



مدرسة ديرة الدولية
DEIRA INTERNATIONAL SCHOOL
FESTIVAL CITY

 **Al-Futtaim** Education Foundation

Primary School Positive Relationships and Behaviour Policy

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1. The DIS Way: our vision for positive relationships and behaviour

At DIS we aim to create a positive learning culture where everyone in the school community feels safe, confident, valued and protected. We promote a learning environment where adults and students work together in a supportive way, enabling every student to reach their potential emotionally, socially and intellectually.

We encourage students to show integrity, develop responsibility and make positive choices through explicit teaching, consistent adult modelling, high-quality relationships, praise and appropriate support when things go wrong. We recognise that behaviour is influenced by development, emotion, relationships, context and individual need. Understanding this context helps adults respond effectively; it does not remove clear expectations or accountability. Students learn how to be responsible for their own behaviour and make the right choices (Learner Attribute- Principled).

The high standards and expectations, of all members of the DIS community, are in alignment with the DIS School Values of Respect, Integrity, Collaboration and Excellence. At DIS, this is referred to as **"The DIS Way"**



DIS Value	In our relationships	In our behaviour
Respect	We listen, value difference and protect the dignity of others.	We use respectful language, care for people and property and recognise boundaries.
Integrity	We are honest, accountable and willing to put things right.	We take responsibility for our actions and make positive choices.
Collaboration	We include others, communicate and solve problems together.	We cooperate, contribute and resolve disagreement constructively.
Excellence	We aim high, persevere and learn from mistakes.	We are ready to learn, respond to feedback and keep trying after setbacks.

Our principles

Positive relationships are the foundation for positive behaviour, wellbeing and learning.

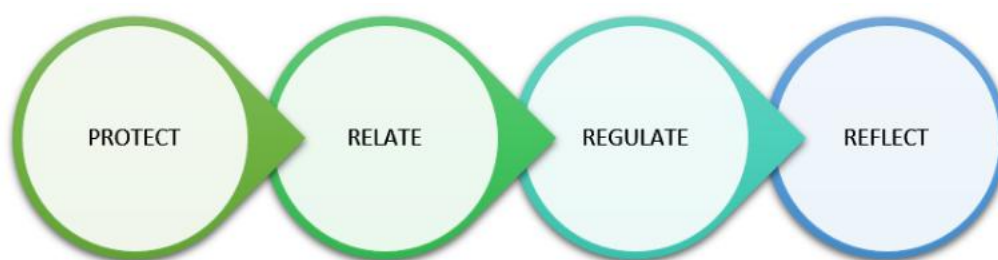
Students need clear, predictable boundaries and adults who are calm, consistent and emotionally available. Behaviour is communication and should be understood in context; harmful or unsafe behaviour must still be addressed. We separate the behaviour from the child. We correct without humiliating, shaming or labelling.

Regulation supports reflection. A student who is highly dysregulated may need support to become calm and safe before a reflective conversation is effective.

Consequences are proportionate, age-appropriate and, wherever possible, connected to the behaviour and the repair required. Fair does not always mean identical. Reasonable adjustments may be needed according to developmental, SEND, ELL, medical, sensory or wellbeing needs. After difficulty, students should have a clear route back into relationships, learning and the school community.

2. Trauma-informed practice at DIS

As part of our developing Trauma Informed Schools approach, adults use the four-part framework Protect - Relate - Regulate - Reflect. This strengthens practices already present at DIS, including positive relationships, Zones of Regulation, restorative conversations, wellbeing support and exploring the context behind repeated behaviour.



PROTECT	Create physical and psychological safety through predictable, respectful practice.	Warm, calm interactions; clear routines and boundaries; safe learning environments; reduced public correction; safeguarding action when required.
RELATE	Build trusted relationships so students feel known, valued and connected.	Greet students; use names; notice strengths; listen; remain curious; ensure vulnerable students can access an emotionally available adult.
REGULATE	Support students to manage emotion and arousal so they can return to learning and problem-solving.	Co-regulation; Zones of Regulation; calm tone; reduced language; movement or sensory strategies; short supported reset; access to a trusted adult.
REFLECT	Help students make sense of what happened, understand impact, take responsibility and identify a better response.	Restorative questions; emotion coaching; consider impact; practise alternatives; make amends and reconnect with learning and relationships.

