



# **Consequences Policy 25/26**

## **Behaviour and Relationships Policy Statement:**

*Taken from our Behaviour and Relationships Policy:* Hurst Lodge is committed to creating an ethos of socially constructive behaviour and positive relationships (see Appendix 1). These are at the heart of our whole-school community and as such are recognised to be the right and responsibility of everyone. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Our Behaviour and Relationships policy guides staff to teach and uphold self-discipline, not blind compliance. Our school values: Respect, Kindness and Courage underpin this policy and our approach to managing poor conduct and appropriate interventions that support staff and students.

As we seek to uphold an inclusive and equitable school culture, it is important to set out that our policy must always be applied fairly and appropriately. To this end we must apply 'flexible consistency'; there will always be exceptional circumstances that operate outside of the guidelines. Decisions made by the Senior Management Team (SMT) and Senior Leadership Team (SLT) will be made on a 'rights based' approach with 'Unconditional Positive Regard' at the centre.

As we continue to embed a Trauma-Informed approach to behaviour at Hurst Lodge, our responses to incidents must always be relational, restorative, and proportionate. Consequences are an important element of supporting students to understand the impact of their actions; however, any consequences used must align fully with our ethos and values.

Consequences will be applied proportionately and fairly, taking into account individual circumstances. In line with the Equality Act 2010, reasonable adjustments will be made for pupils with disabilities or other protected characteristics to ensure they are not disadvantaged by the school's behaviour procedures.

## **Consequence Application**

Hurst Lodge is a place of education that seeks to guide, repair, and restore. We recognise that all behaviour is a form of communication, and we therefore apply flexible consistency to every situation, considering the individual needs and circumstances of each student.

Staff at Hurst Lodge will understand which consequences are approved by the school and will avoid any responses that conflict with our ethos. Any member of staff assigning a consequence must have:

- completed Trauma-Informed training or sought consultation with a member of staff who has;
- have a thorough understanding of the student's needs and profile; and
- consulted, where appropriate, with key stakeholders such as: student's SENCo, Senior Leadership Team etc.

Consequences must not be used if they:

- cause a student to feel humiliated, unfairly treated, or deprived of basic needs;
- are disproportionate to the incident; or
- are applied without understanding the student's background or additional needs.

*We do not use or threaten corporal punishment under any circumstances.*

## Restorative Justice

Restorative practice sits at the heart of our Behaviour and Relationships approach. Our aim is to repair and rebuild when harm or rupture occurs—whether through behaviour that falls short of our expectations of being *Ready, Safe, and Respectful*, or through a breakdown in relationships between staff and students, or between peers.

We use an escalated Restorative Justice (RJ 1–4) framework, where escalation corresponds with the level of staff involvement and the seriousness of the incident.

A Restorative Conversation will always take place between staff and student to ensure reflection and repair have begun. During this process, clear next steps and, if necessary, consequences are agreed upon.

- **RJ1:** Informal restorative conversation between any staff member and student.
  - These take place naturally throughout the day—in lessons, corridors, or during social times.
  - Many situations can be fully resolved at this stage.

If, following an RJ1, the Inclusion Team or Senior Leadership Team or Senior Management Team determines that further action or reflection is needed, the incident may be escalated to a higher RJ level with additional consequences applied.

## Consequencess

The school refers to sanctions as ‘consequences’ to be consistent with its ethos. The use of non-punitive language aims to contribute to the students’ sense of safety in school. All consequences will be proportionate, purposeful, and directly linked to the incident. A consequence will only be implemented after a restorative conversation has taken place. The agreed outcome should be clearly explained to the student, including what is expected and how similar incidents will be managed in the future.

A student may receive more than one consequence depending on the nature of the behaviour. A student can also expect escalated consequences for persistent behaviours. When a student is *Out of Circulation* and is in *Reflect-Reconnect*, applied consequences may be completed throughout the day.

