

Managing Relationships in Schools

A Whole-school Approach to Restorative Practice

at

Kincorth Academy Aberdeen

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SAFEGUARDING COMMUNITIES – REDUCING CONFLICT



***Kincorth Academy
Restorative Practice
Reflecting on Our Journey***

Context - Our Journey - 4 Step Plan

RP - The final part of part of our jigsaw

SOA → RP → Four RP trained → + Ten →

How did we set about Training our Staff?

Case Studies



- ***Kincorth Academy Aberdeen***



Ground Rules

Everyone is expected to conduct themselves in line with our 5 Ground Rules...

- ***Arrive on time, properly prepared for the lesson***
- ***Listen to the person who is meant to be talking***
- ***Follow instructions straight away.***
- ***Keep hands, feet and unkind words to yourself***
- ***Take care of equipment, materials and your school***



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Assertive Discipline

What we are aiming to establish

- ***The 3 R's of behaviour™***
 - ✓ ***ROLES***
 - ✓ ***ROUTINES***
 - ✓ ***RELATIONSHIPS***



Kincorth Academy - Restorative Practice Training in Our School

- ***Richard Hendry CPD session***
- ***Restorative Committee formed***
- ***3hr Feb INSET delivered by Trainers***
- ***Induction for New Staff and Probationers / Students***
- ***Evaluation feedback of Training***
- ***Pupil Assemblies***
- ***All PSE classes Video and lesson***
- ***Time out card***
- ***Red card → Cool Down Card (Blue)***



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Future plans

- ***Staff Evaluation***
- ***Pupil Evaluation***
- ***Training for ALL staff***
- ***Regular Committee meetings***
- ***Allocation of cases***
- ***Transactional Analysis??***
- ***RP in our 4 x Primary Feeders??***



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What have we done?.....

- ***Restorative Conversations /
Time Out Card - Classroom Teacher
Cool-Down Card - Classroom Teacher****

**only to be used with those pupils for whom it has been agreed as being appropriate at Targeted House Meeting held weekly.*

Staff informed via Week Head Teacher's Bulletin.



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Time-Out Card

Time-Out Card

1

Think about answers to these questions....

- Why were you instructed to take a time-out?
- What Ground Rule was broken?
- How do you feel? What were you thinking?
- Who else has been affected?
- ***What do you need to do now to improve things?***

You will have the opportunity to discuss your thoughts in a 1-2-1 meeting with your Teacher.

Time-Out Card 1-2-1

Time-Out Card

2

***Teachers have the right to teach.....
Pupils have the right to learn.***

- **Your Teacher will decide when and where your 1-2-1 meeting will take place.**
- **You MUST attend the 1-2-1 meeting**

Facts

- What happened?

Consequences

- Who has been affected by what you did?
- In what way have they been affected?
- How do you feel now about what happened?

Future

- What do you think you need to do to put things right?
- How can we make sure this doesn't happen again?

- I want to hear what you have to say.
- Was it the right or wrong thing to do?
Was it fair or unfair?
- What exactly are you sorry for?
- You didn't answer my question.
(repeat/rephrase the question).
- Who else might have been affected?
- How do you think he/she/I feel(s) about it?

What have we done?.....

- ***Cool-Down Card - Classroom Teacher****

**only to be used with those pupils for whom it has been agreed as being appropriate at Weekly, Targeted House Meeting.*

Staff informed via Week Head Teacher's Bulletin.

A Restorative Face to Face Meeting may result after use of Blue Card.



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Cool down Card - 1

Name: _____ **Class:** _____

Cool-Down Card (- valid until _____)

If you feel that you are going to lose control of your temper in class...

Place this *Cool-Down Card* on your Teacher's desk.

You may then leave the class **quietly, without comment** and **report to your PT Pupil Support.**

This card is only to be used in **emergency** situations



Cool down Card - 2

Cool-Down Card - Teacher Information

If a Pupil who has a “Cool-Down Card” feels that s/he is going to lose their temper, they have permission to:

Place their Cool-Down card on the Teacher’s desk

Leave the class quietly and report to their PT Pupil Support

The class teacher is asked to ensure that our School Office is informed that the pupil has left the class to Cool Down.



