Raise Positive Behaviour and Restorative Discipline Policy

An integrated therapeutic, compassionate, and restorative approach to crisis **intervention, discipline, behaviour change, and personal development.**

Version:	V4
Last updated:	September 2024
Effective until:	31 August 2027
Next review:	June 2027 or when there is a change in circumstances, in work practices or the introduction of new legislation.
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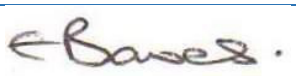
Ratified:	

Raise the Youth Education and Wellbeing School follows:
DfE Guidance on Behaviour and Attendance, and in particular “Behaviour and discipline in schools” (Feb ’14) updated in “Ensuring good behaviour in schools” (Sept ‘12) and “The Equality Act 2010 and Schools” (May ‘14.).
We also implement DfE guidance ‘The SEND Code of Practice 0-25 (Sept 2014).
We comply with the Independent School standards

This policy must be read in conjunction with other School policies such as the Safeguarding Policy, Search Policy, Anti-Bullying Policy, Rewards Policy, and the Exclusions Policy.

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Raise Positive Behaviour and Restorative Discipline Policy

An integrated therapeutic, compassionate, and restorative approach to crisis intervention, discipline, behaviour change and personal development.

Ethos

We are a compassionate person centred, family and community-based school. We wish to teach and guide pupils towards attitudes of kindness, compassion and respect for themselves and others. We wish to support and enable pupils' self-confidence to know – they can achieve, be healthy, well, and participate and make a positive contribution to society. We believe young people are our future and we wish to invest in their future by offering a high-quality person centred, differentiated, and diversified curriculum that provides them with the skills, knowledge, values, and experiences to succeed and thrive in all aspects of learning, personal development, and life. We will provide nurturing relationships built upon developed mutual respect, high expectations, and trust in us as emotional available adults to support their learning, personal development, and wellbeing. We foster attitudes of compassion, skillful means of discipline and support, and have high regard for pupils' learning experiences and achievements. We wish to work collaboratively with pupils and parents/carers to promote and enable pupils' positive attitude in their effort to learn and developing knowledge, skills, and values to be able to make positive behaviour choices so they can succeed in school and in their futures.

Raise Education and Wellbeing School have a caring and committed team of highly qualified, trained, and experienced emotional available adults to provide a safe and nurturing environment for children, young people, and staff to feel safe, be safe, and develop and thrive as British citizens. Our school is committed to the principles, policies, and practices outlined in all Children and Young people's legislation and always ensure that we understand, keep fully updated, and implement best practices and procedures according to 'Keeping Children Safe in Education' (DfE 2019/20). Raise Education & Well-being School implement policies, procedures, and practices that promote, provide, and enable effective safeguarding that prevents, protects, and promotes the social, emotional, and physical well-being of children, young people, and staff. Raise Education and Well-being School is committed to supporting the delivery of effective early help and early intervention by using the Multi-Agency Levels of Need and Response Framework and working in partnership with parents/carers, and collaboration with statutory agencies and organisations.

Children and young people experience a broad range curriculum that includes psychosocial education, social emotional literacy, and health and well-being support to promote their welfare and enable them to acquire the skills, knowledge, and values to be able to be safe and promote and enhance their personal, social, physical, emotional development, and support and enhance well- being. Our Curriculum and personal development support prepare young people for adult life, with particular regards to developing their knowledge and skills for independent living, citizenship, personal and professional relationships, and family life. Our teaching, care, and support promote young people's well-being and enable them to participate and contribute as British citizens to the wider aspects of keeping people and communities' safe and contributing to a healthy, cohesive, and prosperous society.

Rationale

Most systems of behaviour modification and management are based on sanction and reward. There is an increasing body of evidence to suggest that sanction of negative behavioural choice is an ineffective method of effecting change. Our approach to behavioural modification will be based on three main components.

- An effective reward system based on short-, medium- and long-term rewards, a reduced behaviour monitoring period and an emphasis on positive reinforcement.

- Curriculum modification to enhance teaching of social skills, social problem-solving skills, and emotional regulation.

- Intervention to ensure that post event learning opportunities are fully utilised.

There will be no use of sanctions on a day-to-day basis and staff will not use language that can be associated with punitive approaches. All interactions with pupils will be positive, avoid confrontation and promote de-escalation.

Some pupils respond to sanction. There is evidence to support that the actual sanction is relatively unimportant people respond to the feelings of discomfort they experience when faced with the disapproval of others. They learn to associate these feelings of discomfort with the negative behaviours that precipitated them. There is, however, a significant population of pupils who do not respond well to this aversive conditioning and for whom sanction, or the fear of punishment is less effective in promoting behavioural change.

- Some pupils with social communication difficulties may find it hard to recognise how they or others feel and therefore less likely to respond to punishment cues. Sanction may well be less effective for this type of pupil

- Some pupils show callous unemotional (CU) traits. Pupils displaying these traits are less likely to experience empathy or to care about the feelings of others and therefore will be less responsive to aversive conditioning. Restorative justice techniques alone are often inappropriate for these pupils and therefore other interventions such as collaborative and proactive solutions and teaching pupils about the impact their behaviour choices are having on them may have a greater impact on learning and behavioural change.

- Pupils with a combination of SEMH and ADHD have been shown to have a suppressed fear response to aversive stimuli. This lack of fear may make them less responsive to aversive conditioning.

As well as being ineffective for a sizable group of our pupils, punishment may militate against positive behavioural modification. Evidence shows that pupils are more responsive to work on modifying poor choices when they feel a sense of well-being and are emotionally resilient. Punishment does not contribute to positive feelings of self. The anger that many pupils feel when sanctioned is often transferred and used

to ‘justify’ the original misdemeanour or fuels feelings of negativity about any victims of the behaviour. Such pupils are less likely to analyse their behavioural choices and develop new strategies to cope with challenging situations.

(Our adopted and shared rationale and approach is courtesy of Steven Baker OBE & Mick Simpson, 2020, along with our trauma and mental health informed schools UK/Thrive, Team-Teach, and Restorativejustice4schools training and partnerships)

Universal Precautions

Raise Education and Wellbeing School educate and support Children and Young People (C&YP) with a diverse range of individual characteristics, ages, needs, aptitudes, and childhood experiences. Raise Education and Wellbeing School apply a universal precautions approach to our **Positive Behaviour and Restorative Discipline Policy intent and implementation.**

Our rationale for this approach is that we may not know from the onset and/or any given time which C&YP in our school are living with ‘lagging skills’ (such as the absence or limitations of executive functioning, self-regulation, processing time and comprehending communication and information, problem solving and social skills etc) and unsolved problems connected to the consequences and negative impact of; Adverse Childhood Experiences (ACEs), trauma, mental health difficulties, significant periods of missing education, negative impact of exclusion, speech-language and communication difficulties, and the underdeveloped or interrupted cognitive, social, and emotional development including the natural unbalanced adolescent brain development (larger more developed limbic system and brain stem – ‘the emotional part’ and our ‘alarm system’; amygdala – trigger of fight, flight, freeze reactions, and the slow-developing cortex – thinking part responsible for essential skills; thinking, learning, memory, self-regulation, reflection, and decision-making).

Therefore, the fundamental ethos and intention of this policy and our practice is to apply our integrated therapeutic, compassionate, and restorative approach, to crisis intervention, discipline, behaviour change and personal development for all C&YP in our SEMH school.

Key Beliefs

At Raise Education and Wellbeing School we believe that:

- **All behaviour exhibited by young people is communication.** We believe that all C&YP are communicating their thoughts, feelings, and unmet needs through their behaviour.
- **All behaviour exhibited by young people has a positive intention.** We believe that although the behaviour may be deemed to be negative, the behaviour is always part of the young persons' learned strategy for communicating their needs to others.
- The appropriate way to manage and change behaviour is through an integrated therapeutic, compassionate, and restorative approach to crisis intervention, discipline, and personal development that includes a trauma and mental health informed approach, ACE, and attachment aware, and collaborative proactive solution approach to C&YP knowledge, skills, and values development.
- **C&YP want to behave well.** We believe that our C&YP are happy when they behave well and when that behaviour is recognised by adults and their peers.
- **Many of our C&YP have SEND, including SEMH, with most having experienced ACE and/or trauma.** We believe the appropriate way to manage and change behaviour is through an understanding of how trauma and ACE's affect behaviour. Exposure to traumatic events and ACE can disrupt C&YPs ability to relate to others and to successfully manage emotions. In an education setting, this can lead to negative behaviour, inhibited progress and lower levels of attainment then their peers who have not experienced these.
- **C&YP can learn to improve their behaviour.** Our C&YP find learning difficult. Learning new behaviour is a task, just like learning to read or write, this requires patients, persistence, and compassion.
- **Mistakes are part of the learning process.** We view negative behaviour as a mistake which can be rectified. We don't make a judgement about it – instead we support our C&YP to get it right. Practice improves performance.
- **All adults can learn strategies to support C&YP to improve their behaviour.** We believe in a compassionate and skillful response to promoting and developing C&YP positive behaviour and attitude and personal development to enable them to learn, develop, and thrive. Developing an understanding of why C&YP behave as they do, a positive attitude to the child and their behaviour and effective evidence-based strategies for managing and changing that behaviour is a core requirement of our job. It requires a real commitment to a growth mind-set and practicing compassion for self and others. Both Raise employees and young people have the capacity to adopt a growth mind-set and build resilience and compassion for themselves and promote this for others.
- **C&YP must be given the opportunity to repair any harm**
- **Following the rule of law-** a fundamental element of being a positive British citizen is to follow the rule of law, which underpin Fundamental British values. This starts from a basic understanding of 'right and wrong'

We adults can support our C&YP through:

- the quality of our relationships with each other and them
- the quality of our teaching
- the framework we put in place
- positive role-modelling
- Understanding the root cause of some behaviour the framework consists of:
- Understanding SEND behaviours- Applying the SEND Code of Practice, EHC and other plans, diagnoses and advice and guidance from specialists: occupational therapists, educational psychologists, clinical psychologists, Speech, and language therapists
- ACE & trauma informed principles- following Coatsworth's ARC model which consists of:

    - Building secure attachments between child and caregiver(s).
    - Enhancing self-regulatory capacities; and
    - Increasing competencies across multiple domains.

We achieve this by:

- partnering with families/carers and strengthen traumatised children's relationships with adults in and out of school.
- help children to modulate and self-regulate their emotions and behaviours; and enable children to develop their academic potential.
- rights and responsibilities of all parties to support positive behaviour
- rules – school rules and societal rules, underpinned by discreetly teaching Fundamental British values
- routines- so that C&YP know what is expected of them each day and they can become accustomed to following routine activities
- restoration- RJ processes are embedded across the school
- the language of choice – positive language, challenge of discriminatory or unkind words and teaching and coaching understanding and respect for human beings with such a diverse backgrounds, identities, beliefs, and cultures.
- rewards and consequences – rewarding pro-social activities
- descriptive praise – use of gratitude and positive descriptive statements reinforcing positive behaviours and choices
- working with C&YP, parents/carers, and support professionals and organisations to meet the needs of C&YP

Raise Education and wellbeing adopt the following theory to inform our knowledge base, practice, and working together to support the meeting of C&YP needs and promoting their wellbeing:

Basic universal human needs (Maslow 1943; Glasser 1998)
(Choice theory – proposed all behaviour is in the service of one of five main needs: survival, fun, love, power, and freedom)

Survival	Fun	Love and belonging	Freedom	Power
Food Health Shelter Warmth Water Safety Security Protection Rest Air	Play Entertainment Excitement Laughter Passion Enjoyment Learning Growth Mastery Teaching	Connection Trust/Honesty Empathy Appreciation Community Family Friendship Respect Affection Purpose Meaning	Autonomy Independence Individuality Self-empowerment Solitude Choice	Influence Achievement Recognition Competence Efficiency Value

Adapted from Glasser (1998)

Context

At Raise Education and Wellbeing School, many of our C&YP have been permanently excluded from mainstream education, Pupil Referral Units and/or Specialist Education Placements. Many have SEMH needs, are Looked After by the Local Authority (LAC) and have Adverse Childhood Experiences.

