

Behaviour and Restorative Practice at Forest Oak School.

“A restorative school is one which takes a restorative approach to resolving conflict and preventing harm.”

Restorative Justice Council.



“Pupils’ excellent relationships with each other and with staff ensure a supportive and relaxed atmosphere in which pupils’ behaviour is very well managed. “ Forest Oak Ofsted 2014.



Behaviour at Forest Oak School

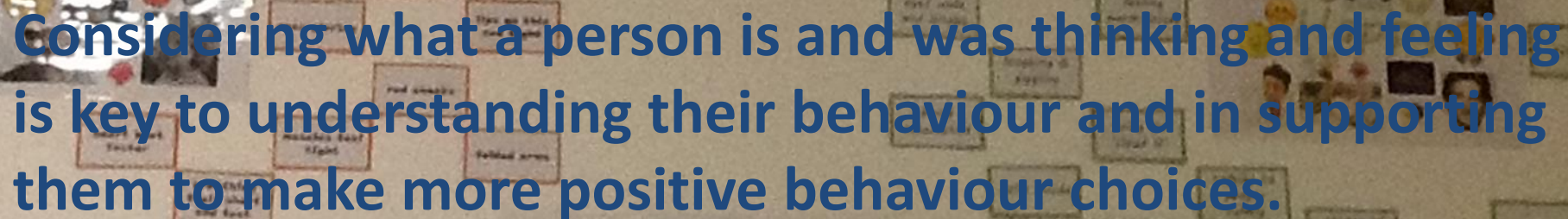
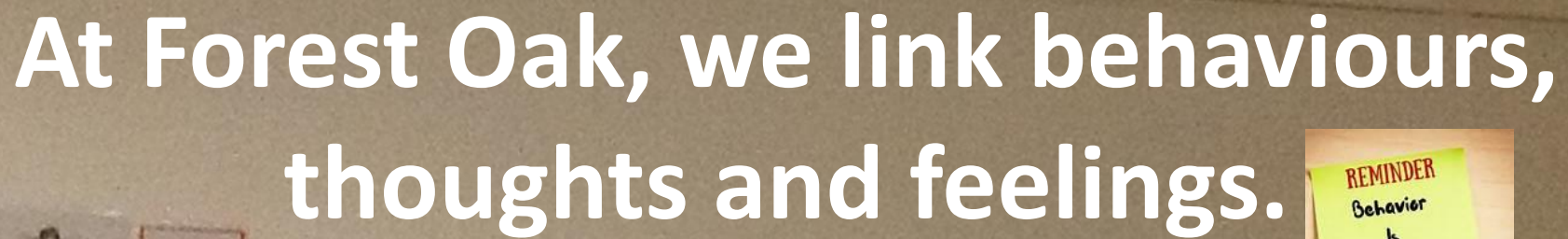
Behaviours and Values we Foster

- Honesty
- Listening
- Positivity
- kindness
- Teamwork
- Personal responsibility
- Independence
- Respecting others' rights and property
- Celebrating diversity
- Understanding each other and fresh starts
- Politeness
- Respecting pupils' difficulties and the impact on behaviour



We Reject in Forest Oak:

- Bullying
- Lying
- Cruelty
- Cheating
- Dishonesty
- Irresponsibility
- Racism
- Physical assault
- Shouting at pupils



Our pupils are taught to 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.





Forest Oak is a Restorative School!

...We use 'RP.'

"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."

<http://trrrio.co.uk/> (Click link to view clip about restorative practice and justice on our training provider's website.)





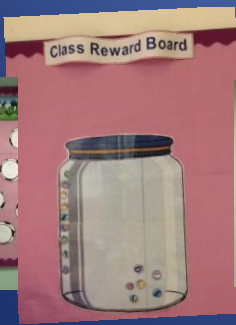
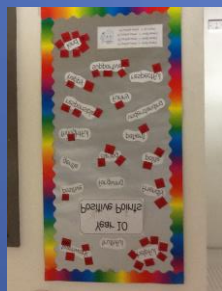
At Forest Oak we use positive recognition...

