

Our Lady of the Assumption Catholic Primary School
Personal Development , Behaviour and Welfare

What kind of young people do we hope to develop?

Our fundamental values start with our motto : Care, Learn and Respect.

We have shared behaviour expectations (behaviour cloud) and a new behaviour policy that reflects those expectations. We are developing a whole school approach to behaviour management which began with the embedding of values that encourage mutual respect and reflective solution focussed approaches.

We have promoted all in our school as role models. Year 5 and 6 have been trained in leadership approaches and have worked as buddies and play leaders across the school.

My question for you is this:

What do you see in others that you would most like to have yourselves?

What kind of person would you really like to be?

Pope Benedict Youth Mass, Twickenham 2010

Unpacking our value to Care, Learn and Respect

Golden Award Stars

At Our Lady's we want all pupils to know and to feel success, as well as to be safe and happy learners. We also want to prepare all pupils for future success. This means ensuring that children have strong skills for reading, writing and maths as well as active and curious learners who are independently engaged in the world of learning.

We also work to encourage our pupils to be team players and leaders; equipped to seek and solve problems with a strong sense of who they are and where they belong and plan to go next. Each week in our celebration assembly we celebrate our star learners ; pupils who embody our school values.

Our right to be safe – Protective behaviour — STOP and TELL

Green for Go

We will acknowledge and encourage children to identify that they are not perfect. At Our Lady's you will hear the language of wrong choice and right choice. We work to encourage and promote right choice behaviour and to celebrate this as 'on track'. We link this to the behaviour traffic light of green. We encourage and promote the wellbeing and success of being at green, of staying at green and also of returning to green if a wrong choice is made. We want all children to recognise what makes us green for go. We aim for all children to experience green, to know green what it feels like and why it makes us successful.

At Our Lady's we are working through a development project to ensure that all pupils feel safe and know what to do if they feel unsafe. All have the right to be safe and happy. If something that others say or do (or don't say or do) makes us feel unsafe we have the right to tell them to stop. If they don't stop we must tell. Every pupil has named people in school and out of school that they feel safe to tell.

We recognise that for many this can be counter cultural but we believe that if children recognise in themselves the point where they need to seek support and they will do these we are putting an important safety pathway in place. We believe that this will be a strong protective factor for children who are growing up in an increasingly complex mental health

and wellbeing culture with many pressures placed on each of them by access to peers and on line information that can bring challenge. Mental wellbeing post Covid is a significant protective resilience factor. We work to be positive and proactive in building this assertive culture of well being.

SMCS Spiritual, Moral , Social and Cultural Development

At Our Lady's we recognise that the personal development of pupils plays a significant part in their ability to learn and achieve. We therefore aim to provide an education that provides opportunities for pupils to explore and develop their own values and beliefs, spiritual awareness, high standards of personal, a positive caring attitude towards other and respect for differing social and cultural traditions as well as an appreciation for the richness and diversity of our society and the wider world. We live in a wonderful and incredible world. We want our children to be fully equipped to engage with the world in all of its beauty and complexity. This is embedded through our core British and faith values and is present in all aspects of our school life. Embedded in our culture, where the values of responsibility and respect are key drivers, restorative approaches are fundamental to pupil development and growth.

We aim to :

- encourage all pupils to value themselves and their unique contributions to their own and to others lives and in turn to be able to celebrate others and their qualities and abilities.
- provide all of our pupils with a rounded education, including how to learn together and play together the skills , understanding and respecting points of views of others, respecting and applying rules and understanding why these rules exist.
- prepare pupils to contribute to society and culture throughout their lives, and to participate actively and positively in the life of the school, their community and the wider world.

Inclusive Language and Values

Every child is unique and every family is too. We work to ensure that we do not make any assumptions that would de value a child and their situation. This is a key part of our whole school development and reaches into every interaction we have with a group of children or an individual.

Emotional Intelligence

Our children are growing up in a world which is increasingly complex. As a school community we know that it is important for children to develop skills to understand and explain their own and others emotions; to cope with success and challenge. Our most important principle is that we are all loved for who we are not what we do. From this place of safety we work to give children opportunities to develop emotional awareness and balance. We also provide safe opportunities for children to face challenge so that they can build resilience and coping strategies.

