



Relationship Policy

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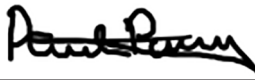
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Sporting Chance Newport CIC **Relationship Policy**

1. Who owns this policy, who created, when was it created and what are the plans for review?

This policy will be reviewed on an annual basis. Sporting Chance Newport CIC reserves the right to amend this policy, following consultation, where appropriate.

Policy Owner:	Directors
Queries to be directed to:	Directors
Signed:	
Dated:	September 2025

Date created:	September 2024
Created by:	Gareth Brenton (Headteacher)
Date of next review:	September 2025
To be reviewed by:	Headteacher

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2. How can this policy be summarised?

This policy details our daily practice at Sporting Chance Newport CIC, particularly how we celebrate, teach and encourage respectful and purposeful relationships. This policy provides practical guidance and supportive documents about building positive relationships.

This policy details how we consistently apply our expectations across the school and outlines our practises to responding to actions that have positive and negative impacts during our journey or building and sustaining relationships with others.

Sporting Chance Newport CIC is committed to ensuring that everyone, particularly our learners in Sporting Chance Newport CIC feel equally valued and respected and this is reflected in our relationship policy.

3. Who is the policy for and what are the requirements?

This policy is for all of the Sporting Chance Newport CIC school community, particularly colleagues, learners, parents, carers and/or guardians.

The Directors must ensure that this policy is also followed when arranging any external visit and they may choose to delegate this responsibility to named colleagues.

The directors must ensure that further to this policy the following policies, processes and procedures are in place and are known by all colleagues:

- School – Learner – Home Expectations
- Support procedures: Duty and ad hoc support timetables/rotas
- Procedure for addressing harm to property (criminal damage)
- Safe touch, physical intervention recording and monitoring

4. What are the intentions of this policy?

Our Relationship Policy is intended to enable everyone in our school community to:

- Ensure that everyone knows that Sporting Chance Newport CIC is bully free, and all our learners feel safe at school
- Learn and work successfully in a safe and positive environment.
- Benefit from relationship support to enable them to fulfil their potential.
- Be supported by caring, passionate and trustworthy individuals who inspire high expectations and aspirations.
- Learn and practise how to meet own needs without harming others.
- Understand the difference between banter and bullying, how Sporting Chance Newport CIC will implement anti-bullying processes and provide guidance for colleagues on what to do if bullying is witnessed.

5. Why do we have this policy in place?

To ensure consistency in creating a safe, purposeful, relational environment with:

1. Mutual trust and respect throughout the learning community.
2. Equality and opportunity for all.
3. Learners that enjoy positive regard to their educational achievements, now and beyond the school building.
4. Integration and success to learners that have been excluded from mainstream education and/or are emotionally vulnerable.

To foster community life rich with cultural capital as a vehicle for learners' growth by enabling:

1. Celebration and encouragement.
2. Recognition of actions and issues that impact relationships with others developing strategies to respond respectfully.
3. Intellectual challenge and high expectations and aspirations.
4. Self-discipline, manners and a sense of ownership of, and responsibility for, actions and choices.
5. Points of contact with parents, carers, guardians, key family members and partner agencies to promote collaborative care and clarity of responsibilities.

This Policy summarises a number of pieces of legislation which set out measures and actions for schools in response to bullying, as well as criminal and civil law. This policy is based on Keeping Learners Safe 283/2022. (external link [here](#)) We also make reference to the 2024 guide from Welsh Government on reducing Exclusions (link available [here](#))

6. What are our core relationship expectations?

We expect colleagues, learners and visitors to our school to be caring of themselves, others and our environment..

6.1 What are our expectations of our colleagues?

We expect our colleagues to consistently and explicitly model our expectations in their own actions and relationships with young people and each other and during new colleague induction programmes, meetings, training activities and when responding to we will refer regularly to the bullet points in each of the 3 areas, shown in Appendix 1 "Core practice expectations for colleagues

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6.2 How do our colleagues pledge to meet these expectations?

- 1) We will intervene during actions that cause physical and/or emotional harm.
- 2) We will support, teach how to meet needs harmlessly.
- 3) We will stop anyone gaining or being advantaged (in any way) by causing harm.
- 4) We will challenge those refusing to follow reasonable instructions.
- 5) We will communicate with all involved about how we decide on the appropriate course of action when harm is caused.
- 6) We will focus on the impact and well-being of those involved, not only their actions and what they have done.
- 7) We will build, repairing and fostering positive relationships, rather than managing, by limiting references to the term “behaviour”, focussing on developing and securing knowledge and understanding of accountability and consequences.

In some cases, where purposeful and/or legally required, incidents of harmful and/or criminal actions may be reported to the Police or other agencies after discussion with a member of the School Management Board.

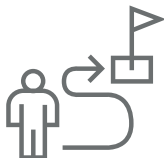
There will always be a designated member of the senior leadership team to take action, when learners’ actions mean they can’t be in their designated learning space, and make a final decision that ensures safety and supports all.

6.3 What are our expectations of our learners?

In all elements of on and off-site school activities, including travel/transport, learners are expected, and supported, to display positive attitudes in the following 3 areas:



Place – show respect to our learning environment and school resources, being in the correct space as allocated/instructed by colleagues.



Purpose – engage with lessons and/or activities.



People – show consideration by reflecting on your relationships, allowing others to be purposeful.

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6.4 How do our learners pledge to meet these expectations?

During induction to Sporting Chance parents/carers/guardians and learners sign a range of home school agreements stating they will engage with our policies and processes. Following successful induction our learners sign and agree a “learner pledge”.

Our pledge asks learners to agree to:

1. Understand and respect the rules, boundaries, values and ethos of Sporting Chance CIC
2. Take accountability for own actions, both positive and negative
3. Respect other learners new, and current, and their individual needs/cultures/backgrounds.
4. Show self-respect for personal appearance and hygiene wearing uniform when on school site.
5. Contribute to making Sporting Chance CIC a safe space

7. How do we respond and recognise actions that foster positive relationships and/or build and repair broken relationships?

Where learners display actions that meet and/or exceed expectations detailed in section 6.3 of this policy, colleagues will respond to ensure that

- 1) Actions that are safe, purposeful or kind are highlighted and encouraged.
- 2) Learners who demonstrate progress in building positive relationships are celebrated for it.
- 3) Learners are able to recognise the impacts of their actions so they can learn to pursue their needs harmlessly.

Colleagues in our school will share and record responses to these positive actions in meetings, on class charts and in other ways that respond appropriately to the learner, the nature of the activity and/or the curriculum or colleague involved. During a recent INSET, our colleagues highlighted the following practices that make Sporting Chance CIC an outstanding school:

- Following staff meetings, we send and give out weekly postcards as recognition for learner engagement with our pledge.
- We award bonus and SLT points to young learners who excel during sessions.
- We make regular calls home for learners working above and beyond our pledge.
- Termly reward trips are issued to learners reaching Gold 4 times and achieving 83% attendance by the end of the term.
- We monitor and reward learners who achieve milestones strong attendance ‘streaks’.
- We post milestones of learning outcomes on social media.
- Learners can ‘beat the board’, achieving Platinum and gaining weekly rewards for class charts points.
- Pit and Peak is part of our daily routine where learners recognise and discuss the best part of the day and where there are opportunities for improvement.

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Sector leading practice will consist of

- Involvement of the learner in defining and making explicit what we mean by positive actions and how this looks or sounds during school activities.
- Localised (corridors and classrooms) displays, containing work from groups and individuals.
- Learner involvement in assessing and recording responses to the lessons/activity

Communication should be at a level which is understood by the learner and enables them to express themselves in an individual way.

