BOTLEY SCHOOL

Positive Behaviour and Restorative Practices Policy

Chair of Governors: Sue Miller

Headteacher: Jo Reid

Revised September 2026

Policy to be determined: October 20th 2026
Botley School governing board

"Keep your thoughts positive because your thought become YOUR WORDS.
Keep your words positive because your words become YOUR BEHAVIOR

Keep your behaviour positive because your behaviour becomes YOUR HABITS
Keep your habits positive because your habits become YOUR VALUES
Keep your values positive because your values become YOUR DESTINY"

Mahatma Ghandi

Botley School Positive Behaviour Policy

At Botley School we believe the promotion of good behaviour is the responsibility of everyone involved in and with the school.

This policy is based upon two fundamental rights in school:

- Every child's right to learn
- Every teacher's right to teach

Vision and Values

Our Vision for Botley School is:

A high-quality education in a positive and happy school, where everyone is included, celebrated and encouraged to be a creative lifelong learner.

We will achieve our Vision through our shared Values:

Kindness
Respect
Inclusion
Teamwork
Resilience
Creativity

Good behaviour is demonstrated through the actions of pupils who understand these values and what is expected of them. They are courteous, considerate and relate well to each other and to adults.

Aims:

- To develop good behaviour through positive attitudes and praise leading to self-discipline and high self-esteem.
- To encourage children to form good relationships among themselves and with adults so that a supportive approach to learning is created.
- For the whole school community to respect all its members with regard for all protected characteristics under the 2010 equality act. (See Equality and Inclusion Policy)
- For all members of the school community to respect the property and opinion of others and to accept responsibility for their actions.

We believe that courtesy, respect, good manners, consideration for others and self-discipline are important aspects of a child's education, and that adults too, should model behaviour of this type.

We strive to maintain a friendly, caring, calm and orderly environment for the children and adults both working in and visiting the school. In such an atmosphere, with these established good relationships, effective teaching and learning can take place. We appreciate how important it is for pupils, staff and parents to work together to achieve this aim. At Botley School, we encourage positive behaviour at all times by praising and rewarding what is good.

School Rules:

Our school rules are based in our School Values

1. We will treat everyone in Botley School community with **respect** and **kindness.**
2. We will ensure everyone feels **included** and part of the **team**
3. We will work **creatively** and with **resilience** in our learning

Class Charters/Rules

Each class is expected to create a class charter of rules based on the Vision and Values at the start of each academic year. In KS1 and KS2, pupils should create a class poster of the charter, which they will all sign. This should be displayed in the classroom.

In addition to this, children in Foundation Stage work termly with their key person to set their own 'rules' based on the values above, which are then shared with parents/carers to encourage a joint school/home approach.

Role of Adults

The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school. We explain the school rules in the school prospectus, and we expect parents to read these and support them.

Positive Behaviour Reinforcement

Praise and encouragement by all adults is used to positively reinforce good behaviour throughout the school.

From Year R to 6, children can earn House Points for positive behaviour and good learning attitudes in school. These are collected each week and are shared in the school celebration assembly. The house team with the most House Points at the end of each long term are rewarded with a celebration afternoon. The pupils are able to discuss with their House Captains and Staff Leads what this reward afternoon can be. This supports our value of Teamwork, not just in class but also across the school.

Adults will comment positively when 'catching' any pupil demonstrating our school values.

All adults within the school community have a responsibility to set an example to pupils in the manner in which they conduct themselves and speak to the children.

This can be achieved by:

- ✓ all adults acting as positive role models for the school values at all times
- ✓ having high expectations of behaviour
- ✓ giving good reasons to children for unacceptable behaviour
- ✓ having clear rules and boundaries
- ✓ using group times/assemblies and PSHE lessons, drama, role-play etc. as ways of helping children to gain an understanding of right and wrong
- ✓ supporting children in confrontational situations by using de-escalation language and techniques

- ✓ parents, carers and staff working together on promoting good behaviour
- ✓ keeping records of the child's personal, social and emotional behaviour which will aid planning for individual needs

Working with Parents/Carers

We expect parents to support their child's learning, and to co-operate with the school, as set out in the home–school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents if we have concerns about their child's welfare or behaviour.

If the school has to use reasonable sanctions to manage a child's behaviour, it is essential that parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher and then speak with members of the leadership team and the head teacher.