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What have we done?.....

- ***Restorative (face-to-face) Meetings***
- ***Restorative Conferences***
- ***Restorative Circles***
- ***Classroom Circles (S2 English / Maths)***
- ***Case Studies***



Future plans

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Our Four Step Plan

Step 1 - Class Teacher Management of Behaviour in Class

Step 2 - Class Teacher Management of Behaviour using Recall

Step 3 - Principal Teacher Management of Behaviour

Step 4 - DHT Management of Behaviour



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Step 1

Class Teacher Management of Behaviour in Class

All teachers promote and praise positive behaviour and expect learners to follow our five Ground Rules. Teachers should record unacceptable behaviour on the Behaviour Database* and use strategies to address this behaviour such as...

Verbal Reprimand
Move Seat
Remove to Another Class
Think Sheet
Time Out
One-to-One

** Behaviour Database consulted weekly by PTG and DHT for House as part of Universal House meeting held weekly*



Step 2

Class Teacher Management of Behaviour using Recall

Teachers may need to ask a learner to attend for Recall using Recall Slips. This should take place during the same day for morning classes and next day for afternoon classes. Parents will not be informed directly on each occasion but will know this is part of our normal practice. Recall could be for learners to participate in a Restorative Conversation or to complete work. This should be recorded on the Behaviour Database. A Recall should be attended as a priority over any other meetings or clubs (with the exception of another Recall).



Step 3

Principal Teacher Management of Behaviour

This is accessed by the Class Teacher completing a Referral Form for the Principal Teacher. On the Referral Form the Class Teacher requests advice and support having exhausted possibilities at Steps 1 & 2 and having given such possibilities time to have an impact. The Principal Teacher, who may need to meet the learner by extracting him/her from a class, works with the learner (and Class Teacher) using strategies such as...

- Verbal Reprimand
- Removal by PT to another room within the faculty
- Phone call to parent (in conjunction with the PT Guidance)
- Recall with PT
- Class Monitoring Sheet
- **Restorative Meeting**

The Principal Teacher provides feedback to the Referral Form via e-mail to the teacher and copies this to the appropriate House Team.



Step 4

DHT Management of Behaviour

This is accessed by the Principal Teacher completing a Referral Form to the appropriate Depute Head Teacher. On the Referral Form the Principal Teacher requests advice and support having exhausted possibilities at Step 3 and having given such possibilities time to have an impact. The Referral Form is actioned by the DHT in consultation with the House Team.

The DHT, who may need to meet the learner by extracting him/her from a class, works with the learner (and Principal Teacher) and uses strategies such as...



Step 4 (cont)

DHT Management of Behaviour

- Parental Meeting
- Monitoring Booklet (Amber)
- Targeted Support Booklet (Red) - involving parental meeting
- Cool-Down Card
- Support Centre
- Permanent Move of Class
- Restorative Meeting (Face to Face)
- Restorative Circles
- Restorative Conference
- Part Time Timetable
- Deployment of Support Staff
- Involvement of Head Teacher or Quality Improvement Officer
- Exclusion
- Access to support through Aberdeen City Council's Staged Procedures e.g. Educational Psychologist, Pupil Support Service.



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Step 4 (cont)

DHT Management of Behaviour

The DHT provides feedback to the Referral Form via e-mail to the Principal Teacher and the House Team. At any time, Principal Teachers will respond to immediate requests for support in emergency situations that involve violent, aggressive or dangerous behaviours (including staff being sworn at directly). Although these instances are rare, if the Principal Teacher judges that exclusion should be considered **ONLY THEN** should immediate contact be made with the House Head of the pupil concerned **PRIOR** to completing a Referral Form.



Future plans

- ***Staff Evaluation***
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Any Questions??



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