All colleagues need to recognise that the learner's actions may lead to negative responses to recognition which may be caused by a range of issues that they may not have the ability to express.

These could include (but are not limited to) thirst, hunger, becoming overheated or pain; sensory overload, noise, light, and/or temperature

All learners have a risk assessment which is regularly reviewed and involves the learners in its production and review. These contain key information used by all colleagues to support their interactions with a young person, including:

- A summary of actions during previously recorded incidents
- Risk assessment around anticipated harmful actions.
- Effective strategies and approaches to be avoided by colleagues when interacting with the learner when they are dysregulated and/or in crisis. Emotional upset, distress and/or physical discomfort are all possible triggers that need to be considered.

8. How do we respond to incidents, challenges and/or actions that lead to the slowing down and/or breakdown of building and maintaining positive relationships?

In guidance with the law, any use of sanctions (including sessions outside regular school times, e.g. Twilight/detention) must satisfy the following conditions:

- The decision to impose an immediate sanction on a learner must be made by a paid colleagues that has been authorised by the Directors and level of role and responsibility in the school (e.g. Member of the senior management team) and to do so according to training (e.g. Positive Handling). An immediate sanction can only be made by colleagues on the school premises and/or while the learner is under the charge of a colleagues. Further sanctions can be imposed by others at a later date.

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- The use of sanctions must not compromise the young person's safety and must be relevant to the incident – colleagues will give due consideration as to whether the young person's actions under review gives cause to suspect that he/she is suffering, or is likely to suffer, significant harm. Where this may be the case, school colleagues should follow the school's Safeguarding Policy. (external hyperlink [here](#))
- The sanction must not breach any other legislation and be reasonable in all the circumstances (for example in respect of disability, additional learning needs, race and other equalities and human rights); In determining whether such use is reasonable, account must be taken of the learners age, any additional learning needs or disability they may have, and any religious requirements affecting them balanced with the perceived harm caused by them.
- Corporal punishment is illegal in all circumstances.
- Parent/guardians consent for sanctions is not required, however, the school must make clear to learner and parent/guardian the reasons that lead to the decision to use sanctions as soon as possible.
- All colleagues (unless stated otherwise by the Directors) have responsibility for the learner, at all times.

8.1 When do we respond to incidents?

Where learners display actions that does not meet the expectations, colleagues will respond to ensure that:

- 1) Harm to themselves or others is stopped.
- 2) Where harm has occurred, learners will be expected to rebuild relationships/repair this harm.
- 3) Learners are able to recognise the impacts of their actions so they can learn to take accountability and pursue their needs harmlessly

Staff are expected to consistently respond to actions exhibited by learners which does not meet the expectations of Sporting Chance.

The decision to seek help from a colleague or to withdraw from a difficult situation may sometimes be the best course of action. "Change of face" is not viewed as a professional failure and is a strategy encouraged by the School Management Board.

We understand actions to be a way a person has their needs met and is a form of communication.

8.2 What are our immediate responses to incidents?

Our key aim is always to keep people safe.

As the specific actions a person may take, and the circumstances around them, vary greatly the school has a variety of processes shown in appendix 2 which will be used on a case-by-case basis.

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We will support learners and/or colleagues who have been harmed by the actions of another in the event should they wish to report the matter to the police.

8.2.1 How do we respond to bullying?

It is very important to be clear about what is, and is not, bullying. There are many definitions and perceptions of bullying, but all recognise that bullying is sustained and takes place where there is an imbalance of power.

There are many definitions of bullying, but most consider it to be:

- Deliberately hurtful (including aggression)
- Repeated often over a period of time (whilst recognising that even a one-off incident can leave a learner traumatised and nervous of future recurrence)
- Difficult for victims to defend themselves against

Individual learners' perspectives on what constitutes bullying is also a key element to take into account. Bullying can take many forms, but three main types are:

- Physical – hitting, kicking, taking belongings, sexual harassment or aggression
- Verbal – name calling, insulting, making offensive remarks
- Indirect – spreading nasty stories about someone, exclusion from social groups, being made the subject of malicious rumours, sending malicious e-mails or text messages on mobile phones

Name calling is the most common direct form. This may be because of individual characteristics, but learners can be called nasty names because of their ethnic origin, nationality or colour; sexual orientation (or perceived); or some form of disability. Harassment can also include bullying of children who are from other parts of the United Kingdom, or even other parts of Wales. Name calling can also occur where a pupil has a different accent from the majority in the class or school. Any child can be bullied, and although none of these characteristics can excuse it, certain factors.

8.2.1.1 Preventing Bullying

In the initial instance it is the aim of Sporting Chance Newport CIC to prevent bullying by proactively creating an environment which promotes a culture of mutual respect, consideration and care of others, this will be upheld by all learners, teachers and parents who know that bullying will not be tolerated. Recognising that anyone can be a bully, having open discussions about what motivated people to bully and encouraging all to use technology positively and responsibly.

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8.2.1.2 What are our aims when dealing with incidents of bullying?

- Eliminate the bullying itself
- Support the victim by resolving the problem and by building up his/her self-esteem and where appropriate developing strategies to avoid bullying
- Bring the perpetrator to realise the unacceptability of his/her actions and the consequences should it continue
- Investigate the cause of the bullying actions and where appropriate work with him/her to modify his/her actions
- Reconcile and build/re-build the relationship between perpetrator and victim

8.2.1.3 How will we provide anti-bullying education and training?

The School community will:

- Train all colleagues, including: teaching colleagues, support staff (e.g. administration staff and LSA's) and pastoral colleagues, to identify all forms of bullying and take appropriate action, following the school's policy and procedures (including recording and reporting incidents).
- Consider a range of opportunities and approaches for addressing bullying throughout the curriculum and other activities, such as: through displays, assemblies, peer support, the school/pupil council, etc.
- Provide symptomatic opportunities to develop pupils' social and emotional skills, including building their resilience and self-esteem.

All colleagues will be trained in restorative justice techniques to ensure that issues of bullying can be properly aired and addressed within lessons. We will also

- Focus on the positive nature of 'well-being' and of means in all situations.
- Anti-bullying Week' will be held once a year and will form the focus on discussion on the issue in lessons and other sessions.
- Key pastoral colleagues will always mediate between the bully and the victim, where appropriate. The victim will be encouraged to tell the bully how the bully's actions made them feel. The bully will be given the opportunity to apologise.

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8.2.1.4 How are learners, parents, carers and/or guardians involved with anti-bullying?

We have, and will continue to, involve learners in policy writing and decision making, to ensure that they understand the school's approach and are clear about the part they have to play to prevent bullying. We provide a range of ways in which learners can express worries and anxieties about bullying.

We take steps to involve parents and guardians in develop policies and procedures, to ensure they are aware that the school does tolerate any form of bullying. We make sure that key information about bullying (including policies and named points of contact) is available to parents/carers in a variety of formats. We ensure all parents/carers know about our complaints procedure and how to use it effectively, to raise concerns in an appropriate manner.

8.2.1.5 Responding to Bullying

Sporting Chance Newport CIC's response to bullying is achieved in various ways:

Learners are given an induction. During this process we focus on:

- Clarifying and defining what is and is not bullying, raising awareness of the difference between disputes, endings of friendship and bullying actions.
- Cyber bullying as part of safety.
- Encouraging zero tolerance of bullying, encouraging a sense of social responsibility and the courage to speak out when necessary, and ensuring learners know what they can do if they or someone else is being bullied.
- Discussing further what is and is not bullying, and what learners feel could or should be done. Work and ideas emanating from these lessons will be fed into the system to inform and add to the strategies already being used.