In common with most other schools, we have a policy that prohibits behaviour that may endanger or hurt the child themselves or others or in any way may contribute towards creating a potentially disruptive or unhappy environment. These include bullying, verbal and physical harassment, and any sort of abuse (see Anti-Bullying Policy).

Behaviour as Communication

At Botley School, we recognise that all behaviour is a form of communication.

"… disruptive behaviour or sudden changes in behaviour can be an indication of unmet needs or a change in another aspect of a young person's life." – Ofsted 2021

Whether the behaviour or sudden changes in behaviour present as school refusal, abuse directed at peers/adults or disengagement with learning, it is fundamental that schools work with individuals, their parents/carers and key professionals to understand what's behind the behaviour and what they need in order to find a better way forward.

Whether in school or outside of school, when pupils feel respected, safe and secure, they will be able to regulate their emotions and demonstrate positive behaviours for learning. Conversely, when pupils feel disrespected, unsafe and insecure for any reason, they will struggle to regulate their emotions and are more likely to demonstrate negative behaviours.

Positive behaviours

When pupils are regulated, they may present some of the following positive behaviours:

- Speaking respectfully to staff and pupils
- Using respectful body language
- Focusing on the learning taking place in school
- Looking after the resources for learning, both their own and those belonging to others • Moving around the school calmly and quietly
- Supporting their peers and working well in teams
- Listening respectfully and letting others finish what they are saying and demonstrating positive language needed to disagree well.

Negative Behaviours

When pupils are dysregulated, they may present some of the following negative behaviours

- Disrespectful speech and swearing within peer groups or to adults in the school, including racist/homophobic remarks (see Equality Policy and Anti-Bullying Policy)
- Disrespectful attitude (rolling eyes, shrugging shoulders etc.)
- The abuse of their own or others' property and work

- Violent and unruly behaviour, including kicking, pushing, punching any object or person.
- Anti-social behaviour which disrupts the learning of any group or class, assembly time or playtime
- Running or shouting inside the school buildings.
- Bringing an offensive weapon in to school

Positive Behaviour Management and Restorative Principles

Staff at Botley are trained to use Restorative Practices, de-escalation techniques (see appendix 4) and positive behaviour methods to manage and respond to negative behaviour in class and around the school and support pupils until they are able to self-regulate their emotions. The 5 core principles of restorative practice are:

1. Everyone has a unique perspective and a valued contribution to make – we need to hear what people have to say.
2. Our thoughts influence our feelings and both influence what we do and say – we need to unpick what is going on behind behaviour.
3. Our actions and deeds impact on those around us – we need to consider the consequences of our actions.
4. All our actions are strategies we have chosen to meet our needs at the time – we need to be part of identifying what we need and identifying how our needs will be met.
5. The people who are affected by an issue or problem are those best placed to find ways forward in collaboration with each other – we need to be enabled and empowered to make positive and sustainable changes for ourselves.

At every stage in the behaviour procedures, staff will use the principles of restorative enquiry to respond to incidents of negative behaviours as follows:

1. Unique perspective - What has happened? Start from the beginning…
2. Thoughts and Feelings - What were/are you thinking? What were/are you feeling?
3. Impact – Who has been affected and how have they been affected? What has been the hardest thing for you?
4. Needs – What do you need in order to find closure/to move forward/for things to be better?
5. Next steps - What needs to happen now?

By using these steps, pupils will understand what went wrong and learn from it in order to be able to self-regulate if the situation were to reoccur in future. They will be able to have a restorative discussion with any other pupils or staff impacted by the behaviours. Where behaviours are such that they have escalated to the middle or senior leadership team, these conversations will be recorded on a Behaviour Reflection Sheet (see appendix 1) and recorded on CPOMS (see appendix 2). Further information on restorative mind-set's for staff can be found in appendix 3.

Sanctions for Negative Behaviours at Botley School

An effective approach to behaviour management must be both firm and fair and should be transparent to all – children, staff, and parents/carers. As part of this, we use a rising scale of sanctions, which staff expect to use in the following order:

For Foundation Stage children*:*

	Behaviour – types of behaviour	Possible Consequences
1	Inappropriate behaviour as discussed and agreed by practitioners and children (eg. class rules or guidelines)	A verbal phrase of disapproval and a reminder of how to behave positively. An adult will then support the child and ask them to reflect on their actions and to make appropriate amends using actions or words.

