



Naas Community National School

Positive Behaviour Policy and Code

Community National Schools are state, co-educational, multi-denominational schools underpinned by the core values of:

- Excellence in Education;
- Care;
- Equality;
- Community and
- Respect.

In Community National Schools, all students are given equal opportunities for enrolment in line with the Education (Admissions to School) Act 2018. Once enrolled, our schools strive to provide all students with equal opportunities to engage with the curriculum and school life. In all aspects of school life all members of our school communities are treated equitably regardless of their race, gender, religion/belief, age, family status, civil status, membership of the Traveller community, sexual orientation, ability or socio-economic status.

Our schools provide a safe physical and social environment that reinforces a sense of belonging to the school community and wider society. They strive to enable every student to realise their full potential regardless of any aspect of their identity or background. Our schools promote a fully inclusive education that recognises the plurality of identities, beliefs and values held by students, parents and staff. We prepare open-minded, culturally sensitive and responsible citizens with a strong sense of shared values.

In Community National Schools, students of all religions and beliefs and none are treated equally. The school environment and activities do not privilege any particular group over another whilst at the same time acknowledging and facilitating students of all religions , beliefs and none.

Ethos Statement of Community National Schools

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NOTE: This policy is in accordance with the requirements as set out in *Developing a Code of Behaviour: Guidelines for Schools*, published by the National Educational Welfare Board (2008).

This policy relates to, and should be read in conjunction with, other school policies including:

- *Anti-bullying Policy*
- *Acceptable Usage Policy*
- *Child Safeguarding and Risk Assessment Policy*

Building Positive Relationships in Naas Community National School

The *Positive Behaviour Policy and Code* in Naas Community National School is a statement of good practice that reflects the restorative ethos of our school. The policy promotes whole-school preferred practices and the explicit building of positive and healthy relationships, recognising the centrality of such relationships to wellbeing and learning for all.

This policy is underpinned by the philosophy of Restorative Practice (RP) which focuses on the building, maintaining and repairing of relationships.

Restorative Practice is a values-based way of being; it aims to consciously build relationships, respond to conflict in a healthy way, and connect us to our best selves and to one another.

Our ethos builds relationships by recognising the voice of every child and member of our school community. We aim to develop self-awareness, self-esteem and resilience.

Reflective of the Primary School Curriculum (N.C.C.A, 1999) our school is committed to the holistic development of the children in our care.

As a Community National School we strive to strengthen our bonds with all members of our school community.

Our involvement with the community builds sustainability in relationships and connects our students with relevant learning opportunities.

Our Core Values and The F.R.I.E.N.D.S Approach

By working together, we can all achieve our potential in learning and in life. It is important that we have a literacy around our values so that we can model, cultivate and promote them in our daily interactions with each other. Our school core values of Respecting Ourselves and Each Other, Trying Our best when things get hard, Recognising and celebrating our differences, Understanding we are responsible for our actions will be supported using the restorative F.R.I.E.N.D.S. approach below:

Fair - we support each other by seeking to identify, understand and meet the needs of our community, respecting diversity and valuing everybody's voice

Respect – we respect ourselves and others regardless of any aspect of identity or belonging. As human beings we have a fundamental right to respect, it is not a position that needs to be earned or fought for.

Inclusive - we recognise the importance of connection with others and strive to ensure that everybody feels valued and a sense of belonging. We aim to keep everybody in community, even and especially when things go wrong

Empathy – being curious about the thoughts, feelings and actions of others; listening to understand; being compassionate and kind; perspective sharing

urture – we nurture the child in all dimensions of his or her life —spiritual, moral, cognitive, emotional, imaginative, aesthetic, social and physical. We recognise the integrity of the child’s life as a child and aim to cater for his or her needs and potential as they evolve day by day.

Did you Giraffe? - like the giraffe we use our big hearts and long necks to practice our value of empathy and our skills of listening and perspective sharing

Safety – we aim to establish a safe environment as we know that this is key to all personal growth and development. Maslow before Bloom! (refers to Maslow’s *Hierarchy of Needs* and Bloom’s *Taxonomy P15 & P16*)

These School Core values form the basis of all our decisions and approaches, informing how we intend to meet the community within our school and beyond. **FRIE DS** show up all day, every day, in a number of ways. It is our hope that anyone visiting the school will be able to identify our core values by the dispositions and actions they see and experience, and the feeling they get as they spend time in our school community.

