Education and Children's Services

Supporting Pupils:
Minimising Exclusion Accompanying
Guidelines

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1. Promoting Inclusion: Preventing Exclusion as a Single Agency

There are a number of reasons why children and young people may exhibit behaviours that are detrimental to good order and discipline or the wellbeing of others. Children and young people want to be accepted, included and to learn, therefore it may be that this behaviour indicates that their wellbeing is being adversely affected or that there is something else going on in their lives that are having an impact on the decisions they are making. It is important that we work in partnership with parents to understand what the behaviours may be telling us and put plans in place to overcome the barrier to learning at the earliest opportunity. In most cases an IEP will be sufficient to move the situation forward, where support is targeted across the service, a Child's Plan will be required. As needs change, the plan should be reviewed and refined to ensure that assessments of wellbeing are up to date, that interventions are appropriate and effective, and that the plan continues to take account of the child's voice. If a child does not have a plan in place at the time of exclusion the incident triggers the need for the non-statutory (IEP) or statutory planning.

Whole school positive behaviour management approaches, a nurturing solution focused ethos and staff who understand restorative approaches are the foundation from which schools can promote inclusion and prevent exclusion. (Appendix 2)

The most inclusive schools have:
- Leaders who are visible, communicate effectively and support staff to understand decisions taken

- High expectations for all members of the school community

- A curriculum with sufficient flexibility designed to meet the needs of all learners

- Effective and routinely reviewed pupil support systems

- Staff who are inclusive and flexible in their teaching approaches

- Effective Plans including IEPs and Child's Plans in place

- Well-designed targeted interventions that are timely and appropriate

- Appropriately targeted resources

- Pupil voice is at the heart of decisions about learning and wider decision making

- Positive non-judgemental relationships including staff to staff, staff to pupil, pupil to pupil within a framework of collegiality.

- Effective restorative approaches

- Quality professional learning available to staff

- A calm and welcoming environment

- Rules and routines which are short, simple, agreed and positive in nature

- Effective school record keeping systems including up to date chronologies

Research[1] has shown that the single most significant factor in successful learning outcomes is the teacher and the quality of dialogue enjoyed by the pupil and teacher. Teachers who model and actively teach good behaviour successfully include children, staff who listen carefully, actively include children and young people in planning, avoid confrontational practices by providing alternatives and work to recognise and build on strengths, ably support inclusion.

The Staged Intervention Framework provides schools and their partners with clarity about expectations of practice and support at each stage – Universal, Targeted and Specialist. It is anticipated that staff making use of the targeted level framework will have considered all areas at Universal Level although it may be appropriate to consider targeted support if the school has evidence that universal requirements are in place. The same would apply when a situation escalates and a more specialist approach is required (the framework acts as a guide to approaches but does not limit options or access to supports).

Aberdeen City Council's Education and Children's Services is committed to empowering staff by delivering high quality professional learning opportunities and supports the use of general and accredited de-escalation training. Opportunities will be available for staff to develop confidence in effective de-escalation. Physical intervention training will be available for staff on a voluntary basis if it is deemed to be an appropriate support for the school.

Full use of chronologies should be made to record any interventions with both positive and negative impact noted. Care should be taken to ensure significant events and entries are proportionate and relevant. The evaluation of the impact of adaptations will help inform future planning by all agencies and help prevent exclusion.

In order to constructively address issues around behaviour in the longer term in line with legislation, actions at school level could include:

- Following the steps outlined in the Staged Intervention Framework, including undertaking a risk assessment to reduce risk and formulate an action plan including support for any members of the school community negatively affected

- Analysing data already available in schools to look for patterns and evidence of change

- Working with the learner and parents to identify and plan additional support possible in the particular setting that might include:

  ➢ Break time supervision
  ➢ Breakfast club arrangements
  ➢ Looking at the environment and where possible consider a safe place for the learner to reflect
  ➢ Redirecting support staff at key times
  ➢ Providing Support for Learning for specific aspects of the curriculum or specialist support
  ➢ Proactive buddying or peer mentoring/mediation
  ➢ Appropriate health and wellbeing programmes
  ➢ Reward systems that have been agreed and understood by all parties
  ➢ Working in partnership with young people and their parent(s) or carer(s), and where appropriate other relevant key workers;
  ➢ Ensuring appropriate levels of support for staff