A trauma-informed approach is not a lower-expectation approach

Protect - Relate - Regulate - Reflect guides the adult response; it does not excuse behaviour that is unsafe, harmful or contrary to the DIS Values. Adults can validate a feeling while maintaining a boundary. For example: "I can see that you are angry. I will not let you hurt someone. I am here to help you get calm and safe."

PACE-informed interaction

Where appropriate, staff use a PACE-informed stance: Playfulness, Acceptance, Curiosity and Empathy. Acceptance relates to the student's feelings and internal experience, not acceptance of unsafe behaviour. Curiosity helps adults avoid assumptions about motive and supports a more accurate understanding of what a student needs.

3. Learner Attributes at DIS

The IB Learner Attributes outlines a set of attributes aimed to develop students holistically and underpins the reward system throughout DIS. The impact of the learner profile can be seen in many ways:

1. **Holistic Development:** The Learner Attributes fosters holistic development by focusing not only on academic achievement but also on personal growth, social skills and global awareness.
2. **Critical thinking:** Emphasising attributes like 'thinkers' and 'inquirers', the Learner Attributes encourages students to develop critical thinking skills, problem-solving abilities, and a curiosity-driven approach to learning.
3. **Character Building:** The Learner Profile encourages the development of character traits such as "Caring," "Principled," and "Reflective," which contribute to students becoming responsible, compassionate individuals who act with integrity
4. **Lifelong Learning:** By promoting attributes like "Knowledgeable" and "Balanced," the IB Learner Profile aims to cultivate a love for learning and a commitment to continuous self-improvement, fostering a mindset of lifelong learning.
5. **Preparation for the future:** The IB Learner Profile equips students with a range of skills and attributes that are highly valued in higher education and the workplace, preparing them for success in an increasingly interconnected and rapidly changing world.

The impact of the IB Learner Profile is multifaceted, shaping not only students' academic achievements but also their personal development, community perspective, and readiness for the challenges of the future.

Learner Attributes at DIS

The Learner Attributes at DIS are embedded throughout lessons and underpin the whole school reward system. Student understanding of the learner attributes is well-developed, and teachers make continual references to the learner attributes during and beyond lessons. At DIS, all Learner Attribute logos have been designed by students.

Learner Attributes and Mascots: FS & Year 1

Provision in FS and year 1 has been adapted to age-appropriate attributes, fostering the introduction of Learner attributes, effective learning and student wellbeing.

Characteristics of Effective Learning		Name of Mascot used in FS & Year 1	Learner Attribute Link
Engagement Playing and Exploring	Finding out and exploring	Esha Explorer	Inquirer
	Playing with what they know	Familiar Freya	Knowledgeable
	Being willing to 'have a go'	Have a Go Hamdan	Risk Taker
Motivation Active Learning	Being involved and concentrating	Conny Concentrate	
	Keeping on trying	Trying Troy	
	Enjoying achieving what they set out to do	Archie Achiever	

Thinking Creating and Thinking Critically	Having their own ideas	Ida Ideas	Thinker
	Making links	Layla Links	
	Choosing ways to do things	Charlie Chooser	Open Minded

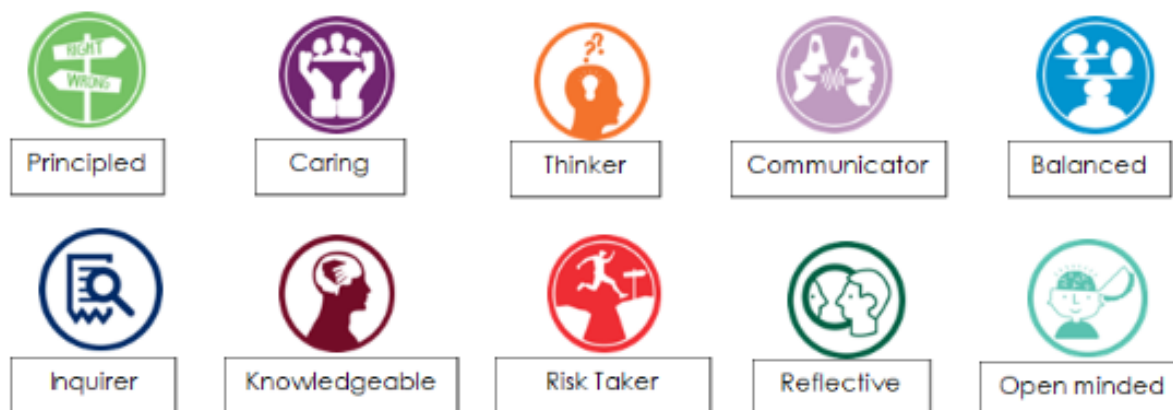
Caring – covered during PSED and Wellbeing sessions and referred to throughout the day
Principled, Balanced, Reflective, Communicator – will be covered in Years 2-6