The following steps may be taken when dealing with all incidents of bullying reported to the school or witnessed by colleagues:

- If bullying is suspected or reported, the incident will be dealt with immediately by the colleagues who has been approached or witnessed the concern. A verbal warning will be given.
- The school will provide appropriate support for the person being bullied – making sure they are not at risk of immediate harm and will involve them in any decision-making, as appropriate.
- The directors/designated safeguard lead or another member of leadership team will interview all parties involved.
- The designated safeguarding lead will be informed of all bullying issues where there are safeguarding concerns.
- The school will inform other colleagues and parents/guardians/carers where appropriate.

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- Sanctions (as identified within this policy) and support for individuals will be implemented, in consultation with all parties concerned.
- If necessary, other agencies may be consulted or involved, such as: the police) if a criminal offence has been committed) or other local services including Early Help or Children's Social Care (if a child is felt to be at risk of significant harm).
- Where the bullying takes place off school site or outside of normal school hours (including cyberbullying), the school will ensure that the concern is fully investigated. Appropriate action will be taken, including providing support and implementing sanctions in school in accordance with this policy.
- A clear and precise account of the incident will be recorded by the school in accordance with existing procedures. This will include recording appropriate details regarding decisions and action taken.
- Reassuring the learner and providing continuous support.
- Offering an immediate opportunity to discuss the experience with their teacher, the designated safeguarding lead, or a colleague of their choice.
- Being advised to keep a record of the bullying as evidence and discuss how to respond to concerns and build resilience as appropriate.
- Working towards resorting self-esteem and confidence.
- Providing ongoing support; this may include working and speaking with colleagues, offering formal counselling, engaging with parents and guardians.
- Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this could include support through Early Help or Specialist Children's Services, or Child and Adolescent Mental Health Services (CAMHS) as appropriate.

8.2.1.6 Record Keeping

Incidents of bullying are recorded and/or the learner file by the colleagues investigating the incidents. Serious concerns about bullying will result in the parents of the learner being invited into the school to meet the Directors or Pastoral Staff.

Learners who feel they are being bullied will be asked to keep a detailed record of incidents.

8.2.1.7 Sanctions

As a rule, disciplinary procedures will only be used as a last resort, when talking has failed.

The following sanction list will be used to ensure that any bullying is dealt with.

We will work hard to ensure that restorative justice techniques are used.

Our phased responses are shown in section 9.

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8.2.2 What is our approach to powers of search and confiscation?

All colleagues can search a learner for any item if the learner agrees. Directors and colleagues directed by them have statutory power to search learners for their possessions, without consent, where they have reasonable grounds for suspecting that the learner may have a prohibited item.

The school is not required to inform parents before a search takes place or to seek their consent to search their child

Before making decisions about using powers of search colleagues are directed to review Section 2 (pages P43 – 57) of the 2013 guidance from the Welsh Government called “Safe and effective intervention – use of reasonable force and searching for weapons” (external link available [here](#))

8.2.3 When would we use sessions outside regular school times?

Sessions outside regular school times will be issued only for the purpose of preventing harm, rebuilding relationship following harm and/or completing school tasks and learning work that has not been completed in timetabled hours due to the learner’s refusal or lack of engagement. It is a form of ‘repairing’ loss of time, not a punishment.

LSA’s, Teachers, Senior Leaders and members of the School Management Board have a specific legal power to impose sessions outside school’s hours. The times outside regular school hours when this is permitted include:

- Any school day where the learner does not have other permission to be absent
- Non-teaching days that school is open on, e.g., Training days/INSET days.
- Lunchtime detentions – colleagues should allow reasonable time for the learner to eat, drink and use the toilet.

These sessions must not put the learner at risk; prevent the learner from keeping any caring responsibilities he/she might have.

Travel to and from school should be arranged if impacted upon and be made clear and safe for the learners.

8.2.4 Change of Provision & Fixed Term Exclusions

Staff may change a learner’s immediate provision (same day only) when necessary, in response to actions which are harmful to the learning environment.

Staff will make every effort to avoid making a fixed term or permanent exclusion for learners. Exclusion will only take place if the learner has put themselves in, or becomes, an overwhelming risk to others or themselves through the actions deemed serious. There are shown in Appendix 4 & Appendix 5.

The Directors reserve the opportunity to revise and change a learner’s overall provision in response to significant changes to the learners’ needs.

8.2.5 Positive Handling

Staff members who are trained in Positive Handling have been authorised by the Head Teacher by way of signed consent. The school holds a register of authorised colleagues in Positive Handling. All incidents that involve Positive Handling are recorded in the Bound and Numbered Book and are always shared with the Local Authority.

8.3 How do we respond to relationship challenges involving adults?

Our school takes measures to prevent and tackle relationship breakdowns among pupils; however, it is equally important to recognise that other relationship breakdowns may need support to be rebuilt. Bullying of colleagues and parents/carers/guardians, whether by pupils, parent/guardians/carers or other colleagues, is unacceptable.

Adults (colleagues and parents/guardians) who have been bullied or affected will be supported by:

- Offering an immediate opportunity to discuss the concern with the designated safeguarding lead, a member of the senior leadership team and/or the Directors.
- Advising them to keep a record of the bullying as evidence and discuss how to respond to concerns and build resilience, as appropriate.
- Where the bullying takes place off school site, or outside of normal school hours (including online), the school will still investigate the concern and ensure that appropriate action is taken in accordance with this policy.
- Reporting offensive or upsetting content and/or accounts to the service provider, where the bullying has occurred online.
- Reassuring and offering appropriate support.
- Working with the wider community and local/national organisations to provide further or specialist advice and guidance.

Adults (colleagues and parents/carers/guardians) who have perpetrated the bullying will be helped by:

- Discussing what happened with the senior leadership team and/or the Directors to establish the concern.
- Establishing whether a legitimate grievance or concern has been raised and signposting to the school's official complaints procedures.
- If online, requesting that content be removed.
- Instigating disciplinary, civil or legal action as appropriate or required.

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9 How do we respond after an incident?

At Sporting Chance Newport CIC we aim to support all pupils in accessing the curriculum and making the right choice. However, we recognise that this is not always possible and therefore have clear sanctions that all pupils will follow. These sanctions escalate depending on the individual. In some cases, the action of a pupil will warrant an escalated sanction immediately, but this is on an individual pupil basis.

When we know that everyone is safe and well, we use the table shown in Appendix 3 to take guidance to ensure we respond to an incident with consistency, openness and fairness.

In the rare occasions, where serious incidents take place, we respond using guidance from Appendix 4 ensuring accurate recording and reporting takes place following the guidance shown in Appendix 5 on Class Charts, Provision Map and/or our Incident Form Template

As our practice at Sporting Chance CIC is focussed on restoring relationships which are impacted during incidents, we use the guidance on Restorative approaches to support positive relationships and behaviour from Education Scotland (link [here](#)). Our internal guide shown in Appendix 8 is used to influence and inform our approach to our R & R sessions.

Whilst actions can lead to **placement stability meetings** to take place, to seek local authority support in strengthen relationships, to prepare our learners for the world of work we also use the language of **formal written warnings** alongside our **short-fixed term exclusions**. Here a warning is given, targets for improvement are set and a review date and time is fixed.

A **final written warning** and **longer fixed exclusion** can be used if there is no improvement when the review meeting takes place, or if the incident is exceptionally serious. A final warning is issued, making it clear that any reoccurrence of these, or similar actions will lead to end of placement/ withdrawal of contract.

