

# ST JOHN LLOYD CATHOLIC COMPREHENSIVE SCHOOL

## *School Mission Statement*

***“Learning and Growing Together in Christ”***

***“A Christian community which recognises the dignity and value of the individual and in which all members are encouraged to develop their potential in terms of knowledge, understanding, spiritual, moral, social and cultural awareness”.***

ST JOHN LLOYD  
CATHOLIC SCHOOL



## RESTORATIVE APPROACHES POLICY

Produced July 2021  
Approved by Governors December 2021

## **Introduction**

The purpose of this policy is to outline how we approach relationships within our school community at St John Lloyd Catholic Comprehensive School. This involves a whole school approach to building, maintaining and (when needed) the repairing of relationships with everyone we work with – pupils, staff, governors, families, the local community and outside agencies.

We will make every effort to achieve this by using a consistent restorative approach which means we are living our Catholic beliefs of ongoing forgiveness, reconciliation, making amends and new beginnings, which are values we share with people of all faiths and all healthy communities. This is true in all our day to day relationships and in the joys and challenges of school and family life.

This policy is an umbrella policy for all policies involving relationships and wellbeing to ensure a consistent restorative ethos and stepped approach with everyone we meet.

## **Explaining the Restorative Approaches Framework**

At St John Lloyd School we are proactive in building and maintaining relationships in order to create a sense of community. We constantly reflect on what we need from each other, in order for us to be our best and build connections and empathy with one other. When relationships are positive and we know and respect each other, we are less likely to harm each other, thus reducing the amount of harm and conflict in our school community.

All behaviours are communication, including around any unmet needs. Incidents and conflicts are excellent opportunities for social and emotional learning at any time with pupils and staff, including lunchtime supervisors and support staff and families/carers. A restorative response enables children and all adults working with them to work together consistently to build and strengthen our learning and faith community.

This also helps us with our trauma informed approach. Healing and building resilience with all pupils and staff depends on positive, healthy and reliable relationships, even more so when people have high levels of adverse childhood experiences.

We will always endeavour to actively work with each other to resolve problem and conflicts, not trying to rescue, impose or ignore issues.

We will use consistent restorative approaches to make this happen, for preventing harm, for early intervention, and for high level response for more serious harms.

**Please see the Appendix below for the levelled approach and our best practice framework.**

## **Restorative Principles and Best Practice**

We want to ensure our community relationships are as strong as possible so we can all thrive and enjoy wellbeing in all aspects of our school life. We will put every effort into building healthy relationships and preventing harm through regular circle practices with pupils, staff and families.

When relationships have been damaged it is important that the appropriate and levelled restorative steps are taken. We want to enable all those involved to repair harm, build empathy, problem solve, and move forwards at the earliest opportunity.

It is helpful for everyone in the St John Lloyd School community to remember at all times the core Restorative Principles outlined by the Restorative Justice Council & Wales Restorative Approaches Partnership (see Appendix). These principles are key to our school's consistent restorative model and enables us as a faith school to fulfil our mission.

The principles also align to the overarching aims of the new Welsh Curriculum, a whole school approach to emotional and mental health and wellbeing ( weblink <https://gov.wales/sites/default/files/publications/2021-03/framework-on-embedding-a-whole-school-approach-to-emotional-and-mental-well-being>) , and the United Nations Charter on the Rights of the Child.

### **Building and Maintaining Relationships**

All staff have been trained in, and are expected to use, Restorative Approaches. This involves building relationships with the pupils, colleagues, parents and carers, and the wider school community. One important way that we do this is through the use of circles for weekly check ins and using problem solving issues as they arise. A range of circle practices are threaded throughout teaching and learning to build relationships and increase collaboration and reflection.

We also expect staff to use the restorative enquiry and 'I' messages to encourage the person we are working with to be reflective, honest and to find a way forward with their issue. Our classroom agreements are developed each year with each new year group, in order to build our classrooms as communities who care about each other's needs and their own needs and behave with respect for each other.

Our peer mediators who are pupils from year 8 are also key members of the restorative team. They help address issues at the earliest and lowest level possible using the same approach on request from pupils in Year 7. When we have meetings with family members, carers and other agencies, we will adopt a restorative mindset and approach as our first choice wherever possible.

### **Teaching and Learning**

We aim to foster a love of lifelong learning in our pupils, and so all staff must model good relationships and practice what we preach. Every classroom is a unique community and is the responsibility of the class teacher and learners who work together. We collaborate between ourselves and with the pupil and their learning journey and engage with their families and carers wherever possible to build relationships and engagement in learning.

Staff have had several INSET days and supervision to develop their skills in using different circles to build and maintain relationships. We use circles in teaching and learning, for example, when starting a new topic; in plenary sessions; to encourage peer led learning and listening and speaking skills cross curriculum; and to make and share decisions in Student council meetings.