We teach, expect, look for, notice and reward positive behaviours!

Focusing on and rewarding the positive enables us to ...

- Encourage pupils to continue appropriate behaviour.
- Increase self-esteem.
- Reduce problem behaviours.
- Create a positive classroom environment for pupils and staff.
- Teach appropriate behaviour and establish positive relationships with pupils.

All our classes have reward systems. Pupils earn golden time (KS1&2) and merits with awards and Friday activity time or vouchers (KS3&4.)





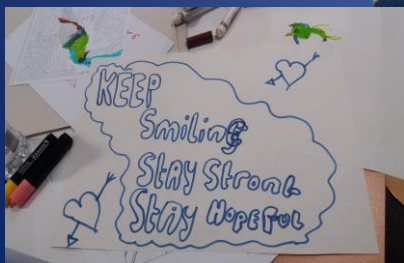
At Forest Oak mental health and wellbeing is important to us all...

We actively promote the nhs 5 ways to wellbeing and teach coping strategies.

Socialise and connect with others
Move and get active
Interest...notice things
Learn and keep learning
Engage in something big and give to others



"Give me 5 to make me smile! 😊"





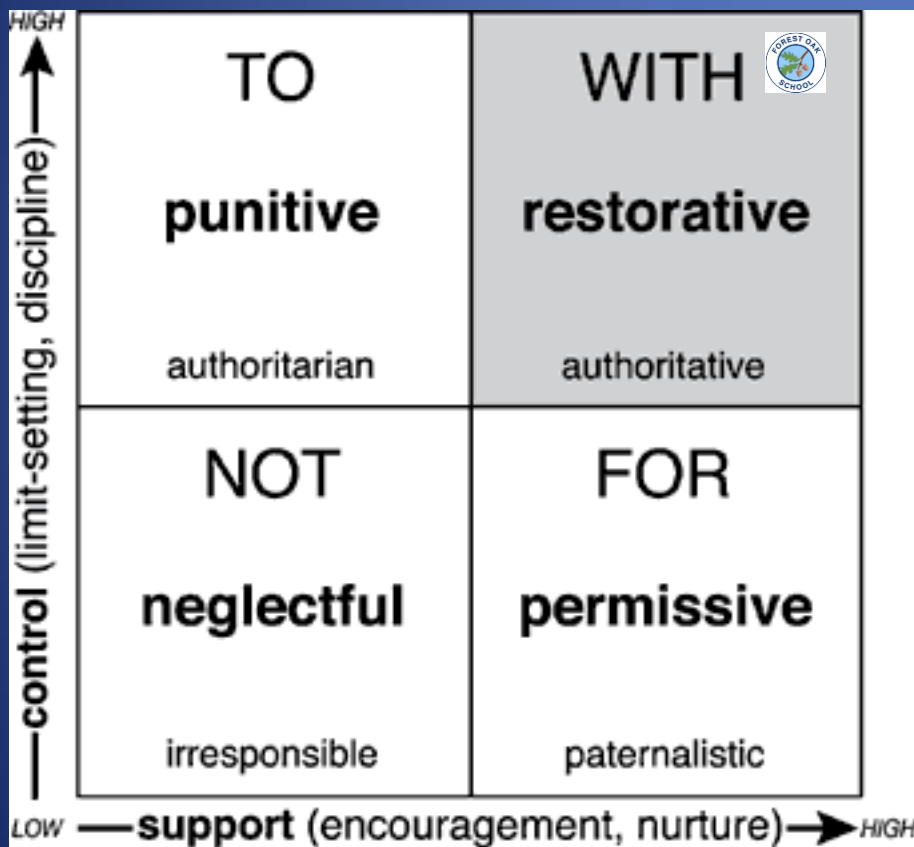
At Forest Oak our rules are clear.....

