

St. Joseph's
RC
Primary School



Respectful Relationships Policy

September 2020

Our Mission Statement

Dear God,

With all your help and guidance
let us always show respect, friendship, excellence and care in all we do and say.
We will love each other as you have loved us.
Amen

Introduction

At St. Joseph's RC Primary School, we promote and nurture respectful relationships through gospel values and mutual respect, supported by a restorative approach that aims to build social capital and create a strong sense of belonging, within the context of a positive whole school 'family' atmosphere.

We recognise that it is the quality of the relationship between staff and pupils that is key to promoting good behaviour and that a positive atmosphere is necessary for effective teaching and learning to take place.

This policy statement refers to all children who attend St. Joseph's Primary School irrespective of gender, disability, ethnicity, social, cultural or religious background. This school has high expectations of all pupils and we acknowledge our legal duties under the Equality Act 2010 in respect of safeguarding and in respect of pupils with SEND.

Rationale

The underlying purpose for considering pupil's behaviour is to further the aim of our school mission statement.

By rewarding, promoting and displaying positive and respectful behaviour, pupils and staff can work towards this aim at all times. Through challenging and intervening when a pupil behaves inappropriately we aim to assist children to choose the correct behaviour in the future and restore relationships effectively. In order to do this, our school adopts restorative approaches when resolving conflict. We have high expectations of everyone within school and treat all pupils and adults equally.

The drawing up of this policy gives school staff a clear statutory authority, as specified in Section 91 of Education and Inspectors Act 2006.

Values

Our school values are:

- **Respect** – we value, support and empathise with each other
- **Responsibility** – we are responsible for our own actions
- **Reparation** – we try to put things right and display the value of forgiveness.
- **Reintegration** – we can always make a fresh start

Aims

We aim to give pupils:

- An understanding of 'right' and 'wrong'.
- Encouragement to respect and value each other.
- The chance to form mutually respectful relationships and express their feelings.
- Opportunities to be listened to and to negotiate with others in a restorative way.

- A safe and calm environment in which teaching and learning opportunities are maximised.
- Rewards to celebrate and promote positive behaviour both in school and on transport, educational visits or other settings.
- Raised self-esteem and confidence through encouragement and positive feedback.
- Understanding of personal, social and community responsibilities.

We aim to give staff:

- A supportive and productive atmosphere for the delivery of Quality First Teaching.
- Protection from harmful conduct by pupils of the school by having clear and consistent procedures.
- Peer support in staff meetings to promote relationships and staff wellbeing.
- Full use of the restorative approaches model in order to resolve conflicts efficiently and respectfully.
- Access to relevant training and support from SLT, and each other.
- Regular opportunities to discuss pupil behaviour and seek support from wider agencies whenever necessary, with support from the SENCO to do this.

We aim to give parents:

- Clear guidelines in supporting this policy through texts, newsletters, workshops and the school website.
- Flexibility to accommodate the personal needs of parents so consultations, advice, discussion, etc, is always available- staff are happy to be approached about queries or worries a parent may have concerning their children.
- Support from school staff when necessary, at times convenient to all parties involved.
- Regular updates about their child through parents' evenings, conversations, termly reports, annual reports and celebration assemblies.

We aim to give governors:

- Active participation in the development and review of policy in school.
- Access to relevant training and updates on behaviour in school.

We aim to give the community:

- An awareness that pupils at St. Joseph's are respectful when travelling to and from school.
- The opportunity to observe the positive contribution that pupils make to their community.
- The opportunity to participate in shared community and church events.
- The right to be respected and safe.

Strategies and Implementation

Restorative Approaches

A restorative model in school focuses on the impact on relationships and how they can be successfully restored and maintained.

The emphasis is on reparation and reintegration and encourages children to express and listen to how their actions have affected others, working together to find solutions. It promotes effective conflict resolution skills, providing children with a forum to 'have their say and be heard.'

The following questions are asked to those who have been affected which focus on resolving the situation and all staff use these:

1. What happened?
2. What were you thinking?
3. What were you feeling?
4. Who has been affected?
5. What needs to happen/what do you need to do now to move forwards?

Class Charters

Our Class charters are written, agreed and designed to make clear how we as a whole school and as individuals can ensure respectful relationships. They are reviewed with classes each year and are constantly referred to. Our class charters are displayed on all classroom walls.

Positivity promotes respectful relationships

We celebrate good work, good behaviour, good attitudes and individual effort at St. Joseph's Primary School.

Reward systems are in place across the school - these differ depending on the age and abilities of the children in each class and the agreed classroom charters. The underlying principles of the reward systems are however, the same.

Some of the ways we reward children are:

- Stickers (*in books during COVID 19*)
- Stamps
- Certificates
- Verbal praise and feedback by all members of staff
- Positive comments in children's books

Visiting the Headteacher with 'good work' and good news (*during COVID-19 headteacher informed of good work and communicates this to child*)

- Headteacher stickers
- Stampers in books
- Celebration Assembly – weekly in class
- Star of the Week Award
- Informing parents through meetings, Home/School books or verbal feedback
- Smiley faces
- Class Rewards

Re-Engaging

At St. Joseph's Primary School, staff are calm and non-judgemental, meaning that they will not jump to conclusions regarding a behaviour that a child may be displaying.