A significant number have multi-agency involvement, including Children's Social Care, Child, and Adolescent Mental Health Services (CAMHS) and involvement with the Criminal Justice System. Based on an SEMH framework Raise the Youth will endeavour and commit to offer, prevent, and improve the lives of C&YP who have and continue to experience adverse childhood experiences due to their circumstances, complex needs, age (functioning age), characteristics, and aptitudes. We will provide intensive and specialist support so that C&YP who have SEND/SEMH and are LAC can be safe, learn, progress and be supported to improve their wellbeing.

Our approach is to be mindful: present, loving, compassionate, forgiving, trauma and attachment informed provider operating restorative justice through multi-disciplinary team of adult professionals who use their exceptional skills, knowledge, and experience to enable C&YP to be safe, nurtured, and achieve their targets and aspirations, and to be equipped for life, work, and citizenship.

A number of the young people have diagnosed needs, such as Attachment Disorder, Attention Deficit Hyperactivity Disorder (ADHD), Autistic Spectrum Disorder (ASD).

The young people are often traumatised by Adverse Childhood Experiences (ACE), and some continue to experience present and repeated trauma through their familial relationships, peer relationships, breakdown in care placements, custodial sentences, frequently missing from home and homelessness. This list is not exhaustive. Many continue to be subjected to highly risky situations (such as Child Sexual Exploitation and Child Criminal Exploitation), meaning they are highly vulnerable with a complexity of needs.

The quality of our relationships with our C&YP are crucial. Each adult is a **significant** adult to them. Each member of the Raise workforce is trauma informed, Team Teach trained, skilled in Restorative approaches, attachment informed and ACE aware. To achieve this:

- Raise work with Trauma Informed Schools UK and Thrive to adopt and deliver a trauma and mental health informed approach.
- Raise adopt a mindfulness-based approach to supporting C&YP, Families, and Staff and work with the Mindfulness Schools Project.
- Raise are a Restorative Justice School, and all staff adopt this approach as appropriate when reflecting on and reviewing conflict situations and during prominent moments post incidents/events when collaborative learning opportunities can take place with C&YP, staff and the school community.
- Our school has a therapeutic approach to behaviour management, behavioural change, and personal development all of which is based upon evidence-based approaches and a high level of education and training from National and International renowned organisations and institutions.

Relationships (a Trauma and mental health Informed UK approach)

At Raise we are invested in supporting the very best possible relationship health between:

- Parent/carer and young person
- Young person and young person
- Young person and Raise staff/volunteers
- Parent/carer and Raise staff/volunteers
- Raise staff team/volunteers
- Raise staff team/volunteers and senior leaders
- Raise staff team and external partners and agencies
- Raise senior leaders and external partners and agencies.

To this end we are fully committed to educational and wellbeing practices which Protect, Relate, Regulate and Reflect.

Protect

- Increased ‘safety cues’ in all aspects of the school/college day; ‘meet and greet’ at the entrance door and an ‘open door’ policy for informal discussions with parents/ carers.

- Staff trained in ‘PACE’ modes of interaction (Hughes 2015); being warm emphatic, playful, and curious (proven to shift C&YP out of flight/fright/freeze positions).

- Staff ensure that interactions with C&YP are socially engaging and not socially defensive, to decrease likelihood of C&YP relating defensively (flight/fright/freeze).

- A whole school/college commitment to never use harsh voices, shouting, put downs, criticism, and shaming (proven to be damaging psychologically and neurologically).

• Staff 'interactively repair' occasions when they themselves move into defensiveness.

- Pedagogic interventions to help staff to get to know C&YP better on an individual basis e.g. 'I wish Raise knew.' (What matters to them, who matters to them, their dreams, hopes). This is key to enabling C&YP to feel safe enough to talk, if they wish, about painful life experiences, which are interfering with their ability to learn and their quality of life.

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

- Care is taken, to ensure that attachment issues are carefully managed, especially where a member of staff may be leaving, going on extended leave i.e., maternity/paternity.

- Where a child/YP has attachment issues plans will be in place to limit the risk of unhealthy attachments being created.

- School/college staff adjust expectations around vulnerable C&YP to correspond with their developmental capabilities and experience of traumatic stress. This includes removing vulnerable and traumatised C&YP in a kind and non-judgmental way from situations they are not managing well (e.g., C&YP who are continually triggered into alarm states in the main areas can access a calmer, smaller areas, such as the Nurture Room, calm corners, or Studio, with emotionally regulating adults).

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

Relate

- A whole-school commitment to enabling C&YP to see themselves, their relationships, and the world positively, rather than through a lens of threat, danger, or self-blame.

- Vulnerable C&YP provided with repeated relational opportunities (with emotionally- available adults) to make the shift from 'blocked trust' (not feeling psychologically safe with anyone) to trust, and from self-help to 'help seeking.'

Regulate

- Relational interventions specifically designed to bring down stress hormone levels (e.g., from toxic to tolerable) in vulnerable C&YP, enabling them to feel calm, soothed, and safe. This is to support learning, quality of life and protect against stress-induced physical and mental illness, now and in later life.

- Evidence-based interventions that aim to repair psychological damage and brain damage caused by traumatic life experiences, through emotionally regulating, playful, enriched adult-child interactions.

- The emotional well-being and regulating of staff is treated as a priority to prevent burnt- out, stress related absence, or leaving the profession through stress-related illness, secondary trauma and/or feeling undervalued, blamed, or shamed.

Reflect

- Staff training and development and training in the art of good listening, dialogue, empathy and understanding (instead of asking a series of questions/giving lectures).

- Provision of skills and resources to support parents/carers and staff in meaningful empathetic conversations with vulnerable children/YP who want to talk about their lives. This is to empower C&YP to better manage their home situations and life in general.

- Within the context of an established and trusted relationship with a member of staff (working alliance), C&YP are given the means and opportunity to symbolise painful life experiences through images as well as words, as a key part of 'working through' these experiences and memory re-consolidation. Means including the provision of different modes of expression, e.g., art/play/drama/music/sand/ emotion worksheets/emotion cards.

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

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

- Our positive behaviour policy which is based not on punishment, and sanctions but reward, empathy, compassion, resolution, and interactive repair (e.g., restorative conversations).

- A whole school/college approach which consistently works to avoid exclusions, both fixed term and permanent, seeking alternative methods to meet need including Reward and Restorative Discipline approaches.

The Assessment Process - to gain understanding and inform education, intervention, and support with C&YP

Raise Education and Wellbeing school have multi-disciplinary professionals skilled in using National and International renowned holistic assessment tools to enable our school staff and other professionals and schools to meet the diverse range of learning, behavioural, and personal development needs of C&YP and promote their wellbeing and capacity to thrive. we use the following practices and resources:

- Interviews and direct work by Raise specialist pastoral professional (open supportive dialogue with C&YP, family/carers, other schools, and professionals
- Review of the C&YP's background and experiences paperwork
- SENCOs, Teachers and TA observations in classroom and outside of classroom
- Thrive assessment https://www.thriveapproach.com/the-thrive-approach/thrive-online/
- ALSUP- Assessment of 'Lagging Skills & Unsolved Problems
- (collaborative & proactive solutions) https://livesinthebalance.org/wp-content/uploads/2021/06/ALSUP-2020-1.pdf
- PASS Pupil Attitude to self and school https://www.gl-assessment.co.uk/assessments/pass/

Classrooms, School Environment, Rules, and Supportive routines

Rules are in place to support positive behaviour. They must be:

- few in number
- easy to understand and follow
- agreed with C&YP, wherever possible
- written in a language the C&YP can understand (including visual cues)
- stated in the positive
- regularly and repeatedly referred to by all staff with C&YP to give a consistent message
- regularly reviewed with the C&YP during assemblies, PSHE, themed activities, form time, lessons etc.,
- prominently displayed in appropriate areas

Desired behaviours must be **explicitly** taught, don't assume C&YP know them. These should be reinforced during all activities, including:

- the start and the end of the day
- during transportation
- during mealtimes- breakfast and lunch
- when moving around the school
- entering and leaving rooms
- going to, and coming back from, off-site activities
- greeting visitors

Classroom Management

Classroom management and teaching methods have an important influence on C&YP behaviour. The classroom environment gives clear messages to the C&YP about the extent to which they and their efforts are valued. Relationships between staff and C&YP, strategies for encouraging positive behaviour, arrangements of furniture, access to resources and classroom displays all have a bearing on the way C&YP behave.

Classrooms and learning zones should be organised to develop independence and personal initiative. Furniture should be arranged to provide an environment conducive to on-task behaviour. Materials and resources should be arranged to aid accessibility and reduce uncertainty and disruption. Displays should help develop self-esteem through demonstrating the value of every individual's contribution, and overall, the classroom and learning zones 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 the C&YP to work in co-operation with others. Praise should be used to encourage positive behaviour as well as good work and making a real effort to learn.

The more consistency there is over routines and what is expected of them, the easier it is for our C&YP– **to learn them.**

The school has a basic set of classrooms and learning zone rules which are displayed in every teaching and learning zone.

Reward System to Promote Positive Behaviours

Reward is often significantly more effective than sanction for the groups of pupils discussed in the rationale. Rewards can be verbal (descriptive praise with gratitude), good Pupil Achievement Marks (PAM) or various token rewards. Reward, wherever possible, is immediate and explicitly linked to positive behavioural choices. This encourages the behaviour to be reinforced and repeated. Consistent repetition of positive behaviours leads to the behaviour becoming an embedded part of the pupil's behavioural patterns.

Our Reward systems have been developed collaboratively with staff and in consultation with pupils and parents. We have adopted this particular type of reward system from some of the leading outstanding SEMH schools in the Country (PAS and supported content policy development courtesy of Steven Baker OBE). This adopted reward system will be subject to daily review in our staff briefing and periodic review by SLT, and pupil and parental voice. Because of this collaborative and reflective approach this system will constantly evolve to ensure its effectiveness and reflect the changing dynamic of the school and the views of all stakeholders. This policy implementation including the reward systems will be formally reviewed annually by the SLT and Governing Body and be fully evaluated after 3 years.

The primary interface between pupils and our behavioural modification system is the Pupil Achievement Sheet (PAS – Steven Baker & Mick Simpson, *A School Without Sanctions – A New Approach to Behaviour Management*, 2020). Pupils earn a mark out of five in three key areas for every activity in the school day (see appendix for PAS). Pupils need to gain an average mark of 3 or above to be able to achieve other reward opportunities. These areas are

1. Effort to learn

2. Getting on with others

3. Behaviour choices

During the lesson staff explicitly link positive behavioural features with the PAS mark in order that good choices are linked with reward in the minds of pupils. The final mark is discussed with each pupil at the end of the activity and recorded. PAS marks are converted to percentages at the end of each day and a running total is printed on the PAS the next day if the individual student so chooses. PAS marks are directly linked to token rewards. These range in value and frequency- they currently include:

K3 & K4

- House points
- Certificates
- Postcards home
- Raffle tickets for a prize draw at the end of term (Pupils who leave prior to the draw still have their tickets submitted into the draw and have a chance to win)
- Medals
- Invitation to tea with the School Senior Leader
- End of day extra social activity/play time
- Mid-term and end of term reward trips

K5+

- Certificates
- Postcards home
- Mid-term and end of term reward trips

- Pupil Attendance/Positive Effort Reward (PAPER) – linked to the principles underlying the DfE's 16-19 Bursaries (pupils can be rewarded points that can enable them to earn up to the value of £6 per day), to promote and reward pupils' good attendance and attitude in lessons, effort to learn, and for pupils achieving their individual targets. These payments are paid directly into the pupil's bank accounts on a weekly basis which is linked to supporting pupils' independence and economic wellbeing.

The Importance of 'Effort to Learn'

Effort to learn has been identified as a key component of successful students and is afforded extra significance. The last lesson of the day is timetabled alongside social activities. Pupils who score an average mark of three or above in this column for the day are deemed to have earned a social activity. Other pupils attend their timetabled lessons as normal.

