

UPPER SHIRLEY HIGH

...learning without limits



Upper Shirley High School

Relationship Policy Part 2

The application of Restorative Practice approaches

Policy dated: June 2017

Review date: June 2018

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 the key attributes of thinking (as outlined in the Teaching and Learning policy), 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.
- Attitude to Learning grades
- Constructive and positive assessment, marking an evaluation either verbally or written.
- House cups
- Public display of high quality work throughout the school
- Celebration assemblies
- Reward trips and visits
- Informing parents by phone, letter or postcard
- Awards evening

The 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 different rewards. Students may also receive extra points towards their award by taking part in other activities throughout the school year. This process is currently under review and will be

End of Term Award

Target area	Criteria	Response
Attendance	>96%	Y / N
Punctuality	<5% late	Y / N
ATL: Behaviour	Average < 2	Y / N
ATL: Classwork	Average < 2	Y / N
ATL: Homework	Average < 2	Y / N
ATL: Perseverance	Average < 2	Y / N
Catch Ups	<1	Y / N
Exclusions	<1	Y / N
Behaviour Points	Term1 <2 Term2 <4 Term3 <6	Y / N
Achievement Points	>75 th percentile for Yr group	Y / N

Gold	'Y' in all categories
Silver	'Y' in all but 1 category
Bronze	'Y' in all but 2 categories

**Guidance on issuing
achievement 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

**Guidance on issuing
achievement 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

Attitude to Learning grades

At regular intervals throughout the year each subject will recognise how the achievements of their students. Students will receive a postcard with either their short or long report for:

- 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.

End of Year Reward Event

At USH there will be an annual reward event for the top 50 students in each house group. Students will be awarded points as outlined above and be invited to the event.

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

Fair and logical Consequences

At USH we promote positive behaviour but recognise that students at times will make mistakes. 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 achieved through class agreements. In a classroom in which everyone helps generate and construct the values together, a sense of shared responsibility and trust exists.

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 using 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.

Restorative Practice in the classroom – Chances Chain

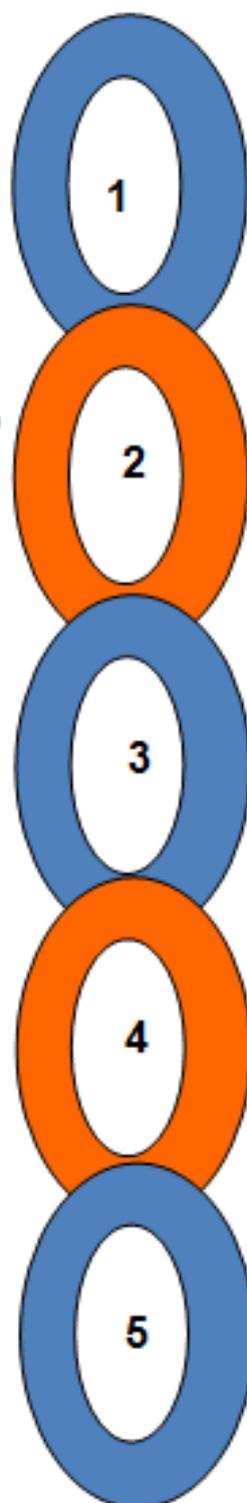
The USH chances chain is used in all classrooms to enable students to make the right choice.

USH Chances Chain

The chance to make the right choice

Doing exactly what you say you will do ensures consistency and builds student trust in you, which makes it easier to influence behaviour.

By giving students the opportunity to correct their behaviour at the first opportunity, you avoid the issue that can result from further consequences being implemented.



C1 Inform the student of the behaviour they need to correct. Student's name on the board.

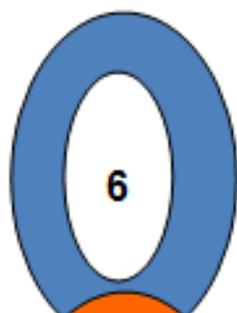
C2 Behaviour point logged on SIMS and a 10 min catch up to discuss to the behaviour. A tick against the student's name on the board.

C3 Time out in a buddy room to reflect on behaviour. A 30 min catch up is issued and logged on SIMS under action taken. Mediation may be called to support the time out.

C4 Student has to be removed to the Subject Leader. Mediation may be called to support. 45 Min catch up and phone call home both logged on SIMS, under action taken and in the communication log. Pre Stage 1 letter sent.

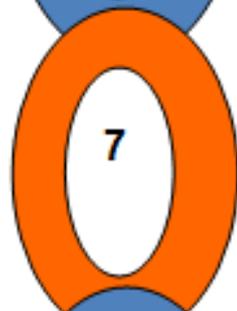
C5 Removal from the Subject Leader. A 1 hour catch up with Subject Leader and a meeting with parents. Pre stage 1 negative outcome letter sent. Both logged on SIMS.

**Stage 1 letter
Sent to parents**



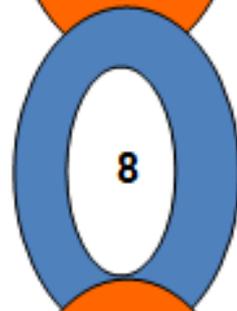
C6 A repeat of C3, C4 or C5 in one or more subjects. A Tutor Involvement Form completed and sent to the relevant staff.