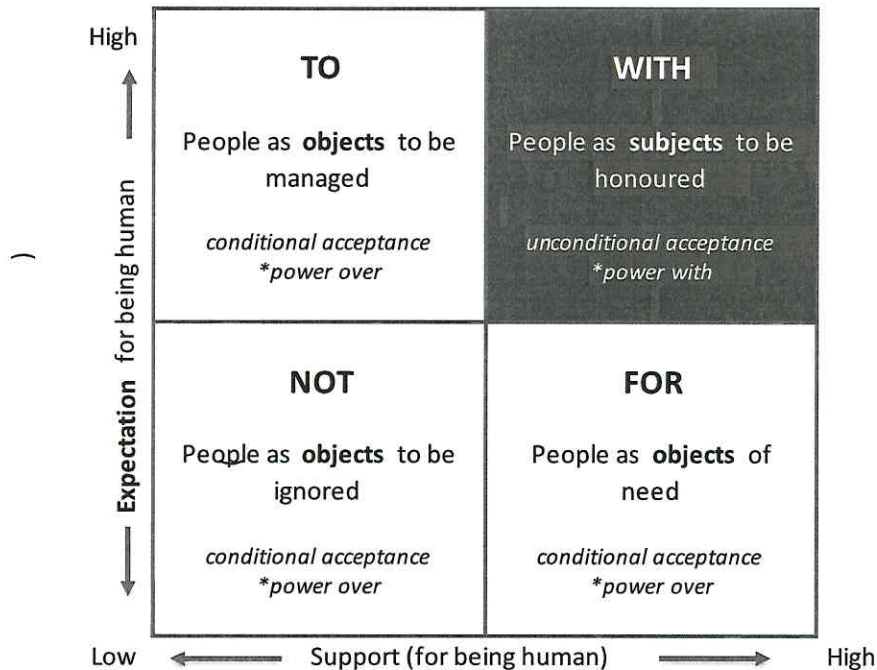
Some of the methodologies that we include in our practice as a school community to promote positive relationships and practice our values include:

1. Teaching our GMGY programme. Explicit teaching of the core values in the “We are CNS” element.
2. Check in and out Circle on a Monday and Friday
3. Explicit teaching of the values using the Friendship Keepers programme in 3rd to 6th class and using the circle value lessons in Junior Infants to 2nd class
4. Training Friendship Keepers from 3rd to 6th class to promote positive relationships among their peers
5. Home/ School Communication letters to acknowledge a child’s practice of the school values – see appendix 2

Relationship Window (Matrix) (Vaandering, 2016)

We use the Relationship Window to guide our thinking about our relationships, how we honour the worth and wellbeing of our community. Healthy relationships are responsive to the needs and joys expressed by all who interact with each other. Responding effectively is a learned skill that begins with awareness of what it means to live in responsive relationships. We can increase our understanding and capacity for responding effectively in all circumstances by engaging with the Relationship Window. The Relationship Window illustrates how responsiveness occurs through high support and high expectations for being human. The Relationship Window is a framework that firstly helps to discern the kinds of relationships we find ourselves in and then serves as a guide to increase their quality. Central to relationship is the need to belong; we feel honoured when we are included and can be at our best.

Relationship Window
(subject-object relationship)



When people provide support and expectations in a balanced, reciprocal way, it results in people engaging with each other and people are thus invited to belong and to be honoured. However, relationships become problematic, unhealthy or even destructive when one or both have ulterior motives for personal effect. When this occurs, all those in that relationship lose their humanity and become objects that are used. This can happen subtly (i.e. to get something done) or aggressively (i.e. bullying) and has many reasons. With everyone needing to belong, doing what is perceived as necessary to belong is often the underlying motivation for unhealthy relationships. When one is offered high support but low expectations for being human, the relationship is characterised by people doing things for each other. When high expectations are combined with low support, people do things to each other. When there are no expectations or support given, the relationship is characterised by neglect and is assumed to be non-existent.

As a restorative school we are committed to the belief that everybody is worthy and interconnected, that respectful communication is essential to healthy relationships, and that power is to be shared in order to sponsor agency and support everyone to grow and flourish in a way that allows for individual and collective needs to be met. As such, we work *WITH* people, not doing things to, for or ignoring them, as is the heart of restorative practice. (Evans and Vaandering, 2016, p. 59 – 78)

Expectations

Naas Community National School believes in agreeing and setting high expectations with our students, parents, teachers and special needs assistants (SNAs) in order to be our best selves in everything we do as we grow and learn together. This ensures clarity of expectation for everybody,

believing in, seeking and finding our best selves. Healthy boundaries allow for individuals and the community as a whole to grow and flourish. Our expectations are rooted in our values and we support each other to meet these expectations and to take responsibility when we do not. In particular, this supports our students to develop their life skills in taking responsibility for themselves and caring for others, which is essential for a happy life.

