

Upper Shirley High School
Relationship Policy Part 2
(School Behaviour Policy)
Restorative Practice and Habits of Mind

Policy dated: *Summer 2016*

Review date: *Summer 2017*

2.A Restorative practices at USH to Promote Positive Behaviour

Restorative practice at Upper Shirley High is a way of being and a tool that, combined with Habits of Mind, creates a rich environment to promote healthy relationships, develop social and emotional understanding and enhance the thinking skills students need both academically and socially.

At USH it is important that every student and member of staff takes responsibility for promoting positive behaviour. We strongly believe that praise plays a vital role in the success of every student's wellbeing and helps them to develop a sense of pride. Students are recognised and praised for their academic achievement, progress, contribution to school community, behaviour and attendance. This is done individually and through celebrating the success of their house group.

A variety of methods of acknowledgement and praise exist at USH, some of these include:

- Awarding achievement points on SIMS.
- Constructive and positive assessment, marking an evaluation either verbally or written.
- Graduation awards through a point system
- House cups
- Public display of high quality work on the pride wall
- Celebration assemblies
- Reward trips and visits
- Informing parents by phone, letter or postcard
- Awards evening

2.B USH Point System

Students will be awarded points for all aspects of their school life. (*See table below*). These points will be totalled every term and a student can be awarded a bronze, silver, gold or Headteacher award. Students may also receive extra points towards their award by taking part in other activities throughout the school year.

Targets met	Criteria	Points awarded
Attendance	100% attendance	100
	96% - 99.9% attendance	50
	93% - 95.99% attendance	20
	90% - 92.99% attendance	5
	Below 90% attendance	-20
Punctuality	0% late	50
	More than 10% late	-20
Achievement/house points	1000+ on Sims	500
	900+ on Sims	300
	700+ on Sims	200
	500+ on Sims	150
	300+ on Sims	100
	200 – 299	75
	100 – 199	50
	50 – 99	30
	1 – 49	10
Extra-curricular activities	Regularly attending a club	10 achievement points on Sims
	Representing the school in a sporting event e.g. school football team	30 achievement points on Sims
	Representing the school as an ambassador e.g. interviews, parents' evenings or prefect/peer mentor.	50 achievement points on Sims
	Representing the school in a performance e.g. school music concert or school play	75 achievement points on Sims
Attitude to learning Average	Overall 1	500
	Overall 1.1 -1.5	400
	Overall 1.6 – 2.0	300
	Overall 2.1 – 2.5	200
	Overall 2.6 – 3.0	100
	Overall 3.0+	-50
Behaviour points	0 behaviour points	75
	10 or less	30
	15 or less	10
	16 or more	-50
	50 or more	-100
	100 or more	-150
	150 or more	-300
Catch ups	Any missed SLT catch up	-75
Exclusions	Internal	-100
	External	-100

2.C Awards and Certificates

Certificates Awarded
Bronze
Silver
Gold
Headteacher award

**Flow Chart 2.E
Guidance on issuing
achievement /house points
in lessons**

Makes expected progress in lesson without disruption , produces an excellent piece of homework , or shows excellent contribution to lesson
Award appropriate point on SIMS



Exceeds their expected progress in lessons
Award appropriate point on SIMS



Produces work to a high quality
Award book smart point on SIMS



Displays excellent attitude or behaviour in line with the USH values
Award USH value point on SIMS



Continued progress and effort in lessons.
A subject award is given via the Sims achievement type

A student can be awarded an achievement/house point outside of lessons. See achievement category on SIMS

Flow Chart 2.F
Guidance on issuing
achievement /house points
outside lessons

Attends an after school club or shows excellent behaviour outside the classroom
Award appropriate point on SIMS



Represents the school, or shows exceptional behaviour in line with the school values
Award appropriate point on SIMS



Represents the school in a concert or performance
Award appropriate point on SIMS



Represents the school in any other capacity e.g. during interviews
Award appropriate point on SIMS



Represents their house during a challenge
Award appropriate point on SIMS

2.G Subject Awards

At regular intervals throughout the year subject awards will be awarded to students for any of the following:

- Outstanding effort and commitment to their learning
- Outstanding progress
- Consistently producing good work
- Excellent and continued contribution to lessons

These awards will be totalled at the end of the academic year and certificates will be awarded during the presentation assembly.

