

September 2021

St Thomas More Catholic Voluntary Academy


St Thomas Aquinas Academy Trust



Love One Another as I have Loved you

John 13:34

Restorative Approach, Relationships and Behaviour Policy

Policy Date:	Sept 2021		
Policy Review Date:	Sept 2022	Charlotte Crosse	
Ratified by Governing Body: Bernard Attard- Chair of Governors			

School Mission Statement & Ethos

'Love one another as I have loved you' John 13:34

At Saint Thomas More Catholic Voluntary Academy each child is valued as a unique individual made in the image of God. In partnership with parents and the church community and with God's grace, our school helps each child to develop fully as a person and to nurture and nourish their gifts and talents through worship, play and learning. We live our everyday lives modelling our actions on the example of Jesus. Our inclusive school community respects the rights of all. Our school ethos emphasises the importance of developing self-esteem, self-regulation, intrinsic motivation and positive reinforcement of good behaviour rooted within the Gospel values of love, care, tolerance and respect for all.

Policy Statement

At St Thomas More Catholic Voluntary Academy, we aim to create a happy, safe, caring, stimulating and inclusive environment for all. We encourage self-discipline and aim to keep rules and regulations to a minimum. Promoting good behaviour amongst the pupils is a shared responsibility. All those who work within the school, Governors, parents, the wider community and the children, have a vital role to play. As members of the school community, all stakeholders should aim to build positive relationships with one another and we expect each individual to respect others, their families, culture and beliefs, and have a proper concern for the environment, as part of the exceptionally high standards of behaviour that we have at St Thomas More CVA. We value each individual, irrespective of age, disability, gender, sexual orientation, nationality, race, religion, status or socio-economic background.

We believe that implementing the principles of Restorative Practice helps us to focus on building better relationships with each other, taking the time to ensure that every member of our school community feels listened to, valued and respected. We support pupils in developing the skills to maintain positive relationships with others and to resolve disagreements and problems themselves. It is our role to educate our pupils to understand how their behaviour affects others and its impact on others. Pupils are supported to identify ways they can put right the harm they have caused. This approach ensures we are not teaching pupils that by harming others they will be punished and should therefore avoid being discovered. Instead, we are helping them to become empathic, considerate people who have the skills to avoid and resolve problems independently.

Restorative practice has been found most effective when implemented as a whole school approach by aiming to:

- **Develop** – emotional literacy, truth telling, accountability, responsibility;
- **Improve** – behaviour, attendance, learning environment, teaching;

September 2021

- **Increase** – empathy, happiness, social and communication skills;
- **Reduce** – bullying, exclusions, conflict, need for sanctions.

Restorative approaches are based on four key principles: -

- **Respect** – for everyone by listening to other opinions and learning to value them;
- **Responsibility** - taking responsibility for your own actions;
- **Repair** – developing the skills within a school community so its individual members have the necessary skills to identify solutions that repair harm;
- **Re-Integration** - working through a structured, supportive process that resolves the issue and ensure behaviours are not repeated, allowing pupils to remain in mainstream education whilst also achieving all of the above.

Aims

- To develop positive relationships through a restorative approach, which promote self-esteem, self-discipline and which establish clear expectations of all members of the school community.
- Through shared expectations and a consistent approach, we aim to promote a harmonious working environment where all can develop their skills of working both independently and cooperatively.
- By creating a sensitive and supportive atmosphere, we want all children to be happy and confident with each other and in their work.
- To establish a partnership approach which draws on all those involved with the school.
- To provide systems which promote positive behaviour and which support all members of the school community.
- Recognise the importance of effective teaching and learning in the promotion of positive behaviour.
- To monitor and evaluate the effectiveness of our relationships and behaviour policy and procedures.

School Charter

At St Thomas More CVA:

- We are a welcoming community which embraces the uniqueness and value of every individual within the St Thomas More CVA family.
- We are encouraged to share our opinions, listen and are listened to with respect.
- We speak politely, show good manners in school and aim to be punctual.
- We look after our school environment and make it a pleasant and attractive place.
- We learn interesting things and strive to be the best we can be in all that we do.

