Oak Lodge relationship and behaviour whole school practice 2019 - 20

Contents

- 1. Ethos and Aims overview
- 2. Overview of Relationship and Behaviour Procedure
- 3. Restorative Level 1 Procedures
- 4. Restorative Level 2 Procedures
- 5. Whole school achievement programme
- 6. Oak Lodge Behaviour Charter, Positive Communication Code and Restorative process questions
- 7. Strategies to promote positive relationships and a positive attitude to learning

All staff should be familiar with the full **Relationship and Behaviour Policy 2019-2020** this is a user friendly version for general everyday reminder of practice.

Relationships and Behaviour: Whole School Practice

Ethos and Introduction

Oak Lodge School is committed to ensuring that all individuals within our community expect and actively promote positive behaviour which allows all its members to learn. All have the right to work in a positive learning environment where everyone feels safe, secure and valued. We foster a culture of high expectations in behaviour, personal development and academic/vocational success. Celebration of personal achievement and the achievement of others is at the core of our ethos and our approach to behaviour. Behaviour management at Oak Lodge is centred on promoting and reinforcing positive behaviour through praise, recognition and encouragement whilst discouraging inappropriate behaviour through de-escalation strategies, the use of Restorative Approaches and a variety of suitable sanctions. Good teaching depends on developing and managing relationships through articulating clear expectations, thorough lesson planning and effective feedback, all of which are critical factors on successful classroom management. All staff are expected to have a good knowledge of their students, especially their individual learning, social and emotional needs. Lessons should be appropriately differentiated to enable all students to access and engage with the learning.

Achieving good relationships in school depends on every staff member understanding: that adults need to model the behaviour they wish to see from pupils, that good behaviour needs to be taught as much as academic content, that lapses in behaviour can be a learning opportunity for students to develop their emotional literacy and that positive relationships are at the heart of learning.

Pupil behaviour, both appropriate and inappropriate, should be managed with sensitivity and professionalism. Staff and other adults within the school's community need to constantly re-examine and reflect upon their own attitudes, values, and behaviour in order to appreciate the message they are giving pupils.

We are a Restorative School and all staff are expected to use restorative process as a starting point for resolving issues.

Aims:

- o To support the ethos of the school in promoting positive relationships, fostering equal opportunity and raising attainment for all.
- o To provide a safe environment; free from disruption, violence, bullying and any form of harassment.
- To develop an understanding of how good behaviour and positive attitudes contribute to school life, adult life and work.
- o To ensure that Restorative Processes are the starting point for resolving all conflict.
- To provide a framework for rewards and sanctions that is communicated and is consistently applied across the Oak Lodge Community
- To encourage positive relationships with parents/carers in order to develop a collaborative approach to good behaviour and attitudes.
- To use data from behavioural logs to inform early interventions

These Aims are achieved in the following ways:

- School staff should be aware of the Restorative process, recent legislation, relevant literature and research, local and national guidelines and successful practice elsewhere related to the field of positive behaviour management.
- o Be clear of our individual responsibility in ensuring positive learning community. (see Relationships and Behaviour Policy Page 3)
- We are aware of strategies to promote positive behaviour (see Relationships and Behaviour Policy: Appendix D)
- We regularly reflect on our relationships with each other and the quality of relationship we have with our young people (see Relationships and Behaviour Policy page 5)
- We reflect on and re-examine our classroom practice and we acknowledge that it is the behaviour which challenges us not the person. (see Relationships and Behaviour Policy page 5)

Overview of Relationship and Behaviour Procedures:

Behaviour:

Classroom, corridor or break

Level of Behaviour

Responsibility for action

Further action required

Low level disruptive behaviour that impacts on the following:

- prevents a positive working relationship with peers and staff
- prevents self or others from learning/making progress.
- Prevents self or others from being safe

Level 1 Behaviour

 See Restorative Level 1 procedures Subject teacher/TA completes pastoral log

Subject teacher/TA completes action

Complete Pastoral Referral on Pastoral Log

Immediate referral for a serious single inciden:

Level 2 Behaviour Examples:

- Serious rudeness to staff member or peer.
- Serious non- compliance with instructions of the staff
- Aggressive behaviour towards a staff member or peer either physical or verbal
- Fighting
- Behaviour which puts at risk the health and safety of self and /or others'
- Leaving school without permission
- Theft or vandalism
- Refusal to do sanction and/or restore
- Bullying/cyberbullying
- Assault
- Discriminatory language or incident which is racist sexist homophobic

Level 2 Behaviour

 See Restorative Level 2 Procedures Subject teacher/TA completes pastoral log

Hand to welllbeing mentor or SLT if not available

Action completed by Pastoral teacher/wellbeing mentor/SLT

Scaled Intervention session in WellBeing 1:1 room:

Scale will be dependent on the following:

Is this a first offence or persistent? Is the pupil/student refusing to restore/repair?