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[1]Improving the Odds, Improving Life Chances (2012)
What Makes Great Teaching, The Sutton Trust (2014)

Schools can approach their Educational Psychologist, Quality Improvement Officer (QIO), members of central teams or the Virtual School Head Teacher for support. When schools require intensive support it will be delivered from teams across the wider education service. If behaviour continues to escalate consideration should be given to approaching local partnerships for advice and expertise.

Consideration should also be given to the needs of those who have been victims and appropriate levels of practical and emotional support for staff. Restorative approaches should be used to support successful integration and inclusion in schools.

2. Multi-Agency Partnership Approaches to Preventing Exclusion

Aberdeen City Council is committed to helping schools to access support in a timely manner. A partnership approach is fundamental to GIRFEC and recognises the complexity of the lives of some of our most vulnerable learners. This can sometimes only be effectively planned for through multi-agency working.

The GIRFEC National Practice Model supports a holistic approach to the assessment of wellbeing and therefore it is essential that partners have a clear understanding of their roles within the legislative framework and have a shared understanding of thresholds of intervention.
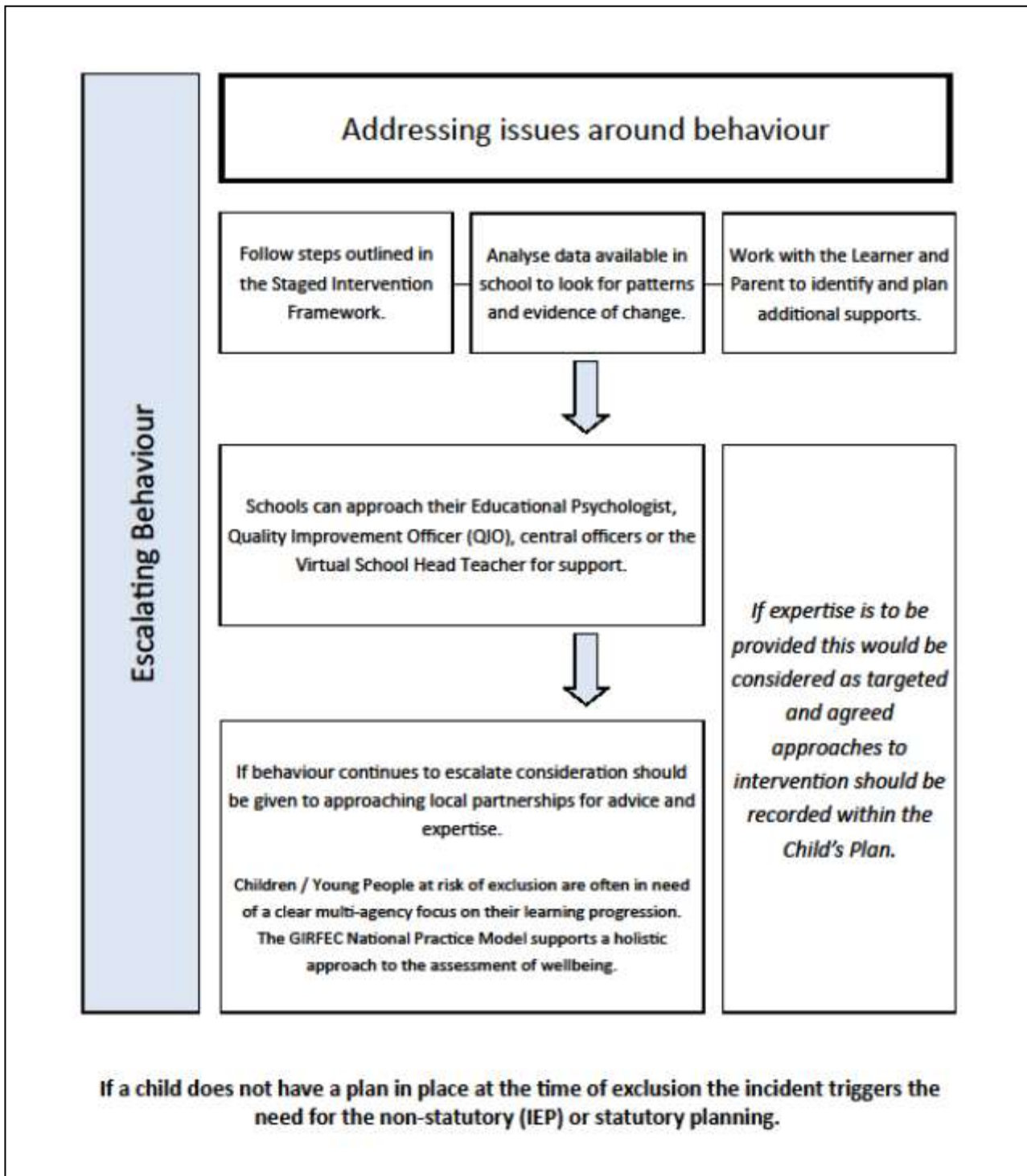The key partnerships for schools are:

