



*"Working together, releasing potential..."*

## **Behaviour, Anti-bullying and Restorative Practice Policy.**

This policy should be shared in writing, to staff, parents and pupils at least once a year, [and must be published on the school website.](#)

~~The school's behaviour policy must be published on its website~~

Review: [March 2018](#)

Approved by Governors: [May 2018](#)

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## **POLICY AIM:**

### **At Forest Oak, we are committed to:**

- ~~Promote~~Promoting and teaching good behaviour, self-discipline, co-operation and respect;
- ~~Preventing~~ and dealing with any incidents of bullying;
- ~~Ensuring~~ that pupils complete assigned work;
- ~~Regulating~~ the conduct of pupils.

## **PRINCIPLES OF OUR APPROACH TO BEHAVIOUR:**

### **WE ARE A RESTORATIVE SCHOOL AND ALL STAFF ARE COMMITTED TO DEALING WITH BEHAVIOUR RESTORATIVELY.**

*“Restorative processes bring those harmed by crime or conflict, and those responsible for the harm, into communication, enabling everyone affected by a particular incident to play a part in repairing the harm and finding a positive way forward.”*

#### **Behaviour can change in one or more of the following ways:**

- ✓ Appropriate behaviour can increase-be-increased.
- ✓ Inappropriate behaviour can decrease-be-decreased.
- ✓ New behaviour can be instilled.

**Behaviour is a communication of needs.** These needs may be real or perceived, imagined, conscious or subconscious, related to the immediate situation where the behaviour is displayed or an indication of other underlying concerns or difficulties. Although the communicative element of a behaviour may provide an explanation for the presenting behaviour, we uphold that destructive and hurtful actions must still be addressed and reconciled. At Forest Oak, we promote healthy forms of communication.

**Behaviours, thoughts and feelings are all linked.** Considering what a person was thinking and feeling is key to understanding their behaviour and in supporting them to make more positive behaviour choices.

#### **Through affective language and expression of emotions we will**

- ✚ Focus on the harm not the rule broken.
- ✚ Focus on the feelings created by of the event not the expected consequence.
- ✚ Focus on repairing the harm, not punishing the harmer.

#### **Pupils learn are taught to take have increasing responsibility**

- ✚ For their own behaviour.
- ✚ For recognising the impact of their behaviour on others
- ✚ For determining consequences of behaviour.
- ✚ For solving problems and repairing harm.
- ✚ Expressing themselves confidently and clearly.

### **Behaviours and Values We Foster in At Forest Oak we expect and promote:**

- Honesty
- Good ~~Listening~~ skills
- Positivity
- Kindness
- Teamwork
- Personal responsibility
- Independence
- Respecting others' rights and property
- Celebrating diversity
- Understanding each other and fresh starts
- Politeness and good manners
- Respecting pupils' difficulties and any subsequent the impact on behaviour

### **We Reject: in Forest Oak:**

- Bullying
- Lying and dishonesty
- Cruelty
- Cheating
- Dishonesty
- Irresponsibility
- Racism
- Physical assault
- Shouting at each other
- bullying

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**Emotional wellbeing and mental health** and behaviour are closely linked; we promote emotional literacy and the '5 ways to wellbeing,' through daily check in's, assemblies, weekly PSHE lessons and positive reward systems. We want our pupils to develop ~~their own~~ positive coping strategies for life. Resources are available through behaviour support and <http://www.solgrid.org.uk/wellbeing/emotional-wellbeing-and-mental-health/>

### **LIAISING WITH PARENTS:**

We recognise the importance of a collaborative and consistent approach ~~in school~~ to behaviour ~~in school~~ and set clear expectations for pupils, staff and parents through our ~~H~~home ~~S~~school ~~A~~greement which is shared at the beginning of each academic year or when a pupil joins Forest Oak. ~~We involve parents~~ ~~Parents are involved~~ in recognising and improving behaviour. By each promising to understand and accept our key responsibilities, we are committing to work together fairly and consistently with mutual respect. **See appendix for Home School contract.**

### **RULES:**

Our ~~r~~Rules are clearly set boundaries for pupils, to ensure everyone is able to focus on learning and teaching in an atmosphere of understanding and mutual respect.

Pupils are involved in ~~all~~ rule making. Rules are observable, specific, ~~positive and positive~~ where possible and teach appropriate behaviour.

There are specific rules for classrooms, corridors, outside ~~areas~~ and ~~the~~ hall. ~~Through~~ class discussions, each September, ~~pupils agree upon decide~~ 5 positive, age appropriate rules to enable learning, ~~and to ensure ownership of the rules and consequences. The Deputy Head and behaviour Behaviour~~ lead combines ~~the class sets of rules to create an agreed list for each key stage. for key stages. This ensures class ownership of rules and conse~~

Rules are clearly displayed, taught, rehearsed and referred to. **See appendix for full list of school rules.**

### **RESTORATIVE SCRIPTS AND LEVELS OF RP:**

**Using affective language in and around school, during all positive and corrective interactions with pupils and discussions with parents** ~~elle~~ is an expectation of all staff. **We teach our pupils to empathise and understand cause and effect by linking behaviours, thoughts and feelings with consequences, including harm.** ~~Examples include~~ ~~For example;~~

"I feel really pleased when you work hard, because I know you'll be making progress."

"Thanks for opening the door, that's kind, you make me feel appreciated."

"I feel worried you are talking during this activity because you're not achieving as much as you can."

