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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.

### 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.

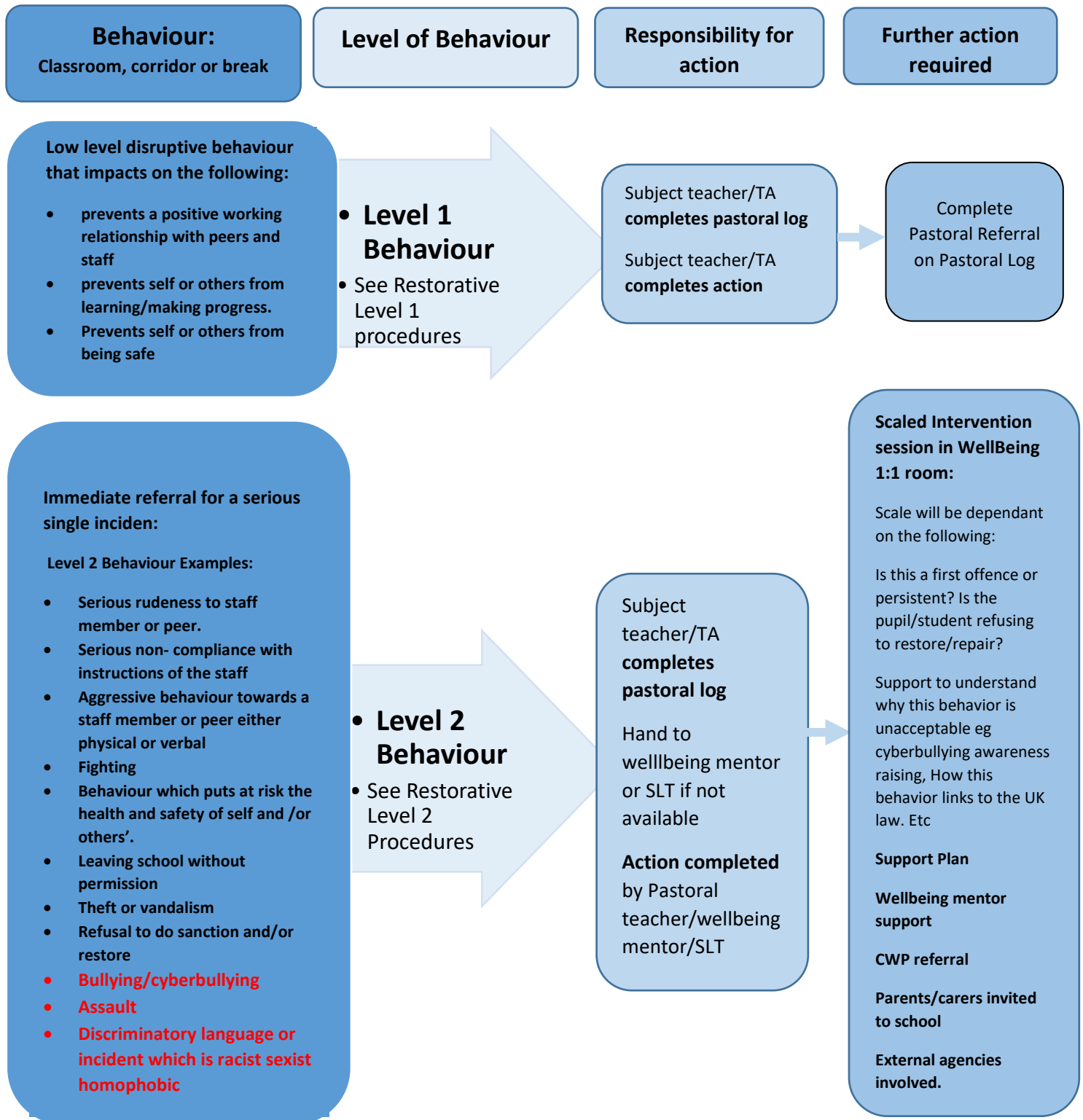
#### Aims:

- To support the ethos of the school in promoting positive relationships, fostering equal opportunity and raising attainment for all.
- 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.
- 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