- Social Work
- Educational Psychology
- Health professionals appropriate to the learners needs
- Community Learning
- The Children's Reporter
- Police Scotland
- The Third Sector

Partnerships can be wider and will depend upon the wellbeing needs of the learner. Colleagues may find themselves working with employers and other third sector organisations or commissioning a service to meet particular needs. All have a valuable role in helping design and implement a flexible and relevant curriculum pathway.

Those at risk of exclusion are often in need of a clear multi-agency focus on their learning progression. Whilst assessing need, the team around the child considers wellbeing in the widest sense and consideration of how wellbeing is impacting on learning will inform learning pathways.

Needs may necessitate a flexible approach to how and where learning takes place. Although responsibility for ensuring that this learning is appropriate, relevant and progressive still rests with the learner's school, the learner may engage in learning out with the school that is delivered by key partners such as Shmu or the Foyer for some of the time, information on the range of services and partners is available from the Family Information Service. Where an alternative pathway is being developed, the ultimate aim should be the transference of skills enabling fuller access to mainstream education.

When behaviours are escalating, the team around the child should work collaboratively to consider how best to modify behaviours through considering the root cause and mitigating risk. Further guidance is available in the Authority Risk Assessment Procedure.

Addressing issues around behaviour

Follow steps outlined in the Staged Intervention Framework.	Analyse data available in school to look for patterns and evidence of change.	Work with the Learner and Parent to identify and plan additional supports.

Schools can approach their Educational Psychologist, Quality Improvement Officer (QIO), central officers or the Virtual School Head Teacher for support.

If behaviour continues to escalate consideration should be given to approaching local partnerships for advice and expertise.

Children / Young People at risk of exclusion are often in need of a clear multi-agency focus on their learning progression. The GIRFEC National Practice Model supports a holistic approach to the assessment of wellbeing.

If expertise is to be provided this would be considered as targeted and agreed approaches to intervention should be recorded within the Child's Plan.

Escalating Behaviour

If a child does not have a plan in place at the time of exclusion the incident triggers the need for the non-statutory (IEP) or statutory planning.

3. Additional considerations for Vulnerable Learners

Scottish Government statistics show that there are certain identifiable groups who are more likely to be excluded such as those who are Looked After. Children and young people who are vulnerable are very likely to exhibit behaviours to communicate distress. This can be a sign of feeling rejected and in some cases, pushing for a rejection given that this is all they have known. It is important that schools do all they can to interpret the behaviour so that partners can collaborate to address the root cause.

For some of our most vulnerable learners unconditional positive relationships are often missing and these children and young people can seem to proactively seek exclusion. In addition, if a child's experience in school is unhappy or when there are wider wellbeing concerns, exclusion can be extremely detrimental as it can reinforce a sense of rejection. Evidence[2] points to exclusion

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[2] Criminal Justice Transitions Edinburgh Study of Youth Transitions and crime – Research Digest No 14 (2007)

often leading to long-term negative outcomes for children and young people.