September 2021

- We all work together to make the school a happy and safe place to be.
- We foster the Gospel values, compassion and understanding in everything we do.

Beliefs, values and attitudes guide an individual's behaviour. Together, they are the cornerstones of who we are and how we do things. They form the basis of how we see ourselves as individuals, how we perceive others and how we interpret the world around us.



To make this Charter more accessible for children we use the following Whole School Values:

- Trust in God
- Be Kind
- Be Polite
- Be Helpful
- Be Respectful
- Be Honest
- Be a Good Listener
- Always do your best

Restorative Practices

Being 'Restorative' focuses on building positive relationships based on respect and fairness. In turn this creates a community that is supportive, accountable and respectful. We believe that every individual is responsible for their own behaviour.

The Restorative framework is based upon 'knowing the effect that I have on others.' Making changes to the way we approach incidences and issues provides children, and others, the opportunity to think about how they relate to each other and how they can find positive ways of repairing harm caused, rather than focusing solely on punishing poor behaviour or individuals avoiding taking responsibility for their actions.

Children and adults are encouraged to put things right together. All members of staff are trained in the key principles of RP and we understand the importance of modelling positive language, behaviour and take time to develop positive and meaningful relationships with colleagues and pupils. When positive relationships are developed and connections are made individuals are less likely to cause harm to others or choose to damage relationships.

Promoting Positive Behaviours

Our pupils and staff are considerate of each other and our surroundings and always behave in a positive way. The rewards for such behaviour are intrinsic and we recognise that feeling good about something you have done is a very significant reward. We also aim to reinforce positive behaviour with descriptive praise and recognition through rewards such as:

- staff congratulating pupils
- giving children stickers
- house/dojo points
- whole class rewards
- 'Star of the Week' awards based on demonstrating behaviours for effective learning
- lunchtime supervisors selecting 'top table' pupils;
- Head Teacher's award.

We believe that children achieve best when there is a partnership between home and school and this applies particularly to behaviour. We expect parents to support the school in maintaining good discipline, which in turn ensures good learning, by undertaking a home/school agreement as written evidence that they agree. We aim to work with parents and keep them informed at each stage of the policy.

- As far as possible, parents/carers will be informed of achievements so they can share in their child's rewards.
- Staff may use the informal 'chat at the gate' approach or contact parents/carers by telephone.
- Class Dojo or Tapestry are used to send messages home or into school.
- The Parents' Consultations Evenings also provides a forum for discussion.
- Parents may be invited on an individual basis to attend a meeting to discuss strategies for improving their child's behaviour at school.
- Class assemblies, celebrating behaviour and achievements
- Certificates and stickers that children take home

Good discipline is the shared responsibility of all staff. We know that if we expect the children to behave well, the adults in the school must model good behaviour themselves.

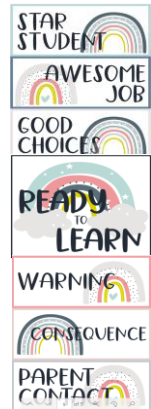
We strive to avoid:

- humiliation – it breeds resentment;
- shouting – it diminishes us;
- over reacting – the problem will grow;
- blanket punishment – this is unjust towards the innocent;
- harsh sarcasm;

September 2021

- threatening children with someone else's discipline;
- using an area of the curriculum as a punishment (e.g. extra maths or no P.E.);

At St Thomas More CVA our aim is to create an environment in which children take responsibility for their actions and behaviour and develop self-regulation strategies. We employ a visual display to support children's understanding of their current level of behaviour. This includes recognition of children who are consistently making good choices in relation to their behaviour.



