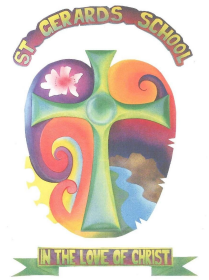


RESTORATIVE PRACTICE PLAN



As a Catholic School, we believe in reconciliation. Our school values of compassion and commitment, our virtue of mercy and our Catholic faith, support restorative practice. Positive relationships and the maintaining of these, even in difficult circumstances, between students, staff and families, is important to the school community of St Gerard's.

Purpose:

- *To ensure the physical and emotional safety of all people involved in our school.*
- *To encourage students to take responsibility for their behaviour and give them skills and strategies to repair damaged relationships.*
- *To develop a sense of self responsibility and awareness of the impact actions and decisions have on others.*
- *To develop self control and self awareness.*
- *To learn compassion by seeing things from other people's perspective.*
- *To provide a format for staff, board and parents to follow to reconcile differences and maintain functional relationships.*

Restorative Practice is about **repairing harm** done to relationships, rather than apportioning blame and punishment.

Students work with us to **solve problems** by working out who has been involved and affected and then talk through issues until it is resolved.

Students are encouraged to make the decisions about what they can do to **make things right**, thereby taking ownership and responsibility for their actions.

Expectations for behaviour and clear boundaries are shared with students in every class and within the playground, to assist students to make positive decisions.

Staff facilitate this process through discussion and **guidance and modelling**. Some expected behaviours may need to be taught directly.

Families are supported through information sharing and discussion to **understand the process** and use its principles. There is an expectation that parents will take part in the process if their child should need their support.

Restorative practice enriches the special Catholic character of the school and mirrors our belief in reconciliation.

Restorative practice quick guide. (Full guide on page 4)

Restorative practice is the process we use when other people are harmed by our behaviour.

To facilitate Restorative Practice in our school we have identified three levels of behaviour/incident management.

All staff are trained in recognising the three levels of behaviour and following the appropriate action plans.

Level 1: A minor incident - staff member on the spot uses RP Chat - make right - if during play/lunch record in duty notebook, no further action. This may involve just one student or a group.

Level 2: Repetitive level 1 behaviour or disrespectful incident/minor physical- staff member confirms level (preferably with classroom teacher) - reflection- RP Chat/ conference-make right- classroom teacher informs parents- record on Assembly.

Level 3: Serious physical, verbal violence, repetitive bullying behaviour- staff member confirms level with Principal - Principal phones parents- leads inquiry - work towards full conference- all stages recorded on Assembly

Development of Culture - Living our values

We believe that the development of a positive culture which supports our school values and vision will create positive behaviour - our students will live the vision and values of our school.

Development Practice	What this looks like
1.Modelling and living the vision and values of the school	<ul style="list-style-type: none"> • Term 1 introduce and unpack school vision, school crest and values- relate these to the expected behaviours at St Gerard's School. (eg today we are off to the farm we will be showing our school values of...What will we see from you) • Assembly principal awards recognising all 4 values throughout the year to model behaviour that others can aspire to attain. • Nice ones ??? • Specific teaching of values and what they look like throughout the

	<ul style="list-style-type: none"> curriculum and year. (eg PE commitment to completing cross country) Students goal setting/reflection relating to values and vision Visual evidence of values/vision in action throughout the school. (eg commitment in this classroom looks like this.....)
2.Circle time	<ul style="list-style-type: none"> Timetabled and taught every week for the whole year. Specific teaching of social and emotional competence values and virtues to develop empathy.
3.Widespread use of RP language	<ul style="list-style-type: none"> Using the language of RP chats and questions on daily basis. (eg make it right, what harm has been done, what they are sorry for) Community education (eg parents understand of language and feeling confident to use this at home, use of RP language in Newsletter and by Parish Priest) Systematically teach programmes that enhance the use of RP language and reinforce vision and values of the school (see table below)
4.Understanding of RP levels	<ul style="list-style-type: none"> Staff and community have a clear understanding of levels. Appropriate versions of levels are shared at the beginning of each year with ongoing examples throughout the year. Classes display RP levels in age appropriate versions. Children can confidently express these and understand actions at each level. Scenarios practiced/real examples are used to reinforce understanding. Regular syndicate discussions about levels.
5.House Groups	<ul style="list-style-type: none"> Family groupings with teachers as part of these groups. Meeting every fortnight Leadership by students. PTA House cup award- term by term consideration
6.Celebrations	<ul style="list-style-type: none"> Newsletter (eg celebrating those children representing our school) Facebook (eg visitors to the school) Blogs (eg children's work) Celebration evenings x2 a year(eg children's work) RE assembly led by special character leaders(eg school wide strand) Cultural assembly x1 a year led by cultural leaders Monday prayer Staff prayer Graduation Mass Prizegiving School masses Sunday and Fridays House leader certificates to house members - 'living our vision'