CLASSROOM We promise to...	CORRIDOR We promise to	OUTSIDE & HALL We promise to...	GENERAL We agree...
<p>Follow instructions.</p> <p>Use calm, kind, quiet voices. (No swearing or name-calling.)</p> <p>Listen to each other.</p> <p>Ask before leaving the classroom.</p> <p>Keep hands, feet and objects to ourselves.</p> <p>(2015-16)</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>Follow staff instructions.</p> <p>Use kind words (no swearing or name calling.)</p> <p>If there is a problem tell someone.</p> <p>Clear up after yourself.</p> <p>Keep 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 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>

Every September we all take part in creating classroom rules: we all have ownership of them.



Our restorative approach to behaviour.....



- ✓ uses a high level of discipline while providing a high level of support.
- ✓ helps everyone to develop strong relationships.
- ✓ enables to have consistency.
- ✓ focuses on the harm not the rule broken.
- ✓ focuses on the feelings of the event not the expected consequence.
- ✓ focuses on repairing the harm not punishing the harmer.
- ✓ promotes emotional literacy, understanding, fairness and empathy.



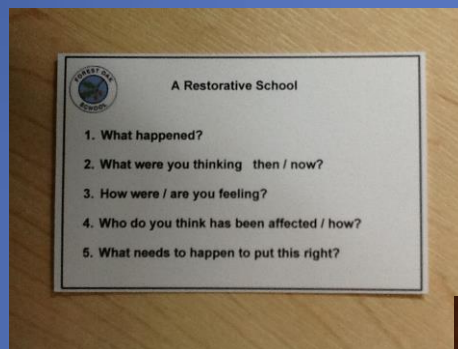
How are we using RP at Forest Oak?

Using Circles to talk & listen

Repairing harm
and building
relationships

Putting your
behaviour right

To decide consequences



Hearing and saying
how behaviour
affects others



Taking responsibility

Listening to
everyone

Saying what
you are or
were thinking

Sharing how you
are or were
feeling





At Forest Oak everyone has a part to play with behaviour...

Staff, pupils and parents make promises at the start of the year through our home school contract.

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 homework on time.
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 _____

12 | Forest Oak School Behaviour, Anti-Bullying and Restorative Practice Policy





Every day starts with a 'check in...'

How are
you
feeling
today?

What can
others do to
help?

What can
you do to
help
others?

What promises
shall we make
for today?



This helps us all to have a
voice, listen and be
listened to, understand
and be understood.



All staff use affective language

- We teach our pupils to empathise and understand cause and effect by linking behaviours, thoughts and feelings with consequences, including harm. For example:

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

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



If there is a problem we use 5 simple questions....



A Restorative School

1. What happened?
2. What were you thinking then / now?
3. How were / are you feeling?
4. Who do you think has been affected / how?
5. What needs to happen to put this right?



We have clear Sanctions when rules are not followed...

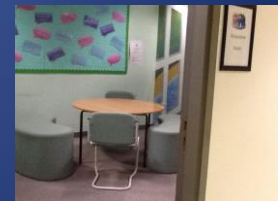
Foundation, Key stage 1 and 2

- Warning
- 5 minutes thinking time to make a better choice.
- Go to the 'talk and sort room' for RP discussion.



Key stage 3 and 4

- Warning
- 5 minutes thinking time to make a better choice.
- Go to the 'restorative room' for RP discussion.





Fair consequences which repair harm may be decided during these conversations.
These could include:

- 

[illegible]



Different levels of involvement for different behaviours....

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

For all behaviours we have agreed levels of RP.

We work together to face up to bullying...