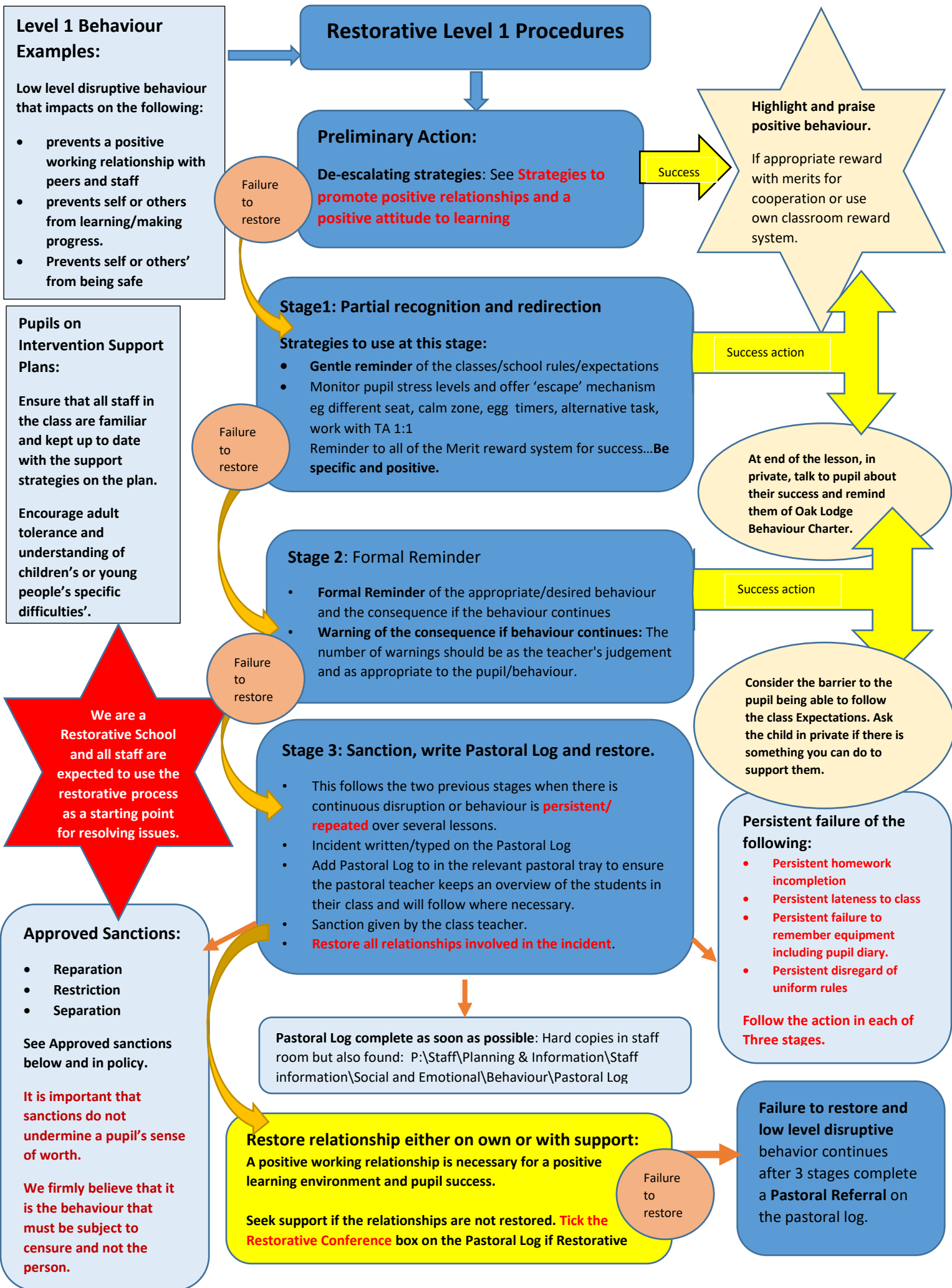
#### These Aims are achieved in the following ways:

- 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 .
- 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)