2	Repeated behaviour from Stage 1	- Time out – initially in own room Child is moved to a quiet area away from the other children, for a short period of time (1 minute for every year of child's age). An adult will support and guide a child through this process. Discussed with parents and any advice given when necessary. Recorded in Class behaviour log
3	Repeated persistent behaviour Stage from 2	Sent to a the other EYFS class for a specific time An adult will support and guide a child through this process. Discussed with parents.
4	Repeated persistent behaviour from Stage 2 is ongoing Refusal to accept consequences	Sent to Deputy Headteacher for a specific time. Discussed with parents. Logged onto CPOMS under Senior Lead Behaviour Group and assigned to Deputy Headteacher
5	ANY behaviour that puts the child or someone else in danger. Offensive or racist language	Sent to Headteacher (OR SLT in absence of Headteacher) for a specific time. Parents contacted and meeting with class teacher/ Senior Leader/Headteacher With persistent inappropriate behaviour, achievable goals for the child will be set. If the behaviour continues, the whole staff team will meet, whereby a programme of discipline tailored to the child's needs will be discussed. Sanctions may include internal exclusion, Fixed term suspension or in specific cases permanent exclusion. (see Exclusions and Reintegration section below) Recorded on School Information System and CPOMS. Governors alerted.

For Primary aged children:

	Behaviour – types of behaviour	Possible Consequences
1	• Low level disruption • Poor listening • Not engaging in task • Calling out	Warning/reminder in class. A verbal phrase of disapproval and a warning given, with a reminder of how to behave positively.
2	• Repeated behaviour from Stage 1 • Disturbing others learning • Inappropriate language • Being rude and unkind to others	Child is moved to a quiet area away from the other children in the classroom, to focus on their activity/work, and not to disturb others. - Time out Record in Class Behaviour Log

3	• Repeated persistent behaviour from Stage 2	Sent with their work to a parallel class for a specific time e.g. 15 minutes. There will also be a loss of privileges, e.g. break time missed to complete uncompleted work due to poor behaviour. Deputy Headteacher Alerted: Behaviour Reflection Sheet completed. Deputy Headteacher to decide if it can be recorded in Class Behaviour Log or warrants escalation to Stage 4
4	• Repeated persistent behaviour from Stage 2 is ongoing • Refusal to accept consequences	Sent with their work to Deputy Headteacher for a specific time. There will also be a loss of privileges, e.g. break time missed to complete uncompleted work due to poor behaviour. Parents contacted by class teacher and/or Deputy Headteacher. Complete Behaviour Reflection Sheet Assign to Behaviour Lead and record on CPOMS
5	ANY behaviour that puts the child or someone else in danger. Offensive language or bullying related to any protected characteristic	Sent with their work to Headteacher (or Deputy Head on duty in absence of Headteacher) for a specific time. There will also be a loss of privileges, e.g. break time missed to complete uncompleted work due to poor behaviour. Headteacher will begin full investigation and take witness statements. Parents contacted and meeting with class teacher and Headteacher Sanctions may include internal exclusion, Fixed term suspension or in specific cases permanent exclusion. (see Exclusions and Reintegration section below) Recorded on School Information System and CPOMS. Governors alerted.

Behaviour at Playtime and Lunchtime

Incidents at playtime and lunchtime should be dealt with in the following ways:

1. Brief eye contact/frown
2. A verbal phrase of disapproval and a warning given, with a reminder of how not to break one of the rules.
3. Child is moved away from where they were eating lunch/playing to a quiet area away from the other children for some time out – maximum of 15 minutes, depending on the rules broken/behaviour displayed.
4. If poor behaviour persists repeat time out as above. Lunchtime supervisor or adult on duty will report this to the child's class teacher at the end of the session.

For extreme offences such as seriously hurting another pupil, the Headteacher or member of Senior Behaviour Team is sent for using the walkie-talkies and processes listed under section 5 will be followed. (Staff should not wait until the end of lunchtime to report a serious incident.)

The Headteacher will contact the parents if necessary and appropriate consequence will be put in place. (No child should miss the whole of the lunchtime, and should eat their lunch with their class as normal, except in extreme cases where a child may come to harm.)

For serious offences in class or at lunchtime, e.g. damage of property, seriously swearing at or harming another child, swearing and insulting an adult the Headteacher should be sent for immediately. Formal recording of repeat incidents should be made on CPOMS and assigned to the Headteacher.