**Stage 2 letter
Sent to parents**



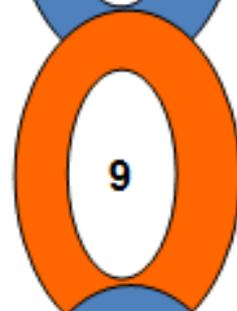
C7 A repeat of C6 in one or more subjects. A Year Leader Involvement Form completed and sent to the relevant staff.

**Stage 3 letter
Sent to parents**



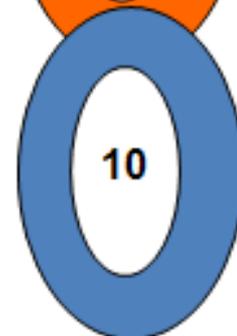
C8 Continued disruption to learning will result in a G&A Coordinator Involvement Form being completed.

**Stage 4 letter
Sent to parents**



C9 No improvement in behaviour will result in a referral to SLT.

**Stage 5 letter
Sent to parents**



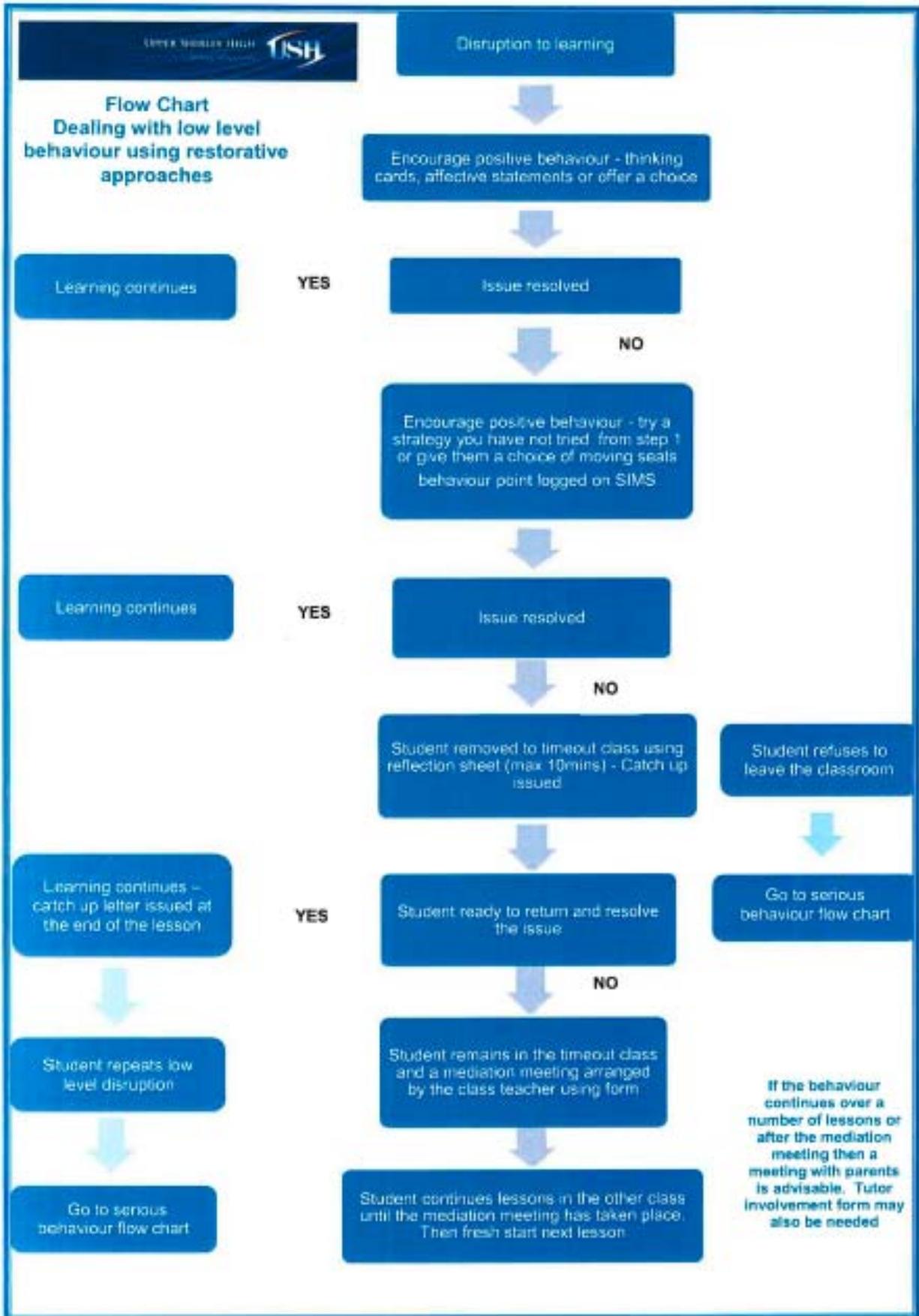
C10 Continued poor behaviour, despite all interventions may result in an alternative provision or permanent exclusion.

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

	<p>tutor will implement the necessary interventions.</p> <ul style="list-style-type: none"> • 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.

	<ul style="list-style-type: none"> • 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.



**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

**Flow Chart Catch Up Guidance
on dealing with failure to turn
up to a catch up**