If the decision to exclude is taken, the Head Teacher must ensure that the child does not leave school until safety, health and wellbeing are assured and appropriate arrangements are in place. This applies to all vulnerable children and young people.

Parent must be informed of the decision orally and in writing if the young person is under school leaving age. When writing the letter give brief details of the behaviour, the circumstances and any other relevant information, including relevant previous incidents or context. There should be enough information to enable the recipient to understand why the pupil has been excluded.

Exclusion information should be recorded on SEEMiS. This should be recorded on the day of exclusion or as soon as possible. The relevant SEEMiS code should be used. Only in extreme circumstances should 'Other' be used. This code may be investigated further by central officers.

3a. Looked After Children

Looked After Children require special consideration when there is a risk of exclusion. Looked after children fall into four main categories; those who are looked after:

- By a Local Authority in a residential establishment
- With foster carers on behalf of a Local Authority
- In their own home as a consequence of a Compulsory Supervision Order
- In a kinship care arrangement where the Authority has placed the child

The Education (Additional Support for Learning Act) (Scotland) Act 2004 (ASL), states that all Looked After Children and Young People will be deemed to have additional support needs unless assessed otherwise. Head Teachers therefore must be mindful of the ASL Act and in line with this legislation and The Children and Young People (Scotland) Act, 2014, take account of the content of the Child's Plan in supporting wellbeing.

The exclusion of Looked After Children and Young People requires very serious consideration since exclusion from school may have a significant impact upon their home lives and may even lead to a change in placement because of additional pressures on parents or carers. Early contact with the Virtual School Head Teacher will support early intervention. Contact should be made when any escalation in behaviour is evident. The Virtual School Head Teacher will be able to support planning for the child/young person. The key functions of the Virtual School Head Teacher can be found in Appendix 1.

Since stability is crucial to the development of all young people, any actions being considered should minimise disruption or uncertainty. Looked After Children and Young People: Working Together to Improve Outcomes - Scottish Government, 2008, states that Local authorities have legal duties to ensure that Looked After Children and young people have the same access to educational opportunities as other children and young people. These 'corporate parent' responsibilities include making additional arrangements in order to overcome disadvantage and encourage participation in education in the broadest sense.

Supporting and Looked After Child with escalating behaviours
If a Looked After Child has escalating behaviours, it is important that the Lead Professional calls a Multi-Agency Meeting at the earliest opportunity to explore possible causes and solutions. The Lead Professional in a Kinship care arrangement is the Social Worker. This will allow partners to review the Child's Plan and minimise the risk of exclusion. In most cases it will be appropriate to work through the risk assessment process to inform the plan and mitigate to minimise the risk. A

more flexible pathway may be put in place to calm the situation and enable long term successful reintegration.

Where a Head Teacher is considering a temporary exclusion and has taken account of the additional considerations for vulnerable learners, they must make every effort to contact the Social Worker prior to excluding the child. This will allow arrangements to be made to keep the child safe during the period of exclusion. In the majority of cases it is anticipated that Looked After Children will not be excluded without first contacting the Social Worker/Parent/Carer depending upon living arrangements. The decision to exclude ultimately rests with the Head Teacher of the school.

3b. Children and Young People who have an Additional Support Need (ASN), including Social, Emotional or Behavioural Needs

If a pupil has additional support needs including those that may result in the child displaying distressed behavior putting themselves and others at risk steps **must** be taken to ensure that any additional provision, such as speech and language therapy or support from Child and Adolescent Mental Health Service (CAMHS) or Young People's Department (YPD), related to those needs, continues during the period of exclusion and that alternative arrangements are made, including an alternative location where this work can be undertaken wherever possible. It may be necessary to undertake a risk assessment to minimise the risk. The Child's Plan will require reviewing and updating.

It is acknowledged that transitions increase stress levels and as such, children who are undertaking a transition such as moving from one year group to another or into a new establishment may be more likely to show an escalation in behaviour. Often vulnerable children display more unsettled behaviours prior to or immediately after school holidays. Planning around this could help avoid a situation which will potentially lead to exclusion. Consideration should be given to planning transitions to ensure that effective practice is shared and built upon. If the decision to exclude is taken consideration needs to be given to the child's wellbeing.