At St Thomas More CVA, we recognise the valuable knowledge each class teacher possesses of the children in their class. Each class teacher may wish to employ additional behaviour management techniques which are appropriate for their class. These include but are not limited to;

- Call and response
- Mystery student
- Noise monitoring apps
- Relaxing music during independent work

As part of promoting positive behaviour and providing positive role models, pupils are provided with the opportunities to take on responsibilities within their own class, and across their school. These include, but are not limited to:

- House Captains and Vice-Captains
- Membership of the School Council;
- Playground leaders;
- Classroom and school wide monitor jobs;
- Peer listeners;
- Early Years buddies
- Members of the Eco committee;
- Supporting office admin staff to deliver letters/resources.
- Lunchtime Monitors

Awarding House/Dojo Points for Positive Behaviours

At St Thomas More CVA, we use the Class Dojo system to support our school community. Staff are encouraged to award points to children who exhibit positive behaviours linked to our Learning Super Powers. Staff should be mindful to not award points for behaviours that are the expectation e.g. lining up sensibly, using manners etc. nor award points excessively; receiving one point should be valued.

Children will accrue points individually and these can be logged on class dojo by the Class teacher, TAs, Deputy Headteacher and Headteacher. These points can be viewed by parents on the class dojo app to celebrate with their child. Children will also complete an individual points tracker on a weekly basis so they are aware of their achievements.

Consistent positive behaviours will be rewarded by:

- A child receiving 1 raffle ticker per 25 points earned. The raffle will be drawn half-termly and the winner will receive a voucher, book or similar.
- When a child accumulates 100 points (or multiples thereof), they will be awarded a 100-points club badge of honour by their house captain.
 - When the next multiple of 100 is earned, their badge will be 'traded-in' and they will be awarded their new badge.

The Restorative Approach – Building a positive community including rules and high expectations.

Children need to know and help set the class rules. Each teacher works with their class to formulate a class charter, detailing a shared set of rights and responsibilities for all members of the class community, both children and adults, to adhere to. Every class takes part in class reflection time at the end of each day. This time is used to build connections and relationships within the class. During reflection time, expectations of behaviours are taught and reinforced on a regular basis and on-going throughout the year.

Children are, therefore, encouraged to take responsibility for their own actions and behaviour as well as considering the impact of their actions and behaviour on others. Pupils who follow the rules must have their actions acknowledged and rewarded. Those who do not follow the rules need to know that their actions will not be ignored. Consequences of inappropriate choices will be discussed and decided upon with the pupil and the consequence enforced.

Appendix 1 shows an overview of the kinds of behaviour that would warrant different levels of consequences within the policy.

What are our expectations for pupil and adult conduct?

We are proud that we have created a well-organised, attractive and stimulating learning environment. We have expectations for the various areas within the school as well as for behaviour during specific 'whole school' activities such as assemblies.

- **The school environment** Our expectation is that classrooms will be tidy and well organised as this has a positive impact on behaviour. All of us should be proud of

our interesting, well-resourced school. It is the responsibility of adults and children alike to maintain our pleasant school by looking after the resources and displays.

- **Corridors** Children are expected to walk quietly around the building at all times (especially when passing through areas where other people are working). Children and adults should be keen to hold doors open for others showing politeness and consideration for others.
- **Assemblies** Staff and children are expected to enter and leave the hall silently, unless choosing to sing along to any music being played, and sit quietly during assembly showing respect for the adult or children delivering the assembly. Children and adults should be keen to participate and contribute to any interactive parts of an assembly in a positive and respectful manner. Members of staff who accompany their class into assembly, and wish to issue instructions to children in assembly should usually use signalling rather than speech, and should lead their class in and out of assembly from the front of the line.
- **The dinner hall** Children should line up quietly, be polite when receiving their meal and follow any directions of the adults in charge. Noise levels are to be kept to a sociable but quiet level. After the meal children should clear their eating area, leave the dining area quietly and walk to the playground or field.
- **The playground** At St Thomas More CVA, we do not distinguish between the authority of one adult to another, regardless of role (with the exception of the Headteacher and the Deputy Headteacher). At lunchtime, children are expected to respect the authority of the adults on duty in the same way that they would with the teaching staff. All children should feel safe outside and must be made aware of the play ground rules and the importance of informing a duty adult if they have been hurt, are being bullied or harassed. The adults on duty are responsible for ensuring that a good range of play equipment is available for the children; that they are safe; that the playground rules are being adhered to and that any incidents are being properly dealt with within the restorative framework. Any serious behaviour incidents should be reported to the duty Senior Leadership Team member for further investigation. Additional guidance and rules for break times can be found at Appendix 2
- **School uniform** Children are expected to wear the correct school uniform and be smart and presentable at all times. We feel this gives the children a sense of pride and purpose and creates a sense of community that encourages good behaviour. Guidance for school uniform is detailed on the school website, or available in printed form from the school office. All members of staff are expected to enforce rules on school uniform and challenge children who do not adhere.

