

# Kettlebrook Short Stay School

## Relational and Restorative Practice Policy

If adopted - adopted from:

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## 1. Aims

Our aim is to be a **safe, inclusive** place of education where all students are able to learn to the best of their ability, with **high challenge and high support**. Kettlebrook Short Stay School maintains that everyone who attends, works or visits our school has the right to be treated with respect, kindness and to feel safe. As a community, staff and students have a responsibility to safeguard these rights.

This policy aims to:

- Create a positive culture of **inclusion** that promotes **positive choices**, ensuring that all students have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-school approach to maintaining a culture of **high challenge, high support** that reflect the values of the school
- Outline the expectations and responses to behaviours for staff, students and parents/carers
- Provide a consistent approach to relational and restorative practice that is applied equally to all students
- Define what we consider to be unacceptable behaviour, including bullying and discrimination

## 2. Ethos

As a **trauma-informed school**, we pride ourselves on giving children the chances and patience they need to thrive in life. Our holistic curriculum and specialist staff help students develop a strong sense of self. We provide warmth, guidance, and structure in a world where some individuals experience turmoil.

We embed **relational and restorative practice** at the heart of our approach, fostering trust, connection, and mutual respect between staff and students. Through consistent, caring relationships we create a safe environment where students feel seen, heard, and valued.

Our restorative processes support students in understanding the impact of their actions, taking responsibility, and repairing where needed. This empowers them to reflect, grow, and carry these skills into real-life scenarios. We support our students to become responsible for their behaviours and to recognise consequences in a constructive way.

Our Core Values are:

- Kindness
- Choices
- Belonging
- Respect
- Safety

### **3. School RRP Curriculum**

We are proud to be recognised as a flagship school for the Inclusion Quality Mark, ADHD Friendly School and a Trauma Informed School. Our staff knowledge specialises in behaviour as a communication, SEND and Restorative Practice. Staff model behaviour and set out clear boundaries to ensure students feel secure. Our RRP policy reflects our commitment to create a nurturing and inclusive environment. By prioritising relationships, we aim to support every pupil in achieving their full potential.

We understand that behaviour is a form of communication. Our role is to unpick those behaviours to better understand each individuals' world. From this, we can then support with the right strategies for each young person.

Using the theory of PROACT- SCIPr UK, which outlines that young people can be taught better ways of communicating their wants and needs, each young person completes an iceberg when they join the PRU. This identifies for each individual:

- **When I am happy, I look like this, to keep me happy, you need to do this.**
- **If I am becoming anxious, I look like this, to support me to reduce my anxiety, you need to do this.**
- **If I am angry, I look like this, to support me, you need to do this.**

If specific behaviours are known and have been identified, students will have individual risk assessments to support their learning in school and to ensure that the most appropriate curriculum and timetable is put in place. To support and promote the positive ethos and culture within KSSS, students start the day with keyworker time which is used to set targets and goals for each day, and allows for discussion and feedback around any concerns. This encourages the students to understand their own behaviours and impact.

The school continually monitors behaviour and interventions using Arbor and the students Personal Development Files to track and evaluate the student's journeys. Where appropriate, **reasonable adjustments** may be made to routines within the curriculum to ensure all students can meet behavioural expectations in the curriculum.

## Our Iceberg



When starting at Kettlebrook, each student works with the SENCO to identify their own triggers through the completion of the Iceberg document. They are encouraged to add to the schools Iceberg wall by painting their own fish to add to the picture. This is done anonymously but supports students to feel part of the school community immediately as well as enabling them to see their work on display. The Iceberg supports students to understand their own triggers and behaviours and reinforces the recognition that all behaviour is a communication of our emotions.

## Relational Approach



Our staff are trained in trauma informed approaches, using attachment awareness and use restorative principles to support emotional, social and academic development of students.

Each morning, students are welcomed at reception where staff can quickly identify if anyone needs extra support. Students confidently choose who they want to speak with, and time is arranged for them to talk before lessons begin. This proactive approach helps address worries early, provides coaching, and identifies any safeguarding concerns, effectively reducing student anxiety. Each student has a keyworker and is encouraged to seek support from any trusted staff member. Staff use Emotion Coaching techniques to support our students in co-regulation strategies. Following incidents, restorative conversations are held to help pupils reflect on their actions and repair relationships. These conversations are facilitated in a supportive and non-judgmental manner. The goal is to rebuild trust, promote accountability, and maintain a sense of belonging.