"I feel upset you are disturbing the lesson because I worked hard to prepare something interesting for you."

**RP LEVEL 1** When there is inappropriate behaviour or an incident and/or argument staff will have a discussion with pupils, based on a script of 5 questions.

"What happened?"  
"What were you thinking then? now?"  
"What were you feeling then? now?"  
"Who has been affected and how?"  
"What needs to happen to put this right?"

### **Restorative rooms.**

Restorative conversations can happen anywhere in school but there are ~~also~~ designated restorative rooms ~~in school~~. These are calm, purposeful rooms where pupils feel comfortable to talk and are supported.

- **KS1/2 Talk and sort room** ~~now~~
- **KS3/4 Restorative room**
- **Smile room**

### **RP LEVEL 2:**

If restorative conversations are not successful in finding a solution, staff will refer ~~the~~ pupil(s) to Behaviour Support for guidance, possible isolation and more formal (RP Level 2) conversations.

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Some behaviour will require a more formal meeting and consequence immediately.  
In formal RP's the RP facilitator will need to do a risk assessment before the meeting can take place.  
Some behaviours or follow up to RPs will require the principal to be present. (RP level 3)  
In the classroom, there is a staged approach.  
**See appendix for behaviours at each level and detailed response at RP level 1**  
**POSITIVE RECOGNITION:**  
It is vital to give praise and rewards when pupils are behaving appropriately. Verbal and non-verbal signs are used to show approval for work related activities and to motivate pupils to behave appropriately.  
It is an important role of all staff to:

- ❖ **Encourage pupils to continue behaving appropriately.** It is more likely that a pupil will continue to behave appropriately when their efforts have been recognised and praised.
- ❖ **Increase self-esteem,** which is a key area of need for many of pupils.
- ❖ **Reduce problematic and inappropriate behaviours.** Pupils will learn that understand they will can receive the attention they want, need and deserve by behaving appropriately and that negative behaviour will not be given attention.
- ❖ **Create a positive classroom environment for pupils and staff.** Concentrating on negative behaviours can cause frustration and tension for all.
- ❖ **Teach appropriate behaviour and establish positive relationships with pupils.** The more consistently praise and positive recognition is used, the stronger the pupil/staff relationship will be, the better pupils feel about teachers and the greater the motivation more motivated they will feel to achieve academic and social goals.

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**CONSEQUENCES:**

Most negative behaviour is dealt with by class staff in a restorative way, restoratively under the direction of the lesson teacher. On some occasions, the class teacher may not be present and should be consulted. As pupils involve themselves are involved in this process, they are increasingly able to determine appropriate consequences for their own behaviour and that of other pupils. They develop creative thinking skills in thinking of creative and are able to offer valuable solutions to problems and in peaceful conflict resolution. Staff will ensure they ask pupils what consequences they think would be suitable as part of, "What needs to happen to put this right?"  
Consequences need to be linked to a rule broken or harm caused.

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**Rewards**

**Sanctions**

- ❖ **Praise.** This should be frequent, linked to specific action or task and genuine using affective language.
- ❖ **Stickers.**
- ❖ **Phone call home.**
- ❖ **Letter/ postcard home.**
- ❖ **F/KS1/2 Golden time to earn frequent rewards and contribute towards end of term events.**
- ❖ **KS3/4 MERITS** to earn certificates at the end of term, and prizes at the end of the year
- ❖ **Class wide reward system.** Classes work collaboratively towards chosen shared rewards.
- ❖ **For some children it may help them to have an individualised reward system linked to a specific behaviour target or promise. Individualised**

- 1-Warning**
- 2-5minutes reflection time**
- 3- Restorative room ( RP level 1)**
- 4-Formal restorative meeting with possible isolation from peer group (RP level 2)**
- Pupils will make 'a promise' following RP to put right behaviours.
- Fair consequences which repair harm consequences, which repair harm, may be decided upon during these conversations. These could include:
- **-Taking work home to complete**
- **-a lunchtime detention**
- **-an apology, (verbal or written)**
- **-Repairing a display or tidying a mess**
- **-Writing 3 things about a person you appreciate**

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reward systems to meet specific behaviour targets (as appropriate for specific pupils)

❖ Proud leaves for making someone proud. (staff and/or children decide who from the class receives this reward in Proud Leaf assembly.)

❖ Kindness token for 'caught being kind' (which goes into kindness bank to have chance of winning weekly prize drawn from kindness bank in proud leaf assembly.)

• (Staff should consult SLT if they think a pupil should not take part in a class reward activity or trip.)

• -An agreed time a lesson in a particular place, (Smile room/SLT office/an alternative class etc)

• -Agreed support work e.g. bullying awareness,

• -Set written task

• -Removal of privilege

• -Promise card report to monitor behaviours and report to SLT regularly

• Written behaviour plans may be needed for some pupils

• Fixed Term Exclusion (Can only be decided by Principal)

• Contacting parents

• Break time detention

• Time missed paid back

• Spoken to by SLT

• Phone call home/ DoJo message to parents

• Pay for broken objects

• Behaviour contract

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### Detention:

Discussions and work in detention should focus on the behaviour that resulted in the detention being given, subsequently encouraging the child to consider ~~and on the child thinking of~~ more positive choices that could be made in the future. Naturally this could include completing classwork, which was not done during lesson time.

### Lunchtime detentions:

Pupils should be given time to eat, drink and use the toilet.