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

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 carefully to all using
RP circle.
Tell the pupil's TUTOR/SLT
that day.
RECORD what has happened
on SLEUTH. 'Bullying' term
used if staff & SLT agree

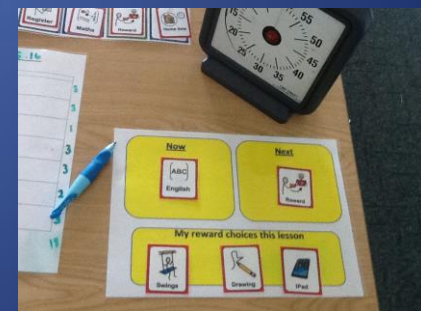
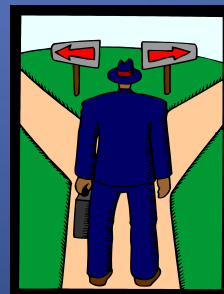
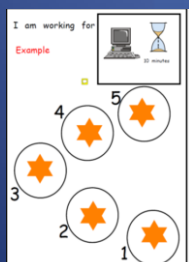
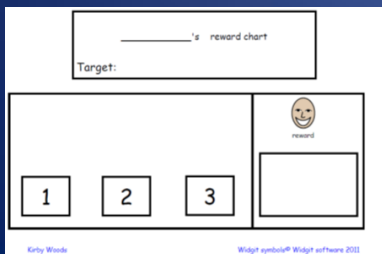
Parents

TALK to your child about
their day regularly.
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 carefully to your
child.
Make sure of the FACTS.
CONTACT SCHOOL



Forest Oak staff listens to behaviour and additional needs...

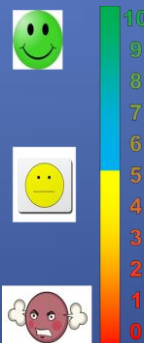
- Our restorative practice ensures pupils are listened to and a proactive, individualised approach used.
- An individual behaviour plan, adapted curriculum or resources, reward system or specific target will be needed for some pupils to access learning and succeed.
- Some pupils will need risk assessments made for their behaviour and have a personalised Positive Handling Plan (PHP) to support them with behaviour. Parents and school behaviour support team work together with staff and the pupil to do this.





Forest Oak Behaviour Support....

- Our behaviour support team is available to provide additional targeted work with pupils, staff and parents.
- We have a trained Mental Health First Aider, two Restorative Practice facilitators and two Team teach employer tutors to support staff with pupil behaviour and well being.
- Staff will help pupils to develop individual coping scales and strategies.
- Support such as play or music therapy, self or anger-management, anti-bullying or assertiveness sessions and working with our KS3 and 4 learning mentor can be accessed here.
- Contact Issy Jerrard, behaviour and well being lead in school to discuss this or other aspects of behaviour and well being.



Forest Oak Pupils are using RP...



Playground Friend Script

Do you want a playground friend to do RP?
 What's happened?
 What were you thinking then? Now?
 What were you feeling then? Now?
 Who do you think it has affected and how?
 What needs to happen to put this right?
 I promise.....



SAFETY

There is never any confidentiality from staff.
 (Peer mediators do not gossip but they do tell staff what mediating about.)
 Peer mediators do not mediate problems out of school.
 Where there is anything that is against school rules a teacher must be told immediately and mediation stopped.
 (Bullying, racism, violence, drugs, weapons)
 Mediators must not touch people, either to break up fights or comfort them.
 A Midday supervisor will always be near by when mediators are mediating.
 (They have had training too.)



Forest Oak has
 Peer mediators
 in KS3 & 4 and
 Play ground
 friends in KS1 &
 2 who use
 restorative
 questions.





Pupil and staff thoughts about our approach to behaviour...

“Restorative Practice is about how you’re feeling and what’s making that feeling. People tell me what I’ve done to make them feel like that if I didn’t know.

I don’t get angry if I have RP because it puts things right, I don’t need to get angry with my emotions because it puts me on the right way. It calms me down.” y8 pupil.

“When I’ve had RP we sort the consequences we need, it has worked so far. Y8 pupil”

“It helps a lot and has fixed my friendships a lot.” Y11 pupil.

“It is good for me because you can get a lot of things off your chest.” Y11 pupil.

“By using RP we are prioritising people and relationships over rules. We still have rules but we are teaching the children the importance of following them and the impact on others if we don’t. We are constantly teaching emotional literacy and conflict resolution which will help pupils in all areas of their lives, long term.” teacher

“I can’t believe how powerful it is, the children really respond to it.” teacher