Staff use the 'wonder, wander, whisper' approach to understand the reasons why a child may be displaying a behaviour and then work together with the child to find a solution, enabling the child to return to a place of good emotional wellbeing, and re-engage with their learning.

Negative Actions Negative Actions

Every class and all staff use the same 'Values Circle' system for recording and reporting negative actions. The same system is used to record negative actions in the classroom, assembly, outdoor environment, at playtimes or lunchtimes.

The 'Values Circle' systems are displayed in each classroom:

Procedure

Children are to move gradually away from the School core values at the centre of the circle.

Action

Staff will give children the chance to move between the circles and will not allow children to make the jump from the centre to the outer circle without following each stage. Children will be given the opportunity to move back to the core values on the badge at the centre.

There may be occasions where privileges will be taken away for example, playtimes or After School Clubs may be withdrawn. This will be discussed with the children and parents will be informed of this by SLT.

Commented [N01]: Maybe 'On these occasions, a member of the senior leadership team with contact parent/carer to discuss this.

Team- teach

In certain extreme situations, and only ever where the safety of an individual child or others is compromised, trained staff may use Team Teach strategies and restraints in order to de-escalate a situation ensure a safety of all involved. Team teach strategies and restraints will always be used as a last resort and for safety reasons.

Staff in school who are Team Teach trained are:

- Mr Fannan (Class teacher)
- Mrs Hanley (Deputy Headteacher)
- Miss Cowey (Teaching Assistant)

Additional Support- Restorative Solution Circle

When a child appears to be off-task in class on several occasions, or appears to be struggling socially or emotionally over a period of time, additional support may be required.

To ensure that the most appropriate support is accessed, a restorative solution circle meeting will be held initially.

This involves parents, relevant staff, SENCO and the Head Teacher (or Deputy Head in her absence) coming together and discussing the needs of the child. Prior to the meeting, the child's views will also have been gathered.

The meeting will be structured around the five restorative questions mentioned above, and next steps will be agreed upon.

These may include: reasonable adjustments within the classroom (seating position, small group working, etc.), access to in-school interventions, assignment of a key adult, referrals to outside agencies (EWEL Team, Educational Psychology, etc.).

A support plan would then be created to monitor the emotional wellbeing of the child, using a half termly 'plan, do review' cycle.

Formal Restorative Conferences

Where there has been an incident of a serious nature (e.g. physical assault), a formal restorative conference will be held within school, in addition to a restorative conversation between the children involved.

A formal restorative conference is facilitated by the Head Teacher (or Deputy Head in her absence), and involves the parents/carers and children coming together to ensure a fair solution can be achieved, that reparation can be made, and the relationship between the children can be restored.

Outcomes of a formal restorative conference may include: home/school diary, change of location for break and lunch (e.g. in class/with HT), completing learning away from the classroom environment, fixed term exclusion).

All individuals present at the conference will be asked to agree to the outcomes of the meeting.

Upon the completion of the outcome action, an informal re-integration conversation will happen with the child and a trusted member of staff, to reassure the child that they are valued as a member of the St. Joseph's community and that they now have a fresh start.

Exclusions

Exclusion is the most extreme measure the school can take and is only involved where all restorative measures have failed or in extremely serious instances.

Bullying

Please see our 'Anti-Bullying Policy'.

Review

This policy will be reviewed annually by the Head Teacher and Deputy Head Teacher.

This policy is to read in conjunction with the following policies:

- Mental Health and Wellbeing Policy
- Covid Protocol- August 2020
- Restrictive & Physical Interaction Policy

Appendix 1

Covid-19 amendments

During this time in school we have reminded all of our pupils about how important it is to show respectful relationships and interactions towards each other in order for all members of our school family to feel valued and safe.

During this time:

- We will work together respectfully to ensure that everyone feels safe and secure in school
- We will use kind words always and show kindness and comfort to anyone who feels worried or anxious
- We will support each other to stay safe by trying hard to keep a safe distance from others and respect their personal space
- We will wash our hands often, before beginning and ending activities and at various transition points throughout the day
- We will follow all instructions carefully
- We will be co-operative and fair when using our 'bubble equipment' outside during lunch and break times so that everyone feels valued and able to access resources that they would like to use
- We will try hard to maintain excellent hygiene and be respectful to others by catching sneezes in tissues, 'Catch it, kill it, bin it approach', by following handwashing routines and by not spitting or purposefully coughing at people
- We understand feeling mentally well is so important, especially during this uncertain time, therefore we will try to be supportive to each other and only share comments that will be helpful to others and not make them worried or upset
- We will work together as a school family so that we can all be the best that we can be

Children who have returned to school are currently working in bubbles with designated staff members. Each bubble has created their own class charter to reinforce the respectful relationship principles above. These charters were developed with the children so they have ownership and understand the importance of following the charter closely to ensure that everyone feels safe and happy.