Where there are concerns around the mental health of children and young people, advice should immediately be sought from the school Educational Psychologist.

3c. Discrimination and the Protected Characteristics including Disabled Pupils

The Equality Act 2010 states that it is discrimination when a person treats another **less favourably** than they treat (or would treat) others because of a protected characteristic. The protected characteristics for schools are disability, gender reassignment, pregnancy and maternity, race, religion and belief, sex and sexual orientation. It is discrimination therefore to exclude a pupil because he/she is gay or Sikh or Roma or is male or has ADHD.

Great care must be taken when considering the exclusion of disabled children.
A pupil has a disability for the purposes of the Act if he/she:

- Has a physical or mental impairment e.g. ASD or ADHD although it should be noted that a medical diagnosis is not essential

- Has an impairment which has a substantial and long-term adverse effect i.e. having lasted or is likely to last for more than 12 months

- Has an impairment that impacts on his/her ability to carry out normal day-to-day activities e.g. going to school, attending class, getting dressed or ability to concentrate.

Discrimination arising from disability occurs where a pupil is treated unfavourably because of

something arising in consequence of their disability e.g. disability related behaviour and the treatment cannot be justified.

Excluding a disabled pupil for behaviour which arises as a consequence of their disability is likely to result in unlawful disability discrimination unless it can be shown that the exclusion was a proportionate means of achieving a legitimate aim. For example a pupil with ADHD is excluded for his behaviour including refusing to sit at his desk, distracting other pupils by talking and running around during classes. This is likely to be unlawful as he was excluded for behaviour which is related to his disability and unlikely to be viewed as a proportionate means of achieving a legitimate aim as no other efforts were made to support him. If, on the other hand, a pupil with ADHD has a package of support and assaults pupils and/or staff, his exclusion may be justified because the aim of the exclusion is to ensure the health and safety of others.

It is our responsibility to make reasonable adjustments to enable our learners to be successful. Making reasonable adjustments may require changes to disciplinary procedures and other policies in school. We may have to disregard behaviour which is a direct consequence of a pupil's disability e.g. disregarding swearing in class by a pupil with Tourette's syndrome. Effective information sharing with all staff will be crucial in supporting the learner and consideration should be given as to how to share appropriate information with other children and young people.

Head Teachers should speak with the Head of service and/or a member of the Legal Service if concerns about discrimination arise when exclusion is being considered.

4. Part-time Timetables

Following exclusion, schools, supported by the Authority should continue to ensure that learners attend school or another learning environment for the widely accepted norm of 25 hours in primary schools and 27.5 hours for secondary schools as described in *Guidance Circular 4/2002: Length of the school week: learners in special schools and units.*

Aberdeen City aims to ensure all children and young people are in full-time education and discourage the use of part-time timetables, since pupils on part-time timetables are often vulnerable to becoming missing in education. However, in exceptional circumstances and as part of a positive phased and agreed re-engagement strategy, and with the agreement of parents, Central officers, the young person and partner agencies, a relevant personalised timetable may be developed by the school. Part-time timetables should be developed for the pupil in the style of a Child's Plan and in line with ASL procedures and should:

- State the intended purpose of the part-time arrangement

- Include details of the arrangements for the education of the pupil out with the school building

- The expected time span of the part-time arrangement

- The steps which will be taken to bring about full-time attendance

Part–time timetables must be viewed as a temporary solution and regularly reviewed. Part-time arrangements should not exceed 6 weeks and should be subject to weekly review.

Re-engagement on a part-time basis in effect continues that exclusion on a part-time basis. Where a learner is following a part-time timetable, there remains a legal requirement to mark time absent

from schools as exclusion. However, it is recognised that this approach can be used as a positive, planned and agreed strategy with parents and young people to re-integrate the pupil.