Pupils who choose to remain outside the lesson can earn a maximum mark of two in any column (except in cases where they are taking a short time out to self –regulate or have been asked to remain outside by a staff member). In this way attendance at lessons is promoted and pupils are less likely to choose to spend the lesson outside the classroom.

Each pupil is also set SMART targets – personal behaviour and learning targets. They are set and administered by the SENCo team in collaboration with Form teachers and Subject leaders because the behaviour and learning profile of a pupil might vary significantly between different subjects and different teachers. Form Teachers are responsible for the administration, review, and reward of these targets and this is quality assured by the Senior Leadership Team on a half termly basis.

Teaching, Guiding and Coaching Positive Behaviour & Attitudes

At Raise Education and Wellbeing School we understand that C&YP need to learn, practice, and develop positive behaviour and attitudes alongside positive skilled adult professionals and their parents and carers. We promote, educate, train, coach, and support the development of C&YP positive behaviour and attitudes through the compassionate delivery of:

- Team service – transport, engagement, attendance, and mentoring service
- Assemblies
- Circle check-ins (morning and afternoon)
- Form time
- SMSC development sessions embedded throughout the curriculum that supports C&YP spiritual, moral, social, and cultural development including supporting C&YPs knowledge and values of fundamental British values including teaching and coaching CYP to learn about the diverse range of backgrounds and characteristics of human beings and to be able to learn and develop respect for self and others, and be kind to people (especially taking into account protective characteristics)
- PSHE education
- Citizenship Education (GCSE)

- Mindfulness-Based psychosocial education programme- .b, .breathe, .b foundations delivered by our in-house mindfulness teachers (Mindfulness in Schools Project)
- Behaviour and attitude interventions (1-2-1 and group work process)
- Social time (supervised and supported)
- Sex, Health, and Relationships Education
- Regulation zones – Wellbeing Thrive centre, Studio RTY, and Calm Corners
- Strength, interests, and aspirations-based approach to engagement and codesign of personalised timetables
- Collaborative meetings with C&YP and their Parents/carers and significant others
- The Restorative interventions and meetings continuum (informal-formal)
- Collaborative Proactive Solutions (CPS) – Assessment of Lagging Skills development and Unsolved Problems support and development process (ALSUP). Please see appendix for full information and guidance of CPS and ALSUP.
- Post Event Learning Opportunities

Post Event Learning Opportunities

This policy is designed to promote the modification of behaviour by improving the capacity of learners to make positive choices. Pupils will inevitably make negative choices on occasion. The absence of sanctions will increase the likelihood that pupils engage with the post event learning opportunities that will take place after an incident. The type of learning opportunity will depend on:

- The nature of the event

- The nature of the pupil and the likelihood of a positive interaction

- The emotional state of the pupil

Only staff with training in post event learning (PEL) will administer the process.

Each incident will be analysed on a case-by-case basis so that the appropriate time, venue, and staff can be arranged. Some situations will require ‘cooling off’ time whilst it may be appropriate for an immediate response in some situations. A brief discussion may suffice but some will involve a lengthier process. Some PELs will therefore be administered on an ad-hoc basis. Others will be administered during lesson 2 (giving time to settle in the morning and with the prospect of break approaching) or the lesson immediately prior to socials (giving time to settle after lunch and with the immediate prospect of socials approaching).

Staff and C&YP will work collaboratively to enable C&YP to develop reflective skills, emotional literacy, problem solving strategies, and emotional intelligence including self- regulation to be able to make better behaviour choices. This is a key function of post event learning.

Missed Learning

Rationale

The primary function of Raise Education and Wellbeing School is to provide outstanding educational provision that endeavours to support academic progress and the development of essential pro-social skills. This policy is designed to support our primary function by:

- Encouraging all pupils to attend all of the timetabled lessons.
- Provide additional support for pupils who have chosen to disengage with learning opportunities.

Aims

To reduce the number of learning opportunities lost by selective absence from lessons. To reduce the number of learning opportunities lost by selective disengagement from activities. To compensate for these losses by providing replacement learning opportunities and to give C&YP the chance to reflect positively upon their decision making.

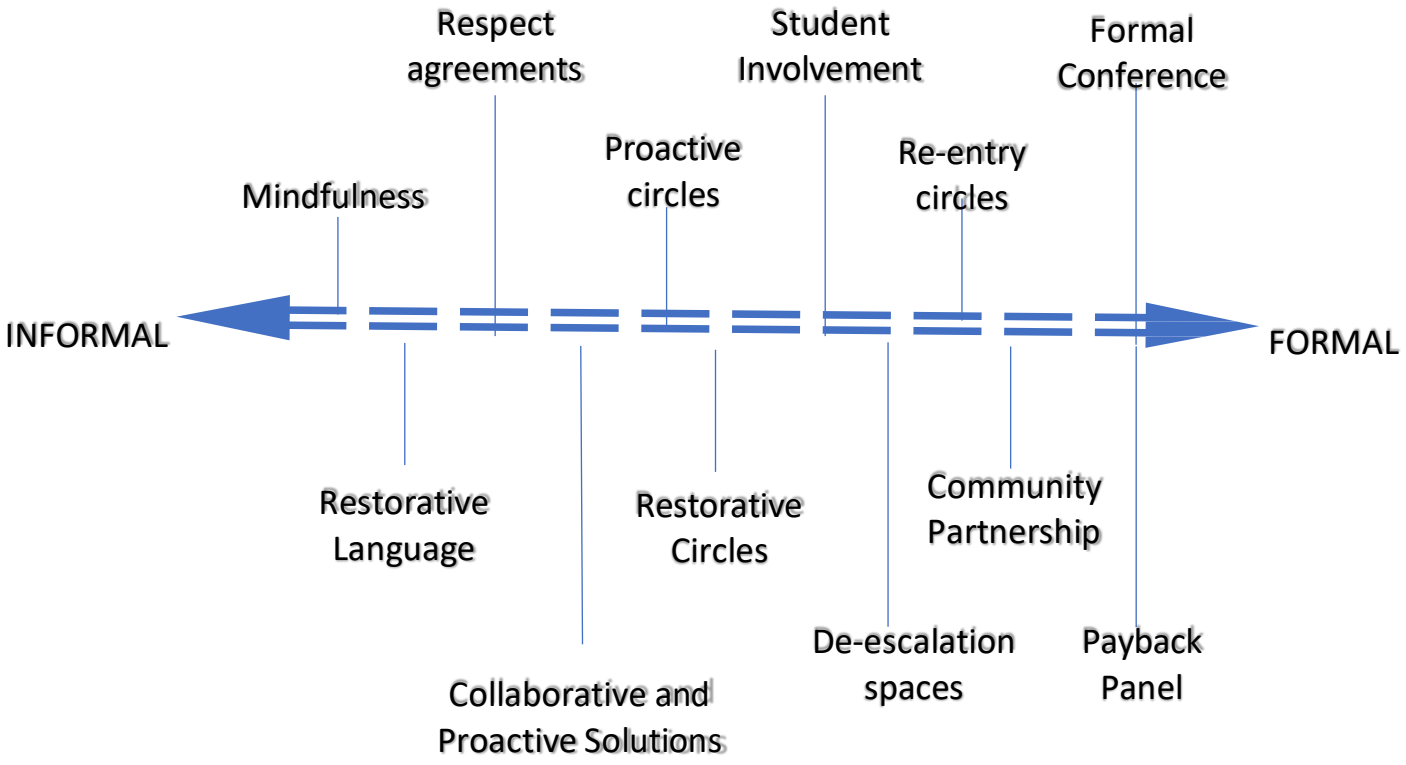
Principles

Missed Learning will be applied to C&YP who have chosen non-attendance of lessons without them having reasonable mitigating circumstances. It will be applied after other strategies to modify this choice of behaviour have been exhausted.

It may be applied on a compulsory basis, with the support of parents and carers. It will never be applied in a punitive way. Missed Learning is not a sanction and will not be used as a 'threat.' The learning completed will be that which was missed and will be supported wherever possible by the subject leader. Missed Learning is intended as a tool to modify behaviour choices. Once this has happened then any outstanding missed learning may be discontinued.

Restorative Discipline

Raise Education and Wellbeing School use a Restorative Discipline approach for the development of positive behaviour and behavioural change. Raise Education and Wellbeing school applies an expanded continuum of restorative processes and practices from informal to formal (see diagram below) to enable and support C&YPs emotional, social, and moral development and to offer post event learning opportunities, and to enable C&YP to take responsibility for their behaviour choices and the impact on self, others, family, and the school community. These processes promote, provide, and enable C&YP to work towards making amends to those that they have harmed or the mistakes they have made, learning better ways to respond to thoughts, feelings, problems, situations during future events, and being able to communicate and seek having their needs met in more balanced emotional and social intelligent ways.



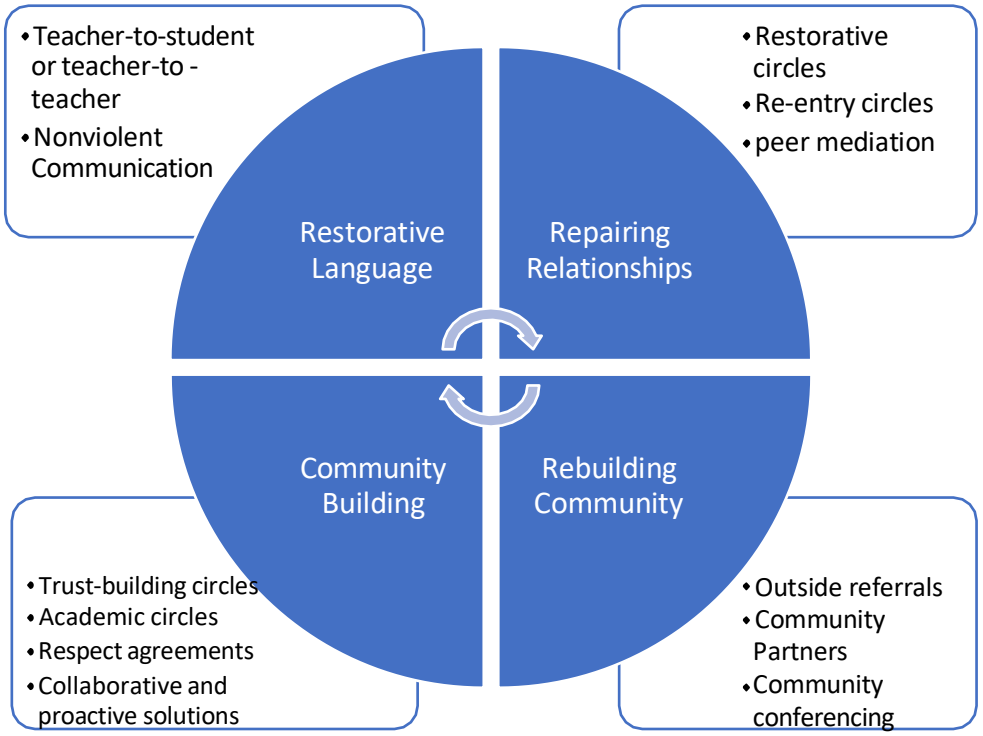
The expanded continuum of restorative processes from informal to formal

Restorative approaches are based on four key features:

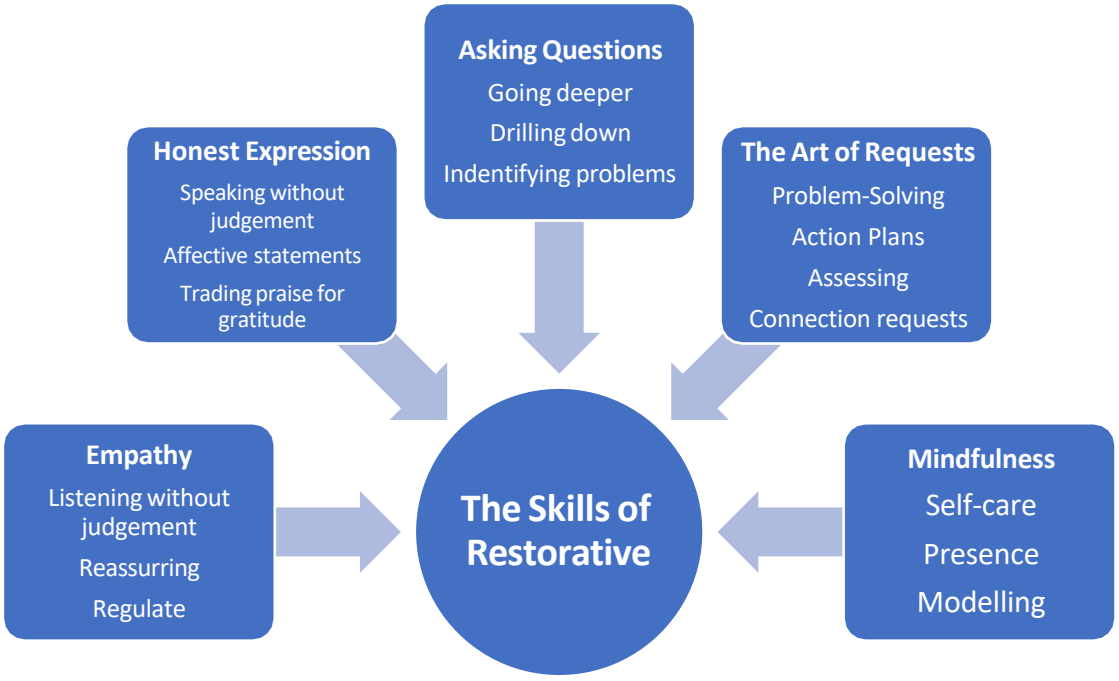
- **RESPECT:** for everyone by listening to other opinions and learning to value them
- **RESPONSIBILITY**: taking responsibility for your own actions
- **REPAIR**: developing the skills within our school community so that its individual members have the necessary skills to identify solutions that repair harm and ensure behaviours are not repeated
- **RE-INTEGRATION**: working through a structured, supportive process that aims to solve the problem and allows young people to remain in mainstream education (RestorativeJustice4schools).

Raise Education and Wellbeing school adopt a trauma informed and restorative discipline approach to building our school culture and workforce development of restorative skills. All operational staff and managers are trained by restorative-justice-4-schools and undertake CPD in these approaches.

The four elements of a restorative school culture



The five Skills of Restorative



Raise 'Payback Panel'

Where C&YP may have caused damage to school property, belongings of employees or their peers, Raise have adopted a panel who assess the nature of the harm done, the reasons behind this and the impact on others. This is explained to the young person and their carer/significant other (where appropriate) at a chaired panel meeting, where the learner has the opportunity to reflect on their behaviour and its impact by completing "my side of the story." They are given the opportunity to work with the school to repair and restore any harm done. This will conclude in the C&YP providing an agreed type of payback in the form of either financial payback if deemed appropriate, reasonable, and justifiable or the C&YP agreeing to undertake some basic simple tasks around school to either support the repairing of the damage or cleaning and or improving the school and community environment.

Level of training and involvement for all stakeholders by job/role in our Restorative processes

All School Community	**Teachers, behaviour specialist, HLTA, TA**	**Students**	**Parents/ carers & Local Authorities Partners**	**Administrator Managers, SLT**	**SLT, and Senior Pastoral Restorative Justice Practitioners**
The Five Skills Restorative Justice Impacts of trauma Basics of Restorative Justice Circle keeping Mindfulness Practice Restorative language Equity/implicit bias	Restorative circles Collaborative and proactive Solutions Respect agreements Restorative questions	Circle Keeping Basic Restorative Justice Mindfulness Peer Mediation	The Five Skills of Restorative Justice Impacts of trauma Basics of Restorative Justice Formal conferencing Collaborative And Proactive Solutions Payback Panel Mindfulness Practice (invitational)	Conferencing Re-entry circles Collaborative And Proactive Solutions Payback panel	Change management Formal conferencing Collaborative And Proactive Solutions Payback Panel

High Expectations and Commitment of Staff

Situation/issue	Expectation
A staff member is observed acting outside the parameters of agreed policy	All staff are responsible for their own actions and the actions they may observe in others. Staff who observe others acting outside the letter or spirit of school policy and ethos should feel able to discuss the matter openly and honestly in support of the schools Mission Statement and in accordance with the Policy for Acceptable Behaviour. A culture of continuous improvement requires honest feedback. It is the responsibility of the person delivering feedback to do it fairly and with sensitivity. It is the responsibility of the recipient of such feedback to accept it with good grace. They should carefully consider whether or not they need to amend their practice as a result and do so if necessary. This should be the case whatever their relative positions in the school hierarchy. If the observer does not feel comfortable discussing the matter face to face, then they must discuss it with the appropriate line manager.
Pupil behaviour outside lessons.	It is the responsibility of staff to deal with any instance of unacceptable behaviour that they observe. The simple rule is that 'if you see it, you own it.' The behaviour should be addressed immediately if it is possible and if this is not possible then it should be followed up later using agreed procedures.(e.g., contribute to the marking of the PAS for that lesson) If this is not practicable then information should be communicated to the appropriate people via duty. Basic expectations are that pupils: • walk calmly on the left • line up calmly outside lessons • keep hands and feet to themselves • make no negative comments to or otherwise antagonise others • use appropriate language • follow staff instructions Staff may feel that a pupil's behaviour on the corridor makes it inappropriate for them to enter the room at the start of the lesson. Every effort should be made to communicate this to the member of staff at the door.
Proactive engagement	In any situation, including social situations, staff members should always be engaged with pupils either directly in learning, building relationships or distracting/deflecting. This should begin from the moment that the pupils arrive until the moment they leave.

Proactive planning.	Staff should plan their actions carefully, taking into account the pupils who will be present, the learning situation and any other information that has been communicated. Teaching and support staff should consider: • how to ensure they will arrive in a timely manner • what they will do and say to engage pupils as they arrive • what activity pupils will be asked to do to immediately engage them • who is likely to need immediate support to achieve a positive start • what differentiation is in place to ensure appropriate stretch and support • where pupils will sit and how their movement to their places will be managed • how they will position themselves in the room and in relation to likely behaviours • what they will do in response to events in the room • the type of learning activity, how pupils are likely to respond to it and the appropriate interventions • how pupils leave the room and are supported to arrive at the next lesson ready to learn • how they will build in time for marking and feedback • non-verbal and verbal cues to signal the need for intervention • how departure from the room will be managed • if any pupils are showing themselves unready to learn in the following session
Communication	Whilst one person is responsible for leading a lesson, its successful implementation is the responsibility of all staff who are present or become involved in any way. The lesson leader is responsible for directing and communicating with support staff. Equally they are responsible for creating an environment where support staff feel comfortable communicating information to them and acting with appropriate independence. Support staff are responsible for communicating issues to the lesson leader. This might be information about pupil learning/behaviour or might be feedback about the application of agreed policy. All are responsible for communicating in a timely way with ground safety and wellbeing staff and management (duty staff). This will not include an account of negative behaviours in the hearing of the pupil concerned or any other pupil. Duty staff will communicate with lesson leaders before pupils are returned for reintegration to a lesson. They will pass information arising from the lesson to other staff if it becomes necessary Serious incidents should be communicated to a member of SLT so that an appropriate response can be planned and implemented.

BEHAVIOUR INTERVENTIONS Trauma Informed Principles

- Throughout the organisation, all Raise employees and the C&YP they serve feel physically and psychologically safe
- Raise believe in resilience and the ability of individuals, organisations, and communities to heal and promote recovery from trauma.
- All interventions employed by Raise take full account of the fact the majority of our C&YP have experienced ACE's and childhood trauma and our universal precautions approach. School exclusion itself, can be a traumatic experience for most C&YP and negatively impact on their attitude to self and school. Many continue to be involved in situations that re-traumatise. All Raise employees use evidenced based practice to ensure the wellbeing, physical and psychological safety of all C&YP. All staff working directly with C&YP must read the 'Learner Passport' and EHC plans to fully understand the needs and appropriately adapt and differentiate any interventions delivered to incorporate the suggestions/directives made in the plan.

De-escalation and Non-Confrontational Approaches

The best chance of successfully implementing strategies to modify behaviour is to build excellent working relationships between staff and pupils. The philosophy of using non-confrontational approaches when communicating with others is central to the school's ethos.

Our staff team have been trained and supported in acquiring and maintaining a comprehensive package of de-escalation and positive handing strategies by our own inhouse qualified Team Teach trainers. We embrace the Team Teach approach which emphasises the use of verbal and non-verbal de-escalation techniques to reduce instances of aggressive behaviour and the need for positive handling. All staff are trained and conversant in the use of de-escalation techniques and receive refresher training on an annual basis as well as refresher briefing sessions during the term or as need is identified. The Team Teach website provides a full explanation of this approach. http://www.team- teach.co.uk/introduction_Aims.html

Positive Handling/physical interventions

The positive application of reasonable and proportionate force to ensure, by physical means alone, will only be used in the best interest of the child and to ensure that a child or young people do no serious injury either to him/herself, a member of staff, another child, young person, or extensive damage to property and will:

- rarely used, and only after all other interventions have been exhausted, and wherever possible by staff who have had the accredited, up to date, 'Team Teach' training
- only be used if the child or young person is putting himself or others in danger and where failure to intervene would constitute neglect or a criminal offence
- be recorded within the negative slip process on the My Concern school recording system and documented in the Individual Behaviour Change plans, Positive Handling Plans and Individual Education plans.

- an Individual Risk Assessment will need to be carried out – this might apply when an individual child or young person needs physical interventions using Team Teach strategies as a part of an on-going behaviour management plan.
- staff must understand the possible consequences of using a particular Team Teach method or methods of physical intervention when difficult behaviour occurs.
- A full report, and post incident debrief, must be held, to facilitate learning and to share information
- parent/carers must be contacted before the child arrives home

Holding - by this we mean providing physical direction e.g., C&YP led away by hand/arm/shoulder (using Team Teach practices)

- it falls short of positive handling
- it is subject to considerations of sexual appropriateness and sensitivity
- is subject to interpretation, so must be used with care

Touching

Touch is a valuable part of managing behaviour, and socialising skills, and may be used appropriately e.g., a handshake, pat on the shoulder, side hugs always in a public place and always taking the needs of the child or young person in to account

Restricting liberties- our C&YP will *never* be

- locked up
- left alone/unattended as a punishment
- deprived of food/drink
- denied access to a toilet
- subjected to any degrading or humiliating treatment

Keeping the whole school safe

Managing and changing negative behaviours helps to keep our whole school safe. To achieve this, we encourage C&YP to:

- tell an adult, if they see or know that someone is doing the wrong thing. We explain that this is how we look after each other – that it is a good and caring thing to do. Any child or adult who witnesses inappropriate behaviour and says or does nothing is an accessory to that behaviour; is colluding with the wrongdoing and giving permission to the perpetrator to do it.
- we do not accept the concept of “grassing” or that drawing attention to inappropriate or negative behaviour is a bad thing. Instead, we challenge this view and encourage and applaud this action as part of being a good British citizen and caring individual.

Exclusion

(Please see exclusion policy for full details)

Raise Education and Wellbeing School is an inclusive school

Our target is to have minimal fix term exclusions and no permanent exclusions; we use fixed-term exclusions only to mark unsafe behaviour and inappropriate behaviour choices that break the law and cause serious concern related to the health and safety and safeguarding needs of other C&YP, staff, and members of the community if this is relevant to the incident (s). Fixed term exclusions are only considered where there is clear intent to break the rules and where the behaviours are not due to the SEND needs of the C&YP in question (as required by the SEND Code of Practice 2015)

- Ending students school placements will only be considered as an ultimate last resort, where every other avenue has been exhausted, consultations with all relevant parties concluded and where the to continue with the placement would put the child or young person, or another person at risk of serious harm.
- Any type of exclusion can only be made with the recommendation of the school's internal inclusion panel which consists of a minimum of 3 SLT members and a final decision being approved by the Head of school.