2.H Reward Trip

At USH there will be an annual reward trip for the top 50 students in each house group. Students will be awarded points and have points deducted for their overall attitudes to learning, behaviour, house points, attendance and punctuality. The students with the overall highest point scores will be invited on the trip.

2.I House Cups

House cups will be awarded on a termly basis to the house group with the highest attendance and highest house points (after deductions).

Restorative Practice – Learning from our Mistakes

2.J Fair and Logical Consequences

At USH we promote positive behaviour but recognise that students at times will get it wrong. When students make mistakes we use fair and logical consequences to encourage all students to make the right choice and take responsibility for their actions and develop the skills needed to repair the harm that has been caused. Consequences need to be related, respectful and reasonable otherwise they can cause resentment, revenge and rebellion.

Establishing classroom values is a powerful tool to use. This is done through class agreements. In a classroom in which everyone helps generate and construct the values together, a sense of shared responsibility and trust exists. E.g. let's wait until everyone is following the class values or remember one of our values is to listen when someone else is talking to the class.

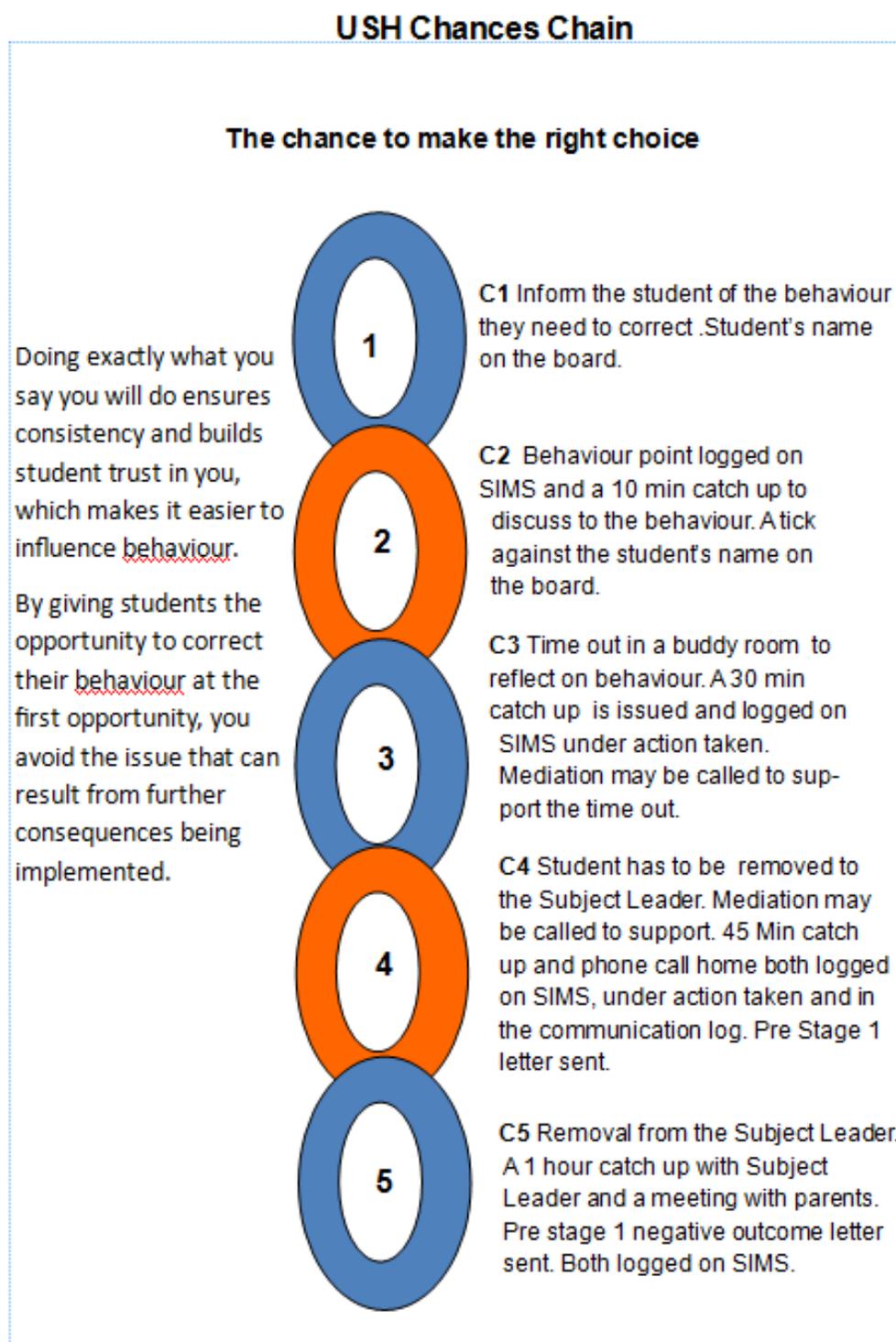
The class agreement will be used to remind students of the expectations. It will be clearly displayed and referred to as a reminder of expected behaviour when necessary.