Support to understand why this behavior is unacceptable eg cyberbullying awareness raising, How this behavior links to the UK law. Etc

Support Plan

Wellbeing mentor support

CWP referral

Parents/carers invited to school

External agencies involved.

Level 1 Behaviour **Examples:**

Low level disruptive behaviour that impacts on the following:

- prevents a positive working relationship with peers and staff
- prevents self or others from learning/making progress.
- Prevents self or others' from being safe

Pupils on Intervention Support Plans:

Ensure that all staff in the class are familiar and kept up to date with the support strategies on the plan.

Encourage adult tolerance and understanding of children's or young people's specific difficulties'.

> We are a **Restorative School** and all staff are expected to use the restorative process as a starting point for resolving issues.

Approved Sanctions:

- Reparation
- Restriction
- Separation

See Approved sanctions below and in policy.

It is important that sanctions do not undermine a pupil's sense of worth.

We firmly believe that it is the behaviour that must be subject to censure and not the person.

Restorative Level 1 Procedures

Preliminary Action:

Failure

restore

Failure

restore

Failure

restore

to

De-escalating strategies: See Strategies to promote positive relationships and a positive attitude to learning

Highlight and praise positive behaviour.

Success

If appropriate reward with merits for cooperation or use own classroom reward system.

Success action

Stage1: Partial recognition and redirection

Strategies to use at this stage:

- Gentle reminder of the classes/school rules/expectations
- Monitor pupil stress levels and offer 'escape' mechanism eg different seat, calm zone, egg timers, alternative task,

Reminder to all of the Merit reward system for success...Be specific and positive.

- work with TA 1:1

Stage 2: Formal Reminder

- Formal Reminder of the appropriate/desired behaviour and the consequence if the behaviour continues
- Warning of the consequence if behaviour continues: The number of warnings should be as the teacher's judgement and as appropriate to the pupil/behaviour.

Stage 3: Sanction, write Pastoral Log and restore.

- This follows the two previous stages when there is continuous disruption or behaviour is persistent/ repeated over several lessons.
- Incident written/typed on the Pastoral Log
- Add Pastoral Log to in the relevant pastoral tray to ensure the pastoral teacher keeps an overview of the students in their class and will follow where necessary.
- Sanction given by the class teacher.
- Restore all relationships involved in the incident.

Consider the barrier to the pupil being able to follow the class Expectations. Ask the child in private if there is something you can do to

At end of the lesson, in

private, talk to pupil about

their success and remind them of Oak Lodge

Behaviour Charter.

Success action

support them.

Persistent failure of the following:

- **Persistent homework** incompletion
- Persistent lateness to class
- Persistent failure to remember equipment including pupil diary.
- Persistent disregard of uniform rules

Follow the action in each of Three stages.

Failure to restore and

Pastoral Log complete as soon as possible: Hard copies in staff room but also found: P:\Staff\Planning & Information\Staff information\Social and Emotional\Behaviour\Pastoral Log

Restore relationship either on own or with support:

A positive working relationship is necessary for a positive learning environment and pupil success.

Seek support if the relationships are not restored. Tick the Restorative Conference box on the Pastoral Log if Restorative

low level disruptive behavior continues after 3 stages complete a Pastoral Referral on the pastoral log.

Failure to restore

Level 2 Behaviour Examples:

- Serious rudeness to staff member or peer.
- Serious non-compliance with instructions of the staff
- Aggressive behaviour towards a staff member or peer either physical or verbal
- **Fighting**
- Behaviour which puts at risk the health and safety of self and /or
- Leaving school without permission
- Theft or vandalism
- Refusal to do sanction and/or restore
- **Bullying/cyberbullying**
- **Assault**
- Discriminatory language or incident which is racist sexist homophobic
- Failure to restore and repair

Restorative Level 2 Procedures

Immediate referral for a serious single incident:

Stage 1: Escort pupil to Well Being room or SLT if Well Being mentor is not there. Seek support

if student is non-compliant

Stage 2: Write Pastoral Log as soon as possible and hand to Wellbeing mentor.

It is necessary to have all the facts written down and investigation carried out before sanction is given.

P:\Staff\Planning & Information\Staff information\Social and Emotional\Behaviour\Pastoral Log

Stage 3: Sanction: Restriction

Lunchtime with SMT to bring all parties together to restore and repair.