FS and Year 1 Learner Attribute Mascots



Learner Attributes and Logos: Years 2-6

Learner Attributes at DIS are used throughout the student experience at school. They are used during lessons, as part of displays, and through dialogue with students.



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- respect school property, equipment and the possessions of others.
- Show appreciation of different cultures, values, backgrounds, abilities and perspectives.
- Use devices appropriately and safely, seeking permission from an adult, where appropriate
- Take increasing responsibility, appropriate to age and development, for reflecting on behaviour and putting things right.

Teachers and specialist teachers

- Build positive, secure relationships with all students and model calm, respectful behaviour.
- Teach, rehearse and reinforce expectations and routines rather than relying on correction alone.
- Look for opportunities to praise students and celebrate success, including through house points and I AM DIS recognition.
- Remain responsible for addressing behavioural concerns in line with this policy and seek support when needed.
- Use Protect - Relate - Regulate - Reflect to guide responses, particularly where a student is dysregulated.
- Know students' individual needs and agreed strategies, and work with Inclusion, ELL, Counselling/Wellbeing and other teams where appropriate.
- Maintain open, timely communication with parents and record significant or repeated concerns on the agreed school system.

- Use Wellbeing sessions responsively where whole-class relationship or behaviour themes need to be addressed.

Year Group Leaders / Heads of Department

- Set and model high expectations and relational practice across the team.
- Support teachers to respond consistently and intervene where additional support is required.
- Review patterns across classes and contexts and coordinate early support.
- Support restorative conversations, parent meetings and agreed next steps where concerns persist.

Primary Wellbeing Counsellor / Inclusion Team

- Support and advise staff when behaviour may be linked to wellbeing, regulation, SEND, communication, sensory or other individual needs.
- Support students through targeted strategies or intervention where appropriate.
- Contribute to individual plans and review whether support is improving regulation, relationships, engagement and safety.

Primary Senior Leadership Team

- Review this policy and its implementation to ensure it remains fit for purpose.
- Reinforce expectations and support consistency across Primary.
- Support serious incidents and ensure responses are proportionate, safe and aligned with the DIS Way.
- Monitor behaviour trends, repeated incidents and the effectiveness of support.
- Ensure staff receive appropriate professional learning and support in trauma-informed and relational practice.

Parents and carers

- Work in partnership with the school and share relevant information that may affect a child's wellbeing or behaviour.
- Support the DIS Values, school expectations and agreed plans.
- Engage respectfully with staff and use the appropriate communication channels.
- Support students to reflect, take responsibility and make amends where appropriate.

5. Building positive relationships

Relational practice is the everyday responsibility of every adult. It should be visible before behaviour becomes difficult, not introduced only after an incident. Our aim is to make a connection with each child.

Warm welcome and connection: students are greeted, known by name and helped to enter learning positively.

Predictability: routines, transitions and boundaries are explicitly taught, practised and revisited.

Positive noticing: adults deliberately notice effort, kindness, regulation, progress and contribution.

Attunement: adults notice changes in presentation and respond with curiosity rather than immediate judgement.

Private correction: where safety allows, corrective conversations take place quietly and preserve dignity.

Adult regulation: staff use calm tone, body language and pace, particularly during escalation.

Emotion coaching: students are helped to identify feelings, body signals and strategies.