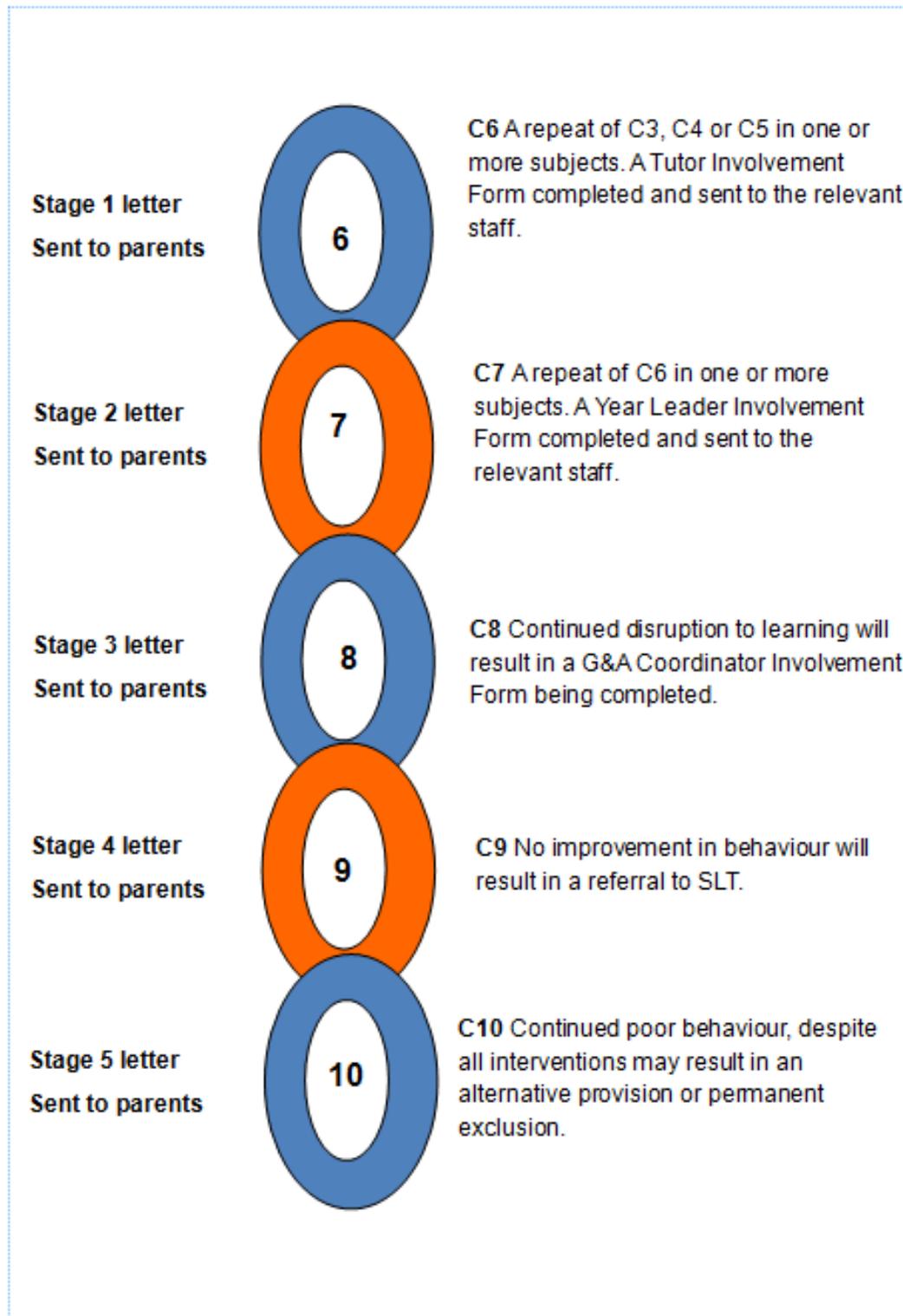
If a student fails to correct their behaviour this will be recorded on SIMS through the use of a behaviour point. An additional consequence may also be issued. All consequences will be followed through as certainty not severity of the consequence is the key to effective change. An informal or formal mediation meeting may be required to repair any harm that may have been caused. This is a process using a neutral third person to support those involved to come to a mutual and acceptable