Since the Local Authority has a statutory responsibility to identify and track pupils missing in education or at risk of becoming missing from education, the part-time timetable **must** be shared with and will be monitored by the Quality Improvement Officer (QIO). The Central teams will keep an accurate database of all children and young people on part-time timetables.

In some cases, it may be appropriate for a child or young person to be intensively supported off-site for a period of time whilst remaining on the roll and being the responsibility of the school. Where this is the case, the ultimate aim will be to return the learner to their own school with the skills to be successful there. If at all possible decisions on how best to support youngsters should be made by the team around the child and be recorded in a Child's Plan.

5. Breakdown of Placement

If it is felt to be in the pupil's best interests to access education somewhere other than in their local school, the Head Teacher should contact the Head of service in the first instance. If, following consideration, it is felt to be in the best interests of the child, a personalised arrangement which could include a hosting arrangement will be made taking account of individual needs. Arrangements will depend upon individual circumstance and will only be made when the Head of service, or their representative, is happy that the Staged Intervention process has been followed. In some cases, it may be necessary to engage to support restoration of relationships prior to a pupil being hosted in another school as this can be fundamental in supporting pupils and staff in moving on.

6. Guidance on Hosting Arrangements

In keeping with approaches used in other Local Authorities and those advocated in Included, Engaged and Involved Part 2, Aberdeen City Council plans to introduce an arrangement of 'hosting'.

6a) What are Hosting Arrangements
Hosting arrangements between two educational establishments will support some learners who, for a number of reasons, are finding it difficult to maintain a placement in their mainstream school. It is likely that the learner will have been excluded on several occasions and will already have been receiving additional support at stage 2 or 3 of the Staged Intervention Framework. In almost all cases a Child's Plan will be in place. The objectives of a 'hosting' arrangement may be to:

- Sustain learners in mainstream education and reduce any loss of time to a minimum

- Provide a 'fresh start' for a learner and therefore enhance the likelihood of success in a new learning establishment.

6b) How to identify a child or young person likely to benefit
Careful and on-going analysis of exclusion and other data will help inform thinking around who may benefit from a hosting arrangement.   Hosting should not be considered for all children who have been excluded, only those where evidence suggests that hosting in another school could be beneficial.

Hosting should be accepted as a positive strategy to support pupils by all staff in school and will only be dependent upon:

- All schools will be open, fair and honest with each other in the process of hosting and be open to support learners from across the city

- Schools and locality teams will have used all strategies and resources available to them in order to continue the pupil's education in his/her school

- Pupil, parent/guardian and social worker (in the case of LAC) must also agree to the hosting

- Each school will follow its own induction process for hosting pupils

- The identification of hosting schools should be established based around localities and easy to access bus routes.

Head Teachers or Named Persons should alert the Head of service to the potential benefits of a hosting arrangement. Where the Head of service are satisfied that the first two criteria above have been met the Head Teacher/Named Person should engage in discussion about the potential merits of a hosting arrangement the young person, family and Lead Professional (where in place) during a Multi-Agency Meeting. The views of all parties are fundamental to the success of a hosting arrangement and arrangements should only be considered if all parties are in agreement.

6c) Planning Hosting Arrangements

Following discussion and agreement with parents, carers and the child or young person, the Named Person will make initial contact with the "host" establishment to inform the school about the pupil and discuss possible hosting arrangements.

The Head Teachers, or their representatives, will meet to discuss arrangements and to put a proposed timescale for action in place within two weeks of the initial approach to the host school.

The timescale for action will be shaped into a transition plan and a further Multi-Agency Meeting. The transition plan will be housed in the Child's Plan and will include:

- Intended outcomes
- Review procedures
- Arrangements for visiting the "base" school
- Coursing arrangements
- Details of any targeted interventions.

Measuring Success

In order to ascertain the success of a hosting arrangement, clear success criteria will be established and agreed by all relevant parties. This could include:

- Good attendance
- Good discipline record
- Progression in subjects

It is anticipated that hosting arrangements will begin within one month of initial contact being made with the host school and in a shorter timescale when possible.

6d) Accepting Hosting Arrangements

The "host" Head Teacher will write formally to the "base" Head Teacher agreeing to the arrangements.