Choice within boundaries: adults may offer limited, safe choices that support agency while retaining adult responsibility for boundaries.

Reconnection: following an incident, adults deliberately welcome the student back into learning and the relationship.

Language that supports relationships

Avoid where possible:	Try using:
"You are being rude."	"The words you used were disrespectful. Try that again in a way that shows Respect."
"Calm down."	"I can see this is difficult. I'm going to help you get calm and safe."
"Why did you do that?"	"What happened?" / "What was going on for you just before that?"
"You know better."	"Let's think about what you can do differently next time."
Correction across the room	Proximity, non-verbal cue or a quiet private reminder.
"Say sorry now."	"When you are ready, we will think about how to put this right."

6. Praise, recognition and rewards

Praise and recognition and should celebrate academic effort, personal growth, positive learning behaviours, the DIS Values and Learner Attributes.

Teachers should reference the IB Learner Attributes and DIS Values in their interactions with students and should be clearly embedded into lessons. Praise and Rewards should outweigh sanctions as all staff build a culture to celebrate the success of our students.

Rewards and Praise at DIS include:

- Frequent communication with parents about student effort and achievements
- Frequent positive comments and feedback to the student
- Awarding of Learner Attribute related house points
- IAMDIS certificates in weekly assemblies – related to Learner Attributes
- House Point Award certificates (bronze, silver, gold etc.)
- Student celebrations on displays/interactive screens around school
- Recognition of exceptional effort, teamwork, voluntary contribution, subject achievement and positive contribution to the community.

Awarding House Points House points should be awarded when a child displays the Learner Attributes. There will be occasions where house point awards are separate from direct displays of a learner attribute. Examples include but are not limited to:	• Reading Journal correctly filled in all week • AR quiz completed in a week • Spelling words practised consistently all week • Reader of the week (from library sessions) • Outstanding effort in a lesson • Great teamwork • Outstanding Arabic homework • PE star of the lesson • Scientist of the lesson • Islamic star of the lesson
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Examples of awarding an IAMDIS Award:	• An exceptional academic effort • Positive changes in learning behaviour • Demonstration of personal growth • Consistently showcasing learner attributes/DIS Values • Consistent contributions to their CASport • Positive contributions to the community (CAS)
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7. Use of devices at DIS

Devices are supplementary learning tools and must be used safely, responsibly and under appropriate adult supervision in accordance with the current DIS Device / Acceptable Use Policy and UAE requirements. Students must not use devices in toilet areas, take or share images without permission, use VPN software or SIM-based internet access where prohibited, or use technology to bully, harass or target others. Detailed technical expectations should remain in the current Device / Acceptable Use Policy rather than be duplicated in full on the school website.

8. Understanding and responding to behaviour

Before escalating a response, adults consider

- Is everyone physically and emotionally safe?
- Is the student regulated enough to listen, think and reflect?
- Has the expectation been explicitly taught and understood?
- Is this a one-off incident or part of a pattern? Is it specific to a time, lesson, adult, peer group or environment?
- Are there SEND, ELL, sensory, medical, developmental, wellbeing or safeguarding factors to consider?
- What happened immediately before the behaviour and what has helped in similar situations?
- What response is most likely to protect, relate, regulate and support meaningful reflection?

Understanding the reason for a behaviour does not mean accepting the behaviour. The aim is to combine high expectations with a response that reduces the likelihood of recurrence.

9. DIS behaviour stages

At DIS, our approach to behaviour is rooted in positive relationships, high expectations and Trauma-Informed Practice. We recognise that behaviour is a form of communication and that understanding the individual needs and circumstances of each child is essential in supporting positive behavioural development.

Our five stages of behaviour (APPENDIX 1) provide a consistent framework for responding to behavioural concerns whilst allowing staff to exercise professional judgement. Each incident is carefully reviewed, considering the nature, severity and frequency of the behaviour, potential contributing factors, the individual needs of the student and the impact on others.

In line with our Trauma-Informed approach, staff are guided by the principles of **Protect, Relate, Regulate and Reflect**. Responses prioritise emotional and physical safety, positive relationships and opportunities for co-regulation before engaging students in reflection and restorative conversations.

