

A Restorative School

Guidance Policy for Enhancing Community Relationships and Learning.

Mission Statement

Everyone at St John of Beverley RC Primary School knows we are part of God's family. We share, play and learn together and try to be the best we can be.

We seek to:

- Follow the example of Jesus
- Create a caring, safe and secure environment
- Help everyone to reach their own potential
- Provide a broad, balanced and creative curriculum
- Celebrate the achievement of all
- Promote independence, confidence, self-worth and personal responsibility
- Serve the wider community
- Be good citizens

Our job is to teach the PUPILS we have,
NOT those we would like to have,
NOT those we used to have,
But those we have right now
ALL of them

CORE VALUES:-

RESPECT	CARING	FAIRNESS
TOLERANCE	RESPONSIBILITY	HONESTY

Guidance Policy for Enhancing Community Relationships and Learning at St John of Beverley RC Primary School

At St John of Beverley RC Primary School we believe that every member of our school community should have an equal opportunity to achieve his or her full potential regardless of race, colour, gender, disability, special educational needs or socio economic background. We believe that it is the right of all our pupils to be educated in an environment free from disruption by others. This policy sets out the framework for the behaviour, responsibilities, values and attitudes expected of our community members within a Restorative Practices philosophy. Restorative Practices aims to build the St John's community and to repair and strengthen relationships within this community.

The school embraces Restorative Practices (RP) as a means of empowering teachers to be successful and effective practitioners within their classroom, raising standards and achievement across the school and developing aspirational, motivated and responsible pupils

Aims of Policy

- To create a consistently orderly environment, both inside and outside of the classroom, that is happy and stimulating in which each child's God given potential is fully developed. Our attitudes and practices across the curriculum will reflect the teachings of the Catholic Church whose Christian values will enable us to embrace all children and adults as equals.
- To build a sense of community in the school and to encourage staff, governors, parents and pupils to play a part in that community.
- To ensure good standards of behaviour for the safety and well-being of the whole school community and to ensure the social and academic achievements of all pupils.
- To develop in pupils a sense of right and wrong.
- To embed the use of Restorative Practices in all aspects of school life.

Restorative Practices Philosophy Statement

Effective Restorative Practices foster awareness of how others have been affected by inappropriate behaviour. This is done by actively engaging participants in a process which separates the deed from the doer and rejects the act not the actor, allowing participants to make amends for the harm caused. Restorative Practices acknowledges the intrinsic worth of the person and their potential contribution to the school community.

Restorative Practices framework will:

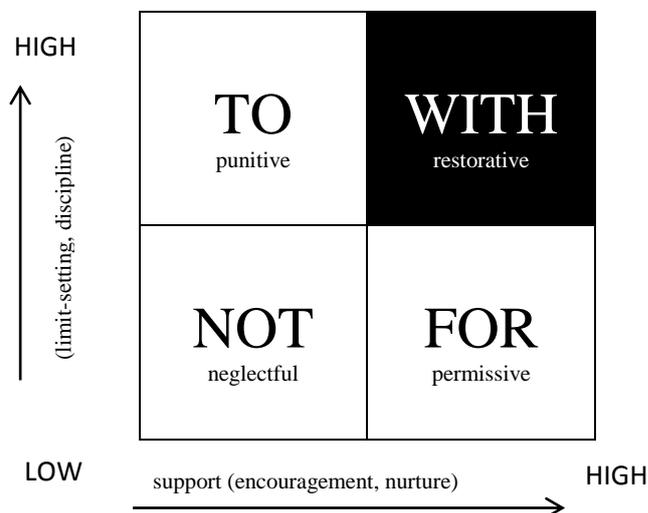
- Improve behaviour and attitudes;
- Provide explicit tools within a defined framework to challenge unacceptable behaviour, resolve conflict and repair harm;
- Improve relationships; establish rights, accountabilities and responsibilities to the community.
- Provide a safe, philosophical basis for staff, pupils and parents to share ideas and discuss issues.

There are four key elements of Restorative Practices. These are:

- Social Discipline Window.
- Fair Process.
- Restorative Questions.
- Free Expression of Emotions.

Social Discipline Window (Framework for working with ...)

HIGH



Wherever possible we should try to work in the 'with box', offering high support, nurturing and encouragement in conjunction with consistently setting clear boundaries and expectations of behaviour. Staff should always, within their professional conduct, be positive and respectful role models to their pupils.

The three principles of Fair Process

1. Engagement – involving all participants in the process.
2. Explanation – shared understanding.
3. Expectation Clarity – clear vision for the future.