Restorative Approach in Practise- Dealing with Negative/Inappropriate Behaviour

Incidences of negative behaviour are dealt with in a fair, respectful and appropriate way, with the key focus on individuals taking responsibility for their behaviour,

repairing any harm done, rebuilding and restoring relationships. The key principle, when dealing with issues, is to give all the people involved a chance to have their say and become actively involved in the process. All members of staff and children know that issues will be dealt with fairly with a 'no blame' approach.

When there have been incidences between two children key questions will be asked to find out what has happened and how the individuals involved can make things right again, or repair the harm caused. Our aim is not to ask 'Why?' something has happened but to determine what has led up to an issue and resolve it in a positive way. Everyone involved in an incident is taken through a Restorative dialogue and is therefore supported in coming to understand the harm that has been caused to all parties.

The Restorative Questions:

- **What happened?** Drawing out each person's story one at a time, starting with the person who has caused the harm. The aim is not to come to a definitive conclusion on what has happened, but for each person to have their point of view listened to.
- **What do you think and feel about that?** What each person was thinking and feeling at the time, before and since.
- **Who has been affected and how?** Who has been harmed/affected and how? Older children are encouraged to think about the wider implications of who has been affected e.g. families.
- **What are the needs of those involved?** What those affected need to feel better, move on, repair harm and rebuild relationships.
- **What do you think needs to happen next/to make things right with each other and with the school community?** How do those people agree and negotiate meeting the needs identified above and what support might they need to do this? Staff support pupils in this process but try to ensure the pupils form their own agreement when possible. The children can refer to the behaviour ladders to consider how they can make appropriate amends with the high expectations of the school community. An option could be to complete an apology card to give to each other (Appendix 4).

Effective statements:

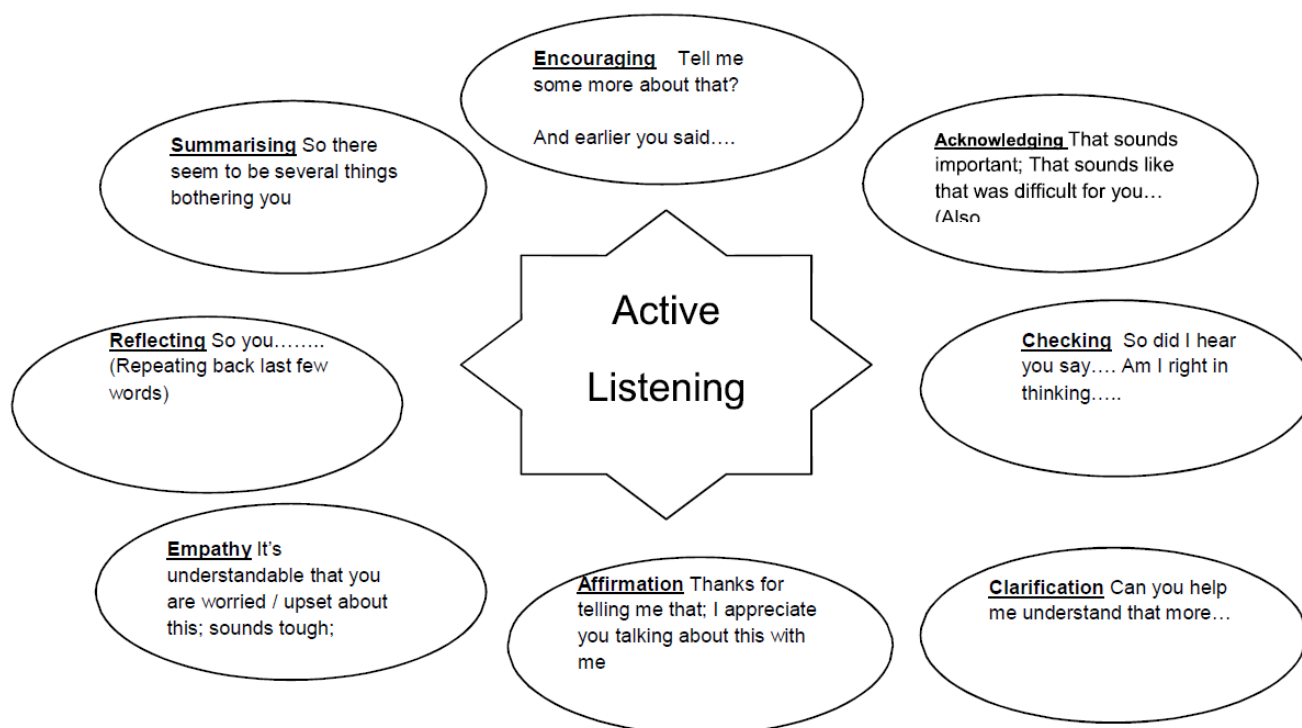
Listed below are some examples of affective statements which all staff can use with pupils:

- I was very disappointed when you did that to 'child'.
- I am unhappy because of 'what has just happened'.
- I feel disappointed by your choice/actions.
- I feel that (describe action) was disrespectful.
- I feel disrespected when you choose to ignore me.
- I am sorry that I misunderstood the situation

- I feel really proud of you because
- 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.

This approach encourages those involved to identify and articulate their feelings, and find ways in which a relationship can be repaired or how they can move forward. By giving pupils this responsibility, we are supporting them in developing their own strategies for avoiding and resolving conflict. We also believe that if pupils reach their own agreement as to how to move forward after a conflict, they are more likely to abide by it than if it is suggested by an adult or imposed upon them. By involving the pupils in the design of the agreement we give them ownership over it and ensure it is helping them to resolve the situation and make amends in their own way.

All staff working within our school use active listening skills when dealing with a conflict. This enables them to draw out more from those involved.



The Restorative Approach and use of consequences

When using consequences at St Thomas More CVA, the child(ren) should always be involved in a Restorative conversation and be an active part of deciding upon any consequences, ensuring they are constructive and allow the child to learn from what

has happened, as opposed to a sanction being imposed and the child seeing themselves as the victim of punishment.

Each class and communal area has a clear display of the process of consequences, so that it may be referred to as part of a restorative discussion. We aim to help the children look out at the harm they have caused to others and see that their sanction is a way of putting things right with the person who has been hurt, as well as with the school community, which expects a high standard of good behaviour.

Some children with social, emotional or mental health difficulties require time to calm down and this is an important part of developing a child's self-management skills. 'Time outs' can be offered to children before an incident is dealt with. Appendix 1 shows an overview of the kinds of behaviour that would warrant different levels of consequences within the policy.

Implementation of the Restorative Approach – Practicalities

At St Thomas More CVA, we recognise that all children are unique individuals and therefore we are flexible in the manner in which we address any incidences of negative behaviour. The stages of the Restorative Approach underpin our method in dealing with behaviour issues but we are conscious that we adapt our approach to ensure it is suitable for the pupil's age and level of understanding.

When working with pupils in the Early Years Foundation Stage our focus is on the initial stages of the Restorative Approach. Staff working with these pupils focus on helping them to grasp the concepts of feelings and how they are caused. Modelling, small group work, peer support and visual resources such as photographs and Communicate in Print cards are all used to support the pupils' understanding and development of empathy.

This approach is adapted for other pupils throughout the school. Pupils with low levels of emotional maturity or with Special Educational Needs may require support in recognising how their actions have affected others or how they feel about an incident. Pupils are supported in developing their understanding of the Restorative Approach using tailored resources, lessons and at their own pace. Children identified as having significant social, emotional or mental health needs may require an alternative approach, which will be discussed and decided upon by the team around the child on an individual basis.

Staff use their discretion and knowledge of the pupils involved to determine how best to implement this approach and who to involve.