## **Classroom Agreement, Circles in Classrooms and Circles in Groups.**

### **At the start of the Academic Year**

- A 'Classroom Needs' exercise is completed with each new class, and whole-school needs are identified from these. (RA lead to ensure this is completed by the end of the second week of the Autumn Term). Classroom Needs are to be revisited at the start of the Spring Term and are actively referred to and revised by all staff and pupils as needed.

### **On a Weekly Basis**

- Use of circle time during Monday morning registration we use circle time to check in with pupils after the weekend and before lessons start so if there are any issues they can be addressed and hopefully resolved.

### **Dealing with Incidents using a Restorative Approach**

- All staff are expected to support the principle of using a Restorative Approach by supporting and challenging each other and pupils in adopting this as the preferred approach.
- When dealing with minor incidents staff should use 'I messages' and the Restorative Enquiry Questions to deal with the situation presented. These core questions are the same for peer mediators and for more formal meetings and are shared with all pupils and adults.

They are:-

- 1. What happened?**
- 2. What were you thinking? How were you feeling?**
- 3. Who has been affected and how?**
- 4. What do you need to feel better?**
- 5. What do you want to happen now in order to move forward?**

Restorative Practices should not be viewed in isolation or as tools that are used only when harm is done. Instead being restorative is modelled and linked to all positive interactions that occur throughout the school day, including across the curriculum throughout all teaching and learning as social pedagogy.

Engagement with families/carers and partner agencies will also be facilitated using the same consistent approach wherever possible.

### **Repairing Relationships**

When conflict occurs, we expect those involved to find solutions to move forward and repair the relationship where possible. By having a common restorative approach to resolving conflict, we can achieve this in a fair and inclusive manner with all affected. Together we problem solve and plan so that the harm does not happen again.

- Any parties involved should be given the opportunity to take part in a Restorative Meeting following adequate preparation, using the restorative enquiry and giving the person time to think about the questions they will be asked and how they can repair the harm and move forward.
- At the end of the meeting when all involved have agreed a way forward an Outcome Agreement must be filled in to record what has been agreed and then signed by all parties.
- These records will be kept securely on Classcharts and tracked by the Pastoral Team to ensure the agreed outcomes are carried out over time.
- All must agree to take part in the meeting and it should be held as soon as possible to prevent further harm and escalation. Ideally, a restorative meeting will take place the same day as the issue arises, unless for health, safety and wellbeing issues more preparation time is needed to enable more engagement and reflection, and/ or more people need to attend e.g. parent/ carer or social worker.

### **Restorative Approaches Framework at Restore School**

	<b><u>What</u></b>	<b><u>Who</u></b>	<b><u>When</u></b>	<b><u>Where</u></b>
Building and Maintaining Relationships	Classroom Agreement	All Classes Teachers Support Staff	Start of Year	Classrooms
	Circles in Classrooms	Pupils	During lessons across the curriculum	
	Circles in groups for Support and Challenge 'Talkabout' sessions for identified KS3 pupils	Ed Psych. EWO Behaviour support Teachers Support staff	As required  During Intervention sessions	Classrooms
	'I' Messages (Stage 1)	Teachers Support Staff Lunch Supervisors	During lessons, break and lunch times, etc for low-level disruption	Classrooms, hall, yard, corridors, Heart Space
	Restorative Conversation – "informal chat"(Stage 2)	Teachers Support Staff Lunch Supervisors Peer Mediators	During lessons, break and lunch times, etc for low-level incidents, or if an I message has not been effective	Classrooms, hall, yard, corridors, Heart Space
	Restorative Conversation – Formal Meeting	Teaching staff Support staff	For continued low-level incidents when	Quiet area, e.g. empty classroom, Heart Space

	(and Problem-solving circle if required) (Stage 3)		an “informal chat” has not been effective	
	Formal Conference (Stage 4)	Led by a fully trained staff member (not involved in the incident) Parents and Senior Staff to be informed	Serious incidents	Private room, e.g. ELSA room, empty classroom
	Restorative Space/Exclusion (Stage 5)	ELSA Headteacher/Deputy	Extreme circumstances	ELSA room Headteacher’s office

## Repairing relationships – A Levelled response to issues

The restorative approach uses the lowest level and simplest response at the earliest opportunity by all affected by the issue/s. Wherever possible, pupils are encouraged to work with peers and given the time to resolve issues themselves using the restorative questions and/or circle and talking pieces. Where peer mediators are in place, we will support them to have the time and appropriate spaces and supervision to offer a restorative service and meetings with pupils for lower level harm.