Staff should consider if the detention is reasonable and appropriate for a pupil with SEND in relation to movement, behaviour and mental health needs. Referrals to detention should be logged on the detention form and given to the AHT Deputy before lunchtime.

### Exclusion:

For serious or persistent unacceptable problem behaviour, a pupil may be excluded for a defined period. His/her return to school would only be possible after a Restorative Practice meeting with the Executive Headteacher Principal and parents present. An eExclusion can only be authorised by the Executive Headteacher and would be authorised in extreme circumstances. Principal. Permanent exclusion is the final sanction and can only be imposed by the Executive Headteacher, Principal where all methods of support and management have been exhausted.

### Pupils' conduct off site

Teachers can discipline pupils for misbehaving outside of school premises to such an extent that is reasonable. (Misbehaviour at any time, which could have repercussions for the orderly running of the school or poses a threat to someone else ~~another pupil or member of the public~~, or would adversely affect the reputation of the school.)

This includes school organised or related activities, travelling to or from school, wearing school uniform or in some other way identifiable to school.

### **BULLYING:**

Bullying of any kind is unacceptable behaviour at Forest Oak, our school. We do however recognise that it occurs in all schools on occasions, and as such, when bullying does occur, we will treat it seriously and prompt action will be taken, but we also accept that every school has or will have incidents of bullying. Pupils, staff and parents are all consulted and contribute to monitoring any incidents of bullying, bullying monitoring, policies and procedures. Research shows that a non-punitive (restorative) approach is the most effective way to tackle bullying. Bullying is anything intended aimed to make someone feel miserable, lonely, worthless or helpless. It can involve children and adults.

We define bullying as:

- **Intentional.** (~~Hurting someone physically or emotionally on purpose.~~)
- **Repeated.** (~~Do it again and again.~~)

This includes:

- **Physical threats or violence-** hitting, kicking, smacking, pushing, punching, throwing things at someone, spitting at someone, stopping people going somewhere, breaking someone's things, getting into someone's personal space and tripping someone over.
- **Verbal intimidation or abuse-** making threats, name calling, swearing at someone, teasing a lot, saying nasty things about someone, their family and their appearance.

**This includes racist comments about people's skin colour, background and culture, as well**

~~as:~~

~~This includes sexual bullying like~~ inappropriate comments about appearance, sexuality and gender.

- **Indirect-** being nasty about someone behind their back or sending letters, spreading stories about people, not letting people join in, non-verbal communication, undermining someone, pulling faces and 'taking the mickey out of people.'
- **Cyberbullying-** sending malicious nasty texts, emails, making unkind comments on social network sites.

We will:

- Make sure all pupils are safe and feel comfortable in school.
- Work together as a whole school to prevent bullying.
- Face up to bullying and act against it.
- Follow clear procedures to follow when bullying occurs.
- Help victims of bullying to become more assertive.
- Give consequences for bullying.

**We will endeavour to prevent bullying by: Preventing Bullying**

- Using praise and rewards for positive behaviours
- Using Restorative Practice affective language, check in's and circles and RP meetings to -raise awareness of bullying and our anti-bullying policy.

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- teach and model positive values
- listen to pupils' opinions, ideas and feelings.
- encourage pupils to recognise their and other's positive qualities and to raise self-esteem.
- Having the school [anti-bullying policy](#) on display in all classrooms and visible in the playgrounds.
- Having anti-bullying posters displayed in school.
- [Ensuring that bullying remains](#) [Bullying](#) on each school council agenda.
- Having pupil mediators on duty at breaks and lunchtimes in KS2,3 & 4 to help pupils solve problems.

#### Procedures to follow when you are aware of an incident of bullying:

##### Pupils

Don't ignore it!  
Tell the bully "no!"  
Walk away from the person or people  
Tell someone straight away  
Talk to someone you trust

##### Staff

Don't ~~ON'T~~ ~~assume~~ ~~SSUME~~ you know what has happened.  
LISTEN carefully to all using RP circle.  
 Tell the pupil's class teacher ~~TUTOR~~/SLT that day.  
RECORD what has happened.  
 'Bullying' term used if staff & SLT agree

##### Parents

Talk ~~ALK~~ to your child about their day regularly.

Observe ~~WATCH~~ to see if your child is ~~they~~ are upset. (They may not want to go to school, feel ill, avoid going to places or do less well at school.)  
LISTEN carefully to your child.  
 Make sure of the FACTS.  
CONTACT SCHOOL

#### ~~Consequences:~~ RP LEVEL 1 MEETING

#### Consequences may then include:

~~then possible consequences decided through RP~~

- Promise card to [promote respectful behaviour and prevent further incidents](#)
- Detention during next lunchtime.
- Victim and bully to work on task together next day if appropriate.
- Apology in person or written.
- Write or say 3 things they appreciate about that person.
- Pupil/s to follow anti-bullying and/or Anger ~~M~~management [or other appropriate](#) support programme
  - [support programme:](#)
- Option of mediation with a buddy or older peer.

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#### **Additional consequences for serious or repeated bullying following RP level 1:** RP LEVEL 2 or 3 MEETING

- Isolation from peer group [by working](#) in another class for set period [of time](#).
- Possible ~~F~~ixed ~~-T~~erm ~~E~~xclusion (decided by [Executive Headteacher](#) ~~principal~~)
- Bullying can be reported to the police if it involves a crime, or if appropriate through DSL to social services.
- **Any discipline must take account of [the](#) special educational needs or disabilities that the pupils involved may have.**

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#### **Monitoring:**

- Bullying incidents must always be recorded on SL
- Staff monitor bullying in their class, bullying levels in school are monitored by SLT.
- Promises and targets for behaviour should [be positive and](#) focus on specific behaviour.
- All staff, (especially MDS,) should be aware of any potential difficulties and pupils should be monitored after the incident.

