St.Teresa’s Catholic Primary School

Restorative Justice Policy
January 2019
INTRODUCTION

Our Policy:

- Aims to articulate the central values, rights and responsibilities which underpin the management of student behaviour within our school.

- Will have as its central pillar the Principles of Restorative Approaches. The Restorative Approaches approach will provide an alternative to the belief that punishment will change behaviour and achieve compliance.

- Will use Restorative Approaches as an educative approach, to help those involved to learn how to change. Restorative Approaches will underpin our Behaviour Policy and offer an alternative to the traditional responses to challenging behaviours.

- Is written in the belief that an understanding, shared throughout the school, of principles, procedures and practices, is the most effective method of achieving a united school community of which all its members can be proud.

- Will assist the students and others working with them to satisfy all the following Every Child Matters outcomes:
  - "Safe" – from maltreatment, abuse and neglect; from accidental injury and death; from bullying and intimidation; from anti-social behaviour; and have stability and security and are well-cared for.
  - "Healthy" – physically, mentally emotionally and spiritually; living a healthy lifestyle; choosing not to take illegal drugs.
  - "Enjoy and achieve" – that the child is ready, attending and enjoying school; achieving nationally recognised educational standards; enjoying recreational activities.
  - "Economic well-being" – encouraging the child to engage in further education or employment; ensuring that they live in decent homes and sustainable communities; have access to transport and material goods; and come to live in households free from low income.
  - "Make a Positive contribution" being involved in the community and society and not engaging in anti-social behaviour.

PHILOSOPHY

- We believe that good behaviour is an integral part of the learning process. Individual students have the right to work and develop in an atmosphere of respect, trust, security, honesty and openness – where positive relationships are valued within the school and the wider community. This philosophy forms part of our whole school approach to the development of SMSC (Spiritual, Moral, Social and Cultural).

The key elements in this philosophy are:

- Clear, shared learning goals;
**RIGHTS AND RESPONSIBILITIES**

All members of the community of St. Teresa’s School share the rights to:-

- Work safely and productively;
- Share information, skills learned and concepts grasped – without distraction or disruption;
- Have recognition and reward for successes and efforts;
- Have self-esteem enhanced;
- Work in a co-operative manner and treat each other with respect and dignity;
- Welcome visitors and similarly to respect their rights;
- Have equal opportunity to succeed irrespective of race, gender, religion, sexuality, ability or disability.

**TEACHING AND LEARNING**

The development of students’ social, emotional and behavioural skills will be encouraged by establishing high expectations in all lessons.

The way in which all members of the school community teach and learn from each other when behaviour and attendance is unacceptable, is also influential. As pupils grow through the school there will be regular explicit opportunities for learning about how to act in keeping with the school’s values and beliefs.

**ROLES AND RESPONSIBILITIES**

The promotion of positive behaviour is the responsibility of the school community as a whole.

The Governing Body, Headteacher and staff are responsible for ensuring that all aspects of the school’s Restorative Justice Policy and its application, promote equality for all students. The roles include:
- The Governing Body defining the principles underlying the school’s Behaviour Policy.
- The Head teacher and Senior Leadership Team in framing and establishing an environment that encourage positive behaviour.
- All staff in ensuring that the policy is consistently and fairly applied and that students are taught how to behave well.
- Students who are able to behave in a way that promotes the learning of all in the community.
- Parents and carers in taking responsibility for their child’s behaviour inside and outside the school to maintain high standards of behaviour.

**CODE OF CONDUCT**

**The use of Restorative Approaches at St.Teresa’s School**

The approach requires **all** staff working with our students to be aware of the principles of Restorative Approaches and the ability to apply them to resolving situations in their classes, corridors and elsewhere in the school community.

Restorative Justice will be a regular feature in the schools continuing Professional Development programme both at the beginning of the school year and where appropriate at other times. In addition to this our Pastoral Support Manager (Mrs Anna Kerr) has been trained to use the model to resolve more difficult problems, in a formal and structured manner. She has been trained to apply Restorative Approaches to conferences with the “Wrong doer and the Harmed”, with the aim of creating restoration and reparation between those involved.

**The Restorative Questions:**

What happened?
What were you feeling / thinking at the time?
What do you think / feel about it now?
Who has been affected by what has happened?
In what way?
What impact has this incident had on you and on others?
What has been the hardest thing for you?
What do you think needs to happen to make things right?

The questions are neutral and non-judgemental, they are about the wrongdoer’s behaviour and its effect upon others, and they are open questions which require an answer. They take everyone from the past (what happened) to the future (repairing harm) and require people to reflect on who has been affected. They are likely to help the wrongdoer develop some empathy for those affected.

**How the Restorative Approaches Questions are used:**
The Restorative Approach model can be applied in a number of ways, ranging from informal work in corridors and classes to formal conferences with the wrong doer and the harmed including working with whole classes.
**Restorative Chat** – informal chat using restorative questions, this does not include formal referral, preparation, contract or debrief but should/may include a follow-up. Individual member of staff takes initiative and leads process.

**Impromptu Conference** – informal conference that might not include formal preparation, but should/may include a contract and a follow up. Individual member of staff takes initiative and leads process.

**Circle or Classroom Conference** – formal conference that requires a formal referral, pre-conference preparation, a contract, debrief and a follow up session. Referral for support can be made to the Pastoral Support Manager.

**Formal Conference or Parenting Conference** – Requires formal pre conference preparation, possibly a home visit, formal referral, a contract and a formal setting, a debrief after the conference and a follow up session. Referral for support will be made to the Pastoral Support Manager.

All Restorative Approaches Interventions will be recorded as appropriate on the schools conduct log system.

**Unsuccessful conferences or refusal to take part:**

Unless all have agreed to take part in the Restorative Intervention, it will not proceed; **all** have to be willing participants. If during an intervention any of those taking part are unable or unwilling to proceed the intervention will close and an alternative resolution will be imposed.

If those involved fail to comply with expectations of the agreement alternative solutions including the schools consequences may be applied to the Wrongdoer.
REWARDS AND SANCTIONS

Rewards are much more effective than punishment in encouraging and motivating students and should be used as an incentive for success. Staff will always attempt to use the principles of Restorative Approaches to resolve the effects of inappropriate behaviour. Failure to respond to Restorative Approaches Interventions may lead to sanctions being imposed. Sanctions will be an escalating nature and will be proactive in amending students’ behaviour.

SANCTIONS

See school’s Behaviour Policy for details.

SUPPORT SYSTEMS FOR STUDENTS

Some students will need additional support to manage their behaviour. The school will support these students and proactively work to pre-empt escalating behaviour programmes. Students identified by individual members of staff as needing additional support will liaise with the Pastoral Support Manager and/or Senco.

SUPPORT SYSTEMS FOR STAFF

All staff will deal with incidents of misbehaviour when it occurs, respond accordingly and record the incident on the appropriate recording sheet.

Incidents of a more serious nature will be referred to the class teacher, Pastoral Support Manager or SLT, as appropriate.

IN Volvement of Parents

To be fully effective the Restorative Justice Policy, alongside the Behaviour Policy, needs support from the whole school community.

Any proposed changes to the school’s policy will be discussed by the Senior Leadership Team and the Governing Body.

MONITORING AND EVALUATION

The school will regularly audit the effectiveness of the Restorative Justice Policy. This will inform the school Improvement Plan and lead to identification of targeted training for staff implementing the policy.

Designated Lead  Anna Kerr, Pastoral Support Manager

Date January 2019

Review Date January 2020