### STAGE 1 - 'I' messages

- The pupil is made aware of the issue by the member of staff who uses restorative language to speak with them quietly one to one, for example,

- When I heard you.....I felt .....
- When I see you .....I feel disappointed that....
- This is affecting me (and maybe others) in this way.....
- Would you please.....(invitation for the specific behaviour requested)

❖ There does not need to be a formal record

### STAGE 2 – Restorative Conversation

- Informal chat using the Restorative Questions (this does not always require preparation time or an outcome agreement).
  - Could take place in the classroom or corridor, dining hall or playground at any time.
  - Individual member of staff takes initiative and leads process.
  - Low level pupil issues can be referred to the peer mediators for a restorative one to one meeting or conference between pupils. The same practice and recording and supervision standards apply for pupil led meetings as with adults, with clear safeguarding processes and staff oversight.

### STAGE 3 – Formal Meeting

- If poor behaviour continues and relationships are affected, a pupil and teacher meet for a more formal conversation about the incident.
  - Pupil is given a copy of the Restorative Questions and allowed time to prepare if needed. There may be another member of staff present to facilitate the meeting. A problem solving circle could be required.
  - An outcome agreement needs to be produced in the meeting and signed by both parties.

### STAGE 4 – Formal Conference

- A formal meeting may be required to deal with more serious incidents and must be facilitated by a member of staff that is not involved. Senior staff and/or parents/carers should be informed.
  - The restorative questions are asked to each party.
  - There must be an outcome agreement.
  - Only staff members who have had the four day training can facilitate these meetings.

### STAGE 5 – Restorative Space/Exclusion

- In extreme circumstances, a pupil may be sent to the Headteacher's office

- There must be a restorative conversation or meeting, and a re-integration meeting with the member of staff involved and a written and signed Outcome Agreement produced that is shared with all affected for tracking outcomes delivery and change.
- The re-integration meeting must be carried out by a member of staff who has had the full RAIS training
- The Outcome Agreement should be revisited in a week's time to monitor progress.

## **Appendices**

### **Resources for Best Practice and Guidance**

The Restorative Justice Council is the best practice organisation we look to for information and resources and ideas. Their website is [www.restorativejustice.org](http://www.restorativejustice.org).

Wales Restorative Approaches Partnership is our training and local delivery partner and chosen by Happy Town Borough Council for schools development. They hold the national Restorative Services Quality Mark and Training Practice Quality Mark and advise us on practise, materials and standards. Their website is [www.restorativewales.org.uk](http://www.restorativewales.org.uk)

**The seven Principles of Restorative Practice from the Restorative Justice Council are:**

- 1. Restoration**
- 2. Voluntarism**
- 3. Neutrality**
- 4. Safety**
- 5. Accessibility**
- 6. Respect**
- 7. Empowerment**

Wales Restorative Approaches Partnership (and other countries e.g. Canada) also include these additional principles/ values (and especially important in education):

- Being non-judgemental
- Being empathic
- Inclusion



## Restorative Approaches across key school strategies



## **Restorative Approaches and the Rights of the Child**

A restorative approach helps meet the needs, rights and responsibilities of children and those working with them. The United Nations Charter on the Rights of the Child (UNCRC) <sup>1</sup> reminds us that children have the right to be: **Protected; Equal; Educated; Heard; Healthy and Safe.** Working restoratively especially addresses the key rights from the following articles in the Charter :-

**Article 3** Everyone who works with children should always do what is best for each child

**Article 12** Your right to say what you think should happen and be listened to

**Article 13** Your right to have information.

**Article 15:** Your right to meet with friends and join groups and clubs

**Article 19** You should not be harmed and should be looked after and kept safe.

**Article 23** Your right to special care and support if you have a disability so that you can lead a full and independent life.

**Article 25** Children who are not living with their families should be checked on regularly to make sure they are okay.

**Article 28** Your right to learn and go to school.

**Article 29** Your right to become the best that you can be.

**Article 31** Your right to relax and play

**Article 33** You should be protected from dangerous drugs.

. **Article 34** The government should protect children from sexual abuse.

**Article 36** You should be protected from doing things that could harm you.

**Article 37** Your right to be treated fairly if you break the law

**Article 39** Children should get special help if they have been abused

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<sup>1</sup> Children's rights are all the things that children and young people need to make sure that they are safe, have the things they need to survive and develop, and have a say in decisions that affect their lives. The **United Nations Charter on the Rights of the Child (UNCRC)** gathered children's human rights into articles. Welsh Government decided to take an extra step and make the UNCRC law in Wales with the **Rights of Children and Young Persons (Wales) Measure 2011**. The Measure has changed the way we work, and we have to consider children's rights in everything we do. \_See [www.childrensrights.wales](http://www.childrensrights.wales)

## Restorative approaches and links to wider community and strategic programmes