Recording of negative behaviour

All class teachers will keep a Class Behaviour Log Folder with a section for each pupil in the class. This will be used to monitor low-level behaviours and ensure that any patterns of low level but consistently negative behaviour are identified. For higher-level negative behaviours, where the Leadership team have been involved in managing the behaviours, CPOMS will be used to record the incident and investigation, including any meeting notes from parent meetings or meetings with professionals from other agencies.

As CPOMs is used to record both safeguarding incidents and serious behaviour incidents, to manage the workload for the Leadership Team, a Flow chart has been provided for how to use CPOMs. (see Appendix 2)

Behaviour and Special Educational Needs and Disabilities

Where a pupil's individual needs are such that they are less able to self-regulate their behaviours, or demonstrate extreme behaviours, the SENCO will support the class teacher in liaising with parents and outside agencies (Educational Psychology, Communication and Interaction, Attach team, CAMHS etc) as appropriate to ensure the pupils' needs are met. Strategies used may include additional staffing to support positive behaviours in non-structured times as well as the development of a Personal Positive Handling Plan and/or individual behaviour risk assessment. The 'Chill Zone' will be available as a calm/quiet space for identified pupils at lunchtime where it has been identified that the playground causes a sensory overload leading to negative behaviours. Some pupils with EHCP or identified needs, who have a '6 stages of crisis' plan, may also be provided with access to the Enhanced Pathway to support self-regulation or co-regulation.

Exclusions and Reintegration

In the vast majority of cases, the initial stages of behaviour management are sufficient. However, in severe cases, for example incidents involving immediate danger to the child or others, or of a child committing a very serious act of physical, verbal or sexual assault, the staff involved will judge the severity of the situation and may escalate the scale of sanctions more quickly.

As an inclusive school with restorative principles, we aim to avoid excluding pupils, as we do not believe this is in the best interests of the child. However, where an incidence of negative behaviour is so severe that the wellbeing and safety of other pupils in school, members of staff or the pupil themselves is at significant risk of harm or danger, we may have no alternative but to consider an internal exclusion, a fixed-term suspension or permanent exclusion of the child in accordance with LA and government guidance. Botley School will ensure it seeks appropriate advice and support from the Oxfordshire Exclusions and Reintegration Officer to support the pupil during this process and will only use these sanctions where every other avenue has been exhausted. The Chair of Governors will be informed of this decision. (See Exclusions and Reintegration Policy)

Restrictive Interventions and Use of Reasonable Force

Botley School has a 'Restrictive Interventions and Use of Reasonable Force Policy', which is compliant with Department of Education guidance Use of reasonable force and other restrictive interventions guidance. This policy is reviewed annually and includes information on which members of staff are trained in Team Teach Positive Handling as well as our policy on the use of reasonable force in general.

Bullying/Racial Abuse/Discrimination

See Equality and Inclusion Policy and Anti-Bullying Policy

We do not allow racial abuse or any discrimination of any kind at Botley School. We follow the policies listed above in promoting positive values and principles concerning all protected characteristics under the 2010 Equality Act.

Incidents or alleged incidents of racial abuse or any other bullying linked to protected characteristics will be fully investigated, recorded and reported to the Acer Trust:

In turn, we will:

- Investigate every incident of abuse
- Make necessary records of such incidents
- Inform the parents of the perpetrator on every occasion
- Inform the parents of the victim and let them know how we are handling the situation
- Consider exclusion as shown above under 'behaviour management' as a last resort.

Conclusion

Botley School has a positive ethos. We use the curriculum as a vehicle in promoting positive behaviour and we are firm but fair in managing negative behaviours. All members of staff have a responsibility to ensure that policy is upheld. The school also expects parents and carers to support the school's work in enforcing principles of good behaviour.

Our values and positive behaviour policy protocols are designed to balance the rights and responsibilities of everyone in our community.

Appendix 1

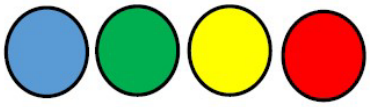
Behaviour Reflection Sheet



Zones of Regulation Restorative Reflection

Name: _____

Date: _____



1/ Description of my behaviour—What did I do?

_____
_____
_____
_____
_____
_____
_____

2/ How did I feel at the time?

Colour Zone

Why did I feel like that?

_____
_____
_____
_____

3/ How do I feel now? Why do I feel like this?

Colour Zone

Why do I feel like this?

_____
_____
_____
_____

4/ Who else has been affected by what happened?

_____

How have they been affected?