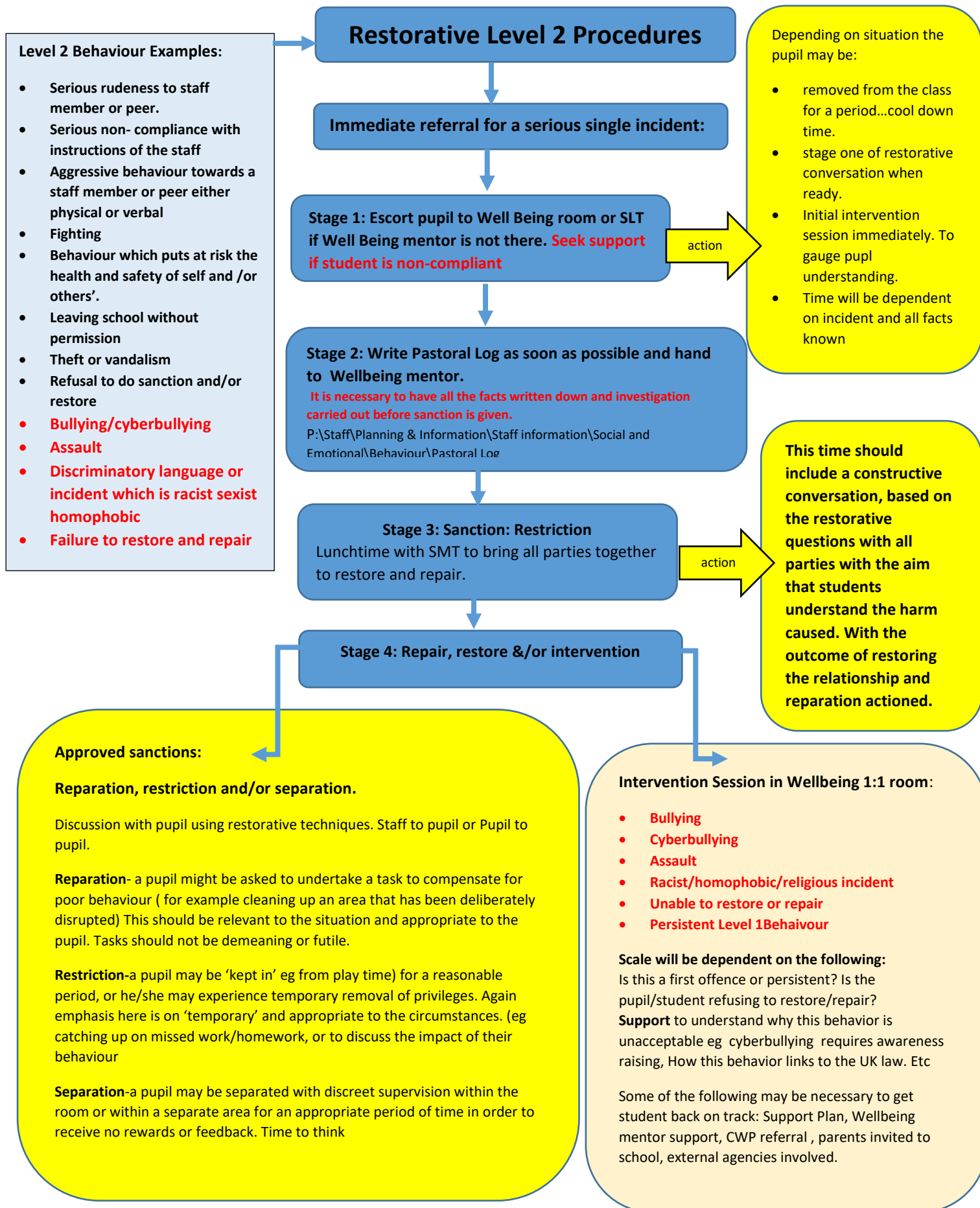
Overview of Relationship and Behaviour Procedures:



