Restorative Practices in Nurturing Inverclyde

The journey of
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Greenock
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King's Oak Primary School

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Inverclyde council

Setting the scene…

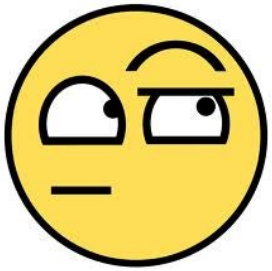
KING'S OAK PRIMARY

In June 2008, all staff agreed on school values:

Honesty
Empathy
Responsibility
Encouragement

February 2009 – The In-Service day!

First day of training on Restorative Approaches



April 2009 – New positive behaviour Policy shared with staff

August 2009 – policy launched!

Restorative Conversation:

Be…
Curious & concerned.
What has happened?

Understanding.
How did you feel when that happened?
How are you feeling now?
Who do you think might have been affected by this?
How do you think…..might be feeling about this?

Empowering.
What do you think you might be able to do to help sort things out?
How might you stop this from happening again?

King's Oak Primary's 'Preferred Approach'

These strategies reflect our school values of Honesty, Respect, Empathy and Encouragement.

They are best used to address low-level disruption.

Knowledge of the child and the existence of a positive relationship will aid the effectiveness of these strategies.

These strategies are based on positive communication and more than one may be required to meet the needs of the specific situation.

Positive correction and prompting

Hurdle help

Humour

Modelling

Rewind

Redirection

Planned ignoring

Proximity

Affection

Code of conduct

We are kind and caring
We show good manners to everyone
We always try our best
We look after our school
We behave responsibly and safely
We let others learn

Whole school reward system

'Magics' and 'Golden, Golden' Time

SMT were very present around the school – in classes, corridors, lunch hall and playground.

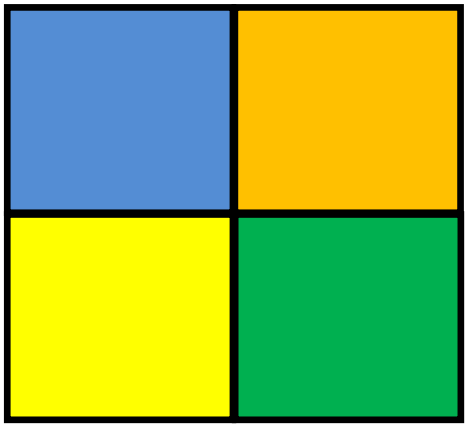
Some children required extra support – individual plans were put in place

Cool time

Cool box

Social stories

Emotional Intelligence in King's Oak



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Self awareness

Show our feelings	Early First Second	- HWB-01a
Understand our feelings	Early First Second	- HWB-02a,04a
Talk about ourselves	Early First Second	- HWB-01a
Talk about our feelings	Early First Second	- HWB-10a,13a,19a

Awareness of others

Look out for others	Early First Second	- HWB-03a,08a,09a 16a, 17a, 45b
Appreciate others	Early First Second	- HWB-10a,11a
Recognise how others feel	Early First Second	- HWB-02a,04a

Self Management

Make helpful choices

Early
First - HWB-02a,03a,06a,
Second 07a

Look after ourselves

Early
First - HWB-06a,07a,12a
Second 15a

Relationship Management

Respect others	Early First Second	- HWB-05a,09a,14a, 44b
Disagree in a respectful way	Early First Second	- HWB-09a
Resolve conflict	Early First Second	- HWB-09a,11a,16a
Make things better	Early First Second	- HWB-09a,11a,16a

Special Edition

DECEMBER 2012

MINECRAFT

One morning, Steve woke up in a great mood! He was going to plan a big new world for himself!

He knew he had the skills - patience, being able to work and think things through, fantastic planning ability and being in control……

I can do anything!

Steve knew he had to work fast to protect himself from night monsters!

I have to be on the lookout…

These are some of my enemies!

Steve knew time was against him. He knew he could help himself by being prepared and thinking ahead. He knew he couldn't afford to allow others to stand in his way! He was bright and clever enough to accept that **he** was in control of his actions and his thoughts and his feelings!

He began to get organised for the day ahead….

Steve tells himself that people are here to help. If someone in Minecraft tells him to do something….he knows they are trying to help and he should take their advice. Even when Steve is feeling upset or angry or frustrated, he knows how to win the game. He must accept the help and follow the instructions or it will be…..