resolution. This can be through an informal restorative conversation or through a requested formal mediation meeting. *(Refer to flow charts 2.K and 2.L)*

Restorative Practice in the classroom – Chances Chain

The USH chances chain is used in all classrooms to enable students to make the right choice.





If poor behaviour continues a student may move up the stages of consequences and interventions.

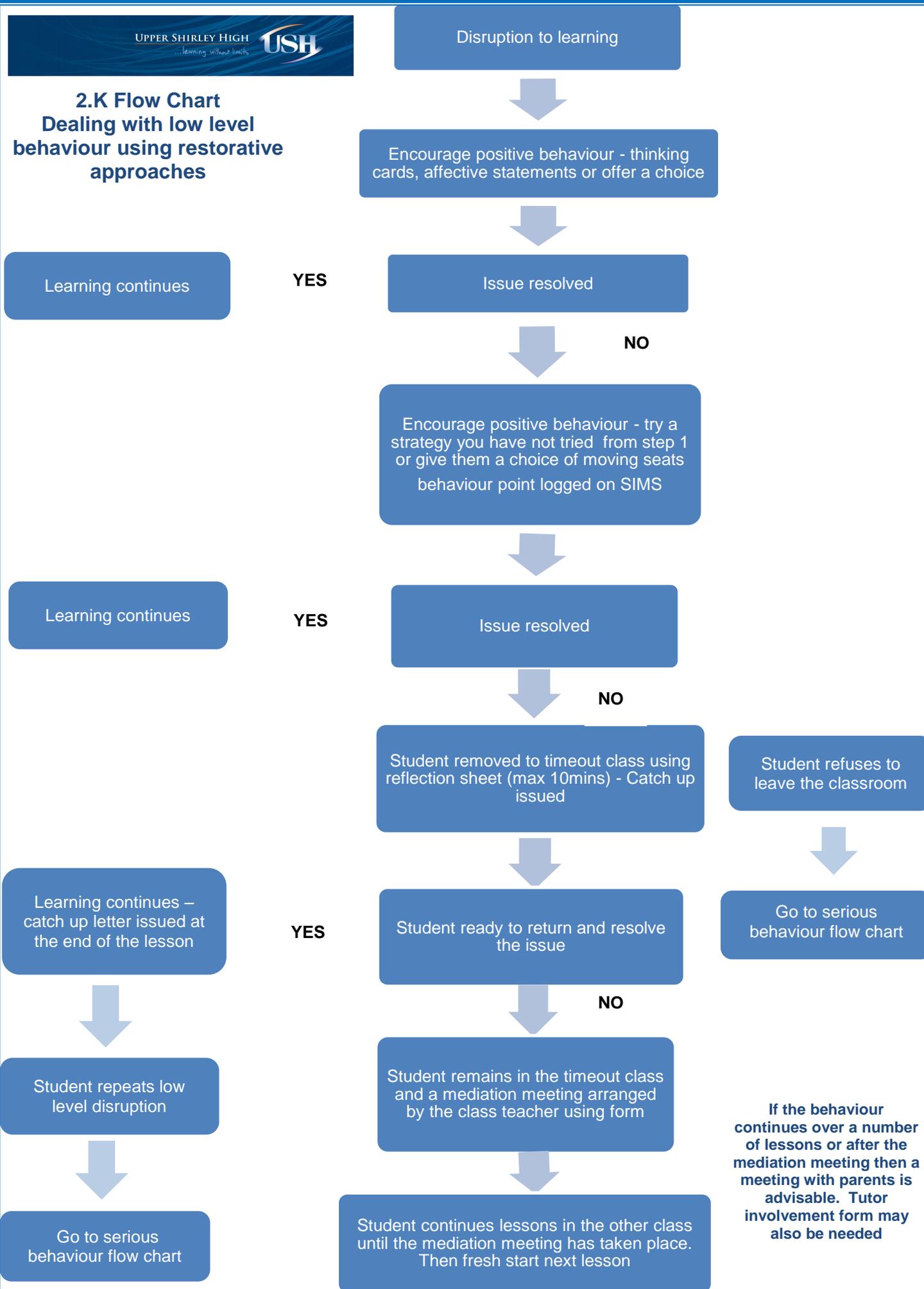
The following table gives details and guidance on how inappropriate behaviour will be addressed.