There may be rare occasions when a placement has to be ended and/or a contract has to be terminated immediately. Any such decisions will be made by the Directors.

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9.1 How does the school approach exclusions?

Sporting Chance Newport CIC's approach to exclusions is within the statutory framework as defined in The Exclusion from Schools and Pupil Referral Units by The Welsh Government. It outlines where Sporting Chance Newport CIC applies its own additional guidance and policies, which complement and reinforce the statutory guidance.

The principal legislation to which this guidance also relates is:

- Education (Wales) Act 2014;
- The Education and Inspections Act 2006;

Sporting Chance Newport CIC seeks to reduce the number of incidents leading to exclusions by promoting a positive atmosphere of purposeful and positive relationships, mutual respect and discipline. Sporting Chance Newport CIC is committed to the philosophy and practice of inclusion, with the avoidance of exclusion wherever possible, this is an overarching policy approach and true to the school's vision and values. This includes the language used by adults, striving to avoid using "sending you home" terminology.

Exclusion is a sanction used by Sporting Chance Newport CIC only in cases deemed as serious breaches of pupil expectations, as shown in Appendix 4 ([link here](#)) & Appendix 5 ([link here](#)).

Interventions will be shared with commissioners and learners put into place on programme and/or through the use of other agencies for possession or the use of drugs or other controlled substances;

A pupil may be at risk of longer exclusion from Sporting Chance Newport CIC for actions that puts the pupil or others at risk or serious harm or extreme actions which are deemed outside the remit of the normal range of sanctions (including the use, or possession, of weapons).

Following appropriate support and interventions put into place, Sporting Chance Newport CIC will seek to complete a placement stability meeting and work with commissioners and other agencies in finding an alternative education provision if a pupils complex needs lead to the following continuing.

- a) Serious and persistent verbal or physical assault of a pupil or adult;
- b) Persistent and repetitive disruption of lessons and other pupils learning;

9.2 What is our approach to fixed term exclusions?

A Fixed Term Exclusion (FTE) from Sporting Chance Newport CIC can only be authorised by the Directors and The School Leadership Team

Any decision the Directors make to exclude a pupil must be;

- **Lawful**
- **Rational**
- **Reasonable**
- **Fair**
- **Proportionate**

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When establishing the facts in relation to a possible exclusion, the Directors and The School Management Board, will always apply civil standard of proof i.e., on the balance of probabilities.

We will take care to ensure that a decision to exclude does not involve any kind of discrimination as defined by the Equality Act 2010.

The school will always have due regard to its public sector equality duty.

We will not exclude any pupil for non-disciplinary reasons.

Exclusion will never be used informally or unofficially. This is against the law.

The Directors, however, have the right to direct a pupil for education off-site to restore relationships.

Where practical, the Directors will give the pupil an opportunity to present their case before taking the decision to exclude.

Sporting Chance Newport CIC regularly monitors the number of Fixed Term Exclusions to ensure that no group of pupils is unfairly disadvantaged through their use and that the underlying needs of individuals are being fully met.

9.3 What follows after the decision is made to Exclude?

A pupil, or in extreme cases the parents/carer/guardian, who has been excluded will have the reason for his/her exclusion explained to them by a colleague to aid understanding of why the sanction has been implemented.

Following any exclusion of whatever type of duration, the Headteacher or Directors will:

- Inform the parents/cares/guardians of the period and nature of the exclusion
- Give the reasons for the exclusion, advise the parents about rights of representation about the exclusion to the Management Board and how these representations may be made.
- Take account of his/her legal duty of care when taking/sending a pupil home following an exclusion. Where possible, 'holding' R & R arrangements will be put in place until the pupil can be taken from site/collected safely.
- Make arrangements to provide suitable work initially and full-time education from the sixth day onwards for pupils who have been given a fixed period exclusion lasting longer than five days.
- Once alternative provision has been arranged from the sixth day of the exclusion, the Directors must by law inform the parents without delay of the start date, times and venue of the provision. This must be done no later than 48 hours before the alternative provision is to start.
- If the excluded pupil is in year 11 and has completed all public examinations, no alternative educational provision after six days is necessary.
- This information will be put in writing and will be sent either by e-mail, by text, by delivering a letter directly to the parents, leaving it at their known address or by posting. The information can also legally be sent home with the excluded pupil, but in this case we will always send a duplicate copy by a reliable alternative method.

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- The information provided to parents will be clear and free of unnecessary jargon.

As all our pupils are of compulsory school age, we will also notify parents without delay and by the start of the next session, that for the first five days of an exclusion they are legally required to ensure that their child is not in a public place during school hours without justification and that they may be given a fixed penalty notice if they fail to do so.

Parents will be informed where a fixed term exclusion has been extended or converted to a permanent exclusion.

In such cases, the Directors must write again to the parents explaining the reasons for the change and providing any additional information required.

The Management Board will be informed of the number of exclusions on a termly basis.

9.4 Do you inform other individuals/groups/organisations about an exclusion?

For any exclusion of more than five days, be it in a single block of days, an accumulation of short exclusions of more than five days in any one term, or a permanent exclusion, the Directors will also:

- Notify the Local Authority (LA) and/or Commissioner giving the details of the exclusion and reason for it
- Notify the School Management Board giving the same details
- For a permanent exclusion, if the pupil lives outside the local authority in which the school is located, the Directors must also inform the 'home authority' of the exclusion without delay.
- If any exclusion of even one day would cause a pupil to miss a public examination, the Directors will inform the LA and/or commissioner and the governing body.

In addition, 14 days following a request, the school will report information about any exclusions within the last 12 months to the Education Secretary.

9.4 Do you inform other individuals/groups/organisations about an exclusion?

The Directors may exclude a pupil for one or more fixed period not exceeding a total of 45 days in any one school year or permanently.

If a pupil is excluded for lunchtimes only, each lunch time counts as half a day.

The Directors may exclude a pupil permanently if he/she judge the circumstances warrant it.

9.6 What happens when pupils returning from a fixed term exclusion?

All pupils returning from a FTE (Fixed Term Exclusion) of 1 or more days are required to attend an R & R (Respond and Repair) meeting with the Directors/Headteacher and/or Senior Management Team, accompanied by a parent/guardian/carer. Our guide in Appendix 8 (available [here](#)) is used to inform the structure, outcomes and topics of discussion during the meeting.

Our pastoral lead will usually conduct the 1:1 R&R meeting with the learner for any FTE.

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During the R & R meeting we will seek to establish practical ways in which further exclusion can be avoided and approaches modified to acceptable standards in partnership between pupil, parent/guardian/carer and Sporting Chance Newport CIC. Pupils may also be expected to bring a letter of apology with them where this is deemed necessary or appropriate. A period of timetabled wellbeing sessions usually follows all FTE.

9.7 Can an exclusion be appealed?

All correspondence regarding any exclusion from Sporting Chance Newport CIC will inform parents/guardians of their right to appeal to the School Management Board against the decision to exclude. This procedure is clearly set out in the statutory guidance.

Contact, to initiate an appeal, should be made with the Directors or Management Board.

9.7.1 What are the powers of the school management board regarding exclusion appeals?

The School Management Board may review all the various categories of exclusions and will consider any representations made by the parent of the excluded pupil.

The School Management Board has no power to increase the severity of the exclusion. It can, however, uphold an exclusion or direct the pupil's reinstatement, either immediately or by a particular date. However, in the case of a fixed term exclusion that does not bring the pupil's total number of days of exclusion to more than five days in a term the School Management Board cannot direct reinstatement and is not required to arrange a meeting with parents.