MONITORING

We apply a consistent behaviour management approach throughout the whole school, appropriately adapted to the age, abilities, and characteristics of the C&YP

- we will observe and feedback to staff on observed good practice and areas for development as part of the supervision process
- the SLT will assess, plan, do, review as part of our on-going school improvement plans.
- The school operate an attendance, engagement of learning, safeguarding and behaviour management monitoring process called the WATCH. The WATCH meeting takes place fortnightly and is attended by members of the SLT and SMT to monitor our school information, assessment, and recording systems and to discuss, analysis data, and make action plans to promote and enable the improvement of C&YPs attendance, engagement in learning, behaviour and personal development and ensure our school staff are consistently and professionally implementing our schools' policies, procedures, and practices.
- The SLT will report to the Board of Governors about attendance, general behaviour issues, interventions, and any specific concerns.
- Regular feedback will be sought from employees, C&YP to continually improve behavioural and learning outcomes

CONTINUING PROFESSIONAL DEVELOPMENT

To promote a whole school approach and maintain a consistent application of our adopted evidence-based approaches and to further improve the skills, knowledge, and values, staff will

- attend compulsory whole school, and team training sessions on behaviour management
- can apply to attend courses, as part of their individual CPD
- ask for in-house individual development opportunities e.g., by observation and learning dialogues with staff, with identified best practice
- use the varied CPD resources available throughout the school, and online
- use own initiative in independent reading of articles, books, and journals on best practice related to behaviour management and other relevant practice.
- access the learning and practise development resources, articles, books, and information made readily available

Key evidence base sources

- Mindfulness in Schools project (associated training and research) https://mindfulnessinschools.org/the-evidence-base/
- RestorativeJustice4schools http://www.restorativejustice4schools.co.uk/wp/?page_id=45
- Team Teach https://www.teamteach.co.uk/about-us/
- Trauma and Mental health Informed schools UK https://www.traumainformedschools.co.uk/what-is-a-trauma-informed-school
- Beacon schools support – Behaviour Management and SEMH approach training resources - inner circle https://beaconschoolsupport.co.uk/inner_circle.php
- Thrive https://www.thriveapproach.com/the-thrive-approach/
- Collaborative Proactive Solutions and ALSUP https://livesinthebalance.org/our-solution/
- *A School Without Sanctions – A new approach to Behaviour Management*; Steven Baker & Mick Simpson, 2020, Bloomsbury Education, Bloomsbury Publishing.
- *Building A Trauma Informed Restorative School – Skills and approaches for Improving Culture and Behaviour;* Joe Brummer with Margaret Thorsborne, 2021, Jessica Kingsley Publishers.
- *The Explosive Child*; Dr Ross W. Greene, Ph.D., 2014, Harper Publishers.
- *Lost At School – Why our kids with behavioural challenges are falling through the cracks and how we can help them*, Dr Ross W. Greene, Ph.D., 2014, Scribner.

Staff Wellbeing - to take care of our people and promote healthy skilled emotional available adults

Although educating, supporting, and promoting C&YP's wellbeing is personally and professionally rewarding and is one of the most important responsibilities that adult professionals can undertake, we do understand, acknowledge, and respect the high level of compassion, commitment, dedication, and emotional resilience it takes to support our C&YP and foster our approach to implement our integrated therapeutic, compassionate, and restorative approach to crisis intervention, discipline, behaviour change and personal development.

Using the analogy of the advice given by airline stewards 'to ensure you put on your own oxygen mask before supporting C&YP and other vulnerable people with their masks. We advise, support and guide staff to practice promote and focus on their own wellbeing and development of self-regulation, and emotional resilience and emotional intelligence. We wish for our staff to learn and practice self-compassion, self-care, give themselves time to recover, restore and prepare, and ensure they effectively use planned breaks, work as a unified supportive team, utilise the support on offer, manage time effectively and delegate appropriately wherever possible.

We therefore ensure that staff wellbeing is fully supported at our school by the following processes and practices:

- Weekly staff debrief meetings following our adopted Trauma and Mental Health Informed Schools UK approach of Protect, Relate, Regulate, Reflect, and Restore staff debrief meetings at the end of the school day (minimum of twice per week)
- Invitational attendance of .b foundations/nurturing parenting mindfulness-based 8-week courses to support wellbeing and stress management
- Staff CPD plan, briefings, training, and twilight sessions to implement and support the whole development of knowledge, skills, and values to support our staff in building a safe and successful trauma informed restorative school.
- Regular staff supervision (6 weekly)
- Some professionals in school may be offered clinical supervision dependent upon their role and responsibilities.
- Specific wellbeing training and support including emotional literacy and resilience – delivered by Local Authority – *Services to Schools Educational Psychology Service.*
- Staff well-being action plans (WAP) codesigned by staff and line managers as part of the annual supervision and appraisal process.
- Post incident debrief including the project, relate, regulate, reflect, restore approach to support staff and areas of learning for staff and school.
- Staff wellbeing day – a special additional staff leave day with the condition of staff being required to do something that promotes their wellbeing.
- No school formal communication and information sharing between 7p.m. and 7a.m. via emails and or phone calls/text (unless an emergency)

Conclusion

In conclusion, through this policy we have articulated our philosophy, underpinned by evidenced based research and practise, on how to understand the underlying causes of behaviour and then consistently and compassionately work to change behaviour, from negative to positive. Through this approach, teaching and supporting skills and attitude and personal development and addressing unmet need, we support C&YP to progress and fulfil their potential.

Working Collaboratively to ensure that Raise Education and Wellbeing School is a positive, fulfilling, happy and rewarding place to be.

Appendix 1 - PAS Sheet

	Pupil Name			Pupil Name			Pupil Name			Pupil Name			Pupil Name			Pupil Name			Pupil Name		
Monday	E	B	H	E	B	H	E	B	H	E	B	H	E	B	H	E	B	H	E	B	H
REGISTRATION																					
ENGLISH																					
ENGLISH LIT																					
MATHS																					
LUNCH																					
SCIENCE																					
HISTORY																					
CITIZENSHIP																					
PSHE																					
PE																					
LEARNING SUPPORT																					
SOCIAL/PD																					
VOCATIONAL																					
FOR OFFICE USE ONLY																					

E = effort to learn
B = behaviour choices
H = house points – getting on with others

Every child/young person is awarded a mark from 0 to 5 in every session for ‘effort to learn’ and ‘Behaviour choices’. House points are awarded for getting on well with others – one point issued for each lesson.

The scoring criteria for the two main reward categories are:

5	Perfect choices	Perfect means just this. If a child isn’t engaged for the entire lesson, then they can’t earn this score for effort. Swearing once is not perfect behaviour.
4	Excellent choices	Not quite perfect
3	Good choices	Most of the student’s contribution are positive.
2	Some good choices	There are enough positive things to focus on.
1	A few good choices	Most of the interactions have not been positive and there is minimum engagement.

Appendix 2

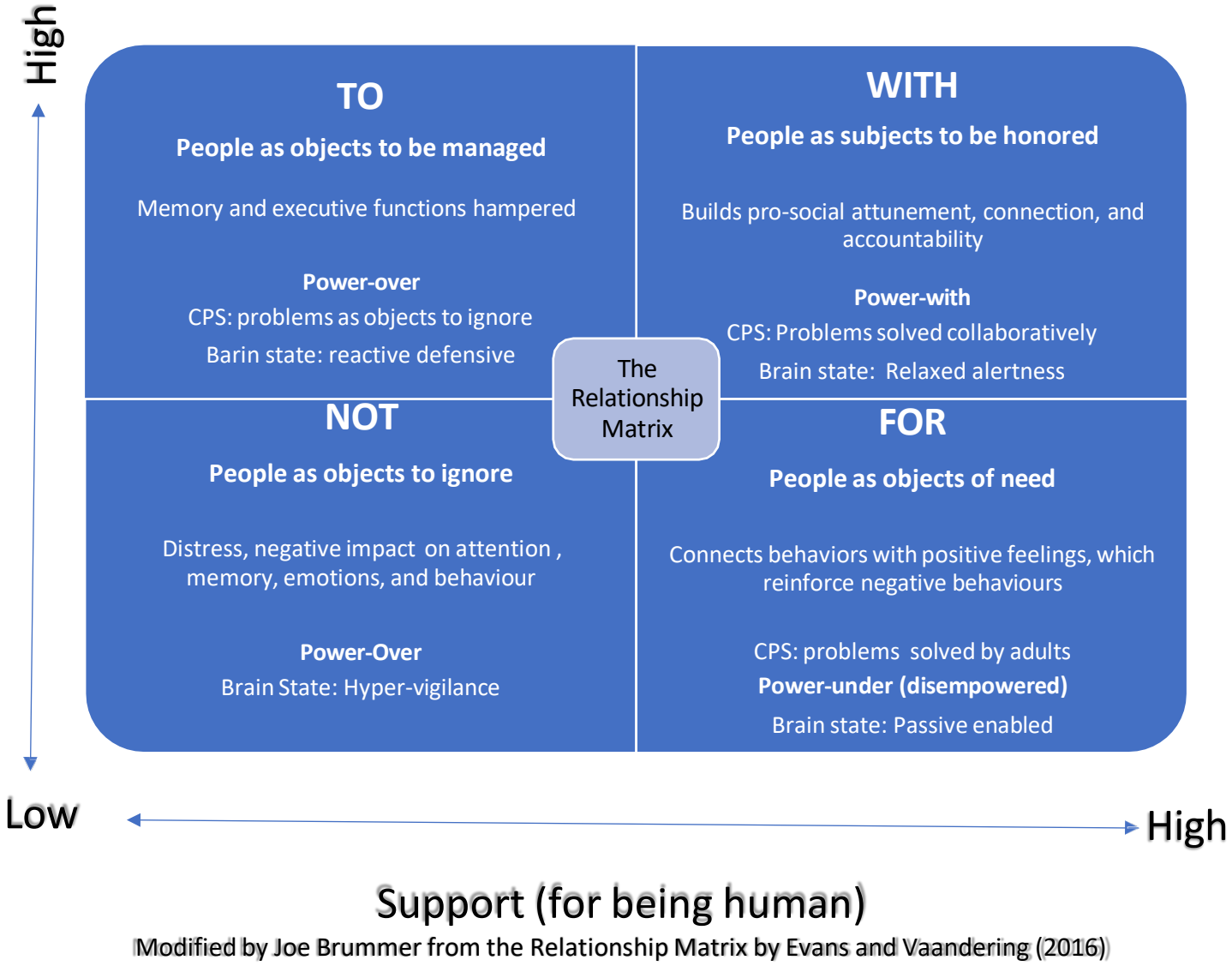
Punitive vs. Restorative Approach to School Discipline

Punitive	Restorative
Misbehaviour is defined as an individual choice to break school rules or to deviate from established behaviour expectations.	Misbehaviour is defined as harm done to one person/group by another as a result of a breakdown in community relationships and/or unconscious attempt to meet needs.
Focus is on what happened, establishing guilt, and fairly dispensing punishment to the wrongdoer(s).	Focus is on understanding feelings, needs, and responsibilities of *all* impacted individuals and exploring ways to bring about community healing.
Discipline interventions are focused on making the harmful behaviours stop, using increasingly restrictive and/or exclusionary consequences.	Discipline interventions aim to understand root causes of misbehaviour and offer relational support for positive changes in behaviour.
Discipline interventions decided on by one or more authority figures.	Discipline interventions emphasize collaboration with direct victims and other impacted persons regarding how their needs can be met.
Accountability defined in terms of receiving punishment.	Accountability defined as understanding impact of actions, taking responsibility for choices, and finding ways to repair harm and prevent future harm.
Imposed punitive consequences have the effect of shaming and stigmatizing students who have caused harm.	Restorative processes offer an opportunity for students who have caused harm to understand the source of their behaviour, take responsibility for their choices, and to learn and grow from the experience.

(RestorativeResources.org adapted for Raise Education and Wellbeing School)

Appendix 3

Promotion of person-centred, co-design, and collaborative approach to supporting C&YP to Thrive.



Modified by Joe Brummer from the Relationship Matrix by Evans and Vaandering (2016)

Appendix 4 – CPS and Lagging skills forms and guidance

F.A.Q.

Collaborative & Proactive Solutions
THIS IS HOW PROBLEMS GET SOLVED

A more compassionate, productive, effective, approach
to understanding and helping kids with concerning behaviors.