Placement conditions will be agreed between the schools, signed by both establishments, the pupil and the parent/carer. The learner would then move to the 'host' school for a trial period subject to regular and careful review.

During the trial period the base school would retain responsibility for the learner. However, following a successful trial period all partners would agree an appropriate date for the 'host' school to take full responsibility for the learner. Due to the complex nature of these cases very careful assessment and planning is required involving all key partners.

6e) Reviewing Hosting Arrangements

Arrangements are to be reviewed appropriately. An initial review date must be set when the arrangement is put in place. A meeting will be called by the Named Person or Lead Professional as appropriate and should be attended by a representative of the "host" school, the "base" school, the pupil and parent/carer. If it is relevant for other persons to attend, e.g., educational psychologist, they should also be invited.

If the arrangements are not working they will be changed at this stage. This might mean changes in support arrangements.

At this initial review a date for a second Review Meeting must be set. At this stage, if the arrangements in the "host" school are still positive, the pupil should be considered for enrolment at the "host" school.

If the arrangements have broken down the following options are available:

- Return to "base" school
- Move to another "host" school
- Referral to the Reception Team
- Referral to the Reporter to the Children's Panel
- Outside Agencies

If a pupil has been working with an outside agency, this should continue in the "host" school.

6f) Roles and Responsibilities

"Base" School

- To provide full reports about the pupil from school staff and all relevant outside agencies.

- To liaise fully with the "host" school in decisions about the best way forward.

"Host" School
- To be as flexible as possible in integrating the pupil into the "host" school.

- To keep the "base" school informed about the pupil's progress.

- To alert the "base" school at the first sign of the placement breaking down in order to draw on their knowledge and expertise.

Parents/Carers
- To co-operate fully with the "host" school and attempt to establish good school/parent contacts as soon as possible.

Pupils
- To co-operate fully with the structures in the "host" school.

- To make the best attempt possible to meet the agreed criteria for success.

Education Service
- To support schools in working together to agree and implement "hosting" arrangements which meet the needs of the pupil successfully.

7. Appendices

Appendix 1 – Key Functions of the Virtual School Head Teacher

1	Job Details	
Job Title:	Head Teacher – Virtual School

2	Job Purpose

The role of the Virtual School Head Teacher should be undertaken by a person with current or previous senior level experience of supporting vulnerable children in educational settings, preferably including experience of school senior leadership.

The role of the Head Teacher is to promote high quality learning and teaching to secure improved educational outcomes for all children who are looked after. The Head Teacher will have a corporate responsibility to contribute to an agenda of on-going improvement for all children who are looked after across the City.

The duties of the Head Teacher in relation to Looked After Children are to:
1. Provide leadership, good management and strategic direction;
2. Promote high expectation and standards through the provision of professional advice, reviewing professional needs and performance, and supporting continuous professional development of colleagues;
3. Take responsibility for providing strategic leadership for curriculum development, learning and teaching and meeting learners' needs;
4. Take overall responsibility for improvement planning and quality assurance
5. Act as advisor to the CSSF and City Parent Forum
6. Work in partnership with parents, other professionals, agencies and other schools; and
7. Take overall responsibility for the management of health, safety and wellbeing.

These duties will be discharged by:

1. Ensuring that there is a system to track and monitor the attainment and progress of Looked After Children by:

- Rigorously tracking and monitor data on where looked after children are at school and their progress, in a similar way to a Head Teacher of any school

- Ensuring that schools know which children are looked after and make sure that there is a plan in place for all looked after children detailing appropriate support

- Maintaining accurate records of the location and educational progress of looked after children in their authority, including those whom they look after but are placed in another authority or a non-Local Authority school and those who are looked after by another authority but educated in this one

- Taking action where necessary and work towards improving overall attainment at the Virtual school, by maximising achievement and progress of both individual and cohorts of looked after children

- Ensuring that the Head Teacher and staff in each school know which of the children on their roll are looked after and have effectively collaborated to design a package of support

2. Ensuring that all looked after children have a robust and effective plan and access to appropriate and timely support by:

- Working with relevant professionals to ensure plans are of a high quality, subject to a rigorous monitoring and evaluation process, with impact and outcomes that are followed up. In conjunction with Quality Improvement Officers (QIOs) they should challenge schools and others when appropriate to improve the quality and impact of plans

- Supporting schools to ensure that looked after children have access to an appropriate curriculum delivered by a range of partners if deemed appropriate

- Ensuring that looked after children are able to access resources, including finance e.g. Education Maintenance Allowances (EMAs), to overcome any potential barriers to their immediate and long term achievement

3. Championing the educational needs of looked after children across the authority and those placed out-of-authority by:

- Promoting and supporting stable placements in care and education by ensuring that established systems and processes allow enough flexibility to put the child/young person at the centre

- Championing the needs of looked after children across the authority and disseminating effective practice

- Working with other partners and schools to ensure the promotion of positive behaviour, good attendance, and reduced exclusions

- Ensuring all professionals and partners across Integrated Children's Services adequately consider the educational needs of looked after children when a child/young person comes into care or when taking decisions about moving placements

- Ensuring continuity of schooling when moving placement is absolutely essential. Any transition from or into a city provision must be carefully planned and resourced

Appendix 2 – Restorative Scripts

There are many restorative scripts that can be useful to ensure that everyone involved in harm is heard and everything that needs to be done to repair a situation happens. It may be useful to decide discuss with staff when individual scripts will be most useful or ask staff to devise their own.

STEP 1	**Welcome, as you know my name is xxxx** and I have been asked to facilitate this meeting. *(Introduce participants if necessary).* I have spoken to all of you about the incident *(briefly outline what happened)* I remind you that you are here to discuss what happened, not the character of anyone involved. I will invite you all to talk about how you and others may have been affected by what happened. This will help everyone understand what needs to be done to help put things right. I would also like to remind you of the ground rules that we discussed in preparation to ensure that this meeting runs safely and respectfully. Do you remember what we discussed? (If necessary read them out e.g. turn taking, listening to others, not interrupting, no shouting, respect for everyone) Are you still happy to agree to those ground rules?
STEP 2	**START WITH WRONGDOER(S)** - I would like to start by asking …………. Can you tell us about what happened and how you became involved? *If necessary* - What happened next and/or what else? *(ask this until their story unfolds)* What were you thinking at the time this happened? What have your thoughts been since? Who has this affected/upset by this and in what way? What's been the hardest thing for you?
STEP 3	**TURN TO HARMED PERSON(S)** - I would like to start by asking …………. Can you tell us about what happened and how you became involved? *If necessary* - What happened next and/or what else *(ask this until their story unfolds)*? What were you thinking at the time this happened? What have your thoughts been since? Who has this affected/upset by this and in what way? What's been the hardest thing for you?
STEP 4	**THEN ASK REMAINING PARTICIPANTS IN TURN THE SAME QUESTIONS** *(if necessary theme in views of those not present)*
STEP 5	**GO BACK TO THE WRONGDOER(S)** – you have just heard how xxxx and others have been affected by what you did Do you all see that harm/upset that has been caused? Is there anything you want to say at this stage? Do you think that something needs to be done to repair that harm/put it right?
STEP 6	**GO BACK TO THE HARMED PERSON** – What do you think needs to happen?
STEP 7	**GO BACK TO THE WRONGDOER(S)** – What do you think of what xxxx has suggested?
STEP 8	*If necessary* - RETURN TO PERSON HARMED AND THEN OTHER SUPPORTERS - What would you like to see come out of today's meeting?
STEP 9	*If necessary* - RETURN TO WRONGDOER – Is there anything you would like to add?
STEP 10	**M A K E C O N T R A C T**
STEP 11	**OPTIONAL QUESTIONS** – Would you do anything differently now? /What other choices could you have made? /What have you learned from the meeting?
STEP 12	**FINAL INVITATIONS TO SPEAK** – before I close the meeting is there anyone else who wishes to say or ask something?
STEP 13	**CLOSING THE MEETING** - Thank you for participating in this meeting, I hope that your time together has helped you deal with this matter