Pre Stage 1	
Incorrect uniform	<ul style="list-style-type: none"> • A student should be given the chance to borrow the correct uniform where possible. • If the student is still not in the correct uniform then they will remain with their tutor during lesson times and in the reflection room during break and lunch. The student must collect the work for each of their lessons. • Parents will be contacted by the tutor
Disruption to learning e.g. continually talking	<ul style="list-style-type: none"> • Students will be given the opportunity to correct their behaviour through the use of reminders or by being given a choice. • If the behaviour continues, the student will be issued a behaviour point on SIMS. • If the student continues to behave inappropriately they will be asked to move seats, go to a buddy room for time out or speak to a member of the mediation team. A 10 – 30 min catch up will be issued and logged on Sims. The class teacher will contact parents.
Lateness	<ul style="list-style-type: none"> • If a student is late to a lesson without a reasonable excuse they will be issued a 10 – 30 min catch up by the class teacher.
Truancy	<ul style="list-style-type: none"> • If a student truants part of a lesson they will be issued a 10 – 30 min catch up by the class teacher. • If a student truants a whole lesson they will be issued an SLT detention.
Continued disruption to learning in more than one lesson	<ul style="list-style-type: none"> • Class room teacher or Subject Lead will meet with the parent of the student. • If disruption continues then a Tutor Involvement Form will be filled in and the student will move to stage 1. A letter will be sent to parents.

Stage 1	
Continued disruption in more than one lesson or subject. A Tutor Involvement form has been completed.	<ul style="list-style-type: none"> • Tutor meets with the student and they are placed on a tutor “Target for Success” card. This will be monitored for 2 weeks. The tutor will implement the necessary interventions. • If the student’s behaviour improves they will return to Pre Stage One. • If the poor behaviour continues the tutor will send a letter to the parent and arrange a meeting. • If the poor behaviour continues a letter will be sent to parents and the student will move to Stage 2.