Collaborative&ProactiveSolutions(CPS) is the evidence-based approach for understanding and helping kids with concerning behaviors, as described in Dr. Ross Greene's books *The Explosive Child*, *Lost at School*, *Lost & Found*, and *Raising Human Beings*. The CPS model has been implemented in countless families, schools, inpatient psychiatry units, and residential and juvenile detention facilities. The approach sets forth two major tenets. First, the reason some kids respond maladaptively to problems and frustrations is that they're lacking the skills -- especially in the realms of flexibility/adaptability, frustration tolerance, emotion regulation, and problem solving -- to respond adaptively. Second, the best way to reduce concerning behaviors is by solving the problems that are causing those behaviors. The problem solving should be collaborative (something that's being done with the child rather than to them) and proactive (rather than reactive). The model does not rely at all on adult-imposed consequences aimed at modifying behavior. Here are some of the important questions answered by the model:

QUESTION:Why do kids exhibit concerning behavior?
ANSWER: Again because they're lacking the skills to respond more adaptively to problems and frustrations. If they had the skills, they wouldn't be exhibiting concerning behaviors. That's because -- and this is perhaps the key theme of the model -- *Kids do well if they can*. And because (here's another key theme) *Doing well is preferable*. These new "lenses" are supported by research in the neurosciences over the past 40-50 years, and have dramatic implications for how caregivers go about helping such kids. These new lenses also represent a dramatic departure from the view that kids with concerning behaviors are attention-seeking, manipulative, coercive, limit-testing, and poorly motivated. An important goal for caregivers is to identify the skills a child with concerning behaviors is lacking, a goal accomplished by the completion of an instrument called the *Assessment of Lagging Skills and Unsolved Problems* (ALSUP).

QUESTION: When are challenging kids challenging?

ANSWER: When they're having difficulty meeting certain expectations. Thus, another important goal for caregivers is to identify the specific expectations a kid is having difficulty meeting, referred to as unsolved problems… and to help kids solve those problems. Because unsolved problems tend to be highly predictable, the problem-solving can be proactive most of the time. Identifying unsolved problems is also accomplished through use of the ALSUP. You can find the ALSUP on the website of Lives in the Balance (livesinthebalance.org).

QUESTION:What behaviors do kids exhibit when they don't have the skills to respond adaptively to certain demands?

ANSWER:You've probably heard the cliché *behavior is communication*. Now you know what concerning behaviors are communicating: that there's an expectation a child is having difficulty meeting. Some kids communicate that through whining, pouting, sulking, withdrawing, and crying. These behaviors are referred as "lucky" because they're likely to elicit empathy, nurturance, and support from caregivers. Other kids communicate that they're having difficulty meeting expectations by screaming, swearing, hitting, spitting, kicking, throwing, lying, stealing, and so forth. These "unlucky" behaviors are far less likely to elicit empathy, nurturance, and support from caregivers. But whether lucky or unlucky, the concerning behaviors are communicating the same thing.

QUESTION: What should we be doing differently to help these kids better than we're helping them now?

ANSWER:If kids are responding poorly to problems and frustrations because of lagging skills and not lagging motivation, then it's easy to understand why motivational strategies -- rewarding and punishing -- may not make things better. And, if it's unsolved problems that are causing concerning behaviors, then the best way to reduce the behaviors is by solving the problems that are causing them. But if we solve the problems unilaterally, through imposition of adult will (referred to in the model as "Plan A"), then we'll only increase the likelihood of concerning behavior and we won't solve any problems durably. Better to solve those problems collaboratively ("Plan B") so the kid is a fully invested participant, solutions are more durable, and (over time) the skills the kid is lacking are enhanced. Plan B is comprised of three basic ingredients. The first ingredient – called the Empathy step – involves gathering information from the child so as to achieve the clearest understanding of what's making it hard for the child to meet a given expectation. The second ingredient (called the Define Adult Concerns step) involves having caregivers enter their concerns into consideration on the same unsolved problem (i.e. how the problem is affecting the kid and/or others). The third ingredient (called the Invitation step) involves having the adult and kid work toward a solution that is realistic and mutually satisfactory…in other words, a solution that addresses the concerns of both parties and that both parties can actually perform.

QUESTION: Where can I learn more about this model?

ANSWER:The Lives in the Balance website (livesinthebalance.org) is a very good place to start. It has a ton of free resources, including streaming video, podcasts, support, and lots more.

QUESTION: Where can I find the research on the CPS model?

ANSWER:On the Research page of the Lives in the Balance website.

QUESTION: Wasn't this model previously referred to as Collaborative Problem Solving?

ANSWER: Yes…but not anymore! A product called "Collaborative Problem Solving" is now being marketed by a large hospital corporation, but we don't have anything to do with them!

REV 6/2021

LIVES IN THE BALANCE

livesinthebalance.org

ALSUP GUIDE

Collaborative & Proactive Solutions

---- -:::==== THIS IS HOW PROBLEMS GET SOLVED

The **Assessment of Lagging Skills and Unsolved Problems (ALSUP)** is a discussion guide created to assist caregivers in identifying a child's lagging skills and unsolved problems. Lagging skills provide caregivers with new lenses. Rather than viewing a child's difficulties as attention-seeking, manipulative, coercive. unmotivated, lazy, or limit testing, lagging skills provide more accurate, productive, actionable lenses.

INSTRUCTIONS FOR IDENTIFYING LAGGING SKILLS:

How hard could it be to check off lagging skills? Not that hard, but here are a few important reminders:

Go in order...you don't want to miss anything.

Don't spend time hypothesizing or theorizing about causal factors (why the student is lacking these skills)...you can't establish cause with any level of precision, and your time **will** be better spent identifying lagging skills and unsolved problems

Don't spend any time talking about the child's behavior either...the behavior is simply the way children communicate that there are expectations they are having difficulty meeting

Checking off a lagging skill is not a democratic process and shouldn't take more than 3-5 seconds each. If any caregivers in the meeting think the lagging skill applies to the child, check it off.

While lagging skills provide you with new lenses -- a worthy goal -- lagging skills are not the primary targets of intervention. The unsolved problems you'll be identifying are the primary targets of intervention. If you solve those problems collaboratively and proactively. the child's skills will be enhanced.

INSTRUCTIONS FOR IDENTIFYING UNSOLVED PROBLEMS:

An unsolved problem is ***an expectation a child is having difficulty meeting***. Writing unsolved problems is harder, because the wording of the unsolved problem on the ALSUP is going to translate directly into the words that you're going to use to introduce the unsolved problem to the child when it comes time to solve the problem together. As such, there are four guidelines for writing unsolved problems:

They should contain no reference to the child's *challenging* behaviors. Since you won't be talking with children about their behavior, there's no need to include the behavior in the wording of the unsolved problem. Instead. almost all unsolved problems begin with the words Difficulty, followed by a verb (a variety of verbs are shown in the examples below as well). So you wouldn't write *Screams and swears when having difficulty completing the word problems on the math* homework...instead write *Difficulty completing the word problems on the math homework.*

They should contain no adult theories. So you wouldn't write *Difficulty writing the definitions to the spelling words in English... because his parents were recently divorced).*

They should be split, not clumped (so you wouldn't write *Difficulty getting along with others* but rather *Difficulty getting along with Trevor on the school bus in the morning.*

They should be specific. To make an unsolved problem as specific as possible, there are two strategies:

Include details related to *who, what, where.* and *when*
Ask *What expectation is the child/student having difficulty meeting?*

The above guidelines -- and a variety of sample verbs -- are embodied in the following examples (they're grouped based on setting, but the verbs apply across settings):

SCHOOL/FACILITY:

Difficulty getting started on the double-digit division problems in math
Difficulty completing the map of Europe in geography
Difficulty participating in the discussions in morning meeting
Difficulty moving from choice time to math
Difficulty ending computer time to come to circle time
Difficulty walking in the hallway between classes
Difficulty raising hand during Social Studies discussions
Difficulty keeping hands to self in the lunch line
Difficulty lining up for the bus at the end of the school day
Difficulty remaining quiet when a classmate is sharing his or her ideas in English
Difficulty waiting for his turn during the four-square game at recess
Difficulty retrieving Geography notebook from locker before Geography class

HOME/CLINIC:

Difficulty getting out of bed at 7 am in the morning to get ready for school on weekdays
Difficulty going to church on Sundays
Difficulty taking turns when playing chess with brother
Difficulty sitting next to sister at dinner
Difficulty putting the dishes into the dishwasher after dinner
Difficulty taking the trash out on Tuesdays
Difficulty brushing teeth before going to bed at night
Difficulty ending Xbox at 8 pm
Difficulty making bed before school on weekday mornings

There are also a variety of verbs that should be avoided, including *accepting, appreciating. staying calm, asking for help, listening, paying attention, focusing, considering, understanding, persisting, controffing.*

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ALSUP 2020

ASSESSMENT OF LAGGING SKILLS & UNSOLVED PROBLEMS

Collaborative & Proactive Solutions

THIS IS HOW PROBLEMS GET SOLVED

CHILD'S NAME _____ DATE _____

The ALSUP is intended for use as a **discussion guide** rather than as a freestanding check-list or rating scale. It should be used to identify specific lagging skills and unsolved problems that pertain to a particular child or adolescent.

LAGGING SKILLS

This section will help you understand why the child is responding so maladaptively to problems and frustrations. Please note that these **lagging skills are not the primary focal point of intervention.** In other words, you won't be discussing the lagging skills with the student. nor will you be teaching most of the skills explicitly. The primary targets of intervention are the unsolved problems you'll be documenting in the next section.

- ☐ Difficulty maintaining focus
- ☐ Difficulty handling transitions, shifting from one mindset or task to another
- ☐ Difficulty considering the likely outcomes or consequences of actions (impulsive)
- ☐ Difficulty persisting on challenging or tedious tasks
- ☐ Difficulty considering a range of solutions to a problem
- ☐ **Difficulty expressing concerns, needs, or thoughts In words**
- ☐ **Difficulty managing emotional response to frustration so as** to think rationally
- ☐ Chronic irritability and/or anxiety significantly impede **capacity for problem-solving or heighten frustration**
- ☐ Sensory/motor difficulties
- ☐ Difficulty seeing "grays"/concrete. literal. black & white. thinking
- ☐ Difficulty taking into account situational factors that would suggest the need to adjust a plan of action
- ☐ Inflexible, inaccurate interpretations/cognitive distortions or biases (e.g., "Everyone's out to get me," "Nobody likes me)"
- ☐ Difficulty attending to or accurately interpreting social cues/ **poor perception of social nuances**
- ☐ Difficulty shifting from original idea. plan. or solution
- ☐ Difficulty appreciating how his/her behavior is affecting others
- ☐ **Difficulty starting conversations, entering groups.** connecting with people/lacking other basic social skills
- ☐ Difficulty empathizing with others, appreciating another **person's perspective or point of view**
- ☐ Difficulty handling unprecictabil1ty, ambiguity. uncertainty. novelty

UNSOLVED PROBLEMS

Unsolved problems are the specific expectations a child is having difficulty meeting. The wording of an unsolved problem will translate directly into the words that you'll be using when you introduce an unsolved problem to the child when it comes time to solve the problem together. Poorly worded unsolved problems often cause the problem-solving process to deteriorate before it even gets started. Please reference the ALSUP Guide for guidance on the four guidelines for writing unsolved problems.

SCHOOL/FACILITY PROMPTS:

Are there specific tasks/expectations the student is having difficulty completing or getting started on?
Are there classmates this student is having difficulty getting along with in specific conditions?
Are there tasks and activities this student is having difficulty moving from or to?
Are there classes/activities the student is having difficulty attending/being on time to?