9.7.2 What is the Discipline / Appeals Committee?

The School Leadership Team has established a discipline/appeals committee to which it delegates its functions in respect of exclusions. (Hereafter referred to as 'the committee')

The committee consists of at least two of The School Leadership Team Members,

We ensure that all members who serve on a discipline committee have received training to help them discharge their duties. A clerk to the discipline committee is also appointed.

The committee can hear more than one appeal at a single sitting, so long as it complies with the statutory time limits related to each one.

If one of the committees has knowledge of the pupil(s) involved in the exclusion, he/she should step down.

The chair of The School Management Board has a casting vote in all cases where an even number of School Management Board are considering the case.

If the exclusion could result in a pupil missing public examination, the committee will make every effort to meet before the date of the examination. Should this not be possible, then the Chair of The School Management Board will consider the exclusion and decide whether to re-instate the pupil (these are the only circumstances in which the Chair alone will review an exclusion).

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When this occurs, the parents also have the right to make oral representations. If possible, the chair of The School Management Board will have the advice of an LA officer. The committee or chair of The School Management Board may agree to allow the pupil back on to the school premises for the sole purpose of sitting an examination, but they are not obliged to do so.

We ensure that all those who serve on a discipline committee have received training to help them discharge their duties. A clerk to the discipline committee is also appointed.

The committee can hear more than one appeal at a single sitting.

9.7.3 How is an appeal meeting convened?

Fixed Term Exclusions of 5-15 Days

If the parents of an excluded pupil, make written representations:

- The committee will consider them
- No statutory time limits apply to the consideration of such exclusions
- The committee has the discretion to agree to a meeting to discuss the exclusion, if this is requested by the parents
- In the case of a fixed term exclusion of more than 5 but not more than 15 school days, the committee, once having agreed to hold a meeting will hold that meeting between the 6th and the 50th school day after receiving the notice of the exclusion from Directors.

Longer Fixed Term Exclusions and Permanent Exclusions:

- Should the exclusion be for more than 15 days, or the total of fixed term exclusions be more than 15 days that term, or if the exclusion is a permanent one, the committee has a duty to convene a meeting to be held between the 5th and the 16th school day after the date of receipt of a notice to consider exclusion.
- The parents/carers/guardians, Directors (and an LA officer if the school chooses) will be invited to the meeting at a time and a place convenient to all the participants within the statutory time limit.
- The parent and the school may each be accompanied by a friend/advisor.
- The committee will ask for any written statements including witness statements in advance of the meeting.
- The clerk will circulate in advance of the meeting any written statements and a list of those who will present at the meeting to all parties including the pupil if it is known that he/she will be present. N.B. if a pupil has a number of lunchtime exclusions in any one term which add up to more than 5 school days, the rules above also apply (only circumstances in which the Chair alone will review an exclusion).

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9.7.4 What needs to happen prior to the appeals meeting?

The School Management Board should;

- Not discuss the exclusion with any party outside the meeting
- Identify the steps they will take to enable and encourage the excluded pupil to attend the meeting and speak on her behalf.

9.7.5 How will the appeals meeting be conducted?

The meeting will be conducted as follows:

- No party to the review will be alone with the committee before, during or after the meeting
- The clerk makes all introductions and explains the reason for the meeting and the powers held by the committee either to uphold an exclusion or re-instate the pupil.
- The school representative, usually the Directors, will present the school's case.
- He/she can be questioned by all other parties
- The parents will be asked to give their reasons for appealing
- Very often it is the friend/advisor (who may well be a lawyer) who presents the parents' case
- The parents and the pupil, if present, will still be asked if they have anything to add
- The other parties may question the parent and/or comment on what the family has said.
- If present, the LA representative will provide information on support for pupils in the LA and how similar incidents have been dealt with by other schools, and can be questioned on these, but may not comment on the specific case being discussed.
- The school sums up their case.
- The parents or their representative sum up their case
- All the parties except the committee and the clerk leave
- The committee will apply the 'balance of probabilities' standard of proof to the allegation of misconduct by the pupil. The more serious the allegation, of course the more convincing the substantiating evidence needs to be. This is not the same as requiring the criminal standard of 'beyond all reasonable doubt' to be applied.

9.7.6 What happens after a decision is made following a fixed term exclusion appeal?

The clerk may help the committee in making its decision by reference to notes taken, by reminding them of statutory procedures where relevant and by wording the decision letters afterwards.

In reaching that decision, the committee should be mindful that the government does not allow that exclusion is justified for:

- A breach of uniform or appearance, except for persistent defiance
- Minor incidents such as failure to complete homework or to bring in money owed

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- Poor academic work
- Lateness or truancy
- Pregnancy
- Misdeeds by a child who has additional learning needs, except for very serious offences

In the case of fixed term exclusion, it is possible that the exclusion may already have expired, and the pupil is back in school. In that case:

- The committee will decide whether the Directors decision to exclude the pupil was justified, based on the evidence
- The outcome should be added to the pupils record for future reference
- In rare cases, the parents may have already decided that they do not want their child reinstated whatever the committee's decision. Under those circumstances, the committee should simply record whether or not they believed that the Directors decision as justified. This view should be recorded and sent to the parents.

If the fixed term exclusion is still operative:

- The committee will decide whether or not the Directors decision to exclude was justified.
- They can either uphold the exclusion, which will have to run its course or direct the pupil's reinstatement either immediately or on a named date.
- The committee, through the clerk, must inform the parents and the Directors of their decision in writing within one school day of the hearing, giving the reasons. They may not attach any conditions to any direction they have given the Directors to reinstate the pupil.
- The school has in place established procedures both for the return to school of a pupil whose fixed term exclusion has been upheld, and for the reinstatement of a pupil whose exclusion has been overturned. On their return, a pupil first has a meeting with the Directors or another member of senior management team, responsible for the student's welfare, along with his/her parents.

9.7.7 How does sporting chance respond to permanent exclusion appeals?

Sporting Chance Newport CIC follow government guidance which sets out reasons why it would normally be inappropriate to reinstate a student. These are:

- Serious actual or threatened violence against another pupil or a colleague
- Sexual abuse or assault
- Supplying illegal drugs
- Persistent and malicious disruptive actions, including open defiance or refusal to conform to school rules.

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When the committee decides to uphold a permanent exclusion, a letter to the parents will state:

- Their reason for the decision
- The right of the family to appeal to an Independent Review Panel, together with the name and address of the person to whom any request for a review should be sent
- The date by which any request for a review should be lodged
- That any request for a review must set out the grounds on which the request is made
- That any claims on grounds of disability discrimination can also be set out. If a case for discrimination is made, this will be referred to a First Tier Tribunal or County Court
- If the committee decides to overturn the exclusion, again as with Fixed Term Exclusions, the decision as to whether there is to be an immediate reinstatement or a later date for this to occur will be conveyed to all parties. A note of the governing body's views on the exclusion will be placed on the student's record with copies of relevant papers.

9.7.8 What happens during independent review panels?

We advise parents that they can request a review of the decision by The School Management Board to uphold a permanent exclusion. Sporting Chance Newport CIC is responsible for managing and training independent panels concerning cases of permanent exclusion. An independent panel can uphold an exclusion but cannot overturn The School Management Board. The panel can recommend that The School Leadership Team reconsiders its decision, taking account of the findings of the panel. If the panel has grounds for believing that The School Leadership Teams decision was flawed, they can direct the governing body to reconsider their decision.

Sporting Chance Newport CIC may appoint a clerk to provide advice to the panel and parties to the review on procedure, legislation and statutory guidance on exclusions.