_____
_____
_____
_____

5/ How does the other person feel now?

Colour Zone

Why do they feel like this?

_____
_____
_____
_____

6/ How do you both want to feel in future?

Colour Zone Me

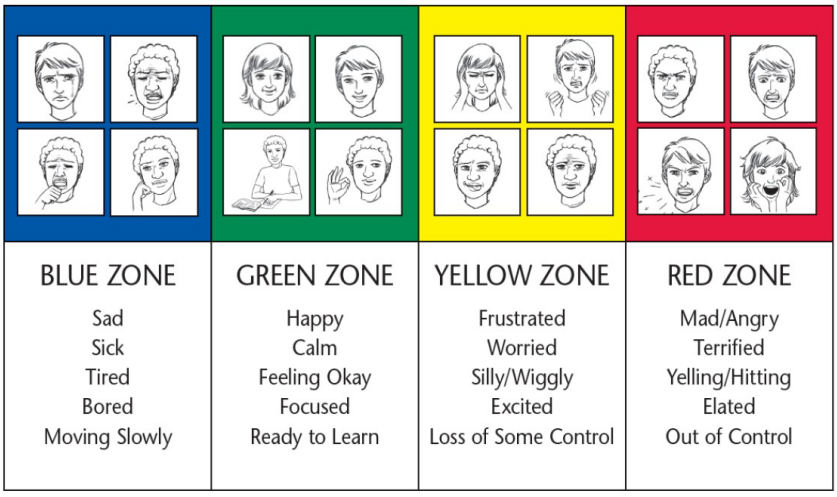
Colour Zone Other person

What can we do to make things right?

_____
_____
_____
_____

Signed by _____ Pupil _____ Member of staff

The Zones of Regulation™



BLUE ZONE	GREEN ZONE	YELLOW ZONE	RED ZONE
Sad	Happy	Frustrated	Mad/Angry
Sick	Calm	Worried	Terrified
Tired	Feeling Okay	Silly/Wiggly	Yelling/Hitting
Bored	Focused	Excited	Elated
Moving Slowly	Ready to Learn	Loss of Some Control	Out of Control

Appendix 2

Botley School

Reporting Safeguarding and Behaviour Concerns

Do you have your own access to CPOMS?

YES

- Decide if it is a behavioural or Safeguarding incident.
- Speak to the most appropriate member of staff
- Log the incident on CPOMS (see below)

No

- Decide if it is a behavioural or Safeguarding incident.
- Speak to the most appropriate member of staff.
- Write up the incident on paper as soon as possible before or after reporting to the member of staff—remember to date and sign the report
- Hand the report to the member of staff you spoke to straight away.
- Member of staff to scan the report and add to and submit a new incident on CPOMS. (see below)

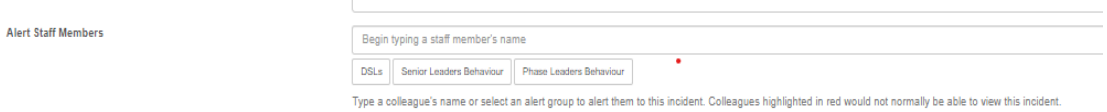
Reporting on CPOMS
Is the incident a Safeguarding or Behaviour Concern?