## **CHOICES**

Our CHOICES approach is at the heart of the school and is aimed at supporting positive choices through a relational approach. Reward can be significantly more effective than sanction therefore, students will work towards 'Choices' time at the end of every day.

- ❖ Students earn a score - out of 5 - at the end of every lesson (including reading) following the instructions below.
- ❖ By the end of the day, students need to have earned an average score of 3 or above in order to go straight to their Choices lesson. If they haven't achieved this, they need to attend the Project room where there is a member of staff on hand to help the student to reflect on their behaviours and to complete bespoke project work.
- ❖ If the student does this for 10 minutes, they will then be allowed to attend their Choices lesson.

At all times, students are encouraged to make positive choices. By, giving them every opportunity to turn their day around, we are encouraging them to be resilient, reflect and learn from their mistakes and feel proud of themselves when they have made positive choices. In this way we hope to end EVERY day with a positive.

### **Key Principles of Choices.**

- We use the CHOICES approach to reward positive behaviours.
- We use restorative conversations and loss of reward instead of punitive sanctions.
- Staff are trained to understand behaviours and respond to underlying needs
- Trust and connection are prioritised, praise is authentic and relationships are nurtured.
- Staff use de-escalation and calm consistent responses to maintain safety and dignity.
- Pupils are supported to reflect on their behaviours in a safe non-judgemental space.

### **Kindness Curriculum**

The Kindness Curriculum is inspired by the Kindness Factory mission to make the world a better place. Set up by one person, The Kindness Factory has now become a global kindness movement, illustrating many themes in order to make the world a kinder place to live.

During keyworker time, our students focus on one area of the curriculum. These learned qualities support them in their social world adding to their qualities of helping the world to become a kinder place. As a school we celebrate these qualities in the form of praise as well as a post card home from the staff and Head of School.

### **Well-being Weekly**

Our Wellbeing Weekly magazine is put together by the senior leadership team and captures positive aspects of the school week for celebration with students and parents. As well as a celebration of achievement, the Wellbeing Weekly offers usual advice and guidance both for students and parents/carers reinforcing and supporting our relational ethos.

### **Post Card Home**

As part of our celebrations of positive choices, staff send home praise postcards. These were designed by the students themselves. Postcards enable staff to recognise an individual's accomplishments as well as inform parents and carers about positive engagements at school.

### **Intensive Support Group (ISG)**

The ISG is a smaller classroom away from the main school. Sometimes students need to re-engage with learning so will spend time within a smaller group in order for us to rebuild positive relationships. The ISG also supports students who may have other needs which are better supported through a more individualised timetable and one to one work.

### **Termly rewards**

At Kettlebrook, pupils receive termly rewards that celebrate their subject achievements, recognise commendations from the headteacher, and acknowledge excellent attendance and positive behaviour.

### **Interventions**

Kettlebrook utilises the Arbor behaviour system to monitor behaviour patterns and identify appropriate, evidence-based interventions that promote student success. Data captured within Arbor enables staff to consider and implement a range of supportive measures, including changes of site, 1:1 sessions with specific staff, targeted 1:1 interventions, ELSA support, parental meetings with members of the Senior Leadership Team, timetable adjustments, and short-term part-time timetables. The system also informs decisions regarding referrals to, or involvement of, external agencies where appropriate. This structured approach ensures that multiple avenues of support are explored so that each child receives personalised and effective intervention tailored to their individual needs.

### **Student Voice**

At Kettlebrook, we value student involvement and ensure that every young person has the opportunity to influence school life through our student voice. With key worker representatives supporting the process, students are encouraged to share their ideas and opinions, helping us shape decisions and ensure the voice of all students is genuinely heard.

#### 4. Roles and Responsibilities

##### 5.1 Executive Headteacher & Head of School

- Provide leadership to the rest of the staff team around responses to behaviour using RRP.
- Ensure that the work on RRP is consistent with KSSS's Development Plan and that resources and training are efficiently used.
- Ensure student induction supports inclusion and is represented fairly in their transition.
- Hold re-integration meetings with parents and students and outline KSSS's whole school ethos and approach to managing behaviour following a suspension.
- Have an overview of behaviour data and other behaviour-related measures of performance.
- Monitor and review policy with Management Committee.