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- There should be RP discussions with pupils involved at regular intervals afterwards to ensure bullying incidents have not been repeated.

**Helping Pupils who have bullied:**

It is important to understand that people bully for different reasons and that they will need to be monitored to support them as well as protect others.

- **Passive bully:** People who are led into bullying and are trying to protect themselves. These people need to be held fully responsible for their actions, so that bullying does not seem like the easier option.
- **Aggressive bully:** People who wish to dominate and have peer control, have good self-esteem and are insensitive to the needs of others.
- **Anxious bully:** People who are victims themselves and are angry at others and have strong sense of failure. Unacceptable behaviour is used to confirm poor self-image.

**Helping pupils to prevent bullying and deal with any incidents:**

- ✓ Victims of bullying should be encouraged to complete the bullying support programme to develop assertive skills.
- ✓ Check in and circle to focus on that individual as a 'special person' or circle of friends activity
- ✓ Option of pupil having an older buddy or Learning Mentor to support.
- ✓ Assertiveness training with LSA and or mediators.
- ✓ Possible referral to additional agencies, e.g. Learning Mentor, CFSW, Barnardos counsellor.
- ✓ Using bullying support organisations Anti-Bullying Alliance Bullying UK Childline The Diana Award
- ✓ Advice can be sought via Solihull's Anti-Bullying Helpline for parents/carers and adults working with young people. 0121 770 6030 - Mon - Fri 8.45am - 3.45pm.
- ✓ Parents and carers can also get advice if they are worried that their child is being bullied by visiting the Family Information Service.

**BEHAVIOUR MONITORING**

My Concern will now be used to record incidents of unsatisfactory behaviour. On the concern summary, staff will use the heading **Behaviour**, (as opposed to **Safeguarding**). This information will then be monitored by the DSL team, and any further discussions can be held with them. Staff must ensure that they complete the section titled Action Taken in order that any actions taken by SLT are not a duplicate course of action, but a supportive next step.  
The behaviour lead reports to governors termly.

**PUPIL SUPPORT SYSTEMS & BEHAVIOUR PLANS:**

Our Restorative Practice ensures pupils are listened to and a proactive, individualised approach used. An Individual Behaviour Plan adapted curriculum or resources, reward system or specific target will be needed for some pupils to access learning and succeed.  
Class teachers, with support from LSAs and SLT are responsible for putting in place and sharing personalised, age-appropriate systems. Staff should involve the pupil and where possible the parent/s and consult behaviour lead or other SLT to advise and support.  
To be effective, behaviour plans are shared with all relevant staff and on system in staff behaviour file. Examples could include:

- A photo of behaviour to be taught and a chart to reward it
- A promise chart to monitor and focus on a behaviour
- Tasks broken down into smaller steps with a visual timer
- A first and then board or for older pupils a checklist
- Communication cards or boards or a 'coping scale' to communicate and share feelings and strategies
- Fiddle toys, doodle books and butterfly journals (need to be monitored)
- Timeout cards (to agreed safe places: needs a written plan)

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- A series of 1:1 or small group sessions on assertiveness
- Support at playtime to model kind behaviours with peers
- Sensory or movement tasks built into timetables
- Referral to Learning mentor, via referral form, through behaviour support.
- change seats
- display
- play games with children who have issues
- Traffic lights to support children expressing difficulty with work
- Social stories
- Changes of routines e.g. toilet times
- Refer to clubs-TIG, COF, Girls' club
- Morning de-brief sessions 1:1
- Self-esteem sessions with small groups
- Communication book/folder
- Emotions check in-if a problem pupils can find solutions to change emotion
- Explain what they need to before they go out at break or lunch if they have a problem
- SEAL or SMILE assemblies
- Stories
- Role play
- Being given a prominent job role within the classroom
- Limited choice-every choice has consequence
- Rota or timetable to take turns on equipment outside

**Referrals to other agencies:** Behaviour can be, (and usually is) a sign of unmet needs and additional referrals may be made to Specialist Inclusion Support Service and/or outside agencies through the Deputy who may liaise with CFSW.

- Solar ([CAMHS](#))
- SALT in school
- CLD team (Communication and Learning Difficulties, SISS)
- SEMH team (Social, Emotional Mental Health, SISS)
- Sensory and physical Impairment team (SISS)
- Autism team (SISS)

#### **Pupil transition:**

~~Before a pupil joins the school, the Principal, Deputy or AHT will make a decision through review of EHCP and paperwork to determine if the school can meet their needs, considering behaviour alongside learning. Observations may be made to determine behaviour needs. Any child joining school is offered appropriate transition activities to ensure behaviour.~~

~~Staff have transition meetings to share behaviour plans and pupil information before class changes.~~

#### **STAFF DEVELOPMENT AND SUPPORT:**

New staff have behaviour management and ~~R~~estorative ~~P~~practice guidance during their induction period.

All staff have access to support and advice from ~~the~~ behaviour support lead teacher and SLT through an open door policy. Staff emotional health and wellbeing is important for individuals, their pupils and their colleagues.