Safeguarding

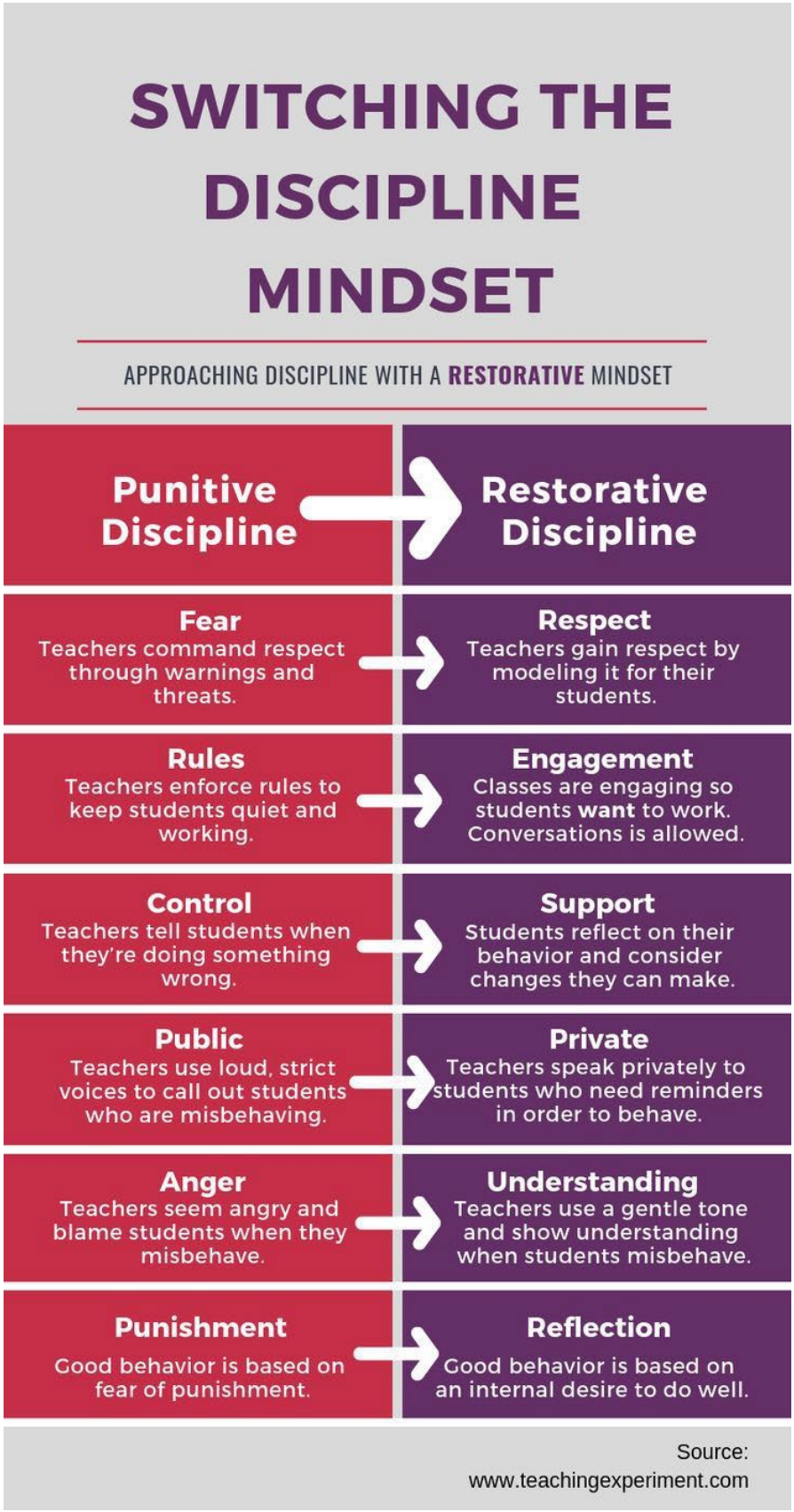
- Add new incident
- Click the DSL alert button (See screenshot below)
- Assign to the DSL you spoke to and who is leading the incident
- Submit incident
- Remember to check back for any updates or further clarification requested.

Behaviour

- Add new incident
- Click either Senior Leaders Behaviour or Behaviour Leads alert button as appropriate. (See screenshot below)
- Assign to either the Behaviour Lead or Member of SLT who you spoke to and who dealt with the incident
- Submit incident
- Remember to check back for any updates or further clarification requested



Appendix 3: Restorative Practice Mindset



Appendix 4: De-escalation strategies and Quick Restorative Enquiry

The Script	Additional Information
1. I see you _____.	Identify the behavior that tips you off that the student is emotionally escalated.
2. Are you feeling (*angry*)?	Inquire if you interpret the observed behavior correctly.
3. I can see that you are (*angry*).	Affirm what the student says.
4. What are you (*angry*) about?	Inquire why the student is feeling that emotion.
5. So you're (*angry*) about ____. Is that right?	Restate what you heard to verify your understanding and demonstrate that you are listening.
6. What do you want?	Assist the student in identifying what options are reasonably available.
7. What have you tried?	Guide the student through a process of self-reflection.
8. How well has that worked?	Help the student assess their progress in dealing with the situation.
9. What else are you willing to try?	Provide alternatives if the student is struggling with identifying other ways to deal with the situation – the student chooses the next step.
10. Will you let me know how it goes?	Follow up with the student in an appropriate amount of time; this will build trust.