Three year plan for culture development

	2017	2018	2019
term 1	Caritas & lent School values, vision, virtue, charism	Caritas & lent	Caritas & lent, school values, vision, virtue and charism
term 2	Kia Kaha & You me and us	Keeping ourselves safe yr 1-6	Kia Kaha & You me and us
term 3	Social Justice week	Social Justice week Choice programme (yr 7 & 8)	Social Justice week

term 4	Puberty (yr 5-8) Life Education	self defence for girls (yr 4 & 7) Life Education	Puberty (yr 5-8) Life Education
---------------	-------------------------------------	--	-------------------------------------

Restorative Practice Levels & Actions - Full Guide

All levels are determined by age scenario and severity of behavior

Level 1

Level 1 behaviour	Some examples of what it looks like	RP Action
1.Low level day to day disruptive disagreements that takes place between two or more people at school and causes a breakdown in relationships	<i>less severe to more severe-top to bottom of doc</i> <ul style="list-style-type: none"> ★ off task ★ teasing ★ lying ★ unkind comments to others ★ swearing at someone ★ bossy, domineering ★ storming off, leaving ★ not following instructions ★ disobedience ★ excluding a child from a game or group ★ damaging another child's property or school property ★ negative reaction to someone in authority 	<ul style="list-style-type: none"> ● Staff member identifies that behaviour is Level 1. Teachers can make decisions on Level one without consulting others. ● Wrongdoer and victim/s spoken to using the RP chat. ● What happened? ● What should of happened? Which value has been breached? ● Could you have resolved this yourself?/what would you do next time? ● What needs to be made right now? ● Wrongdoer and victim make it right with each other. ● Apology for (must name the beast) ● Level 1 not recorded unless in duty time.

Level 2

Level 2 behaviour	Some examples of what it looks like	RP Action
1.Deliberate disrespectful behaviour/ Repeated behaviour at a lower level that has already been dealt with by RP chat.	<i>less severe to more severe-top to bottom of doc</i> <ul style="list-style-type: none"> ★ damaging another child's property or school property ★ negative reaction to someone in authority ★ backchatting a teacher or another adult 	<ul style="list-style-type: none"> ● Staff member identifies that behaviour is Level 2 and clarifies with a second staff member. ● Determine whether a reflection sheet/homeschool notebook/time-out(buddy classroom/seats outside staffroom) is necessary (this is to keep people safe) ● Wrongdoer and victim/s spoken to using the RP chat/conference. ● Identify with the student that this is a

	<ul style="list-style-type: none"> ★ threatening a child(intimidation) ★ deliberate, ongoing disrespect 	<p>level 2 incident and give reason why?</p> <ul style="list-style-type: none"> ● What happened? ● What should of happened? ● What would you do next time? ● What needs to be made right now? ● Wrongdoer and victim make it right with each other. ● Apology and action for (must name the beast) ● RP Conversations/documentation recorded and linked to Assembly. (if hand written scanned and attached) ● Level 2 recorded on Assembly and parents phoned by classroom teacher ● Consider the option of a home- school notebook for children to take responsibility for their behaviour ● After 3 separate Level 2 incidents involving the same behaviours within a 1 week time frame it is automatically treated as a level 3 and the Principal is involved.
--	--	---

