regulate emotions?
- REPAIR - can pupil move forward with unstructured time?

### Medium-Level

- RUPTURE - adult supports to ascertain situation
- RECOVERY - does pupil need space away to self-regulate? Send to Purple Room
- RESTORATIVE - does pupil need to explore the incident further the following day?
- REPAIR - can the pupil move forward with unstructured time?

### High-Level

- RUPTURE - adult supports to ascertain situation
  - RECOVERY - send to purple room to reflect on rupture
  - RESTORATIVE - pupil will complete restorative practice with Social Mentor
  - REPAIR - can the pupil move forward with unstructured times? Does a reflective piece of work need to be completed?
-



## **Appendix 3 - Quick Guide to Relationships and Behaviour Policy 2023-24**

Alumwell Junior School has a family ethos where we all care and look after each other. We celebrate the wide diversity of our children and believe that we offer all children the chance to grow and develop into outstanding future members of society.

We aim to promote a safe and secure environment in which everybody is able to learn and develop both academically and emotionally without any prejudice. We encourage tolerance, respect and awareness of others. School provides a calm working atmosphere. Good manners are encouraged and expected at all time. We have implemented Restorative practice within our behaviour management principles believing that children need to learn to take responsibility for their actions and to acknowledge the impact their behaviour has on all those within the school environment. We all work hard to consider each other's feelings and right any wrongs.

To achieve this, the rules that everybody in the school is expected to follow are:

- We are kind and helpful
- We are gentle
- We work hard
- We listen
- We are honest
- We look after property

### **Live Behaviour Scores**

In supporting our children at Alumwell Juniors we operate a live behaviour score to supporting our pupils' social, emotional and behavioural needs through their behaviour for learning – inside the learning environment and behaviour at unstructured times, mainly outside of the classroom.

The scores are outlined as:

6. Excellent
7. Good
8. Satisfactory
9. Of Concern
10. Risk of Exclusion

### **Monitoring of Behaviour**

We work in partnership together, school staff, pupils and parents in order for everyone to be responsible for encouraging positive behaviours and observing poor decision-making, which then supports the restorative approach of the rupture and repair process.

Behaviour is monitored in the first instance by the class teacher through the live behaviour scoring and use of the flow chart (see appendix 1). This supports the child to be aware of self and the environment, in which they are in, naming the difficulties that are happening in their here and now. The live scoring is discussed with the child and reviewed every Friday. This coincides with golden time, a reward system at the end of the school week to celebrate their achievements that offers a downtime and chance to socialise and play with their friends or peers. Should a child have experienced a difficult week through observations, this is an opportunity for the child and class teacher to reflect upon and explore what could happen next week and if any additional support is required for the child moving forward.

At the end of each term, the live behaviour scores calculate an average score for the child; those that have ended with a 1 or 2 scoring are celebrated as a whole-school approach with a large celebratory reward e.g. bouncy castle. For those children who have had a challenging term are supported with a restorative reflection and a plan of action to supporting their social, emotional and behavioural needs the following term, children set their own goals to work on.

When behaviour is of concern, parents are informed by their class teacher in the first instance. Support may be offered through the use of Behaviour for Learning Journal (classroom support) to set outcomes for the child on what they are finding difficult and specifically looking at supporting said difficulty, this is used in conjunction with the live behaviour scoring. At unstructured times, a flow to supporting their development outdoors (appendix 2) is used following the restorative approach. The child may also have an offering of a more structured style to their lunchtime experience that is supportive to their social-reciprocal play skills within their development.

More serious matters of concern will involve dialogue with the social mentor and regular review meetings are held with parents to explore ways to supporting their child further. Where behaviour continues to raise concerns, in discussion with parents support from outside agencies may be sought e.g. School nurses, CAMHS, Educational Psychologist, and CADMUS Inclusive.

The live behaviour scoring is also used to assess the child's social, emotional and behavioural needs for extra-curricular activities that take place off-site e.g. Trips, sports events etc. For scores of 3 this is a conversation with their class teacher, exploring their difficulties and safety aspects of the visit. Those pupils who are receiving scores of 4 or 5 will follow the behaviour points raised in the Walsall Council Educational Visits Policy.

**Off-Site Behaviour** sanctions may be applied where a child has had difficult to self-regulate their behaviours when representing the school, on the trip or on the way to and from school. School will investigate incidences of online bullying that have occurred out of school where they impact on our pupils or their safety.

**Joint-Enterprise** is a new terminology to our relationships and behaviour policy as this recognises that when a child has/is making the wrong choice or decision to commit an act that is deemed unacceptable, and where a friend/peer is observing this taking place eg. Fighting with another child/stealing. Both/All parties privy to this will be responsible for the incident taking place, even though they may have not actually done the act of eg. fighting or stealing. It is about the individual taking the responsibility to do the right thing even if there friend/peer is not. As our children progress on to young people/adults this is a situation they could find themselves in and support the fact they were supporting their friend. Consequently, the law does not see it this way and they are open to the consequence committed as though they did the act themselves. This, where applicable is explored through the restorative practice with pupils at Alumwell and made collectively together moving forward.

**Bullying** is taken seriously, Alumwell is an all-inclusive school and any bullying of any description, by anyone is not tolerated. Any matters arising will be dealt with in accordance to the school's anti-bullying policy. Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying is therefore, deliberately hurtful, repeated, often over a period of time, difficult to defend against.

## Restorative Practice

Focuses on

- Developing, maintaining and repairing relationships (rupture and repair of all relationships in school). This supports the child's empathy and self-learning.
- Adults believe the child will make positive changes themselves, rather than the adult telling them what needs to happen next.

The process follows a timeline in three stages.

- What happened? This enables the child to tell their story and explore their thoughts and feelings around this,
- Who has been affected by this? What the effect was on everyone involved and how the other people might be feeling.
- What needs to happen now? Finally how they were left feeling as a result, followed by what they need to do to move on and explore how better choices can be made in the future, focusing on moving forward and repairing their rupture.

The process of the restorative is used through daily discussions with the child to allow them the responsibility in the choices and decisions they make and in supporting effective communication with the child, importantly that the child's voice is heard.

The restorative approach is used as a more in-depth tool where incidents have occurred in school, which sees an investigative method to ascertaining what has happened and how the parties have been affected, moreover that there is a resolution at the end whereby each member can move forward that does not allow for further incidents to occur. It is important that all children recognise that this is a fair process and that they are taking responsibility for their own internal and externalising behaviours. This is operated during playtimes and lunchtimes in the pastoral hub. Some children may remain within a reflective piece of work for an extended period while working through their choices and decisions. This may also reflect upon their or others safety and wellbeing within the school environment. Often, parents are informed of this as the child's behaviour has become of concern. The restorative approach is flexible to meeting the needs of all children at Alumwell and are adapted accordingly to specific need/learning disability through an array of methods that can be done through a creative approach and allowing each child their voice and time to share their story.

In very occasional circumstances a child may be excluded either for a fixed term period or permanently. This will be at the discretion of the Heads of School and will be in line with school procedures and government guidelines.

Everything will be done to avoid exclusions, but if used as a last resort, ongoing support will be given to ensure a smooth transition and satisfactory outcome for the child.