Our Trauma-Informed Response

1. Protect – Ensure physical and emotional safety for everyone involved.

2. Relate – Establish connection, using calm, supportive and non-judgemental interactions.
3. Regulate – Support the child to return to a regulated state before expecting meaningful reflection.
4. Reflect – Explore the behaviour, reinforce expectations, consider appropriate consequences and support responsibility, restorative repair and reconnection.

Consequences remain an important part of our approach and are carefully considered to ensure they are fair, proportionate, purposeful and appropriate to the individual circumstances. Our aim is to help students understand the impact of their actions, take responsibility, repair relationships where appropriate and develop the skills needed to make positive choices moving forward.

Progression through the stages is not necessarily sequential. Repeated behaviours may result in escalation, whilst serious incidents may require an immediate response at a higher stage, particularly where safeguarding or the safety and wellbeing of others is concerned.

Where ongoing concerns are identified, staff work collaboratively with students, families and the relevant pastoral or inclusion teams to implement appropriate support, monitor progress and review interventions. Opportunities for both escalation and de-escalation are considered as part of this process.

Our approach is underpinned by the belief that we can maintain clear boundaries and high expectations whilst responding to every child with compassion, consistency and respect.

Serious, unsafe and discriminatory behaviour

Where behaviour presents a significant risk, safety takes priority. Staff are authorised in certain circumstances, in order to maintain good order, to physically intervene to prevent students from harming themselves or others and allow staff to use positive handling (reasonable force).

When choosing to use positive handling on a student, all other options shall initially be considered, and positive handling shall be the last resort in managing situations. Staff are authorised to use positive handling to protect students, in circumstances such as to prevent students from:

- Leaving the classroom or school premises, where allowing the student to leave would risk their safety and/or that of others.
- Injuring themselves and/or others.
- Damaging property.

Any response to extreme behaviour should be reasonable and proportionate, and conducted with minimal usage of physical force and staff shall consider the risks and carefully consider any vulnerabilities of the student (e.g., vision and hearing impairment, mobility restrictions, mental health needs, medical conditions). Such conduct shall only be in accordance with the following:

- The student should be in immediate danger of harming themselves and/or others.
- The member of staff should have good grounds for believing this.
- Only the minimum force necessary to prevent injury or damage should be applied.
- Every effort should be made to secure the presence of other staff before positively handling a student, for the purpose of securing assistance or witnesses.
- Once the situation is deemed to be no longer dangerous, the student should be allowed to regain self-control

Discriminatory language and behaviour

Racist, religious, nationality-based, sexist, sexual, disability-related or other discriminatory language and behaviour are taken seriously. The response should protect the person affected, establish facts, educate where appropriate, address harm, involve parents and escalate through safeguarding/leadership procedures where required. A relational approach must never minimise discrimination or require the person harmed to participate in restorative work.

Bullying and cyberbullying

DIS does not tolerate bullying. Bullying is generally repeated behaviour intended to hurt someone physically or emotionally and may involve a power imbalance or targeting. A serious one-off incident may not meet the definition of bullying but will still be addressed under this policy.

Bullying may be physical, verbal, relational/social, discriminatory or online. Cyberbullying and online harassment are treated seriously where they affect the safety, wellbeing or learning environment of the DIS community, including where behaviour originates off site.

More information can be found in the DIS Anti-Bullying Policy.

10. Restorative conversations, mediation and conflict resolution

Restorative conversations are an important part of the DIS approach (APPENDIX 2). They help students take responsibility, understand impact, develop empathy and repair harm. They are most effective once students are sufficiently regulated to reflect. Restorative practice is not a forced apology and is not a substitute for safeguarding or proportionate consequences.

Mediation (APPENDIX 3) may be used to repair conflict where it is safe, appropriate and both participants can engage. The facilitator is neutral, explains that the purpose is understanding and repair rather than proving who is right, supports each person to be heard, and concludes with agreed next steps and follow-up. Mediation should not be used where there is a safeguarding concern, significant power imbalance or where it would place the person harmed under pressure.

11. Individualised support, inclusion and wellbeing

A serious consequence does not end the relational process. Following a significant incident, the student will have a planned route back into learning and relationships.