HOME/CLINIC PROMPTS:

Are there chores//tasks/activities the child 1s having difficulty completing or getting started on?
Are there siblings/other children the child is having difficulty getting along with in specific conditions?
Are there aspects of hygiene the child is having difficulty completing?
Are there activities the child is having difficulty ending or tasks the child is having difficulty moving on to

PROBLEM SOLVING PLAN

Collaborative & Proactive Solutions

THIS IS HOW **PROBLEMS** GET SOLVED

CHILD'S NAME _____ DATE _____

UNSOLVED PROBLEM #1	UNSOLVED PROBLEM #2	UNSOLVED PROBLEM #3
Adult taking the lead on Plan B:	Adult taking the lead on Plan B:	Adult taking the lead on Plan B:
Kid concerns identified: (Empathy step)	Kid concerns identified: (Empathy step)	Kid concerns identified: (Empathy step)
DATE_____	DATE_____	DATE _____
Adult concerns identified: (Define the Problem step)	Adult concerns identified: (Define the Problem step)	Adult concerns identified: (Define the Problem step)
DATE_____	DATE_____	DATE _____
Solution agreed upon: (Invitation step)	Solution agreed upon: (Invitation step)	Solution agreed upon: (Invitation step)
DATE._____	DATE _____	DATE _____
Problem Solved?	Problem Solved?	Problem Solved?
YES? DATE._____	YES? DATE_____	YES? DATE_____
NO? COMMENT:	NO? COMMENT:	NO? COMMENT:

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DRILLING CHEAT SHEET

Collaborative & Proactive Solutions

THIS IS HOW PROBLEMS GET SOLVED

The goal of the Empathy Step is to gather information from the child about his/her concern or perspective on the unsolved problem you're discussing (preferably proactively). For many adults, this is the most difficult part of Plan B, as they often find that they are unsure of what to ask next. So here's a brief summary of different strategies for "drilling" for information:

REFLECTIVE LISTENING AND CLARIFYING STATEMENTS

Reflective listening basically involves **mirroring what a child has said** and then encouraging him/her to provide additional information by saying one of the following:

- *"How so?"*
- *"I don't quite understand"*
- *"I'm confused"*
- *"Can you say more about that?"*
- *"What do you mean?"*

Reflective listening is your "default" drilling strategy...if you aren't sure of which strategy to use or what to say next, use this strategy.

ASKING ABOUT THE WHO, WHAT, WHERE/WHEN OF THE UNSOLVED PROBLEM

EXAMPLES:

- *"Who was making fun of your clothes?"*
- *"What'.sgetting the way of completing the science project?"*
- *"Where is Eddie bossing you around?"*

ASKING ABOUT WHY THE PROBLEM OCCURS UNDER SOME CONDITIONS AND NOT OTHERS

EXAMPLE: *"You seem to be doing really well in your work group in math...but not so well in your work group in social studies...what's getting in the way 111 social studies?"*

ASKING THE CHILD WHAT S/HE'S THINKING IN THE MIDST OF THE UNSOLVED PROBLEM

Notice, this is different than asking the child what s/he is feeling, which doesn't usually provide much information about the child's concern or perspective on an unsolved problem.

EXAMPLE: *"What were you thinking when Mrs. Thompson told the class to get to work on the science quiz?"*

BREAKING THE PROBLEM DOWN INTO ITS COMPONENT PARTS

EXAMPLE: *"So writing the answers to the questions on the science quiz is hard for you...but you're not sure why. Let's think about the different parts of answering questions on the science quiz. First. you have to understand what the question is asking. Is that part hard for you? Next, you need to think of the answer to the question. Is that part hard? Next, you have to remember the answer long enough to write it down. Are you having trouble with that part? Then you have to actually do the writing. Any trouble with that part?"*

DISCREPANT OBSERVATION

This involves making an observation that differs from what the child is describing about a particular situation, and it's the riskiest (in terms of causing the child to stop talking) of all the drilling strategies.

EXAMPLE: *"I know you're saying that you haven't been having any difficulty with Chad on the playground lately, but I recall a few times last week when you guys were having a big disagreement about the rules in the box-ball game. What do you think was going on with that?"*

TABLING (AND ASKING FOR MORE CONCERNS)

This is where you're "shelving" some concerns the child has already expressed so as to permit consideration of other concerns.

EXAMPLE: *"So if Timmy wasn't sitting too close to you, and Robbie wasn't making noises, and the floor wasn't dirty, and the buttons in your pants weren't bothering you...is there anything else that would make it difficult for you to participate in Morning Meeting?"*

SUMMARIZING (AND ASKING FOR MORE CONCERNS)

This is where you're summarizing concerns you've already heard about and then asking if there are any other concerns that haven't yet been discussed. This is the recommended strategy to use before moving on to the Define Adult Concerns step.

EXAMPLE: *"Let me make sure I understand all of this correctly It's hard for you to do your social studies worksheet for homework because writing down the answers is still hard for you...and because sometimes you don't understand the question...and because Mrs. Langley hasn't yet covered the material on the worksheet. Is there anything else that's hard for you about completing the social studies worksheet for homework?"*

Prepared with the assistance of Dr Christopher Watson

PLAN B CHEAT SHEET

Collaborative & Proactive Solutions

THIS IS HOW PROBLEMS GET SOLVED

(D EMPATHY STEP | INGREDIENT/GOAL

Gather information about and achieve a clear understanding of the kid's concern *or* perspective on the unsolved problem you're discussing.

WORDS I Initial Inquiry (neutral observation)

"I've noticed that...(insert unsolved problem)... what's up?"

DRILLING FOR INFORMATION

Usually involves reflective listening and clarifying questions. gathering information related to the who, what, where. and when of the unsolved problem, and asking the kids what they're thinking in the midst of the unsolved problems and why the problem occurs under some conditions and not others.

MORE HELP

If the kid doesn't talk *or* says "I don't know", try to figure out why:

- Maybe the unsolved problem wasn't free of challenging behavior, wasn't specific. wasn't free of adult theories. *or* was "clumped" (instead of split)
- Maybe you're using Emergency Plan B (instead of Proactive Plan B)
- Maybe you're using Plan A
- Maybe he really doesn't know
- Maybe he needs the problem broken down into its component parts
- Maybe he needs time to think

WHAT YOU'RE THINKING

"What don't I yet understand about the kid's concern *or* perspective? What doesn't make sense to me yet? What do I need to ask to understand it better?"

DON'T

- Skip the Empathy step
- Assume you already know what the kid's concern is and treat the Empathy step as if it is a formality
- Rush through the Empathy step
- Leave the empathy step before you completely understand the kid's concern or perception
- Talk about solutions yet

@ DEFINE THE PROBLEM STEP | INGREDIENT/GOAL

Enter the concern of the second party (often the adult) into consideration.

WORDS I Initial Inquiry (neutral observation)

"The thing is (insert adult concern)...." *or* "My concern 1s (insert adult concern)..."

MORE HELP

Most adult concerns fall into one of two categories:

- How the problem is affecting the kid
- How the problem is affecting others

WHAT YOU'RE THINKING

"Have I been clear about my concern? Does the child understand what I have said?"

DON'T

- Start talking about solutions yet
- Sermonize. judge. lecture. use sarcasm

ffi INVITATION STEP | INGREDIENT/GOAL

Generate solutions that are realistic (meaning both parties can do what they are agreeing to) and mutually satisfactory (meaning the solution truly addresses the concerns of both parties)

WORDS I Initial Inquiry (neutral observation)

Restate the concerns that were identified in the first two steps, usually beginning with "I wonder if there is a way..."

MORE HELP

- Stick as closely to the concerns that were identified in the first two steps
- While it's a good idea to give the kid the first opportunity to propose a solution, generating solutions is a team effort
- It's a good idea to consider the odds of a given solution actually working ...if you think the odds are below 60-70 percent. consider what it is that's making you skeptical and talk about it
- This step always ends with agreement to return to Plan B if the first solution doesn't stand the test of time

WHAT YOU'RE THINKING

"Have I summarized both concerns accurately? Have we truly considered whether both parties can do what they've agreed to? Does the solution truly address the concerns of both parties? What's my estimate of the odds of this solution working?"

DON'T

- Rush through this step either
- Enter this step with preordained solutions
- Sign off on solutions that both parties can't actually perform
- Sign off on solutions that don't truly address the concerns of both parties

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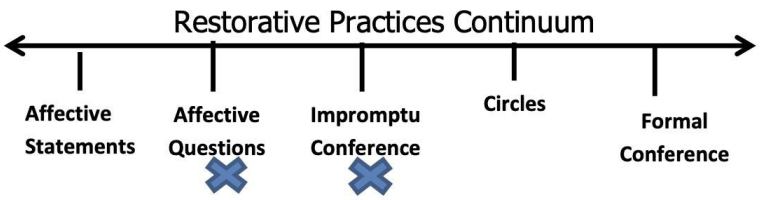


-Ted Wachtel, International Institute for Restorative Practices

Affective Questions are used for 1:1 situations
Impromptu Conference is used for a problem involving more than one person.

Restorative Questions

- Can you explain what happened?
- How did it happen?
- What were you thinking at the time?
- What was your part in it?
- What was the harm caused? Who was harmed?
- Who do you think was affected?
- How were you affected?
- How were they affected?
- How do you feel about what happened?
- What were you feeling at the time?
- Encourage I statements *"I feel____ when ____."*
- What needs to happen to make things right?
- What needs to happen to repair the harm that's been caused?
- What do you need? •What do they need?
- What are you willing to do to repair the harm that has been caused?
- What needs to happen to solve this problem?
- What is the right thing to do?

Restorative Questions Seek to:

- Focus on the behavior not the person
- Respect all involved
- Find solutions (vs. blame & consequences)
- Understand harm caused (vs. rules broken)
- Help students solve problems

Restorative Comparisons

(Authoritarian control, Teacher takes responsibility & solves problem)
Teacher Comment:
That group, get back to work or you'll be staying in at lunch

(Respectful with equal rights)
Teacher Comment: When you are loud like that, it interferes with the Discussion of other groups and I feel frustrated.

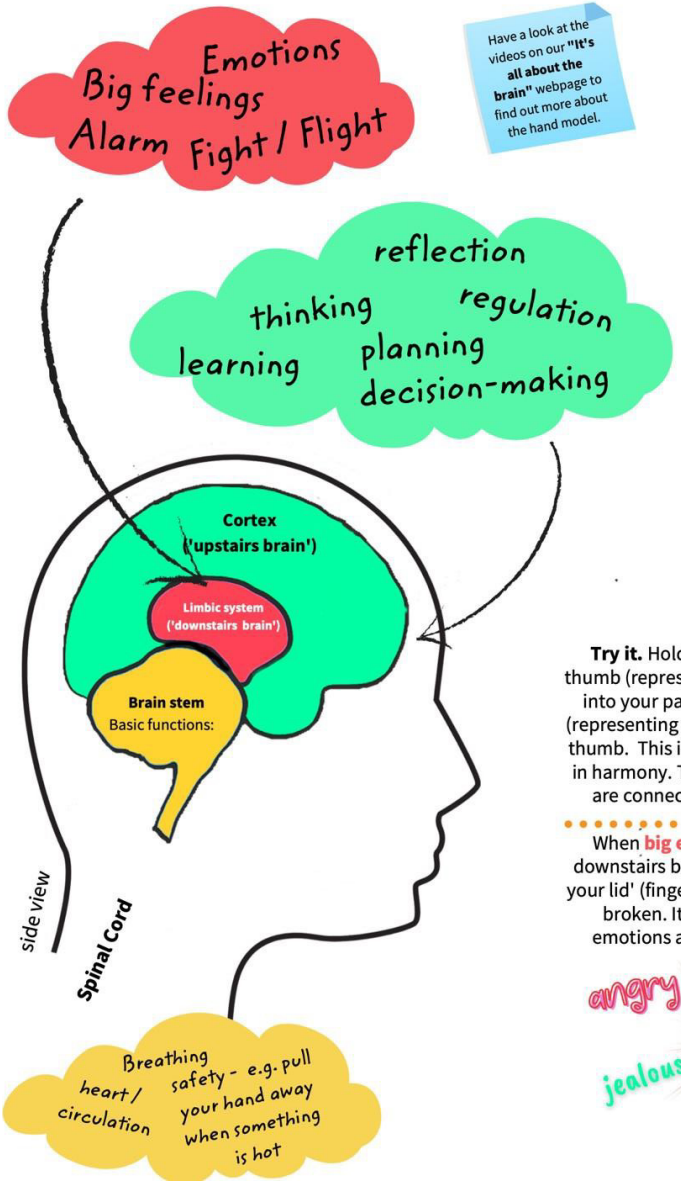
(Work out our problems, students are responsible for problem & solution)
Teacher Comment: This is not like you. What is the problem you have encountered? Okay, how can we solve it?
Adapted from: *Choice Words* by Peter H Johnston (pg. 6)

CONTROL (Low → High)	Low **Support** → High	
	Punitive (Doing to)	Restorative (Doing with)
	Neglectful (Not doing)	Permissive (Doing for)

Paul McCold and Ted Wachtel, International Institute for Restorative Practices

Least Restorative Teacher **tells** student…	**Most Restorative** Teacher **asks** student….
(Teacher says) what happened. (Teacher says) why it happened. (Teacher says) how to deal with it	What did you experience How would you solve the problem?
Don't do… Do… Apologize to…	Can you help me to…? How do you plan to…? What will you need to do to…?
I was expecting ALL your work done. You should know that already. I appreciate…but you forgot…	I appreciate the effort you made to… What did you learn from trying to do? What progress do you see in…?
Teenagers always think You know better than that! You are too young to understand…	What is your perception of…? Let me check what you think. How do you see this issue?