Dos

- Keep a copy of the Verbal De-escalation script where you can easily access it
- Practice the verbal de-escalation script
- Provide an independent activity for the rest of your students to engage in if a classmate begins to escalate
- Get to know your students and know what might lead to or provoke an escalated response
- Stay calm when engaging in Verbal De-escalation
- A student may need some cool down or processing time during the Verbal De-escalation – provide wait time and check back later

Don'ts

- Force a student to talk
- De-escalate in an overly public manner
- Tell a student how she is feeling
- Get hung up on the flow of the script
- Be sarcastic
- React if you feel attacked by what the student says
- Tell a student what to do
- Blame a student for the situation
- Continue doing or saying anything that seems to escalate the situation
- Argue with a student

Quick Restorative Enquiry

What happened?
What were you thinking when it happened? … and how were you feeling?
How are you feeling now?
Who else has been affected?

What has been the hardest thing for you?
What do you need to feel better?
What needs to happen to put things right / fix it up?

Appendix 5 Oxfordshire Local Authority Restorative Practice information

Restorative Practice

What is Restorative Practice?

Restorative Practice is a way to be, not a process to follow or a thing to do at certain times. It's a term used to describe principles, behaviours and approaches which build and maintain healthy relationships and a sense of community and can resolve difficulties and repair harm where there has been conflict.

How does it work?

A restorative approach is a culture or ethos with the following practical goals:

- to reduce the likelihood of conflict and/or recurrence of conflict by taking a whole-setting approach to meeting human needs;
- to strengthen relationships by making time for open and honest conversations that need to be had.

A restorative setting understands that children, families and staff give their best when their needs are met, when they feel safe and when they understand their relationships with others.

A restorative organisation allows time to listen to the voice of individuals, staff and families. It wants to hear people's stories, help them clarify their issues and needs, and empower them to find their own solutions to what is concerning them.

What are the benefits of restorative approaches in schools?

Experience and evidence at local and national levels has shown that restorative processes have a positive impact in changing school cultures, especially regarding attendance and behaviour, when embedded in a wider restorative context, and within clear school improvement strategies.

A report published by the Department for Education gave whole-school restorative approaches the highest rating of effectiveness at preventing bullying, with a survey of schools showing 97% rated restorative approaches as effective. An independent evaluation of restorative justice in Bristol schools found that restorative justice improved school attendance and reduced exclusion rates.

On a practical level, restorative approaches provide a structured and consistent response to the inevitable incidents of conflict that arise in the life of a school. The benefits of improved conflict resolution in schools lead to reduced disruption of teaching and learning, improved relationships and a calmer school environment.

In addition to the conflict resolution benefits, restorative approaches have been shown to develop people's social and emotional competencies, such as increased empathy, improved self-discipline and more responsible decision-making. These benefits contribute to pupils' personal, social and moral development.

How does Restorative Practice work in schools?

Restorative Practice is a proactive way of working 'WITH' people, not doing things 'TO' them, not doing things 'FOR' them and 'NOT' being neglectful and doing nothing at all (Wachtel and McCold, 2001, p.117). It's about 'working with' people at every opportunity.