Consequence Name	Expectations	Types of incidents where this may be applied
<b>Pay it Back</b>	Student completes or finishes classwork, homework, or assessment tasks.	<ul style="list-style-type: none"><li>• Truancy or lateness to lesson</li><li>• Refusal to complete work</li><li>• Incomplete or poor-quality work</li><li>• Refusal to engage in an assessment</li><li>• Missing lesson time due to being Out of Circulation in Reflect-Reconnect</li></ul>

<b>Community Service</b>	Student contributes positively to the school community (e.g., tidying or repairing areas, supporting with shared spaces).	<ul style="list-style-type: none"> <li>• Damage to school or peer property</li> <li>• Misuse of equipment or resources</li> <li>• Bringing this school into disrepute</li> </ul>
<b>Fix It</b>	Restorative task designed to repair harm or rebuild relationships. Examples include: writing a letter of apology, reflective writing or thinking, mediation, or restorative discussion.	<ul style="list-style-type: none"> <li>• Use of inappropriate, discriminatory or foul language</li> <li>• Rudeness to staff or peers</li> <li>• Unkindness or exclusion of another peer</li> <li>• Targeted or discriminatory remarks</li> </ul>
<b>Out of Circulation – can be used as a ‘cooling-off period’ following an incident and/or as Reflect-Reconnect</b>	Completing work as ‘Pay it Back’ time but in Reflect-Reconnect. A bespoke timetable of work to complete, consequences and/or interventions will be applied during this period.	<ul style="list-style-type: none"> <li>• Serious incidents</li> <li>• Repeated failure to comply with school rules and expectations</li> <li>• Persistent repeated behaviours</li> </ul>
<b>Suspension</b>	Suspension completed at home if the school feels that a student needs time away from school to reflect upon an incident or actions and/or if it is deemed unsafe for a student to remain in school. Work will be provided by subject teachers to complete at home.	<ul style="list-style-type: none"> <li>• Physical assault</li> <li>• Possession of prohibited items</li> <li>• Persistent defiance and/or failure to comply with school rules and expectations</li> <li>• Any other reason or incident that the school deems to be serious</li> </ul>

*All decisions regarding Out of Circulation or suspension will take into account the student’s age, needs and circumstances, including any SEND, in line with the Equality Act 2010.*

A permanent exclusion may be authorised only in exceptional circumstances, where the Principal is satisfied that allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others.

It should be used only after all other reasonable strategies, interventions and consequences have been considered or exhausted, except in the case of a one-off offence of sufficient severity to warrant permanent exclusion.

### **Intervention**

Following an incident or ongoing behaviour concern, the Inclusion Team may determine that additional support is required to help the student reflect, learn, and make positive changes. This support may take the form of therapeutic or educational interventions, such as Coaching and Mentoring, counselling, or the use of behaviour-tracking tools including a Behaviour Improvement Plan, Own It Card, or On Time Card.

Interventions may be implemented alongside or following consequences, depending on the context and the needs of the student. These may include one-off targeted sessions or a longer-term package of support designed to promote regulation, understanding, and success.

A student may also receive such interventions while Out of Circulation in Reflect–Reconnect, where the focus remains on reflection, restoration, and reintegration into the school community.

If a student is suspended, a Reintegration meeting will take place between the school and the family. The student will also be invited to the meeting. The meeting will seek to welcome the student back into school and will outline any interventions that will be put into place following the suspension.

### **Reflect–Reconnect (Out of Circulation)**

Following a behaviour incident, a decision may be made for a student to be placed Out of Circulation. As outlined in our Behaviour and Relationships Policy, this may occur immediately as a cooling-off period if necessary to ensure the safety of students and staff and/or to support an ongoing investigation.

If it is agreed that a student will remain Out of Circulation or this is agreed as an applied consequence, this time will be spent in Reflect–Reconnect. This is a planned and supported process designed to help the student regulate, reflect, and prepare to re-engage positively with the school community.