Adapted From: "Developing Capable Young People" from the book *Raising Self-Reliant Children in a Self-Indulgent World* by Stephen Glenn and Jane Nelson



Have a look at the videos on our **"It's all about the brain"** webpage to find out more about the hand model.

Upstairs / Downstairs Brain

Think of your brain in two parts; the **upstairs brain** and the **downstairs brain**. The **upstairs brain** (cortex) is the '*smart part*' - thinking, planning, learning, decision-making, regulation and reflection.

The **downstairs brain** (limbic system and brain stem) the emotional part - feelings, and our **alarm system** which is meant to keep us safe from danger (like sabre-toothed tigers) by getting us ready to fight or run away.

Most of the time the upstairs and downstairs parts work well together with our *'smart part'* keeping a lid on emotional stuff. Sometimes when we experience strong emotions or the alarm system goes off... we can flip our lids. The downstairs brain takes over and thinking / logic go and it's 'react, react, react'.

Sometimes the downstairs brain sets off a **false alarm**. No real danger (like STTs) but that makes us feel under attack; like being asked to tidy your room, speak in public or being told off by a teacher!

Name it to tame it

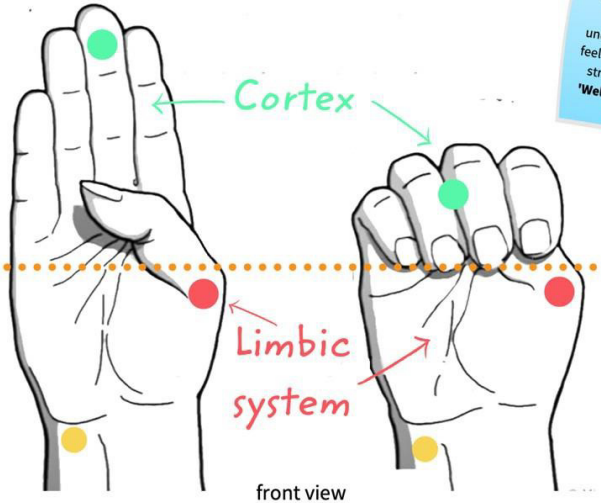
Everyone flips their lids. We can learn to **"name it to tame it"** - understand what happens and develop ways to help the 'upstairs brain' to get back in control*.

Some people have had a tough time growing up or have had really stressful experiences in their lives (sometimes called 'trauma'). This means that their alarm system can get 'stuck' in the 'on' position and they can 'flip their lid' more quickly. It's not their 'fault' - their experiences have made them more alert and looking for danger. For those people it is often really helpful if they practice **'naming it and taming it'** with another person like a trusted adult. This is called **co-regulation**.

*You can find out about understanding our feelings and coping strategies in the **'Wellbeing Action Plan'**.

Try it. Hold up your hand. Tuck your thumb (representing the downstairs brain) into your palm. Now wrap your fingers (representing the upstairs brain) over your thumb. This is a model of a brain working in harmony. The upstairs and downstairs are connected and communicating.

When **big emotions** come along the downstairs brain takes over and you 'flip your lid' (fingers up) and the connection is broken. It can be hard to 'control' emotions and make good decisions.



Hand Model of the Brain - Why we "flip our lid"

Appendix 7 – Payback template letter to C&YP and Parents/Carers

The Quest Centre, Brownlow Wy.,
Bolton BL1 3UB
T. 01204 431946
E: office@raise-school.co.uk
W: https://raise-educationandwellbeing.co.uk/

NOTIFICATION TO ATTEND: THE PAYBACK PANEL
Name of Young Person:
Dear parent/Carer
As per our telephone conversation today, we would like you to attend the payback panel meeting for CYP.
This will take place at:-
Place: Home Address or School/college

Time:
Day:
School Behaviour Watch records show that_____has been involved in an incident whereby their behaviour was deemed harmful and unacceptable and or caused significant damage to property. As a consequence, for their negative behaviour, Raise Education and Wellbeing School ask that you attend The Payback Panel with your Child/Young person.

A member of our SLT team will chair this panel. The Chair will look at the evidence that is recorded on Behaviour Watch, The CYP account and views and any remorse shown, and will also consider the cost and harm done to the victims as a result of CYP's behaviour.

You have a right to see the exact same evidence that the chair will have, and this is enclosed with this letter. The CYP's form teacher or any member of staff from school/college will attend to support them. The CYP may want to take a student representative to the meeting to support them if this is deemed suitable. It is acceptable to have any significant other such as a support professional invited to attend. They will be contacted by telephone call or letter prior to the meeting taking place.

The chair of the panel will look at all the facts and circumstances surrounding the incident and listen carefully to CYP's side of the story before making a final decision.

The purpose of the Payback Panel is to allow CYP the opportunity to reflect on their negative behaviour and where possible allow them the opportunity to "put things right and repair the harm".

The ‘Payback Panel’ Chair will explain how this might happen. You should also know that the Chair is acting on behalf of the victims and the school and in line with British law may have to involve the police, if CYP’s behaviour is deemed criminal.

It is in CYP’s best interests to attend the panel, as this will give them a chance to explain their behaviour, and to show anything positive they have done since the incident happened. This can include apologising for their behaviour and to any victims involved and or offering to repair any damage caused.

If CYP chooses not to attend, the chair has the option to make a final decision without them being present.

Attached with this letter is guidance giving more detail about the purpose and procedures surrounding the Payback Panel.

Yours faithfully

Wayne Lee
Head of School

The Quest Centre, Brownlow Wy.,
Bolton BL1 3UB
T. 01204 431946
E: office@raise-school.co.uk
W: https://raise-educationandwellbeing.co.uk/

Appendix 8 – Collaborative agreement and acknowledgement template letter to Parents to be signed by parents/carers to consent and agree to supporting this School policy

The Quest Centre, Brownlow Wy.,
Bolton BL1 3UB
T. 01204 431946
E: office@raise-school.co.uk
W: https://raise-educationandwellbeing.co.uk/

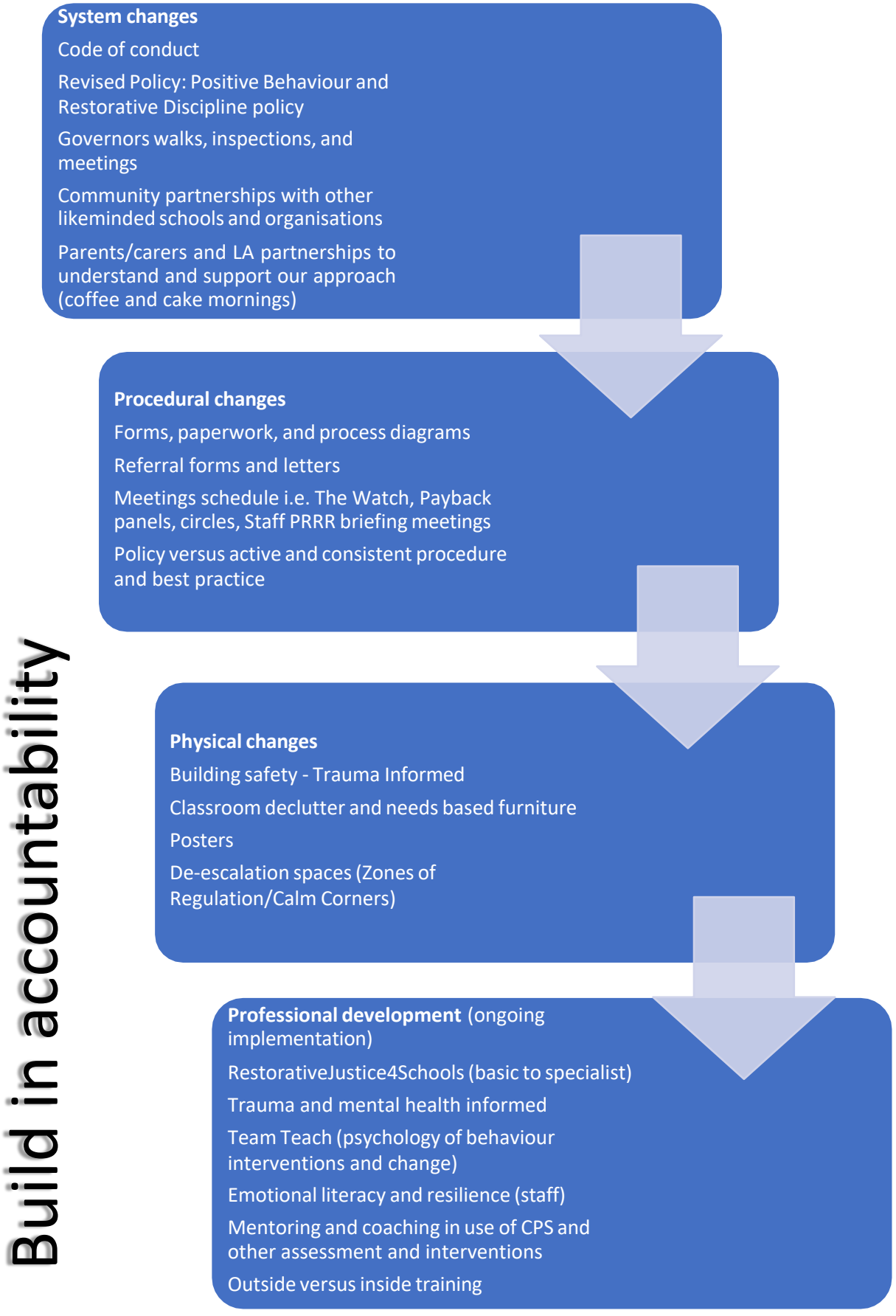
Dear Parent/Carer,
Thank you for spending the time to read through the following School Policies:

- Attendance policy
- Anti-Bullying Policy
- Exclusion Policy
- Positive Behaviour and Restorative Discipline Policy
- Safeguarding Policy
- Search and Screening Policy

You will be offered support and guidance of the above policies if required during your child/young person's induction period. We will be invited to attend a coffee morning to go through the policies and our approach to educating and supporting your Child/Young person's behaviour, attitude, and personal development during an agreed time within the first term of your child/young person's enrolment to our school and we will continue to offer times throughout the year for us to work together, and seek your views, support, and feedback. We will endeavour to do our best to communicate and work closely with you about your child/young person's progress including their effort to learn, behaviour choices and attitude to self and school and their personal development and achievements.

Can you please sign below to acknowledge receiving these Polices and to consent to agreeing to work collaboratively with the school in supporting the implementation of these policies in the best interest of your child/young person. We thank you for your continued partnership with us to promote and offer quality education and support to your child/young person

I agree to support the school's policy implementation related to the above policies.

Parent/Carer Name ..... Parent/Carer Signature:.....
Date:.....

Appendix 9 – Raise Positive Behaviour and Restorative Discipline Policy – A Three-year Implementation plan