He had to use tools….

He had to use his brain….

…but most importantly…. he needed thinking time. He needed cool time to think things through.

Steve was aware that he was good at lots of things. He had great skills. He had great patience for lots of things and he could plan ahead….when he put his mind to it.

Sometimes though, Steve would get carried away and he would forget about the skills he had. Sometimes, Steve would get angry and he found it hard to make the right choices.

Steve knew he sometimes needed help.

I don't like when I feel like this. But sometimes I know I need help and there are people around me wanting to help.

LittleBigPlanet

Special Edition

OCTOBER 2012

One morning, Sack Boy woke up feeling tense and jittery. He knew he needed his meds...

If I don't take my tablet soon, I'll get angry

Mum...it's time to get the mints out!

Sure thing Sack Boy.... Good job you've practised this at school!

In the house, Sack Boy crunched a mint and poured the tablet into his mouth…

YUK!

Even although the tablet didn't taste great, Sack Boy KNEW he needed it to help him!

…….some time later…..

……after a walk around the house with a drink of water……

….Sack boy had made the tablet and mint….

DISAPPEAR!!!!!

Within a few minutes, Sack Boy started to feel calm and in control of his feelings

Sack Boy is ready to face another day!

THE END

2010-2011 – One of our main priorities for our School Improvement Plan was to look at 'How Nurturing is our School'

Cooperative learning course

Peer mediation – initially with a group of p6 and p7 pupils but now all classes are trained so some degree.

Support staff and teaching staff were trained in conflict resolution…

Conflict is when:
Two or more people have different opinions about something and this causes someone to feel bad.

Listening carefully
Supporting others
Explaining things clearly to others
Helping someone decide what they want to do
Staying calm when someone is upset
Sticking to the point without getting uptight
Being impartial (Not taking sides)
Talking to other people about difficult things
Feeling confident

Lose : Lose

When both people end up feeling unhappy about the outcome.

Win : Lose

When one person end up feeling happy and the other person ends up feeling unhappy about the outcome.

Win : Win

when both people end up feeling happy about the outcome.

How? What? When? Where? Who?

How did you feel when that happened?
How are you feeling about the situation now?
How do you think…..is feeling about this?

What do you think you could do that might make things a bit better?"
"What could be done to prevent this from happening in the future?"
"What would you be willing to agree to?"
"What could … do that might make you feel a bit better?"

Split intervals and lunchtimes

'Check in'

Visible SMT presence around school – inside and out

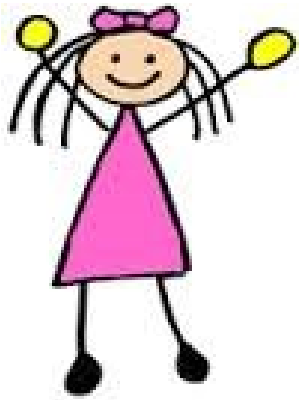
Parent friendly policy on relationships sent home 2013

Better learning, better behaviour

I like it when we get the chance to talk about what happened in a calm way. I get to tell the person how I felt . When they say sorry, I feel they MEAN it!

I'm getting help with how I manage my anger in school. I'm allowed to take cool time before I talk to the people I have upset or made sad. This helps me think about what I could do NEXT time.

We learn lots of ways to treat people better. We understand that some people find it harder to behave but we always try to help.



Seeing someone getting a big row doesn't help you if that person has hurt you. Telling the person that you have been hurt and how it made you feel works much better. It helps them not do it again.

Our school feels calm and safe and happy. We all look out for each other.

I came from another school. No teachers shout here. Friends and staff encourage me to make the right choices. I'm not the bad boy in this school. I am learning to make good decisions.

I know that when an incident has occurred involving my child, it's great to hear them say, "But it's all sorted now and we're friends." Before, they would be scared of returning to school because they felt it was unresolved or that there would be resentment.

I feel that my children are well cared for in school and things are dealt with effectively and quickly. It's great to know that children can solve many of the issues with little intervention from adults. It's a great skill to have! We try to adopt it at home too!

The kids are aware of their feelings. They know trigger points and when they need to be alone. Having the check in has helped my daughter many times – and my family too!

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