Where behaviour is repeated or a student is struggling to access the DIS approach, the response should be reviewed rather than simply repeating the same intervention. Support may involve the class teacher, YGL/HOD, Inclusion, ELL, Wellbeing/Counselling, medical team and family as appropriate.

This support may include, but is not limited to:

- Identify strengths, trusted relationships and what helps the student succeed.
- Identify triggers, early signs of dysregulation and difficult contexts.
- Agree regulation and co-regulation strategies.
- Consider communication, sensory, movement, learning or environmental adjustments.
- Teach specific replacement skills rather than focusing only on stopping unwanted behaviour.
- Agree consistent adult language and responses across lessons.
- Include student and family voice.

When a support plan is established, it will be shared with parents, along with an agreed review date. At this review, the effectiveness of the plan will be evaluated against key indicators, including the frequency and severity of behaviours, recovery time, engagement in learning, relationships with others and levels of independence.

Fair does not always mean the same. Adjustments support equitable access to expectations; they do not remove the school's responsibility to protect others or address harm.

APPENDIX 1 - DIS behaviour stages

STAGE	TYPES OF BEHAVIOUR	INTERVENTION/CONSEQUENCES
1	• Noticeable changes in behaviour • Minor one-off disruptions	• 1:1 check in with the child • Refer to Zones of Regulation with the child • Restorative conversations (See Appendix 1)
2	• Avoidance tactics • Not completing set tasks in class • Not following minor instructions • Interrupting when the teacher is talking • Minor challenges to authority • Low level disruptive behaviour in lessons • Inappropriate behaviour during transitions • Inappropriate behaviour in cafeteria/playground • Minor conflict between students – verbal/physical • Misuse of devices- being on the wrong app/ misuse of apps • Unkind comments towards others • Low-level device misuse, such as using an unrelated app or website, using a device without permission or continuing after being told to stop. • Minor departures from agreed AI task instructions.	• Catch child's eye • Praise others around • Praise student and award house points for positive behaviours • Reminder of expectations given to child • Talk to child individually – restorative conversations • Move child away from distraction/temptation giving a reason • Refer to Kelso's Choices Wheel • References to Zones of Regulation • Remind students of school/class agreements and DIS Values • Explain and reinforce the expectation. Redirect the student to the agreed activity and check understanding. If necessary, pause device use for the activity and provide an alternative way to complete the learning.
3	(Any of the below repeated consistently over time) • Avoidance tactics • Not completing set tasks in class • Not following instructions • Interrupting when the teacher is talking • Minor challenges to authority • Low level disruptive behaviour in lessons • Inappropriate behaviour during transitions • Inappropriate behaviour in cafeteria/playground • Misuse of school property	• Record on Go 4 Schools • YGL/HOD to meet child together and set expectations. Following the meeting, provide clear next steps and strategies in a summarising email. Share positive updates with families as appropriate. • Class/Specialist teacher to call home to parents- record details of the conversation on ISAMs • Explore the context behind this behaviour – through discussions with the child and with parents (if necessary) • Conversation with the YGL/HOD- providing opportunities for the child to reflect and discuss strategies on how to overcome the behaviour/challenges • Discussion with specialist teachers – is this behaviour present in their lessons? Sharing of strategies with specialists to ensure continuity between lessons