All staff are responsible for leading their own professional development and should request additional training with behaviour or support if needed.

All ~~s~~Staff have access to ~~a~~ debrief following a serious incident, near miss or physical intervention; through staff consultation a debrief process has been agreed. Restorative language ~~will~~~~outd~~ form the structure of this. SLT should be told of incidents where a de-brief is needed to support staff.

#### **Colleague Help scripts:**

Staff work closely together to improve pupil behaviour. Adults' presence and behaviour can de-escalate or escalate a situation very quickly so it is vital staff support each other and work together to facilitate 'change of face.'

Staff are trained in Team Teach, which is refreshed every 2 years. The use of the colleague help script is important at Forest Oak in both supporting each other and managing behaviour effectively.

**"Help available"** is an offer of help to which staff can respond and work with.

**"More help available"** is suggesting change of face or a different approach is needed and it is vital that staff respond at this point to alternative strategies or let a different member of staff take over.

If a member of staff does not respond is not responding in a restorative way to behaviours, this is used and that member of staff must move away from the situation immediately.

*Staff must remember that we are the professional adults, employed to be calm and restorative.*

*In the unlikely ~~event~~event, that a member of staff does not do this, SLT and/or the principal will follow up 1:1 with that member of staff.*

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### **PHYSICAL INTERVENTION AND RRPS:**

Staff are trained in Team Teach methods. Physical intervention is seen as a last resort and only used if reasonable, proportionate and there is no alternative, absolutely necessary. There are four~~two~~ intermediate tutors at the school. More detail, including powers to search pupils and confiscate items is set out in our Restrictive Physical Intervention Policy.

Some pupils will need to have a written Risk Reduction Plan which sets out physical intervention needs and methods. These must be shared with the behaviour leader, Executive Headteacher and principal, parents, reviewed at least termly, and a signed, up to date copy kept in the pupil file.

### **SIGNIFICANT INCIDENTS.**

**The immediate priority after a significant incident (physical intervention or near miss) ~~is~~ is post incident support for all involved.**

#### **REPAIR**

- Medical checks, ~~if~~ required First Aid offered
- Basic needs met (water, food, First Aid)
- Pupil and Staff opportunity to calm
- Child given opportunity to talk it through **(RP de-brief- see appendix.)**
- Staff given opportunity to talk it through **(RP de-brief-see appendix.)**

#### **RECORDING**

- My Concern
- Recorded in bound and numbered book, (to be found in the head teacher's office)
- Possible Accident book
- Possible RIDDOR form

#### **REPORTING**

- Parents/carers informed
- Bound book to principal

#### **REVIEW**

- Behaviour plan and Risk Reduction Plan (if not one Risk assessment completed to see if need.)
- Risk assessment

#### **RESPONSE**

- Support for pupils to make better choices with behaviour (pupil de-brief)
- Staff training and/or support (staff de-brief)

- Date for review of changes to RA/RRP/IBP

### EMERGENCY RED CARD SITUATIONS

The situation is an emergency if a pupil or a member of staff is in physical danger. There is a red card with the room name on hanging by the door. (Staff can also contact office and SLT with radios.)

- ❖ Use **key word "RED CARD"** to rest of pupils to alert them of the situation. They should go to the door and move quickly and calmly out of the room.
- ❖ **SEND THE RED CARD** to the nearest member of staff. (All members of staff who see a red card must respond and offer help and support.) The leadership team must be informed.
- ❖ You should tell the **other pupils** which room to go to and ensure another member of staff remains with them.
- ❖ Stay with the pupil until assistance arrives. If possible, the pupil's **class teacher** or **classroom LSA** should be sent for to attend and you should re-join the class.
- Staff should use our restorative or **Team Teach** pupil help script to listen and support. Sometimes it will be necessary to not talk and **to monitor from a distance**. Give the pupil space and time to calm down.
- If it is safe for them and **for other pupils**, you and the other staff could decide to let them 'run.' If possible, **any further confrontation or contact should be avoided.**

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## HOME SCHOOL AGREEMENT (PROMISES)



### Pupil responsibilities:

#### I promise...

- To have a restorative approach when problems occur.
- To come to school with a positive attitude, ready to learn.
- To know and follow school rules.
- To make positive choices and be responsible for the consequences of my behaviour.
- To complete all my work, including homework on time and to the best of my ability.
- To wear the correct uniform to school every day.

Signed \_\_\_\_\_ (Pupil)

Date \_\_\_\_\_

### School responsibilities:

#### We promise...

- To have a restorative approach at all times.
- To provide a positive, motivating and stimulating learning environment.
- To keep young people safe at school.
- To work together with pupils, parents and carers to achieve success.
- To positively manage behaviour in a fair and consistent way.
- To recognise and celebrate each pupil's individual needs and successes.

Signed \_\_\_\_\_ (Class teacher)

Date \_\_\_\_\_

Signed \_\_\_\_\_ (School Principal)

Date \_\_\_\_\_

### Home responsibilities:

#### We promise...

- To work with the school in a restorative way.
- To support my child in arriving at school on time, prepared for the day.
- To communicate with school any issues, which may affect my child's learning.
- To support school policies in the positive management of behaviour.
- To provide healthy snacks and the correct school uniform for my child every day.
- To support my child with their reading and homework.

