



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.

“Staff know and understand each unique child. They know the child’s needs in fine detail and use this knowledge to good effect. The combination of this skill and expertise ensures children in Reception and pupils in Acorns are ready for each new day and year” Forest Oak Ofsted June 2024.

Behaviour at Forest Oak

We choose:

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

We reject:

- Bullying
- Dishonesty
- Unkindness
- Cheating
- Dishonesty
- Irresponsibility
- Racism
- Physical assault
- Shouting at anyone, adults or children

At Forest Oak, we link behaviours, thoughts and feelings

Considering what a person is and was thinking and feeling is key to understanding their behaviour and in supporting them to make safer behaviour choices.

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!

“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://trrio.co.uk/>



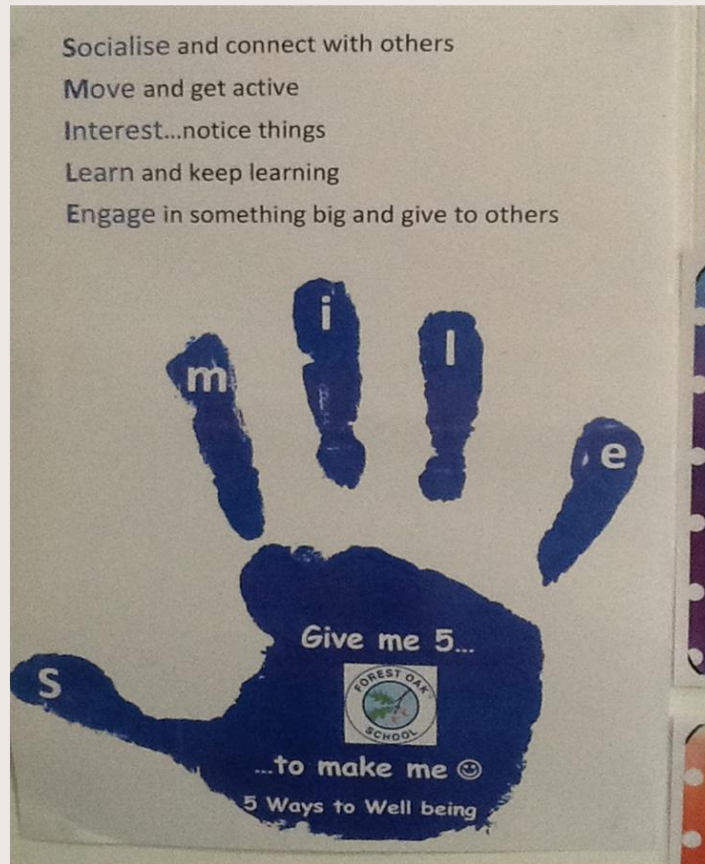
At Forest Oak we notice the positives!

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 unsafe choices.
- Create a positive classroom environment for pupils and staff.
- Teach appropriate and safe behaviour and establish positive relationships with pupils.
- All our classes have reward systems.

Give me 5 to make me SMILE!



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

We expect our pupils to be “CALM”

C = Co-operation

I will do as I am asked by staff, requiring at most, only one reminder.

AL = Attitude to Learning

I will display a positive approach to learning by giving my best effort and concentration, and trying hard to complete all the tasks set

M = Manners

I will display good manners at all times, including being kind to and considerate of others in my classroom, both pupils and staff.

At Forest Oak, our rules are clear

Our Behaviour Matters:

At Forest Oak, we expect everyone to:

1. Do as you are asked by an adult
2. Listen to each other
3. Work hard – try your very best!
4. Be kind
5. Show respect



Our Restorative Approach to Behaviour.....

control (limit-setting, discipline) ↑ HIGH	TO punitive authoritarian	WITH restorative authoritative
	NOT neglectful irresponsible	FOR permissive paternalistic
LOW	← support (encouragement, nurture) → HIGH	

- ✓ 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.




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?



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



RP Level 1

- Verbal warning,
- 2-5 minutes reflection time in designated space,
- Restorative conversation with class staff, (5 questions),
- Pupil makes a promise about future actions,
- Staff to record on My Concern

RP Level 2

- SLT support is requested,
- Pupil spends a length of time away from class, (RP room/Smile room/office with SLT),
- Restorative conversation takes place with SLT,
- SLT will contact parents.

Staff leading RP level 2 will complete an agreement with the pupil(s) - 1 copy will be uploaded on to My Concern, 1 copy will go to class staff

SLT member will monitor situation by speaking to all involved after 1 week to see if the promise has been kept, (and adjust the strategies/support/promise as necessary, at their discretion)

RP Level 3

- SLT support is immediately requested,
- Pupil is removed from class and remains with DL, KP or LP until parents arrive at school for a meeting, (or the end of the day)
- Restorative conversation takes place with DL, RP trained facilitator and parents/carers, anyone harmed by the situation, (this could also include police, governors, SW's)
- SLT will contact parents.

Staff leading RP level 3 will complete an agreement with the pupil(s) and a risk assessment -
1 copy will be uploaded on to My Concern, 1 copy will go to class staff
SLT member will monitor situation by speaking to all involved after 1 week to see if the promise has been kept, (and adjust the strategies/support/promise as necessary, at their discretion)

How are we using RP at Forest Oak?

Using Circles to talk & listen

Taking responsibility

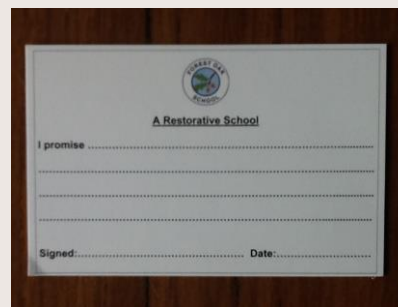
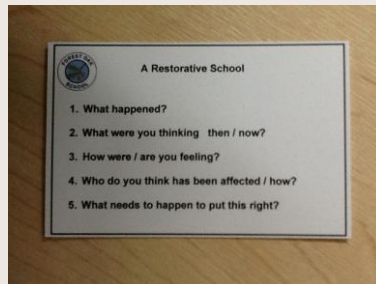
Repairing harm
and building
relationships

Putting your
behaviour right

To decide consequences


Listening to
everyone

Sharing how you
are or were
feeling &
thinking



Hearing and saying
how behaviour
affects others





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?



Promises and Consequences

Pupils will make 'a promise' following RP to put right behaviours.

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

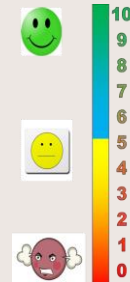
- **-Taking work home to complete**
- **-a lunch detention**
- **-an apology**
- **-repairing a display or tidying a mess**
- **-writing 3 things about a person you appreciate**
- **-agreed support work e.g. bullying awareness,**
- **-set written task**
- **-removal of privilege**
- **-promise card report to monitor behaviours and report to SLT regularly**
- **-Risk Reduction Plans**
- **-Fixed Term Exclusion (Can only be decided by Executive Head**





Forest Oak Behaviour Support

- Our behaviour support team is available to provide additional targeted work with pupils, staff and parents.
- We have trained Mental Health First Aiders, Restorative Practice facilitators and Team Teach 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 Learning Mentor can be accessed here.
- Contact Lyndsay Powers behaviour lead or Issy Jerrard Mental Health and Well Being Lead in school to discuss this or other aspects of behaviour and well being.





Pupil and Staff Views 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