During Reflect–Reconnect, students may complete a range of applied consequences and interventions, tailored to the context of the incident and the student’s needs. Examples include:

- Pay it Back – completing or catching up on missed work or assessments.
- Fix It – undertaking restorative tasks to repair relationships or reflect on impact.
- Coaching and Mentoring – engaging in focused, educational intervention on an identified theme (e.g. emotional regulation, decision-making, or peer relationships).

The aim of Reflect–Reconnect is not removal or punishment, but reparation, reflection, and reintegration—ensuring that each student feels supported to return to learning and to the school community with restored relationships and renewed understanding.

### **Behaviour Repair Pathway:**

At Hurst Lodge, we use the **Behaviour Repair Pathway** to ensure that responses to behavioural incidents are relational, proportionate, and supportive, guiding students towards reflection, repair, and reintegration. This pathway follows a structured sequence: Restorative Justice (RJ), Applied Consequence(s), and Applied Intervention(s).

As outlined above, staff must apply flexible consistency and Unconditional Positive Regard in all decision-making. Consequently, consequences applied may vary depending on the context, the student’s needs, and professional judgement. Applied consequences may differ from the examples provided in this policy to ensure that responses are appropriate and personalised.

We maintain a Team Around the Child (TAC) approach throughout, working collaboratively with families, the SENCo, DSL, mentors, teachers, and therapists (e.g., Speech and Language Therapist, Occupational Therapist, ELSA). Through TAC meetings, multi-agency reviews, and ongoing tracking, we

ensure a shared understanding of the student’s needs, consistent implementation of support, and alignment with safety plans or risk assessments where required.

This coordinated, multi-agency approach underpins every element of the Behaviour Repair Pathway—Restorative Justice, consequence, and intervention—ensuring that each student receives the right level of support, repair, and guidance to promote lasting positive change.

Example Behaviour Incident	Restorative Justice	Consequence(s)	Intervention(s)
<p><b>Use of foul language – directed at staff or student</b></p> <p><b>Family will always be informed of the incident and full Behaviour Repair Pathway plan</b></p>	<p><b>1<sup>st</sup> offence: RJ3 with Inclusion Manager:</b> restorative conversation to seek to start to repair the ruptures; outline expectations; outline the full Behaviour Repair Pathway for the student using visuals such as social stories if needed</p> <p><b>2<sup>nd</sup> offence: RJ3 with Inclusion Manager:</b> as above but with clear outline of escalation as per 2<sup>nd</sup> offence and next steps if 3<sup>rd</sup> offence occurs</p> <p><b>3<sup>rd</sup> offence: RJ4 with SMT and as above expectations</b></p>	<p><b>1<sup>st</sup> offence: Fix It:</b> during social time – letter of apology completed to the victim of the foul language</p> <p><b>2<sup>nd</sup> offence: Reflect-Reconnect for half day including social times:</b> during RR, the student will complete Fix It x1: letter of apology Pay it Back x3: completing missed work (4 periods in total)</p> <p><b>3<sup>rd</sup> offence: Reflect-Reconnect for a full day including social times or external suspension if deemed suitable: activities/tasks as above; with further Pay it Back, Community Service or Fix It</b></p>	<p><b>1<sup>st</sup> offence:</b> none needed in this instance</p> <p><b>2<sup>nd</sup> offence: Coaching and Mentoring x1 in Reflect-Reconnect:</b> session delivered by Student Support Mentor on the use of targeted foul language</p> <p><b>3<sup>rd</sup> offence: Further Coaching and Mentoring x1 period in Reflect-Reconnect:</b> session delivered by Student Support Mentor on the use of targeted foul language – session to consider 3<sup>rd</sup> offence and the best way to educate on this</p> <p><b>3<sup>rd</sup> offence ongoing interventions could be:</b> on-going, regular Coaching and Mentoring or counselling; TAC</p>

			meeting; student placed on a Behaviour Improvement Plan
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*The chart above serves only as an example of how the school would apply the Behaviour Repair Pathway. We will always take context and a student's SEND needs into account.*