Signed \_\_\_\_\_ (Parent or Carer)

Date \_\_\_\_\_

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# FOREST OAK SCHOOL RULES

| CLASSROOM  | CORRIDOR   | OUTSIDE & HALL   | GENERAL   |
|--|--|--|---|
| <b>We promise to...</b>  | <b>We promise to ....</b>  | <b>We promise to...</b>  | <b>We agree...</b>  |
| <p><del>Do as we are asked the first time.</del><br/><del>Follow instructions.</del></p> <p>Use calm, kind <u>and</u> quiet voices. (No swearing or name-calling.)</p> <p>Listen to each other.</p> <p>Ask before leaving the -classroom.</p> <p>Keep <u>our</u> hands, feet and objects to ourselves.</p> | <p>Walk in lines on left.</p> <p>Use quiet, polite voices (no swearing or name calling.)</p> <p>Respect school property.</p> | <p><del>Follow staff instructions.</del><del>Do as we are asked the first time.</del></p> <p>Use kind words (no swearing or name calling.)</p> <p>If there is a problem, tell someone.</p> <p><del>Tidy</del><u>Clear</u> up after yourself.</p> <p>Keep <u>our</u> hands, feet and objects to ourselves (no play fighting.)</p> | <p>Bullying of any kind is not acceptable.</p> <p>We do not swear at staff or pupils.</p> <p>We do not hurt staff or other pupils.</p> <p>Mobile phones are handed in to staff at <u>the</u> start of the day.</p> <p>Correct uniform must be worn.</p> <p>Make up is not allowed.</p> <p>Extreme haircuts or colours are not allowed.</p> <p>Caps and hats are taken off inside. (Those with offensive language or logos are not allowed.)</p> <p>Jewellery, except one small pair of studs and a watch should not be worn.</p> <p>Footwear should be black and suitable for school.</p> |
| Class teachers display clearly at front of room alongside consequences and rewards.  | Class teachers display outside rooms in corridors.   | Class teachers display by door or on visible window. Behaviour leader display in hall and visible windows.   | Recorded on the back of the home school agreement, <del>copies in homework diaries or home-school-books</del> and on classroom walls.   |

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## RP LEVEL 1 PROCEDURES:

| What   | How  | Example of affective language   |
|--|--|---|
| <b>1-verbal warning</b>  | <b>Clear and calm, private not public.</b>   | e.g. "You have promised to speak politely in this classroom, I feel .....when I hear you swear because..... I need you to start...."  |
| <b>2-5 minutes out</b>   | <b>5 minutes class's agreed place</b> , e.g. in thinking chair in classroom for KS2 or outside of the classroom by door for KS3/4 to think and make a better choice<br><br><b>Aa timer should be visible for pupil</b><br><b>Restorative questions displayed</b><br>If outside of classroom, 5 minutes away from activity  | e.g. "You have promised to ...you have been told to stop....because it...(how affects/feels.) Take 5 minutes to think about how this behaviour is affecting ....and then come back in."   |
| <b>3-Restorative room or Talk and sort room</b>                        | <b>With an adult from the class, informal Restorative conversation in restorative room.</b><br>Pupil <b>makes a recorded promise</b> to take back to class, using age appropriate language and/or visual resources.<br>Staff record action as 'RP level 1' on <b>My Concern-sleuth</b> . Any additional consequences can also be recorded as actions.<br>At lunchtime, MDS <b>can send or take a pupil to the send/take-to</b> behaviour support room or radio <b>SLT</b> for support.   | RP script 5 questions.  |
| <b>4-refusal</b>   | <b>Refusal to talk or go to room, staff should judge and think restoratively</b> , e.g. TRY..<br><b>-Give space and monitor, offer a 'get out' and try later.</b><br><b>-Change of face.</b> Ask another member of staff from class to support and swap roles.<br>(If a change of face from class- is needed, staff can ask a partner class to swap an adult.)<br><b>-If behaviour support is needed contact SLT on duty in behaviour support (behaviour leader, 6<sup>th</sup> form leader, Deputy or Principal.)</b><br><b>(M/T-J, W-AM, Th-PM, F-JC)</b>  | e.g. "I can see you're not ready to talk, I will leave you for 5 minutes and then you can tell me what happened."<br><b>(Partner classes 2016-17)</b><br><b>F/KS1 &amp; 3/4</b><br><b>4/5 &amp; 5/6</b><br><b>7, 7 &amp; 8</b><br><b>9 &amp; 11</b><br><b>10 &amp; 10</b> |
| <b>RP level 2 5-continued refusal</b><br><br>Or more serious incidents | <b>Pupil to go to behaviour support room</b> for period away from class or situation<br><b>More formal RP Level 2</b> with <b>a member of SLT on duty in behaviour support. They will sleuth it or ask class staff to sleuth it and this will trigger a letter to parents.</b><br>The length of time away from class will be dependent on conversations. Return to class after an agreement is made between staff and pupils.<br><b>Staff leading RP level 2 will complete an agreement; they will keep 1 copy and other copy will go to class teacher to put in conduct file. They will monitor situation by speaking to all involved after 1 week to see if the promise has been kept.</b><br><b>If the agreement has been broken, additional consequences or RP level 3 should proceed.</b> |   |