	• Minor conflict between students – verbal/physical • Misuse of devices- persistently on the wrong apps/ persistently misusing apps • Unkind comments towards other • Repeated low-level device misuse despite reminders and support. • Repeated failure to follow agreed AI task instructions or acknowledge AI assistance.	• Create a log of behaviour concerns (time/frequency/nature of behaviour) – collaborative document with CT and specialist teachers • CT to review support log with YGL after 2 weeks to decide escalation or de-escalation. • Class or specialist teacher informs parents and records the concern on iSAMS. Agree clear expectations with the student and YGL/HOD, increase supervision where needed and review progress. • Any temporary restriction on device use must have a clear purpose and review point.
4	Repeats of stage 2/3 despite CT and YGL intervention and communication with parents and any of the below behaviours • Persistent disruptive behaviour in lessons • General refusal to comply with instructions • Offensive language (in any language) • Offensive comments towards others (including comments about family/background/race) • Challenges to authority • Continued conflict with other students – verbal/physical • Inappropriate use of devices/social media • Unsafe online behaviour (intentionally visiting harmful websites, contact with strangers). • Deliberate attempts to bypass school controls; accessing another person's account or work without permission; unauthorised recording or sharing; deliberate access to inappropriate content; or significant misuse of AI. • Incidents involving serious harm, threats or targeted harassment proceed to Stage 5. • Theft	• AHT to have a discussion with the student • YGL/CT to meet with parents to discuss concerns (logged on Go 4 Schools) • Begin Steps to Success chart with child to monitor behaviour over all lessons over the week. Involve parents with the completion of the chart. • Give expectation with timescale or complete task in break • Time out (maintain visual contact) Lose up to 5mins break – escalating to 10 mins max • Conversation may be had between inclusion, wellbeing counsellor and class/specialist teachers to discuss specific strategies for a child • Complete CPOMs as appropriate. • Refer to the AHT and involve IT where technical action is needed. Assess safeguarding needs immediately. • Record behaviour on Go 4 Schools and safeguarding concerns on CPOMS, with immediate referral to the safeguarding lead where required. • Agree proportionate restrictions, parent communication and a review of safe device use.

5	• Direct use of swearing towards an individual • Derogatory language related to race, gender, religion, or nationality • Serious challenge to authority • Harming another person • Bullying, including physical, emotional, or online forms • Cyberbullying or online harassment (including threats, sharing personal information, or group chats targeting students) • Deliberate damage to school or pupil property • Repeated refusal to follow instructions or complete tasks • Persistently leaving the classroom without permission • Fighting or intentional physical harm to others • Malicious allegations against staff • Bringing dangerous or prohibited items into school from home • Cyberbullying, threats, targeted harassment, discriminatory abuse, malicious impersonation or sharing personal information to cause harm. • Creating or distributing harmful edited or AI-generated content about others. • Physical harm towards staff	• Parent meeting with CT and AHT • Involve parents in behaviour plan with Inclusion Dept/Wellbeing Counsellor • Playtime and/or lunchtime exclusion with AHT • Put support plan in place with the guidance of the Inclusion Dept/Wellbeing Counsellor • CT/YGL/AHT to discuss whether the student requires counselling support • Missing of breaktimes/lunch times with AHT • Internal exclusion (learning completed outside class – at discretion of PSLT) • Full day internal exclusion (at discretion of Primary Head Teacher) • External exclusion (at discretion of Primary Head Teacher) • Refer immediately to senior leadership and, where there is a safeguarding concern, the Designated Safeguarding Lead. Protect and support those affected, manage evidence securely and apply the Stage 5 consequences according to the circumstances. • Agree parent communication, a behaviour and safety plan, and follow-up checks. • Restorative work must be safe and voluntary for the student harmed. • Complete a risk assessment, if required. • Counselling referral / support if required
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APPENDIX 2 - Restorative Conversations

Restorative justice conversations involve bringing together the individuals affected by a particular action or conflict, along with others involved, to engage in dialogue aimed at understanding the impact of the harm, addressing the needs of those involved, and finding ways to repair the harm caused.

These conversations typically focus on several key aspects:

- **Accountability:** Restorative justice conversations provide an opportunity for the person who caused harm to take responsibility for their actions and understand the consequences of their behaviour on others.
- **Empathy and Understanding:** Participants in the conversation are encouraged to listen to each other's perspectives, share their feelings and experiences, and develop empathy for one another.
- **Repair and Reconciliation:** The primary goal of restorative justice conversations is to repair the harm caused by the wrongdoing and restore relationships to the extent possible. This may involve apologies or other actions agreed upon by the participants.
- **Prevention:** By addressing the underlying causes of the harm and promoting understanding and communication among those involved, restorative justice conversations aim to prevent future conflicts and misconduct.

The process of these conversations is often guided by one or more facilitators who ensure that everyone has an opportunity to speak and that the conversation remains constructive and focused on the goals of repairing the conflict.