Restrictive Physical Intervention/Positive Handling

On rare occasions there are incidences where behaviours severely harm another or compromise the safety of our pupils and adults. In these cases, the adults dealing with the issue may choose to implement consequences that could range from, loss of privileges to reporting to the Deputy Headteacher or Headteacher for a temporary internal/external exclusion and involving external agencies for behaviour monitoring and support. However, in all situations pupils will be treated within the Restorative Framework so that when they are calm their views are heard and they have the opportunity to take responsibility and repair harm caused.

To fulfil our duty of care to prevent harm, Restrictive Physical Intervention may happen as a last resort in any of the following exceptional circumstances, where reasonable, and where all other options have been exhausted. to prevent a pupil from doing, or continuing to:

- a) Commit any offence (or, for a pupil under the age of criminal responsibility (10 years), what would be an offence for an older pupil);
- b) Cause personal injury to, or damage to the property of, any person (including the pupil themselves); or
- c) Prejudice the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise.

Use of physical force must be reasonable and comply with:

- DfES Circular 10/98, "section 550A of the Education Act 1996: the use of force to control or restrain pupils".
- DfES letter dated 24 April 2001 to Chief Education Officers in England, "Positive handling strategies for pupils with severe behavioural difficulties".
- Joint DfES/DH guidance issued July 2002, "The use of restrictive physical interventions for staff working with children and adults who display extreme behaviour in association with learning disability and/or autistic spectrum disorder" Local authority policies.
- Local Authority behaviour support plan.

Most staff on roll in September 2021 have attended Team-teach training and are therefore equipped to deal appropriately with a situation where a child may present a danger to themselves, others or property.

Our policy for RPI is 'the minimum degree of intrusion required to resolve the situation, for the minimum amount of time'. RPI will always be carried out with the child's safety and dignity in mind.

A nurture/sensory room is available in school, and when possible, pupils who have been subject to RPI can be taken to this room for time to become calm and collect their thoughts. Any particular Special Educational Need and/or disability that a pupil might have will be properly considered under the Equalities Act 2010, before any member of staff exercises the power to use force. Where there has been RPI, a record must be made on CPOMs and parents must be informed as soon as practical after the incident.

See also the **Positive Handling Policy**

CPOMs: When should behaviour incidents be logged?

SLT review CPOMS termly and create actions based on issues and trends, in order to ensure support at the right times and in the right places.

The child's class teacher (or TA if covering) should log the following incidents/issues on CPOMs if they arise for a child in their class:

- 1) When a pupil damages property on purpose (belonging to school or to another individual in school).
- 2) Racist incident.
- 3) Swearing/verbal abuse.
- 4) Incidents in which another individual (child or adult) has been injured/assaulted with proven intent.
- 5) Incidents in which another individual has been injured/ assaulted, the victim reports that this was on purpose, and there is a visible injury, whether or not intent can be proved.
- 6) Incidents relating to ongoing issues with a child that need recording (for example, incidents between two children that are not up to the level of assault, but give extra evidence and a broader picture for multi-agency meetings, etc. Alternatively, a child may have confided that they are being bullied, and any incidents between them and the 'bully' should be logged).

It is up to the judgement of the class teacher based on their knowledge of the children whether to record when the victim claims intent, the perpetrator claims accident, and there are no other witnesses.

If any of points 1-6 occur during lunchtime, the MSA involved should report this to the Duty SLT member. The Duty SLT member will take responsibility for logging this on CPOMs and will liaise with the class teacher regarding further action (e.g. communication with home).

Points 1-5 must always be reported to parents/carers. The method used is up to the discretion of the class teacher and it is their responsibility to follow through both with

September 2021

communication, consequences in line with the restorative framework and log this (or Duty SLT member if it is related to a lunchtime incident).