##### 5.2 Head of School and Senior Leadership Team

- Support staff in promoting positive choices by ensuring that procedures for managing and monitoring concerns exist and are consistently implemented.
- Ensure that good practice is both developed and shared through the use of whole school CPD.
- Ensure that the school works effectively with external agencies.
- Attend the District SEND & Inclusion Hub meetings to ensure support and appropriate provision for disaffected and challenging students.
- Ensure that the school communicates effectively with parents and those with parental responsibility.
- Provide clear leadership and monitoring in the use of the school Relational and Restorative Practice Policy.
- Analyse behaviour and attendance data.
- Administer rewards and follow up where appropriate.

##### 5.3 Classroom Staff

Classroom staff responsibilities are to:

- Provide **high challenge and high support**, through opportunities for students to learn to the best of their ability by:
  - setting suitable learning challenges.
  - removing barriers to learning.
  - recognising diversity.
  - Having high expectations of students
- Provide an environment in which students are safe and can learn.
- Plan and prepare effective lessons that engage our learners.
- Teach positive choices through the language of choice e.g., RRP.
- Teach respect by treating students with fairness and consistency.

- Teach interpersonal skills by promoting positive, supportive relationships within their teaching groups.
- Administer rewards and sanctions as appropriate.
- Maintain up-to-date student data on Arbor containing attendance and progress data.
- Maintain positive communications between home and school through regular communication to discuss choices, attendance and progress.
- Provide guidance and assistance to individual students as necessary in line with RRP.
- Support the school's Relational and Restorative Practice Policy with particular regard for the school's approach to teaching positive choices.
- Use Arbor to ensure monitoring and inform future input and planning.
- Liaise with other staff and SENCO and identified barriers to learning.
- Communicate any issues / concerns / worries with other staff through briefings / emails / staff meetings.

#### **5.4 Parents / Carers**

To support their child(ren) with their learning journey while at KSSS, parents/carers need to share responsibility with the school to:

- ensure their child's regular attendance and punctuality.
- Work alongside KSSS to ensure that their child demonstrates a positive attitude to learning and behaviour.
- Support the school by encouraging their child(ren) to follow school expectations.
- Attend Keyworker meetings and support the school's work with their child.
- Maintain regular contact with KSSS through attendance at Keyworker meetings, as appropriate, and by email, letters and telephone calls.

Liaise with keyworker during weekly phone calls.

### **6. Routines to support positive behaviours**

#### **6.1 Safeguarding**

The school recognises that changes in behaviour may be an indicator that a student needs help or protection. We will consider whether a student's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate. Please refer to our child protection and safeguarding policy for more information.

#### **6.2 Personal Belongings**

**All** students must hand in any personal belongings on arrival to school. These belongings are locked away in securely until the end of the day when they are returned to students. The following items must be handed in are:

- **Mobile phones** / electronic internet enabled devices

- Smoking paraphernalia including **vapes**
- Bags and any other valuables

On entry, students are screened with a metal detector wand by a member of staff to ensure that there are no items that haven't been handed in. This ensures that the risks of distraction, disruption, bullying and abuse are limited as well as ensuring that students and staff are safe. It also prepares students for expectations for exams and the world of work.

Kettlebrook Short Stay School is a no-smoking site.

### **6.3 Clothing**

KSSS's uniform policy outlines that students are not required to wear a specific school uniform, to support both parents/carers and students with integration into a new school and reducing costs. However, clothing must be suitable for learning, inoffensive e.g. no inappropriate words or images and not revealing.

- No crop tops or very short shorts/cycling shorts.
- No visible items of underwear.
- Jackets must be taken off and placed in the designated secure locked area when inside.
- Students should ideally wear shoes, trainers or boots – not sandals or sliders.

### **6.4 Keeping Safe**

Everyone has the right to feel safe within KSSS. All staff, students and visitors at KSSS will be kept safe through effective health and safety and safeguarding procedures. The following measures are in place to ensure the safety of all on site:

- Designated staff on all sites will conduct an initial metal detector search to highlight the importance of safety.
- In the case of physical assault, the student will be placed in isolation with staff until they can be collected by a parent or carer or transported home by two people. Following a physical assault, where appropriate or at parental request, police will be informed.

### **6.5 Banned Items and Student Search**

If students possess a banned item, or there is evidence to believe that banned items are in a student's possession, SLT (or designated staff) may conduct a search according to our *Searching, Screening and Confiscation policy*. Items may be handed to the police or kept for parents to collect dependent on the nature of the item.

### **6.6 Reasonable force**

Reasonable force covers a range of interventions that involve physical contact with students. All members of staff can use to use reasonable force if absolutely necessary – for example to prevent a student from hurting themselves or others or damaging property. All PRU staff have received SCIPr training to ensure correct procedures are followed for the use of force

to control or restrain students in order to exit students from situations or to ensure situations are diffused. All staff undertake yearly PROACT SCIP-r refresher training led by the Local Authority Educational Psychologist.