Level 3

Level 3 behaviour	Possible examples of what it looks like	RP Action
<p>1.Physical and verbal violence, repetitive bullying behaviours causing major disruption to class/playground safety and learning</p>	<p>less severe to more severe-top to bottom of doc</p> <ul style="list-style-type: none"> ★ intentional physical injury to someone ★ racial slur ★ stabbing or jabbing someone using a pencil or object of any kind 	<ul style="list-style-type: none"> ● Staff member identifies that behaviour is Level 3 and clarifies with a second staff member. ● Principal/delegated staff member informed at once and person responsible removed to time out space and monitored. ● Person harmed is supported and any injures are managed ● Parents of both person responsible and person harmed are informed immediately by Principal/delegated staff member. ● A timeline is shared with parents ● BOT chairperson informed (this could be an email) ● Principal/delegated staff member interviews both parties ● Principal. classroom teacher, leadership team member consider these questions: <p><i>Has the wrongdoer admitted their involvement?</i> <i>How many people have been involved?</i> <i>What is the potential benefit of a conference to this community/Wrongdoer his/her family?</i> <i>What is the nature and seriousness of the wrongdoing?</i></p>

		<p><i>Is there a history of previous events?</i> <i>What have we tried so far?</i> <i>Has it worked?</i> <i>What are the risks of going ahead with the conference?</i> <i>Can these risks be managed?</i> <i>What are the risks of not going ahead?</i></p> <ul style="list-style-type: none"> ● A decision is made to conference or not to conference. <p>If conference:</p> <ul style="list-style-type: none"> ● Parents are informed of a conference ● A date is set ● All information including interviews/conference questions/seating plan are shared with parents involved. ● Principal/delegated staff member interviews families involved to determine impact of incident, process of conference and expected outcomes? (No surprises at conference) ● See conference guidelines attached <p>If no conference</p> <p>Stand Down may be enacted using the processes outlined in the Stand Down, Suspension, Expulsion Rules 1999 under the Education Act 1989. This time will be used as an opportunity to reflect with parental support.</p> <ul style="list-style-type: none"> ● Any child Stood Down for reflective purposes must be re introduced into the class by the Principal or delegated staff member. ● ● If the incident has affected the whole class, there might be an opportunity to have a special circle time. ● If a stand down occurs, a conference ought to be considered as one strategy for reintegration
2.A matter which requires police involvement	staff to add behaviours	<ul style="list-style-type: none"> ● follow traumatic incident procedure

Definitions/Practice Notes

<p>Thinking / Reflective Sheets</p> <p>Level 2</p>	<ul style="list-style-type: none"> ● A thinking/ reflective sheet/notebook . ● Those students for whom the task of writing would be hard, are supported by the teacher writing and they are speaking. This is not a writing task, but a thinking
--	--

	<p>and reflecting task.</p> <ul style="list-style-type: none"> ● When some timeout is needed ,behaviour is repeated or involves physical actions- wrongdoers and victims will be asked to complete a Reflective Sheet . ● Each class will have a designated thinking/ reflective space that will allow students quiet and privacy and hold a copy of the thinking process to be completed. ● A designated thinking space will be defined for playtime and lunchtimes. This space will allow quiet and will be monitored by staff. ● A staff member will be identified each playtime/ lunchtime as the delegated duty Release person to monitor thinking/ reflective sheets and to follow up with discussion to ensure the students are safe during the reflective process or releasing the duty teacher Thinking/ Reflective sheets will be collected and monitored by the Principal on a term by term basis.
<p>Circle Time</p>	<p>A group orientated way of learning that is based on core values, has rules and uses a method.</p> <ul style="list-style-type: none"> ● The values include: mutual respect, equal opportunity, and inclusiveness. ● The method is a collection of strategies that ensure all students have equal opportunity within the circle. ● Circle time may go for up to 40 minutes and use 2- 3 strategies as well as core activities. ● Circle time has 4 important rules @ St Gerard's: <ol style="list-style-type: none"> 1. Right to pass 2. One person speaks at a time 3. No put downs 4. No students are named ● Circle time works best when it has a purpose. ● Circle time will be incorporated into classroom programmes on a regular weekly basis and as needed.