## BEHAVIOURS AND LEVELS OF RP:

|            | RP LEVEL 1  | Formal RP LEVEL 2<br>refer to <del>behaviour support</del><br><del>SLT</del>   | Formal RP LEVEL 3<br>with Principal present  |
|------------|---|--|--|
| Behaviours | Not following class, corridor or lunchtime rules<br><del>Incorrect uniform</del><br>Not handing in phone<br>Swearing at staff<br>Bullying and intimidation (see attached bullying section)<br>Persistent disruptive behaviour<br>Deliberate damage to property<br>Personal comments<br><del>L</del> ying<br><del>P</del> lay fighting | Not responding to staff RP or keeping promise from RP<br>Refusal to engage in RP<br>Constant Intimidation and bullying of pupils<br>Bullying or intimidation of staff<br>Racist behaviour or comments<br>Walking off site<br>Intentional physical incident on pupil or staff | Drug possession<br>Theft<br>Smoking<br>As part of Pre and Post exclusion.<br>Malicious comments about staff<br>Refusal to take part in level 1 or 2<br><a href="#">Intentional physical incident on pupil or staff</a> |
| Leading    | Any member of staff   | Trained staff facilitators<br><del>Issy Jerrard</del><br><del>Yvonne Maddison</del><br><del>Gemma Matthews</del><br><del>Jez Curzon</del><br><del>Marie Holladay</del>   | Principal and facilitator.<br>A facilitator will do a risk assessment if needed.   |
| Present    | Involve relevant pupils and staff   | This could involve anyone harmed and/or parents.<br>In some situations, <del>governors</del> <del>or police</del> <a href="#">police</a> could support.  |  |

## Moderating our responses:

| Suggestions of <del>C</del> onsequences we have in policy | Staff think are reasonable and restorative consequences for...                    |
|---|---|
| -Taking work home to complete                             | Refusing to do work in class<br>Work missed from class due to behaviour or circle |

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|  |   |  |
|--|---|--|
|  | Disruptive behaviour or not present in class  |  |
| <b>-a lunch detention</b>  | Bullying or hurt a child outside<br>Anything that spoils another pupil's or staff member's lunchtime<br>Anything linked to lunchtime incident-maybe have a 'promise report' also<br>Consistent disruption<br>Being rude to staff and children |  |
| <b>-an apology</b>   | Minor conflicts inside or outside<br>Something minor like muttering swear word under breath<br>All behaviours   |  |
| <b>-repairing a display or tidying a mess</b>  | Throwing things around classroom<br>Destroying a display or creating a mess (although repairing a display could be enjoyable.)<br>When they have made mess e.g. spit.   |  |
| <b>-writing 3 things about a person you appreciate</b>   | Being rude or mean to other pupils<br>Insulting someone<br>Consistent issues with same person   |  |
| <b>-a lesson in behaviour support</b>  | Racism, bullying<br>Repetitive behaviour which is affecting learning of others<br>Repetitive behaviour which is affecting behaviour of others   |  |
| <b>-agreed support work e.g. bullying awareness,</b>   | Bullying<br>(Work in a team/team building to understand/get to know each other)   |  |
| <b>-set written task</b>   | Not completing work, not following instructions<br>Not appropriate for younger pupils   |  |
| <b>-removal of privilege</b><br>e.g. Reward time for breaking promises<br>Not going to after school club<br>Banned from club | Not following instructions inappropriate behaviour<br>Physical/direct verbal behaviour.   |  |
| <b>-promise card report to monitor behaviours and report to SLT regularly</b>  | Consistent behavioural issues that need monitoring  |  |
| <b>-written behaviour plans may be needed for some pupils</b>  | Any behaviour that is a risk  |  |
| <b>-Fixed Term Exclusion (Can only be decided by Principal)</b>  | Extreme behaviour-generally physical.<br>Attacking staff intentionally or causing serious injury to another pupil/adult   |  |



## **BULLYING:**

Bullying of any kind is unacceptable behaviour at Forest Oak. We do however recognise that it occurs in all schools on occasions, and as such, when bullying does occur, we will treat it seriously and prompt action will be taken. ~~Bullying is unacceptable behaviour at our school but we also accept that every school has or will have incidents of bullying.~~ Bullying is anything aimed to make someone feel miserable, lonely or helpless. It can involve children and adults.

### **We define bullying as:**

- **Intentional**~~Deliberate~~. (Hurting someone physically or emotionally on purpose.)
- **Repeated**. (Do it again and again.)

### **This includes:**

- **Physical threats or violence**- hitting, kicking, smacking, pushing, punching, throwing things at someone, spitting at someone, stopping people going somewhere, breaking someone's things, getting into someone's personal space and tripping someone over.
- **Verbal intimidation or abuse**- making threats, name calling, swearing at someone, teasing a lot, saying nasty things about someone, their family and their appearance.  
This includes racist comments about people's skin colour, background and culture, as well as:  
~~This includes sexual bullying like~~ inappropriate comments about appearance, sexuality and gender.
- **Indirect**- being nasty about someone behind their back or sending letters, spreading stories about people, not letting people join in, pulling faces and 'taking the mickey out of people.'
- **Cyberbullying**-sending nasty texts, emails, making unkind comments on social network sites.

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## **Pupils**

Don't ignore it!

Tell the bully "no!"

Walk away from the person or people

Tell someone straight away

Talk to someone you trust

## **Staff**

**DON'T ASSUME** you know what has happened.

Listen~~ISTEN~~ carefully to all using RP circle.

Tell the pupil's TUTOR/SLT that day.

Record~~ECORD~~ what has happened on My Concern~~SLUTH~~. 'Bullying' term used if staff & SLT agree

## **Parents**

**TALK** to your child about their day regularly.

Observe~~WATCH~~ to see if they are upset.