Sporting Chance Newport CIC must ensure that all panel members and clerks have received training within the two years prior to the date of the review.

If requested by parents, Sporting Chance Newport CIC must appoint an ALN expert to attend the panel and will cover the associated costs of the appointment (regardless of whether the school recognises that a pupil has ALN).

9.7.9 What happens after an independent review meeting?

Where an application for an independent review has been made within 15 school days the pupil will remain on the school roll until the review has been held and its outcome known.

The Directors will, however, remove the name of a permanently excluded pupil from the school admissions register if:

- 15 days have passed since the parents were notified of The School Management Board Committee decision to uphold permanent exclusion.

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- The parents have stated in writing that they will not be applying for an independent review.
- If the parents go on to make a discrimination claim which is upheld by either a First Tier Tribunal or the County Court, pupil must be re-instated.

9.7.10 What are parenting orders?

Under the Anti-Social Behaviour Act 2003, LAs have powers to apply for a parenting order to help address children's actions in school. If necessary, we will request the LA to make an application for a parenting order if we feel it necessary to help support a child with their education. A parenting order is a court order which compels parents to attend parenting classes and to fulfil other requirements as determined necessary by the court for improving their child's actions.

Parenting orders will only be considered following a permanent exclusion or a second fixed term exclusion within 12 months, particularly if parents have not responded to the opportunity to meet with us or the committee.

10 How do we intend to monitor and review this policy?

The impact of this policy will be reviewed by the School Leadership Team.

The School Leadership Team will produce regular monitoring reports to the Management Board which will help it to evaluate the effectiveness of the Relationships Policy and the procedures within.

The Relationships Policy and its procedures will be reviewed and amended in the light of such an evaluation and in consultation with representatives of all School Leadership Team Members.

11 Appendices

Appendix 1 - Core practice expectations for colleagues

Our school is a Safe Place

- Verbal and physical communication is always positive.
- Staff regulate themselves, or support other adults in achieving this, before regulating learners.
- Staff promote a professional culture.

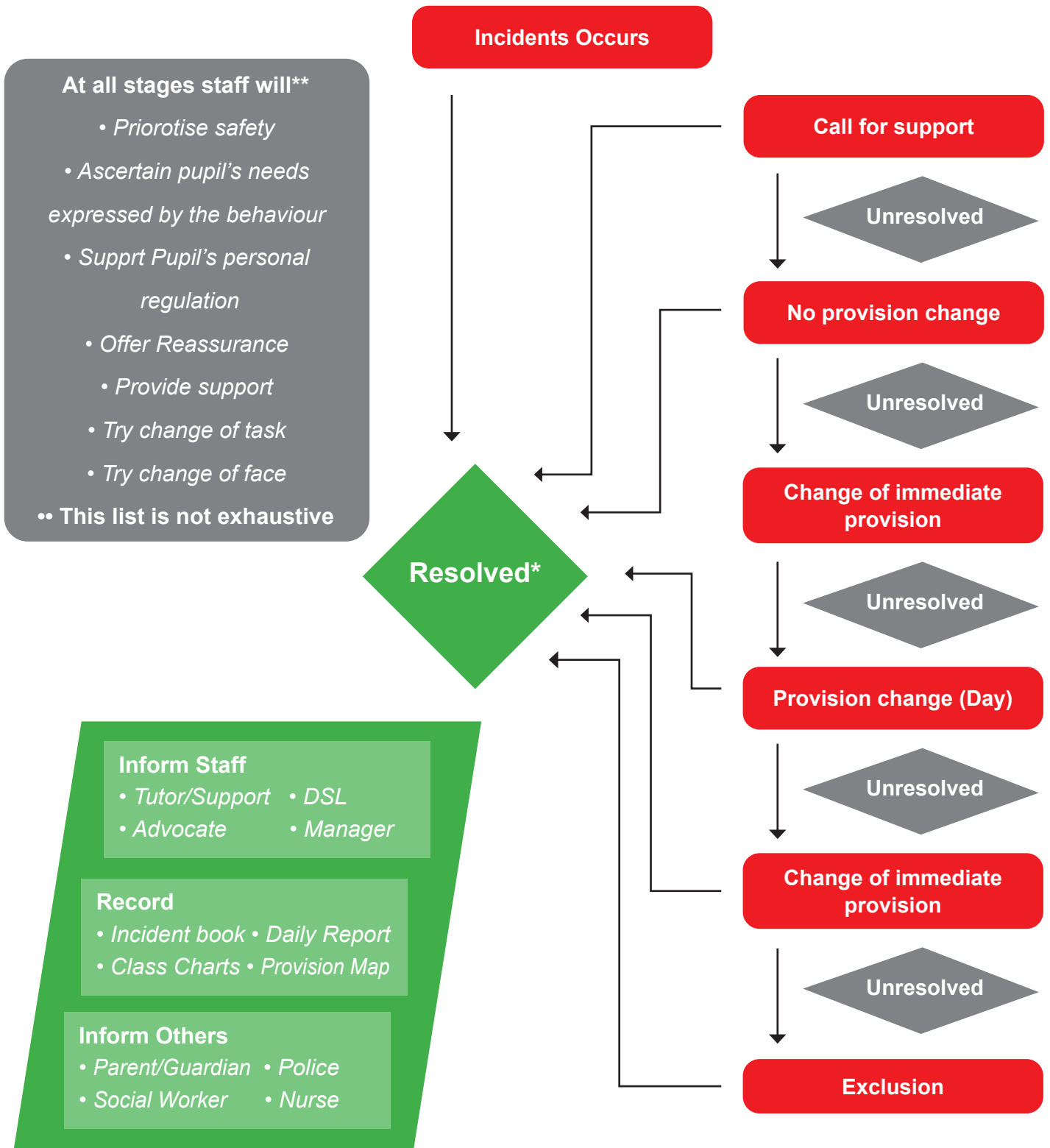
Our school has Purposeful Learning Environments

- We cover our agreed 4 “ACDC” stages of learning in all our lessons (Activation, Connection, Demonstration, Consolidation).
Learning Objectives and Success Criteria are explicitly shared and displayed in the connection stage and referenced throughout.
The demonstration stage includes explicit communication of feelings, thought processes, activities and attitudes.
- Feedback promoted progress and growth; Learners respond to the feedback.
- Recording is timely, particularly registers, class charts and assessments.

Our school has Good People

- Relationships are valued and colleagues seek to repair, and/or encourage repair of them.
- Personalisation involves all interactions.
- Staff engage learners, on and off-site, in activities during lesson, break and lunchtimes.

Appendix 2 – Incident response flowchart



****We respond to harmful incidents with the pupil's best interest at heart to foster a good, flourishing relationship and to allow effective teaching, learning and practice to take place in a safe and supportive environment for all.**










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Appendix 3 – Responses to prevent and/or repair harm.

Level	Sanction	Sanction Lead
1.	Verbal Warning	Teacher/LSA
2.	2nd Verbal Warning	Teacher/LSA
3.	Re-room	Duty/Pastoral Staff/Teacher/LSA
4.	Phone Call Home	Pastoral Staff
5.	Opportunity for off-site activity on a 1-2-1 basis	Pastoral Staff (Supported by Teacher/LSA)
6.	Home early with Work Pack - Informal home visit 1-2-1 reflection session within 24 hours depending on individual needs.	Pastoral Staff (Supported by Teacher/LSA)
7.	Half Day FTE	Headteacher
8.	1-3 Days FTE	Senior Management Team (including pastoral lead if needed)
9.	3+ Days FTE	Directors

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Appendix 4 – Responses to prevent and/or repair more serious harm.