# Relationships and Behaviour: Whole School Practice

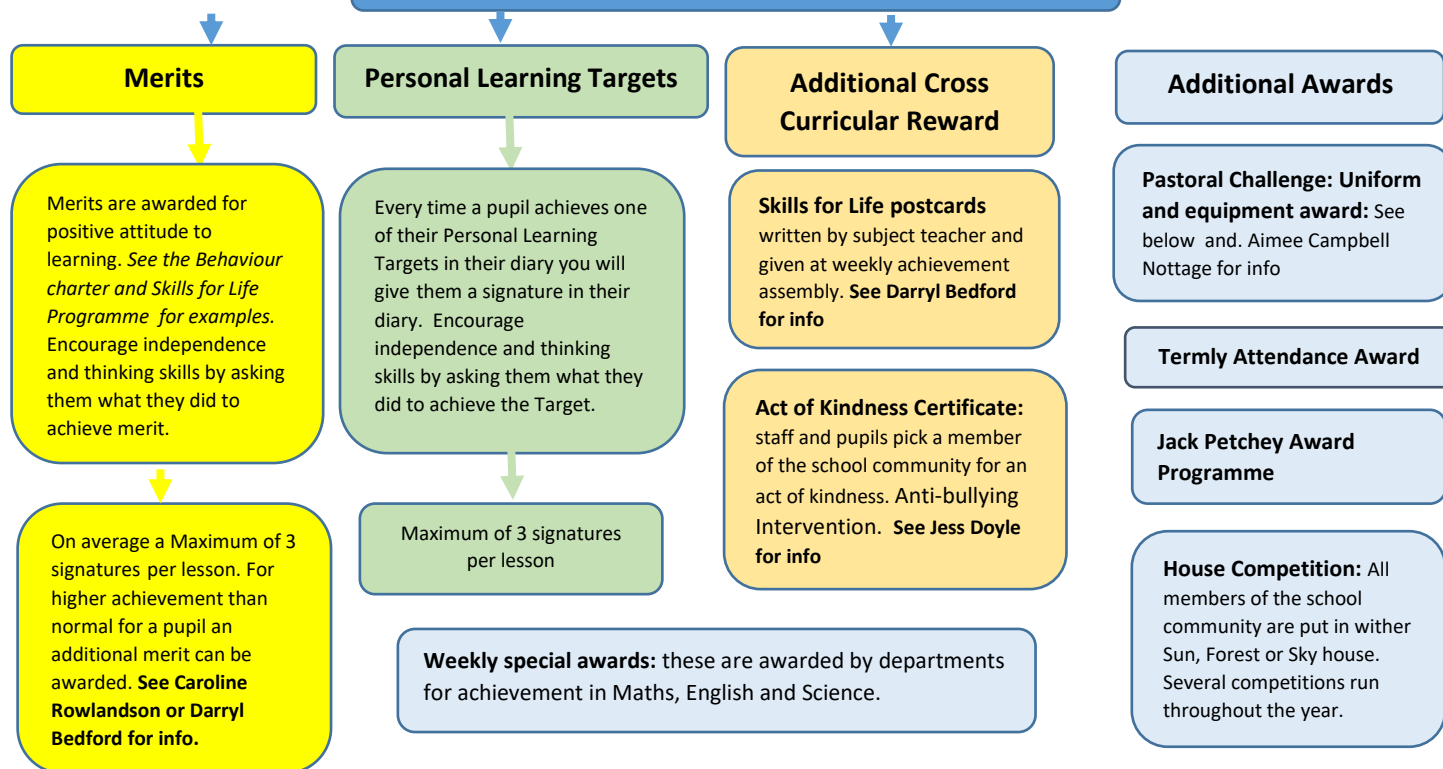


## Relationships and Behaviour: Whole School Practice



## Relationships and Behaviour: Whole School Practice

### Whole school reward programme



### 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.   |
|              | Personal Learning Targets              | I have 3 personalised targets: communication, Maths and pastoral. I can achieve 3 signatures per lesson.  | A signature in communication diary every time you achieved a target.  |
| 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<br><b>Act of Kindness: (anti bullying)</b>  | 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.<br>Every merit a pupil is awarded goes towards the house merit total. | Prize Giving afternoon with whole school community.<br><br>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  |   |   |   |
|--|---|---|---|
| <b>We are organised and ready to learn.</b><br><b>We respect everyone and ourselves.</b><br><b>We are safe and calm.</b> |   |   |   |
| <ul style="list-style-type: none"> <li>Organised</li> </ul>  |   |   |   |
| Be in the right place at the right time.   | Follow the school dress code.                               | Remember to hand in quality homework on time. | Bring out diary and equipment at the start of the lesson. |
| <ul style="list-style-type: none"> <li>Ready to Learn</li> </ul>   |   |   |   |
| Stay engaged and focussed throughout the lesson.   | When learning is a challenge, keep trying and ask for help. | Follow instructions and ask questions.        | Accept and give encouragement and praise.                 |
|  |   | Look for ways to improve your work.           |   |
| <ul style="list-style-type: none"> <li>Respect everyone and ourselves</li> </ul>   |   |   |   |
| Show positive facial expression and language.  | Follow the Positive Communication Charter.                  | Cooperate with others.                        |   |
| <ul style="list-style-type: none"> <li>Safe and Calm</li> </ul>  |   |   |   |
| Look after the building, equipment and displays.   | Self-manage strong feelings.                                | Eat and drink only in appropriate places.     | Follow <i>My Digital Promise</i> .                        |



### Positive Communication Code

|   |
|---|
| <div style="border: 2px solid green; padding: 5px; width: fit-content; margin: 0 auto;">Put your hand up.</div>                |
|  <div style="border: 2px solid green; padding: 5px; width: fit-content; margin: 0 auto;">Make sure everyone is watching.</div> |
| <div style="border: 2px solid green; padding: 5px; width: fit-content; margin: 0 auto;">Sign and/or speak clearly.</div>       |
|  <div style="border: 2px solid green; padding: 5px; width: fit-content; margin: 0 auto;">Take turns.</div>                     |

**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.

### 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.