(They may not want to go to school, feel ill, avoid going to places or do less well at school.)

Listen~~ISTEN~~ carefully to your child.

Make sure of the **FACTS**.

**CONTACT SCHOOL**

## RP DEBRIEFS.

The restorative script will structure all debriefs between Staff-pupil. Staff-staff.

**“What happened?”**  
**“What were you thinking then? now?”**  
**“What were you feeling then? now?”**  
**“Who has been affected and how?”**  
**“What needs to happen to put this right?”**

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### Forest Oak Pupil RP Debrief.

This is how we as a staff team want to work with pupils following a significant incident.

For pupils who have a more regular need for de-brief, an individual script can be part of their behaviour plan.)

#### Time

- When the pupil is ready, if possible, the same day,
- When calm enough to talk, e.g. for some pupils it may be when 5 on scale, for some when point at happy face. (Sometimes particularly with younger children if not ready it could re-escalate situation.)
- Time to think. Make sure they are not rushed but also steer back if becoming too long.

#### Environment

- Somewhere the incident did not take place. RP rooms if possible but depends on pupil.
- Comfortable and neutral area where people will not be disturbed
- Chairs or seating comfortable for pupils
- Appropriate tools available to aid both relaxation and communication. These will be different for individuals' needs but could include Makaton pictures or fans of emotions-happy, sad, worried or more detailed, real pictures of emotions, scales, sensory resources such as play dough, cushions, stress balls.

#### Listen

- Non-judgemental or leading
- Pay attention with body language
- Try not to interrupt or join in and tell own story.
- Be careful not to ask things pupils may not know e.g. 'Why?'
- Ask questions in age and development stage appropriate way.

#### Learn

- After listening carefully, share others' perspectives.
- Link PSD/emotional literacy- could use photo boards to provide visual communication to access/enhance emotional understanding. You could use an emotional scale to support understanding that emotions are transient.
- Explore what staff and pupils can do to work together in future.
- Any consequences for behaviours need to be shared with pupils; this may be now or later, when familiar staff judge the pupil as ready.
- Any outcomes and plans should be reported and recorded. (Sleuth, BP/PHP, SLT)

### Staff can ask for SLT to support them with this process.

Other pupils may need time to talk after incident. The rest of the class should be offered the opportunity to talk/calm down if they have witnessed something. Discuss why staff took the actions they did, explain consequence and why they were given. Praise pupils for their supportive/preventative actions.

**Forest Oak Staff RP Debrief.** After consultation and discussion, this is how we as a staff team want to have mutual support following a significant incident.

(This will be different- for individuals and should be as flexible as possible.)

### Time

- Opportunity to take time out from situation as soon as possible, to have space and time to sort themselves physically and emotionally.
- Asked if [they](#) need [a](#) First Aid check or attention.
- All involved to reassure others- and understand themselves it is ok to take time out.
- Staff [to](#) be aware that although it is- their choice, others may see a need before them. ('More help available.')
- Time needed will be different for each individual and each incident. [Nobody should ~~ot to~~ feel](#) pressured.
- SLT to be informed as soon as possible about [an](#) incident.
- If [S](#)leuth or other recording needs to be done immediately to seek support from other staff for pupils, or leave till end of day.

### Environment

- After children's needs are considered to be safe, staff to be flexible to meet each other's needs.
- To be asked what would help. e.g. sit in work room with specific member of staff, quiet cuppa in staff room, check again in 5 mins, choice to ask for support later in day if necessary.
- SLT to be made aware if they are needed and give options of supporting directly, where possible or providing other support in class to staff or with pupil elsewhere.
- To not be crowded or approached by other staff who were not involved.

### Listen

- At a later time (but same day) staff to have [the](#) opportunity to talk through with SLT or someone they feel comfortable with but who will listen actively and support learning from incident.
- Listen first to each other and recognise how staff felt before, after and during incident, before thinking about possible triggers or next steps.

**"What happened?"**  
**"What were you thinking then? now?"**  
**"What were you feeling then? now?"**  
**"Who has been affected and how?"**  
**"What needs to happen to put this right?"**

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- Talk through [the](#) incident, have re-assurance and praise for what you have done well.
- SLT member made aware of incident to prioritise, wherever possible, to check in with staff at end of day.

### Learn

- Talk about [the situation](#) in [a](#) non-blaming, supportive [and](#) -caring manner.
- Use [the](#) opportunity to discuss any issues that may have led to the incident.
- Discuss what techniques were used and learn from outcomes to inform future plans. i.e., what worked and what didn't, (including PHP,BP) 'Solution-focused.'
- Consider any additional support or training we might need.

## LINKS:

### Other school policies:

- [Restorative Physical Intervention](#)
- [Child Protection](#)
- [Attendance Policy](#)

### Government guidelines:

~~Behaviour and discipline in schools Advice for head teachers and school staff January 2016~~

~~<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>~~

~~<https://www.gov.uk/government/publications/searching-screening-and-confiscation>~~

~~<https://www.gov.uk/government/publications/school-exclusion>~~

~~<https://www.gov.uk/government/publications/keeping-children-safe-in-education-2>~~

~~<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>~~

~~<https://www.gov.uk/government/publications/good-behaviour-in-schools-checklist-for-teachers>~~

~~[http://solihullscb.proceduresonline.com/chapters/g\\_bullying.html](http://solihullscb.proceduresonline.com/chapters/g_bullying.html)~~