Thinking and Questioning Skills

In and out of the classroom we encourage children to develop as independent active learners. Our whole school writing and maths systems build on the principles of Mastery; that children need opportunity to rehearse learning to understand and apply before they can take learning to a higher level and begin to self evaluate and develop their own ideas.

Across the school we celebrate children having a go and see sharing of learning as a pathway to success for all. Within class and across phases we are building children's skills to ask good questions and to model and teach each other.

Challenge Zone / Comfort Zone

We have high expectations for all children and aim for them to have the same high expectations for themselves and each other.

We aim for children to want to challenge themselves and to recognise if they are working to challenge or if they are working within their comfort zone. It is also important for some children to recognise when and how they have set themselves a challenge which is too great and the skills to manage this. For different children and in different areas of the curriculum we find that challenge looks different.

The importance of Self reflection and Questioning

Pupil voice is very important at Our Lady's. The student council is also in place to act as an important vehicle for whole school change.

Pupil conferencing has been introduced to develop pupil skills and confidence to share their views and to be able to self-evaluate with growing accuracy and confidence.

This approach develops positive self talk, responsibility taking, emotional literacy and problem solving.

A Community rooted in respect

Do we all respect each other equally

Do some people feel more valued than others ?

Do some people have more right to be valued than others ?

A school community that embeds restorative approaches will, on a minute by minute basis, at all levels, be using values and respects approach to :

interact with each other informally and formally

enhance and inform teaching and learning

have those more challenging conversations

tackle problems, conflicts and misunderstanding (amongst pupils and adults)

Manage discipline

Manage meetings

The key attributes and approaches of adults who engage and teach using this approach

Remaining impartial and non judgemental

Respecting the perspective of all involved

Actively and empathetical listening

Developing rapport

Listen without judgement

Paraphrase

Calm down strategies

Your voice – stay calm – seek solutions – warmth

Empathy

Re cap the situation building in the pupil perspective – ensures that the person knows that you do understand their point of view –

Both sides to offer their point of view

Both sides to present solutions

Agreements

Moving forward

Key language to support calming self review

On track Not on track yet - an opportunity to self reflect within a supportive context

I can see you are not on track. Give yourself a minute and when you are ready and back on track you can join us.

What do you think you need to do to get back on track ?

What could be the first action you take to get back on track?

Is there something you know that will help you get back on track ? Do you need any support to get back on track?

One element of this respects and responsibilities approach is positive problem solving which we have been developing.



Going forwards we plan to introduce formal Peer Mediators. These are students trained to help other young people to find a solution when they have a conflict, whether this be a playground row, fall out in the dinner queue or any other dispute.

Mediators go aside with the 'disputants' and take them through a tried and tested process. Mediators are good listeners and never take sides. Instead, they will elicit information and ensure that both disputants have listened to the other's point of view before helping them to agree a creative solution that will make them both feel better. Because the disputants have arrived at the solution themselves, they are more likely to stick to it.

Mediators are trained:

- In the 4-step process of mediation

- To be assertive in the way they manage mediation
- To understand how conflict works
- To listen actively and to summarise
- In non-verbal aspects of communication such as body language and eye contact
- In emotional literacy and talking about feelings
- In finding neutral and non-judgmental ways to frame their language
- In the elicitation of win-win solutions
- To work as a team
- In the expectations for them and disputants
- In how to respond to a range of situations safely
- In how to develop and promote the scheme across the school

For Students

- A safe space to sort out arguments
- A chance to avoid escalation and mend relationships
- A more peaceful school environment
- The opportunity to resolve conflicts independently of adults
- The chance for individual points of view to be heard

For Staff

- Individual pupils are more able and more confident to solve problems
- A culture of problem solving being developed
- Improved social and emotional understanding within school.
- Greater understanding of students' experiences and relationships
- Improved student behaviour

For Mediators

- Confidence and social skills
- Increased maturity
- Support from a team
- Skills for life
- The satisfaction of helping their peers

Agreements for mediation

no put-downs, affirm one another, volunteer yourself only, encourage one another, it's OK to make mistakes, you may pass, keep good secrets, and one person at a time speaking

The 4 step process of mediation

Listen to both sides

Identify what both sides need to move forward

Seek solutions from both sides
Agree solutions