Area:	Response:	Preventing harm- Taking accountability and boundary setting:	Repairing harm - Building and rebuilding relationships:
Physical Assault 	<ul style="list-style-type: none"> Physical injury caused Damage to relationships Reduced sense of safety 	<ul style="list-style-type: none"> Fixed term exclusion (½ day if believed to be related to mental health, 1-day if deemed necessary) Police involvement Permanent exclusion Teacher contact parent/guardian Change of provision 	<ul style="list-style-type: none"> Reintegration meeting with those involved (this may include parent/ carer/guardian). Exchange of messages through 3rd party Written communication
Verbal Assault 	<ul style="list-style-type: none"> Emotional harm Damage to relationships Reduced sense of safety 	<ul style="list-style-type: none"> Phone call home Meeting with parent/ guardian Fixed term exclusion Police involvement Change of provision Loss of reward points/ prize 	<ul style="list-style-type: none"> Meeting with those involved (This may include parent/carer/ guardian) Exchange of messages through 3rd party Written communication
Sexualised actions, Including Consumptions of Pornography 	<ul style="list-style-type: none"> Damage to relationships Reduced sense of safety Repeat into wider community and adulthood 	<ul style="list-style-type: none"> Fixed term exclusion Police involvement Permanent exclusion 	<ul style="list-style-type: none"> Specific Education Intervention
Smoking/Vaping 	<ul style="list-style-type: none"> Physical harm Reduced sense of safety Repeat into wider community and adulthood 	<ul style="list-style-type: none"> Phone call home Meeting with parent/ guardian Fixed term exclusion Change of provision Loss of reward points/ prize 	<ul style="list-style-type: none"> Specific Education Intervention
Opening Fire Exit unnecessarily 	<ul style="list-style-type: none"> Reduced sense of safety Physical injury 	<ul style="list-style-type: none"> Phone call home Meeting with parent/ guardian Fixed term exclusion Change of provision Loss of reward points/ prize 	<ul style="list-style-type: none"> Meeting with those involved (this may include parent/guardian)
Climbing Over Security Gate 	<ul style="list-style-type: none"> Reduced sense of safety Physical injury 	<ul style="list-style-type: none"> Phone call home Meeting with parent/ guardian Fixed term exclusion Change of provision Loss of reward points/ prize 	<ul style="list-style-type: none"> Meeting with those involved (this may include parent/guardian)
Bullying 	<ul style="list-style-type: none"> Emotional harm Damage to relationships Reduced sense of safety 	<ul style="list-style-type: none"> Phone call home Meeting with parent/ guardian Fixed term exclusion Police involvement Change of provision Loss of reward points/ prize 	<ul style="list-style-type: none"> Meeting with those involved (This may include parent/carer/ guardian) Exchange of messages through 3rd party Written communication
Left Site/Absconding 	<ul style="list-style-type: none"> Reduced sense of safety Damage to relationships 	<ul style="list-style-type: none"> Phone call home 101 called if not 'safe' in 30mins Meeting with parent/guardian Change of provision Loss of reward points/prize 	<ul style="list-style-type: none"> Meeting with those involved (this may include parent/guardian)
3 "low level" behaviours and warnings 	<ul style="list-style-type: none"> Damage to relationships 	<ul style="list-style-type: none"> Phone call home Meeting with parent/ guardian Fixed term exclusion Change of provision Loss of reward points/ prize 	<ul style="list-style-type: none"> Meeting with those involved (this may include parent/guardian)

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Appendix 5 – Serious incident reporting and recording

The following actions **MUST** be followed.

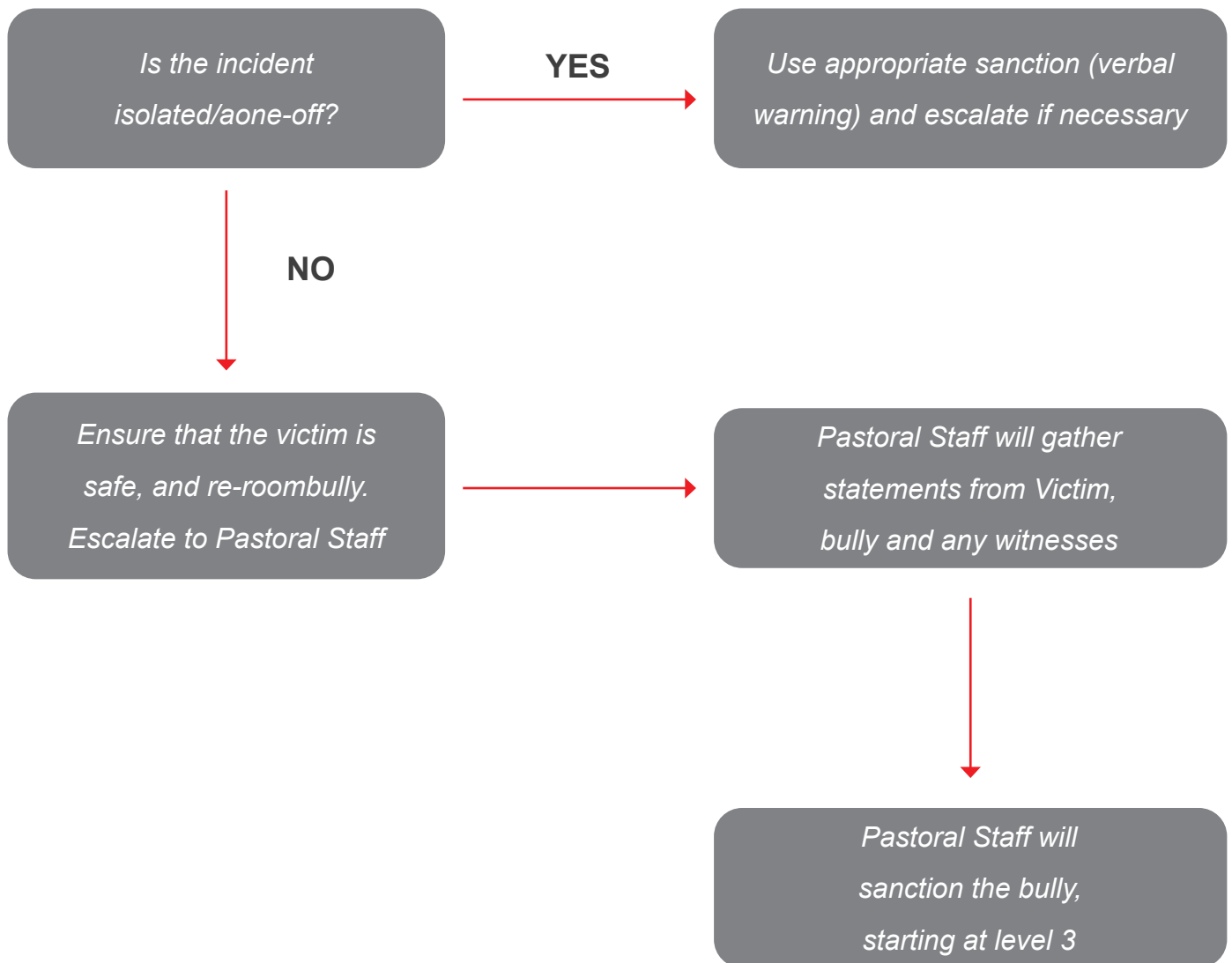
Type of Incident	Detailed Comment on Class Charts and incident Form (by Pastoral Lead)	Communication Home	Consequence	Debrief with learner/staff
Verbal Assault (including Racism) 	✓	✓	R & R Wellbeing Session(s) FTE	✓
Physical Assault 	✓	✓	R & R Wellbeing Session(s) FTE	✓
Bullying 	✓	✓	R & R Wellbeing Session(s) FTE	✓
Left Site/Absconding 	✓	Detailed Comms & 101 Logged on Provision Map	R & R Wellbeing Session(s) FTE	✓
Smoking / Vaping 	✓	Detailed Comms	R & R Wellbeing Session(s) FTE	✓
Opening Fire Exit unnecessarily 	✓	✓	R & R Wellbeing Session(s) FTE	✓
Climbing Over Security Gate 	✓	✓	R & R Wellbeing Session(s) FTE	✓
Sexualised Behaviour Including Consumptions of Pornography 	✓	✓	R & R Wellbeing Session(s) FTE	✓
3 “low level” behaviours and warnings 	✓	✓	R & R Wellbeing Session(s) FTE	✓

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Appendix 6 - Anti-bullying flowchart

If you witness bullying, you must act to stop the bullying straight away.