Stage 2	
Continued disruption in more than one subject or around school. A Year Leader Involvement form has been completed.	<ul style="list-style-type: none"> • The Year Leader will implement a consequence; this may be a catch up, SLT detention or exclusion either internal or external. • Year Leader meets with the student and they are placed on a Year Leader "Target for Success" card. This will be monitored for 2 weeks. The Year Leader will implement the necessary interventions. • If the student's behaviour improves they will return to Pre Stage One. • If the poor behaviour continues the Year Leader will send a letter to the parent and arrange a meeting. • If the poor behaviour continues a letter will be sent to parents and the student will move to Stage 3.
Stage 3	
Continued disruption in more than one subject or around school. The student is referred to the Guidance and Achievement Coordinator.	<ul style="list-style-type: none"> • The G&A Coordinator will implement a consequence; this may be a catch up, SLT detention or exclusion either internal or external. • G&A Coordinator meets with the student and they are placed on a G&A Coordinator target for success card. This will be monitored for 2 weeks. The G&A Coordinator will implement the necessary interventions. • If the student's behaviour improves they will return to a previous stage. • If the poor behaviour continues the G&A Coordinator will send a letter to the parent and arrange a meeting. • If the poor behaviour continues a letter will be sent to parents and the student will move to stage 4.
Stage 4	
Continued disruption in more than one subject or around school. The student is referred to the Senior Leadership Team	<ul style="list-style-type: none"> • The member of SLT will implement a consequence; this may be a catch up, SLT detention or exclusion either internal or external. • The member of SLT meets with the student and they are placed on a SLT report card. This will be monitored for 2 weeks. The member of SLT will implement the necessary interventions. • If the student's behaviour improves they will return to a previous stage. • If the poor behaviour continues the member of SLT will send a letter to the parent and arrange a meeting. • If the poor behaviour continues a letter will be sent to parents and the student will move to Stage 5.
Stage 5	
Head Teacher Intervention	<ul style="list-style-type: none"> • The Head Teacher will review the student's behaviour and decide upon next steps and any further intervention. This may be exclusion, pre permanent exclusion meeting or a permanent exclusion.

**2.K Flow Chart
Dealing with low level
behaviour using restorative
approaches**



If the behaviour continues over a number of lessons or after the mediation meeting then a meeting with parents is advisable. Tutor involvement form may also be needed

2.L Flow Chart Dealing with serious behaviour using restorative approaches

Student is returned to lessons and a restorative chat takes place with the class teacher. Consequence implemented

Fresh start next lesson

Fresh start next lesson

Serious incident that cannot be resolved during the lesson

Support is requested using the email address

YES

Incident investigated and resolved by the mediation support team

NO

Student is placed with their tutor or in an alternative provision. The class teacher requests a mediation meeting using the referral document. Class teacher contacts the parents

YES

Issue is resolved during the mediation meeting and a consequence is agreed. (The student is placed in an alternative class within the relevant subject until the meeting)

