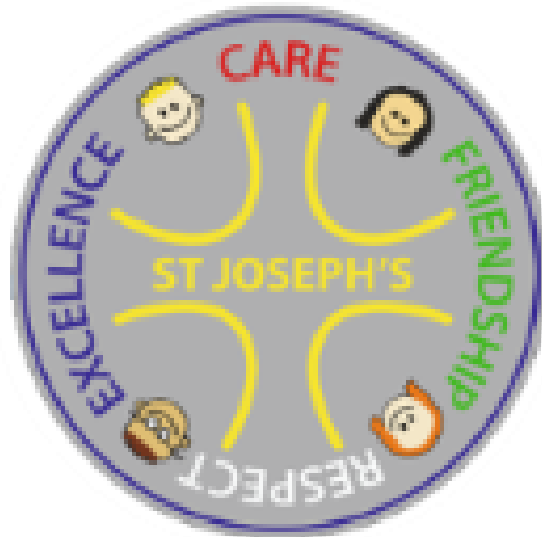


St. Joseph's Catholic Primary School



Respectful Relationships Policy

September 2022

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 Catholic 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 Catholic 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**
- **Friendship**
- **Excellence**
- **Care**

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 Catholic school 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 Catholic 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 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 Catholic 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

Every child has a positive reward chart linked to school values that we are focusing on each week. Children are rewarded for demonstrating these values in and around school. Where children are not showing that they are displaying these values children are:

- Supported by classroom staff to correct their negative behaviour
- Separate time away from class to discuss any issues the child may have- staff understand that often outward behaviour is a sign of how a child may be feeling
- Low level behaviour is addressed positively and staff highlight positive behaviour using positive role models.

- Abuse in all forms will not be tolerated and will be picked up and addressed.
- Where a child consistently displays negative behaviours, SLT are informed and work with the child to come to a positive resolution to behaviours.
- The use of the restorative language and approach ensures that all pupils understand that their negative behaviours can be rectified and that they can have a fresh start.

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.).

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. Where it would not be deemed suitable or safe to have all parents together, this conference may take place separately but all decisions would be shared and agreed by all parties to ensure that all parties feel that a fair solution has been achieved.

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, social exclusion and as a final resort, 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.

Signed by:

Mrs Ashton
Head Teacher

Signed by:

Chair of Governors

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