Once you have ensured the victim is safe you must complete the following actions:



Appendix 7– Anti-bullying further advice and guidance

Not all bullying is seen, however the Welsh Assembly provide the following guidance on signs to help identify bullying victims. Learners can be susceptible to bullying if they are:

Lacking close friends

- Being shy
- An over-protective family environment
- Behaving inappropriately, intruding or being a ‘nuisance’
- Having a precocious talent being different in some obvious respect – such as stammering
- Having Special Educational Needs or Disability
- Physical, mental or sensory impairment
- Scarring or disfigurement on the face or body
- Mental illness
- Having a long-term medical condition such as diabetes or asthma
- Physical characteristics, such as ‘thinness’ or obesity
- Different stages of puberty can mean individuals may be early or late developers
- Being different from the perceived norm of the peer group may mean you are seen as a target for bullying
- Being from a different racial or ethnic group to the majority or religious affiliation
- Speaking a different language from the majority of the pupils in school coming from a small village to a city school or from a city to a small town or village school
- Possessing expensive accessories such as mobile phones or computer game (or conversely not possessing these)
- A knowledge of perception that a child has a sexual orientation which is different from the majority
- Having physical characteristics or traits which do not conform to recognisable traditional forms of masculinity or femininity
- Coming from a different social class than that of the majority of pupils
- Evidence of poverty (clothing)
- Being from a family with unorthodox or

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The following is a comprehensive (but not exhaustive) list of supporting organisations and links that can be used to supporting anti-bullying education:

General Anti-bullying guidance and support

- Welsh Government
<http://gov.wales/topics/educationandskills/publications/circulars/antibullying/?lang=en>
- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
- Childline: www.childline.org.uk
- Family Lives: www.familylives.org.uk
- Kidscape: www.kidscape.org.uk
- MindEd: www.minded.org.uk
- NSPCC: www.nspcc.org.uk
- The BIG Award: www.bullyinginterventiongroup.co.uk/index.php
- PSHE Association: www.pshe-association.org.uk
- Restorative Justice Council: www.restorativejustice.org.uk
- The Diana Award: www.diana-award.org.uk
- Victim Support: www.victimsupport.org.uk
- Young Minds: www.youngminds.org.uk
- Young Carers: www.youngcarers.net
- The Restorative Justice Council: www.restorativejustice.org.uk/restorative-practiceschools
- UK Government www.gov.uk/government/publications/preventing-and-tackling-bullying

Specific to ALN

- Changing Faces: www.changingfaces.org.uk
- Mencap: www.mencap.org.uk
- Anti-Bullying Alliance Cyberbullying and children and young people with ALN and disabilities: www.cafamily.org.uk/media/750755/cyberbullying_and_send_-_module_final.pdf

Specific to Cyberbullying

- Childnet International: www.childnet.com
- Digizen: www.digizen.org
- Internet Watch Foundation: www.iwf.org.uk
- Think U Know: www.thinkuknow.co.uk
- UK Safer Internet Centre: www.saferinternet.org.uk
- The UK Council for Child Internet Safety (UKCCIS)
<https://www.gov.uk/government/organisations/uk-council-for-internet-safety>

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Specific to race, religion and nationality

- Anne Frank Trust: www.annefrank.org.uk
- Kick it Out: www.kickitout.org
- Report it: www.report-it.org.uk
- Stop Hate: www.stophateuk.org
- Tell Mama: www.tellmamauk.org
- Educate against Hate: www.educateagainsthate.com/
- Show Racism the Red Card: [www.srtrc.org/educational LGBT](http://www.srtrc.org/educational_LGBT)
- Barnardos LGBT Hub: www.barnardos.org.uk/what_we_do/our_work/lgbtq.htm
- Metro Charity: www.metrocentreonline.org
- EACH: www.eachaction.org.uk
- Proud Trust: www.theproudtrust.org
- Schools Out: www.schools-out.org.uk
- Stonewall: www.stonewall.org.uk

Specific to sexual harassment and sexual bullying

- Ending Violence Against Women and Girls (EVAW) www.endviolenceagainstwomen.org.uk
- A Guide for Schools: [www.endviolenceagainstwomen.org.uk/data/files/resources/71/
EVAW-CoalitionSchools-Guide.pdf](http://www.endviolenceagainstwomen.org.uk/data/files/resources/71/EVAW-CoalitionSchools-Guide.pdf)
- Disrespect No Body:
www.gov.uk/government/publications/disrespect-nobodycampaign-posters

Anti-bullying Alliance: advice for colleagues and professionals about developing effective anti-bullying practice in relation to sexual bullying: www.antibullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-gender-related

Appendix 8 – Guide to repairing and restoring relationships

Restorative Approaches leaflet for parents and guardians	Out Approaches at Sporting Chance
<p>Our restorative approaches are based on sound learning theory regarding how people (learners and adult) relate to each other and how best to meet the different needs that can arise from conflict or harm. Our restorative approaches offer an alternative way of thinking about addressing behaviour and provide us with a language and consistent framework for responding to behaviour. We use restorative approaches everyday informally in all interactive with others and more formal when things go wrong.</p>	
<p>Our restorative approaches build upon basic principles of:</p> <ul style="list-style-type: none"> • Genuineness - honesty, openness, sincerity • Positive regard for all individuals - valuing the person for who they are • Empathy - being able to understand another's experience • Individual responsibility and shared accountability • Optimism about personal development - we can learn and we can change 	
<p>To be restorative we:</p> <ul style="list-style-type: none"> • Prioritise building relationships and take the time to nurture these • Listen and respond calmly, emphatically and without interruption or judgement to all sides of an issue • Inspire a sense of trust and safety (physical and psychological) • Encourage people to express their thoughts, feelings and needs appropriately • Appreciate the impact of people's thoughts, feelings, beliefs and unmet needs on their behaviours • Find solutions together that work for everyone involved 	
<p>When things go wrong we ask:</p> <ul style="list-style-type: none"> • What has happened? • Who has been affected and in what ways they have been affected? • What needs to happen to put things right or to make things better? 	
<p>This approach encourages those involved to identify ways in which whatever needs to be restored or repaired can be and how they can move forward. By giving learners this responsibility, we are supporting them in developing their own strategies for avoiding conflict. If pupils reach their own agreement as to how to move forward after a conflict, they have ownership and are more likely to abide by it than with a response imposed on them by an adult.</p>	
<p>Using restorative approaches consistently we:</p> <ul style="list-style-type: none"> • Create a calmer, quieter and more productive learning environment • Support everyone to be more honest and willing to accept responsibility • Help everyone feel more supported when things go wrong 	



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