Stage 4: Repair, restore &/or intervention

Depending on situation the pupil may be:

- removed from the class for a period...cool down
- stage one of restorative conversation when ready.
- **Initial intervention** session immediately. To gauge pupl understanding.
- Time will be dependent on incident and all facts known

This time should include a constructive conversation, based on the restorative questions with all parties with the aim that students understand the harm caused. With the outcome of restoring the relationship and reparation actioned.

Approved sanctions:

Reparation, restriction and/or separation.

Discussion with pupil using restorative techniques. Staff to pupil or Pupil to pupil.

Reparation- a pupil might be asked to undertake a task to compensate for poor behaviour (for example cleaning up an area that has been deliberately disrupted) This should be relevant to the situation and appropriate to the pupil. Tasks should not be demeaning or futile.

Restriction-a pupil may be 'kept in' eg from play time) for a reasonable period, or he/she may experience temporary removal of privileges. Again emphasis here is on 'temporary' and appropriate to the circumstances. (eg catching up on missed work/homework, or to discuss the impact of their behaviour

Separation-a pupil may be separated with discreet supervision within the room or within a separate area for an appropriate period of time in order to receive no rewards or feedback. Time to think

Intervention Session in Wellbeing 1:1 room:

- **Bullying**
- Cyberbullying
- Assault
- Racist/homophobic/religious incident
- Unable to restore or repair

action

action

Persistent Level 1Behaivour

Scale will be dependent on the following:

Is this a first offence or persistent? Is the pupil/student refusing to restore/repair? Support to understand why this behavior is unacceptable eg cyberbullying requires awareness raising, How this behavior links to the UK law. Etc

Some of the following may be necessary to get student back on track: Support Plan, Wellbeing mentor support, CWP referral, parents invited to school, external agencies involved.

Relationships and Behaviour: Whole School Practice

Whole school reward programme

Merits

Personal Learning Targets

Additional Cross Curricular Reward

Additional Awards

Pastoral Challenge: Uniform

and equipment award: See

below and. Aimee Campbell

Nottage for info

Programme

Merits are awarded for positive attitude to learning. See the Behaviour charter and Skills for Life Programme for examples. Encourage independence and thinking skills by asking them what they did to achieve merit.

Every time a pupil achieves one of their Personal Learning Targets in their diary you will give them a signature in their diary. Encourage independence and thinking skills by asking them what they did to achieve the Target.

Skills for Life postcards written by subject teacher and given at weekly achievement assembly. See Darryl Bedford for info

Termly Attendance Award

Jack Petchey Award

On average a Maximum of 3 signatures per lesson. For higher achievement than normal for a pupil an additional merit can be awarded. See Caroline Rowlandson or Darryl Bedford for info.

Maximum of 3 signatures per lesson

of the school community for an act of kindness. Anti-bullying Intervention. See Jess Doyle for info

Act of Kindness Certificate:

staff and pupils pick a member

House Competition: All members of the school community are put in wither Sun, Forest or Sky house. Several competitions run throughout the year.

Weekly special awards: these are awarded by departments for achievement in Maths, English and Science.

Celebration of Self and Others Achievement Reward Programme								
Frequency	Award	Reason	Reward					
Every lesson	Merits	Awarded every time you show a Positive attitude to your learning, exceptional effort, and achievement.	Added to communication diary each lesson. A signature in communication diary every time you achieved a target.					
1033011	Personal Learning Targets	I have 3 personalised targets: communication, Maths and pastoral. I can achieve 3 signatures per lesson.						
Weekly	Merit Certificates	Top 8 students who have been awarded the most merits for the week	Weekly Celebration of Achievement assembly.					
	Weekly Special Awards:	Maths, English and Science Star of the Week Act of Kindness: (anti bulling)	Whole school recognition of success.					
	Uniform Reward	Bi Monthly Uniform award for the pastoral group that achieves the most points for the correct uniform	Text home to family					
Half Term	Personal Learning Targets	Top 8 students who have been awarded the most signatures in the half term	A pizza lunch and game time.					
	Merits	For all pupils who have shown a positive attitude to their learning	Free Time Afternoon					
Each term	Merits Reward Trip	Top 8 students who have been awarded the most merits for the term	Whole school recognition at the 'Celebration of Achievement Assembly.'					
	Personal learning Targets: Reward Trip	Top 8 students who have been awarded the most signatures for the term	Text home to family. Reward trip in final week.					
	End of term disco and Tuck Shop	Over 400 merits at the end of the term.	End of term: Disco and tuck shop					
	Attendance	Recognition of 99%- 100% attendance and punctuality to lessons	Certificates and special breakfast at the end of each term					
	Jack Petchey Award	Special Contribution to the school community	A pupil is awarded the Jack Petchey prize outstanding achievement.					
Annual	House Competition	To develop team work and social skills all pupils and staff belong to one of three houses: Sky, Sun and Forest.	Prize Giving afternoon with whole school community.					
		Every merit a pupil is awarded goes towards the house merit total.	Winning house will attend a reward trip to celebrate					
	Prize Giving	Annual Awards for Achievement across the year						
	Jack Petchey	Three Achievement winners attend the Wandsworth Celebration of Achievement Award evening	End of each term pupil is awarded the Jack Petchey prize at assembly.					