Restorative Questions Used by All Members of Staff

1. To respond to challenging behaviour
 - What happened?
 - What were you thinking about at the time?
 - Who has been affected by what you did?
 - What do you think you need to do to make things right?
2. To help those harmed by others actions:
 - What did you think when you realised what had happened?
 - What have your thoughts been since?
 - How has this affected you and others?
 - What has been the hardest thing for you?
 - What do you think needs to happen to make things right?

St John of Beverley RC Primary School Code of Conduct

Pupils have a right to learn and teachers have a right to teach in a classroom free from disruptive behaviour.

School Core Values

- **Respect**
- **Caring**
- **Fairness**
- **Tolerance**
- **Responsibility**
- **Honesty**

These core values underpin the school's ethos and should be followed by all who are part of the St John of Beverley community.

It is important that staff deal with situations to establish and develop their own relationships. Aim to separate the deed from the doer and the act from the actor as integral to Restorative Practice philosophy.

Home School Relationships

Pupils' learning is enhanced by a positive relationship between home and school.

Parents can contribute in the following ways:

- Being interested in their child's learning.
- Understanding and supporting school procedures and rules.
- Being willing to support activities related to school.
- Being aware of their child's role within the community.
- Supporting the school's use of Restorative Practice.

By ensuring their child is ready for the school day by:

- Being punctual.
- Being alert and ready to learn.
- Wearing correct school uniform.
- Having correct equipment and appropriate school bag.
- Communicating with staff.

By communicating effectively with staff by:

- Reading and responding appropriately to school letters.
- Making appointments to see staff about concerns where necessary.
- Providing up to date emergency contact numbers.
- Attending parents' evenings and school meetings.
- Informing the school of absence by telephoning on the first day

Listed below are some examples of affective statements and questions which all staff can use with pupils:

Statements

I feel disappointed about what you did to John because he has tried to help you.

I am upset and angry by what has just happened because...

I feel that (describe action) was very disrespectful because...

When you ignore me I feel disrespected because...

I am sorry that I misunderstood the situation....

I feel really proud of you when I heard ...

I feel really pleased and encouraged that you made the right choice.

I respect your honesty and thank you.

I want to thank you for your cooperation.

REWARDS.

Good behaviour is rewarded in class and around the school with stickers and positive praise in the first instance.

Each week there will also be an award for a specific area – such as ‘Good manners’. This will be in the form of a certificate.

Pupils will all have ‘Good Behaviour’ Cards which will build up to a half termly treat. Merits are given for good work these build up to Bronze (25 Merits) Silver (50 Merits) Gold (75 Merits) Diamond (100 Merits) and Platinum (125 Merits)

SANCTIONS

Warnings are given when behaviour falls short of what is expected. Small sanctions are then decided on by the Teacher or member of staff in charge, often including the pupil who has been harmed or the pupil who has done harm. These may include:

- Minutes off playtime.
- A phone call home
- In more serious cases an appointment is made with parents to discuss ways forward.

EXCLUSION

This is the ultimate sanction. It is the policy of the school to use it very sparingly and only in the case of severe breach of discipline.

Fixed term exclusions may be for a full school day(s) or for the lunchtime break. The decision to exclude will be followed immediately by a telephone call to the parent/guardian and a letter within 1 school day.

A parent has the right of appeal to this exclusion and can take it before the relevant Governing body Committee.

If the school excludes for more than 5 days – the legal regulations adopted by the FGB are to be used.

Permanent exclusion – the head has the power to permanently exclude a pupil. The governing body’s committee who have Pupil discipline as their remit will consider this and must be satisfied that all strategies to improve a pupil’s behaviour have been tried and have failed.

The decision to reinstate lies with the Governing body

Parents have the right to appeal to an independent appeals committee.

Pastoral Support Plan.

A PSP is set by us for any pupil who have had several exclusions or who have been identified as being at risk of failure through disaffection.

The programme is agreed with parents.

Classroom Management.

Teachers should establish good relationships with pupils and encourage them to learn and behave well.

Firm but appropriate guidance should be given.

Teachers should use the physical environment of the classroom to encourage behaviour and good working practices.

Teachers should be aware of pupils needs when grouping children.

Lessons should start and finish on time.

Teachers should provide rewards' accessible to all children.

Effective planning is necessary to achieve appropriate learning and teaching.

CIRCLES must be part of every day.

Feelings charts should be used so that pupils can communicate with the adults in their class.

Teachers at all times must set the best of examples – we are the role models for all.

Policy Drafted by	Angela Nicholl
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