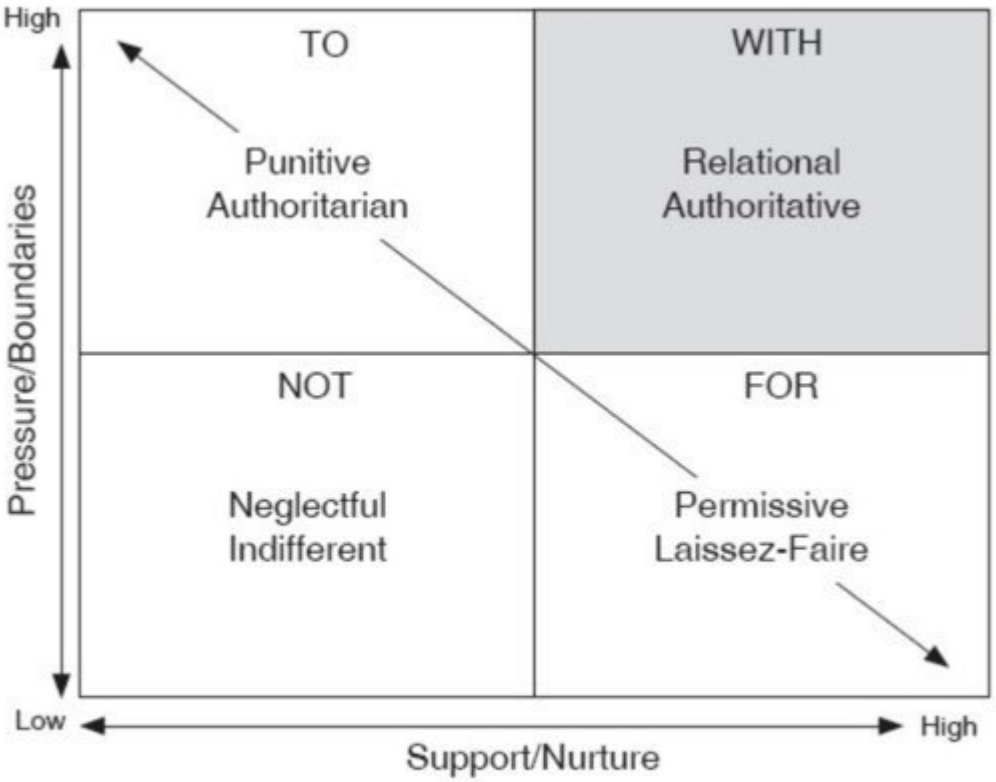


Figure 2.1 Social capital window (adapted from Wachtel 1999)

In terms of behaviour management, it is sometimes appropriate to be direct, to 'let go', to nourish and 'hold' individuals. However, working restoratively is about 'working with' individuals at every opportunity and seeking to enable and empower them to make sustainable changes to unacceptable and/or unhealthy behaviour(s).

Restorative approaches enable everybody's voice to be heard. They provide opportunity for those who have been involved in conflict to work with and alongside others to acknowledge the impact of what has happened and take steps to put it right.

The five core beliefs of Restorative Practice are:

1. Everyone has a unique perspective and a valued contribution to make – we need to hear what people have to say. 2. Our thoughts influence our feelings and both influence what we do and say – we need to unpick what is going on behind behaviour.
3. Our actions and deeds impact on those around us – we need to consider the consequences of our actions.
4. All our actions are strategies we have chosen to meet our needs at the time – we need to be part of identifying what we need and identifying how our needs will be met.
5. The people who are affected by an issue or problem are those best placed to find ways forward in collaboration with each other – we need to be enabled and empowered to make positive and sustainable changes for ourselves.

What do Ofsted say?

"… disruptive behaviour or sudden changes in behaviour can be an indication of unmet needs or a change in another aspect of a young person's life." – Ofsted 2021

Whether the behaviour or sudden changes in behaviour present as school refusal, abuse directed at peers/adults or disengagement with learning, it is fundamental that schools work with individuals, their parents/carers and key professionals to understand what's behind the behaviour and what they need in order to find a better way forward.

What are the five steps undertaken during a restorative enquiry?

1. Unique perspective - What has happened? Start from the beginning…
2. Thoughts and Feelings - What were/are you thinking? What were/are you feeling?
3. Impact – Who has been affected and how have they been affected? What has been the hardest thing for you?
4. Needs – What do you need in order to find closure/to move forward/for things to be better?
5. Next steps - What needs to happen now?

Restorative Practice promotes empathy, compassion and understanding and works to bring a sense of closure/repair to difficult situations. It is not always appropriate to bring people together and it should not be seen as inferior to work with people separately. If individuals are willing to come together, have sincere motives and don't feel it will cause more harm, a restorative meeting is something that can be considered. Ongoing risk assessments are undertaken by trained facilitators to ensure no further harm is caused and those who have caused harm accept responsibility for their actions before restorative work is pursued.

Becoming a Restorative School

Oxfordshire County Council is committed to supporting schools in embedding restorative approaches.

Research shows that having a model of practice (a particular way of, or approach to, working with children and families which provides the knowledge, tools and skills for practice) is influential in improving outcomes for children

and improving staff morale and retention. Restorative Practice complements other models of practice used in schools, such as trauma-informed and values-based practices.

Restorative Practice is also an approved model of practice for OCC Children's Services and Thames Valley Police.

Becoming a restorative school has many benefits, including increased attendance, reduced exclusions and improved achievement.

Since Oxfordshire County Council started rolling out Restorative Practice training to schools in 2019/20, 70 educational settings have participated in the training. 90% of restoratively trained schools have seen a reduction in suspensions and 83% have seen a reduction in permanent exclusions. 100% of staff have fed back that they feel more confident dealing with conflict and bullying following training.