Oak Lodge Behaviour Charter										
We are organised and ready to learn. We respect everyone and ourselves. We are safe and calm.										
Organised										
Be in the right place at the right time.	dress code.		Remember to hand in quality homework on time.		Bring out diary and equipment at the start of the lesson.					
Ready to Learn										
Stay engaged and focussed throughout the	When learning is a challenge, keep trying and ask for help.		nd	Follow instructions and ask questions.		Accept and give encouragement and				
lesson.				Look for ways to imp your work.	rove	praise.				
Respect everyone and ourselves										
Show positive facial expression and language.			Follow the Positive Communication Charter.		Cooperate with others.					
Safe and Calm										
Look after the building, equipment and displays. Self-manage stror feelings.		ong	ng Eat and drink only in appropriate places.			Follow My Digital Promise.				



Positive Communication Code

Put your hand up.





Make sure everyone is watching.

Sign and/or speak clearly.





Take turns.

Respect all of our communication needs!

Restorative Process Questions:

What happened?

What were you thinking/Feeling at the time? And now?

Who has been affected by what happened? How have they been affected?

What is needed to make this right?

How can we make sure that this doesn't happen again?

All questions can be adapted to suit the needs of the pupil. Eg pictorial, simplified language

Remember we are trying to repair the harm caused and rebuild the relationship. The perpetrator needs an opportunity to repair the harm caused.

Relationships and Behaviour: Whole School Practice

Strategies to promote positive relationships and a positive attitude to learning

A positive environment

A warm welcome.

An activity to start with as pupils arrive – ideally.

An attractive room/space (remembering other colleagues' use of the space).

Humour.

Clear boundaries

As we know, having clear boundaries encourages pupils to feel safe, with less need for anxious, 'testing-out' behaviour. Consistency is often hard, yet vital. Pupils could be involved in constructing a limited list of class 'rules' which are displayed and can be referred to.

Acknowledging feelings

Young people can misbehave because they are upset, perhaps wanting to attract attention to their feelings. Acknowledging feelings can pre-empt the negative behaviour and decrease the chance that the adult may be a target for the brunt of the pupil's feelings.

Public praise, private criticism

Public acknowledgement of positive behaviour can reinforce the boundaries set and increase the desire of others for praise. Public criticism can also reinforce boundaries and expectations, but if used as an initial response it can also provide an audience for further negative behaviour and make others feel criticised as well.

Giving choice

Being given a choice about an action increases a pupil's understanding of their responsibility for choosing the best way of working, particularly if the consequences of their choice are clear.

Talk about work, not behaviour

If possible a response to inappropriate behaviour is better if it's translated in to a comment about the work e.g. 'Where are you up to with that design?' rather than, 'Stop messing about'.

Catch them being good

It may be hard for some pupils, but it is probably more important for them that you can say something positive about what they are doing, even if it's acknowledging that they are going in the right direction, 'You've started that – good'.

Increase contact with pupils who have low attention spans

Commenting on what a pupil has achieved, and then reminding them of the next step, can break up tasks and give pupils access to positive teacher response.

Avoid dealing with secondary behaviours.

It's sometimes easy to begin a dialogue about poor behaviour and then load on other things e.g. 'And you're in the wrong shoes and you are chewing!' The other things you have noticed can be sorted out after the initial concern has been dealt with. Otherwise confrontation builds up and it becomes less easy to address the concern you first had.

Remember positive facial expressions and gestures: Smiles, thumbs up . . .

Self-awareness

We take ourselves with us! It may be worth thinking about tone of voice, facial expression/body language. Where we stand can also impact on how included pupils feel and how much our authority is spread around the room/space. (Some argue that the interactive whiteboard can stop teachers from moving around).

Using the language of mutual respect

This can be a challenge in situations where we do not have the time for reflection, and need to make snap decisions and judgements. However we know that it models positive responses. It might be helpful to think about:

- The language of choice: 'If you choose to . . . then . . . '
- Partial agreement: 'I appreciate that . . . but . . .'
- Rule reminders: 'OK but we agreed that . . .'
- Thank you: Thank you for... be specific.