Curriculum Support

Through Ten:Ten (RSE) and PSHE lessons, we aim to teach children the importance of forming good relationships and equip them with the skills to do this. We have high expectations of the children and believe that they should behave because it is the right thing to do and not because they believe there will be a material benefit/extrinsic reward. However, the school has a number of ways of rewarding good behaviour, for both groups and individuals, as it believes that this will develop an ethos of kindness and cooperation. (see Promoting Positive Behaviour)

Personal, Social, Health and Economics (PSHE) lessons, Circle Time, school assemblies, out of school experiences and after school clubs also contribute to the pupil's understanding and competency in managing conflict. Discrete PSHE lessons are taught regularly to ensure all pupils understand emotional literacy, the key stages of the Restorative Approach and have the required skills to be able to resolve issues with adult support or independently, where appropriate.

Appendix 1: Restorative 'Ladder'

Behaviours:	Adult responses/options to discuss with the child:
<ul style="list-style-type: none"> *Low level disruption *Boisterous behaviour (playground) *Uncooperative actions *Not getting on with task in hand *Using avoidance tactics *Disrupting others 	<ul style="list-style-type: none"> *Preventative actions / de-escalation *Calming time within class / distraction job *Individual working space *Informal discussion to support child (RP questions, choices) *State the facts/ affective statements *Validate and redirect <i>*Warning level -> Consequence level</i>
<ul style="list-style-type: none"> *Repeatedly disrupting others *Inappropriate discussions and statements *Inappropriate language including swearing *Poor choices *Teasing *Hurt someone (carelessness) *Lack of respect for people or property 	<ul style="list-style-type: none"> *Catch them being good *Say sorry and mean it *Miss part of next play session *Catch up on missed work *Do something nice for those who have been upset *Inform parents <i>*Consequence level -> Parent contact</i>
<ul style="list-style-type: none"> *Severe swearing/verbal abuse of another *Physical assault (kicked/hit/bit as part of incident) *Refusal to accept prior guidance *Continual disruption over a period of time *Vandalism 	<ul style="list-style-type: none"> *Miss a break time *Discussion with parents or carers *Work in another class *Reflect on their actions (mind map, letter, picture, feelings work) and make amends *Work outside class <i>*CPOMS-> Parent contact</i>
<ul style="list-style-type: none"> *On-going of the above behaviours or extreme example of above behaviours *Extreme reaction to a situation *Physical assault – member of staff *Physical assault (kicked/hit/bit without provocation) *Bullying 	<ul style="list-style-type: none"> *Formal restorative conversation, including meeting with parents *Staff member support *Internal exclusion *Explore external agency support <i>*SLT support</i> <i>*CPOMS-> Parent contact</i>
<ul style="list-style-type: none"> *Racism *Specific behaviours related to an on-going issue 	<ul style="list-style-type: none"> Headteacher intervention *Multi-agency meetings *Exclusion** See Appendix 3 <i>*CPOMS -> Parent contact</i>
<p><i>Depending on age and particular circumstances, different behaviours may warrant one or a combination of consequences, all of which are to be decided within the Restorative Framework. Adults should use their professional judgement when deciding on 'community fix its' with children.</i></p>	

Appendix 2: Breaktime/Lunchtime policy and procedures

Poster about playground behaviour. Example from another school. School council to design.

ROSSETT ACRE
PRIMARY SCHOOL

Happy Break times at Rossett Acre

1. Be kind and polite to everyone, adults and children alike.
2. Run when and where it is safe to do so. For example, don't run on the hill, and be aware of others around you.
3. Take care of the playtime equipment and only use it on the top playground.
4. Make sure that you're dressed sensibly for the weather.
5. Follow Ross the Raptor's safety rules for the Trim Trail.
6. Football can be played on your football day only, in the designated area.
7. Make sure that the quiet area is a peaceful place.
8. Play in safe areas where you can be seen. Don't go into muddy or coned-off areas, behind sheds and walls, or inside without supervision.
9. Use your common sense. If you're not sure, ask an adult.

Play, dance and have fun!

Appendix 3: Apology card

My Apology Card

I am sorry that I (child to describe the behaviour) _____
_____.

I understand that this (child to describe the outcome) _____
_____.

Next time I will _____
_____.

Activa

A Prayer for You

Activa

My behaviour and Outcomes

My behaviour: _____
_____.

The outcome for me was: _____
_____.

The outcome for others was: _____
_____.

I am going to fix this by: _____
_____.

Activa