Incidents of reasonable force must:

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

When considering using reasonable force, staff should carefully recognise any specific vulnerabilities of the student, including SEND, mental health needs or medical conditions. All physical interventions will be carried out in accordance with the Local Authority Policy and Guidelines. Physical intervention will be recorded on the appropriate proforma and in the incident book in accordance with Local Authority Guidelines.

Parents will be informed when a physical intervention has been used.

## **6.7 Searching, screening and confiscation**

Searching, screening and confiscation is conducted in line with the DfE's latest guidance on searching, screening and confiscation and our own *Searching, Screening and Confiscation policy*.

## **6.8 Zero-tolerance approach to sexual harassment and sexual violence**

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored. Students are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be. The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
  - Manage the incident internally
  - Refer to early help
  - Refer to children's social care
  - Report to the police

Please refer to our safeguarding policy for more information.

## **6.9 Suspension and permanent exclusion**

The school can use suspension and permanent exclusion in response to serious incidents. The decision to suspend or exclude will be made by the Head of School with the Executive Headteacher and only as a last resort. Reasons for suspension include misuse of the fire alarm, vandalism, aggression, violence, and bringing weapons to school. (See Appendix A for definitions of serious incidents and bullying)

We reserve the right to direct students to other school sites. Alternative Provision may be used and bespoke timetables put in place to support learning and reduce barriers to learning.

## **6.10 Supporting students following a sanction**

Following a suspension, the school will consider strategies to help the student to understand how to improve their behaviour and meet the expectations of the school.

These may include any or all of the following interventions:

- Reintegration meeting with SLT
- Bespoke timetable implementations
- Mentoring
- Restorative support strategies such as solution focussed-circles and restorative justice meetings
- Alternative Provision
- Site changes
- Removal of reward trips / enrichment activities (based on health and safety / changes to a student's timetable)
- Change to daily or weekly targets
- Outside agency interventions or referrals

If property is damaged, parents may be asked to contribute to repairs either financially or replacement/repair of the broken items. The process aims to help students reflect, take responsibility, and understand boundaries.

## **7. Staff Training and Support**

Supervision and peer support are integral to maintaining staff wellbeing. Staff are provided with opportunities for supervision and feedback through briefing and de-briefing, as well as one to one supervision.

Ongoing professional development is provided to ensure staff are equipped with the skills and knowledge to implement relational practices effectively.

- SCIP-r training on restraint and de-escalation techniques

- Level 1 Child Protection training every year
- Prevent Training Behaviour management will also form part of continuing professional development. Further Reading
- Anti-Bullying policy
- Teaching and Learning Policy
- SEND policy
- Safeguarding policy

## **8. Legal Duties**

The implementation of this policy is regularly reviewed through staff reflection and behaviour data. Adjustments are made to ensure the policy remains effective and responsive to the needs of our school community.

This Policy should be read in conjunction with:

- Safeguarding Policy 2025
- Keeping Children Safe in Education 2025
- Anti-Bullying Policy
- SEND Policy

## **Appendix A**

### **Definitions**

**Serious incidents** include but is not limited to:

- Any form of bullying (see section 4)
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
  - Sexual comments
  - Sexual jokes or taunting
  - Physical behaviour such as interfering with clothes
  - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited/banned items. These are:
  - Knives or weapons (including imitations/toy/replica)
  - Alcohol
  - Illegal drugs
  - Stolen items
  - Tobacco and cigarette papers
  - E-cigarettes or vapes
  - Fireworks
  - Pornographic images
  - Any article a staff member reasonably suspects have been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the student)

**Bullying** is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

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

Bullying can include:

| TYPE OF BULLYING   | DEFINITION   |
|--|--|
| Emotional  | Being unfriendly, excluding, tormenting  |
| Physical   | Hitting, kicking, pushing, taking another's belongings, any use of violence  |
| Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> <li>• Racial</li> <li>• Faith-based</li> <li>• Gendered (sexist)</li> <li>• Homophobic/bi-phobic</li> <li>• Transphobic</li> <li>• Disability-based</li> </ul> | Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)   |
| Sexual   | Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching                              |
| Direct or indirect verbal  | Name-calling, sarcasm, spreading rumours, teasing  |
| Cyber-bullying   | Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI) |