Questions which may be asked during a Restorative Justice conversation:

1. What happened?
2. What were you thinking/feeling at the time?
3. What part did you play in this situation?
4. What have you thought about since?
5. Who has been affected by what you have done/said? In what way?
6. What do you think you need to do to make things right?
7. How can this situation be handled differently in the future?

APPENDIX 3 - Mediation and Conflict Resolution

Mediations between two individuals is a form of restorative practice to repair harm caused by a conflict. This can take place between students, adults, or a combination of students and adults in a small, private setting.

Before the mediation

Inform both participants that there will be a mediation between both individuals involved. This will be in order to move past the conflict and take steps to repair the relationship. Emphasise that there is no intention to place blame on anyone involved. Pre warning students will ensure that they feel comfortable to actively participate in the mediation.

Step 1: Explain the process

Knowing the 'why' in this process is critical to the success of the session. Explain the reason behind the mediation. When explaining the process, it is important that each participant understands that this process is not about being right or proving a point. The process is about developing empathy, allowing each person to be heard and allow them an opportunity to express their feelings. This process will allow them to feel validated and ultimately reach a resolution to the conflict/issue. This process is not about power.

Important: Explain to the participants that you are there to **facilitate** the conversation not to take sides/place blame. Participants in a mediation should not feel that this is a form of discipline.

Step 2: Build empathy

Activating empathy in participants is critical in getting each person away from proving their point or explaining why they did what they did. Below are sentence stems and examples of building empathy.

Things I say when I am trying to build empathy:

Does anyone know what empathy is? If not, explain that empathy is when you are able to put yourself in someone else's shoes. You can do this by tapping into your own experiences and emotions.

Follow these steps to connect and build empathy:

1. Ask participant 1: "Have you ever felt frustration?"
2. Reaffirm your own experiences by saying, "I too have felt frustration."
3. Ask participant 2 if they have felt frustration.
4. Continue this process but change the emotion or feeling and reaffirm each person's feeling—mad, sad, happy, joy, anger, embarrassed, etc.

Even though I may have not had your exact experience, I can put myself in your shoes because I have had those feelings. I do that by imagining myself to be you and experience that feeling. Then you do the same but for my feelings. Today, participant 1, you are going to have empathy or put yourself into participant 2's shoes, and participant 2, you are going to have empathy or place yourself in participant 1's shoes. This is about seeing things through the other participant's eyes, not yours.

Step 3: Grounding exercise

After the "why" has been explained and empathy has been built, I use a grounding exercise to build commonality. Below is the exercise I use.

1. Ask a participant, "What do you want school to look, feel, and sound like?" 1. If they say, "I don't know," ask them if they want school to be safe.
2. Ask the second participant, "Do you want school to be safe?" (or what the first participant said they would like for school)
3. Continue this process, alternating between the participants. (HINT: After doing this numerous times, I have found that everyone wants school to be safe, fun, and engaging, and to feel respected, feel heard, and be successful.)
4. Once the topic has been saturated, point out that if participant 1 wants school to be safe, fun, engaging, feel respected, be heard, and successful, and participant 2 wants the same, then why do we have so many conflicts at school? If we all want the same thing, then what is the problem? 1. People may not know the answer. If no one answers, say we all want the same things, but we all want to do it our own way. This is common for humans and ultimately the root of conflict. I want to do it my way, you want to do it your way, and you want to do it your way.

Step 4: Start the conversation

Start this step by saying okay, participant (whichever one you decide, there is guidance to picking the starting person at the bottom of this section), you are going to explain your feelings using "I" statements to the best of your ability. Other participant, you will be practicing your empathy skills while they explain their feelings. I will help paraphrase and help you make "I" statements. We use "I" statements because this practice is not about placing blame, but expressing our feelings and being heard.

Once the participant has finished, ask the other participant, "Was it your intention to make (participant) feel (name emotion)? If it was not your intention but you still did this, we need to make it right by apologizing.

Who speaks first? Start with the student who has felt wronged, in the case of two students. If both students feel wronged, ask them who would like to go first.

In a case involving a student and adult, start with the student. You start with the student in this case because the other adult can model empathy and the apology.

Step 5: Paraphrasing and guided apology

Step 6: The other participant gets a turn to share

Step 7: conclude the conversation & let the students know when/how you will follow up