NO

Incident becomes serious enough to warrant an exclusion - Contact Line Manager

YES

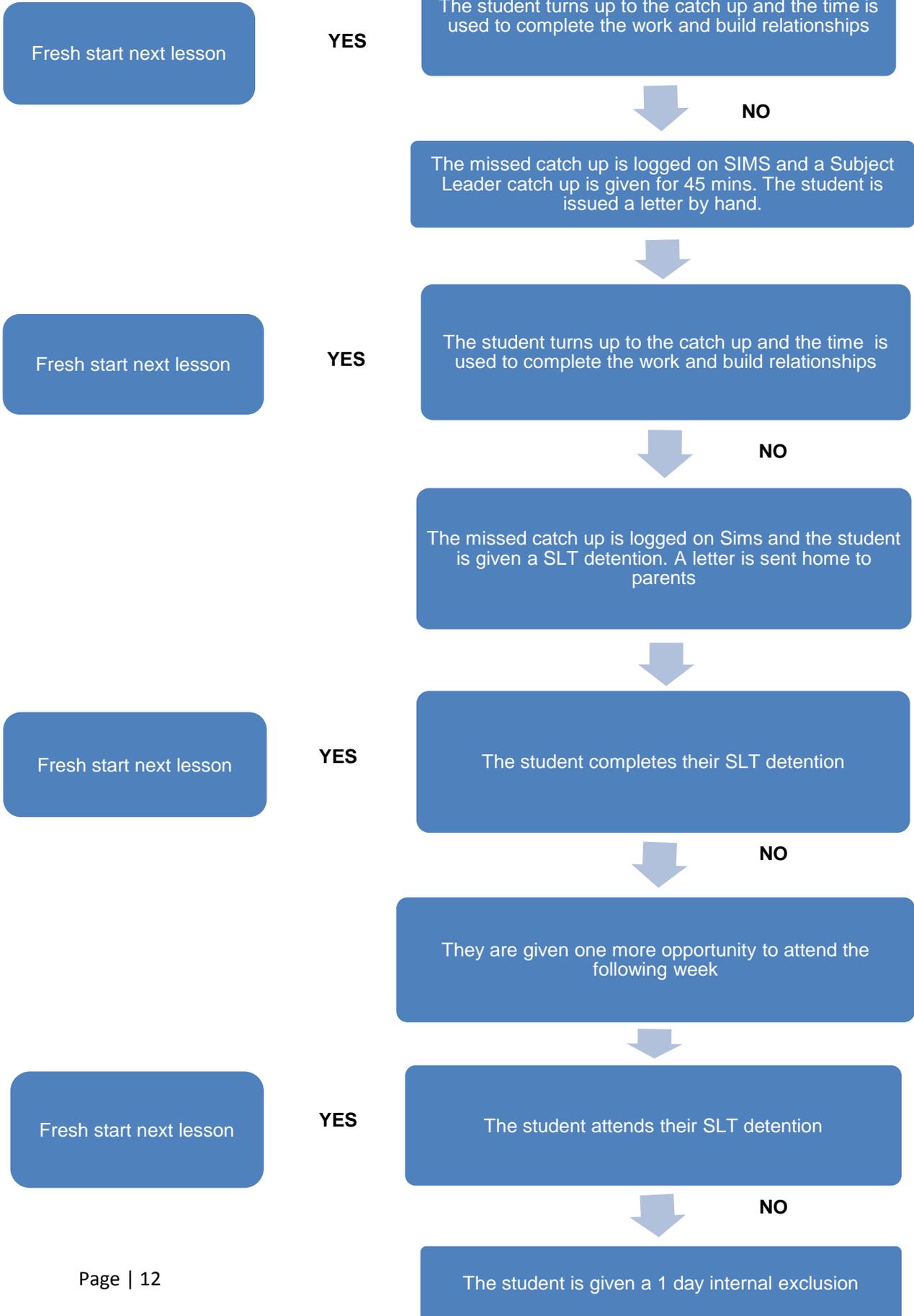
A restorative chat takes place with the student on their return from the exclusion and issue is resolved

NO

The Head of Department reviews the student's timetable

The student has a fresh start in a new class

2.M Flow Chart Catch Up Guidance on dealing with failure to turn up to a catch up



2.N Habits of Mind

The 16 habits of mind underpin all learning at USH. Our aim is to develop the skills and knowledge of the habits of mind through the curriculum and tutor time. This will enable our learners to succeed in all that they do.

The 16 Habits of Mind

1.Persisting

Stick to it! Persevering through to completion; remaining focused. Not giving up.

2.Managing impulsivity

Take your Time! Remain calm and think before you act.

3.Listening with understanding and empathy

Understand Others! Make an effort to perceive another's point of view and emotions.

4.Thinking flexibly

Look at it Another Way! Being able to change perspectives and consider other options.

5.Thinking about your thinking (Metacognition)

Be aware of your own thoughts, strategies, feelings and actions and their effects on others.

6.Striving for accuracy

Check it again! Setting high standards. Checking and finding ways to improve.

7.Questioning and problem posing

How do you know? Having a questioning attitude. Finding problems to solve.

8.Applying past knowledge to new situations

Use what you Learn! Accessing prior knowledge; transferring knowledge beyond the situation in which it was learned.

9.Thinking and communicating with clarity and precision

Be clear! Be accurate in your communication both written and oral. Avoid over generalizations and exaggerations.

10.Gather data through all senses:

Pay attention to the world around you Gather data through all the senses; taste, touch, smell, hearing and sight.

11.Creating, imagining, and innovating

Try a different way! Generating new and novel ideas, fluency and originality.

12.Responding with wonderment and awe

Have fun figuring it out! Finding the world awesome.

13.Taking responsible risks

Being adventurous. Try new things constantly.

14.Finding humour

Laugh a little! Being able to laugh at oneself.

15.Thinking interdependently

Work together! Being able to work in team and learn from others.

16. Remaining open to continuous learning

I have so much more to learn! Having pride and admitting you don't know.