Our classrooms are places of learning and we expect our students to live our values in class, ensuring that the needs of all are met in order to get the best out of their learning opportunities. We all have a responsibility to ensure our learning environment is clean and tidy.

Relationships are at the heart of everything we do in our school. We are committed to the building of positive and healthy relationships that support our wellbeing. Our hope is that we all feel valued and connected. When things go wrong, as sometimes they do, by developing compassion and accountability we will seek to find a way forward together. Acknowledging the harm that has been caused to relationship(s) and deciding on action(s) in community that will seek to make amends for what has happened, will support everybody involved. Whole-school practices to promote this approach are outlined below.

Commitment, Roles and Responsibilities

The promotion and modelling of positive engagement and relationships is the responsibility of the school community as a whole. The patronage (K.W.E.T.B), the Board of Management, Principal, Deputy Principal and staff team are responsible for ensuring that all aspects of the school's *Positive Behaviour Policy and Code* and its application, promote the ethos of a Community National School and the restorative philosophy of the school.

This involves:

- The patronage, K.W.E.T.B defines and promotes the vision, ethos and values of Community National Schools
- The Principal, Deputy Principal and other members of the I.S.M frame and establish an environment that encourages positive engagement and regular attendance
- All staff team members ensure that the policy is consistently promoted and modelled
- Students engage in a way that promotes positive relationships and supports the learning of all in the community.

School Community Agreement

The School Community Agreement (Appendix) endeavours to ensure an effective partnership between the students, parents/guardians and the staff team that will benefit our students and our whole school community, with each of us clearly understanding what is expected and agreed.

Staff team members, parents/guardians and students all commit to using the *FRIENDS approach*, supporting the school's restorative ethos and the *Positive Behaviour Policy and Code* in interactions with the school community and when representing the school.

Commitment of Staff Team Members – School Community Agreement

Team members can demonstrate their commitment to our community by:

- Respecting and modelling the values and aims expressed in the Community National School's ethos statement
- Providing a curriculum that seeks to meet the needs of all students, that builds on their natural curiosity, initiative and talents, enabling them to develop their knowledge, understanding, skills and values to their maximum potential
- Setting high expectations for themselves and the students in learning and teaching
- Agreeing appropriate and meaningful tasks with clear guidance and a realistic timescale for completion
- Keeping students and parents/guardians informed about school affairs and individual student progress
- Being clear about community expectations and boundaries (what's okay and what's not okay)
- Caring for the safety and wellbeing of students
- Listening to concerns and responding to them sensitively with the school's values in mind.

Commitment of Parent(s)/Guardian(s) – School Community Agreement

Students' learning is enhanced by a positive relationship between home and school.

Parents/Guardians can demonstrate their commitment to our community by:

- Being interested in their child's learning
- Understanding and supporting school practices and procedures
- Being willing to support activities related to school
- Being aware of their child's role within the community.

By ensuring their child is ready for the school day by:

- Being punctual
- Being dressed appropriately
- Having correct equipment and an appropriate school bag.

Communicating with the staff team by:

- Reading and responding appropriately to school emails / letters
- Making appointments to speak with staff team members about concerns where necessary
- Providing up-to-date emergency contact numbers
- Attending parents' evenings and school meetings

- Informing the school of absence by telephoning/emailing/ updating their Aladdin app in advance where possible or on the first day of absence.

We encourage a harmonious and collaborative partnership between parents/guardians and staff in line with the ethos and values of the school.

Commitment of Students – School Community Agreement

Students can demonstrate their commitment to our community by:

- Attending regularly and on time, bringing everything needed
- Dressing appropriately for school and being an ambassador for the school on and off the campus
- Completing learning tasks on time and to the best of their ability; seeking help if needed
- Listening attentively and respecting the learning needs of others
- Taking advantage of, and maximising, opportunities offered, both educational and extra-curricular
- Treating others with kindness, fairness, consideration and courtesy
- Taking care of school buildings, property and equipment, helping to keep the environment attractive and free of litter. Respecting the property of others
- Living our school values in class, seeking to meet the needs of all in order to get the best out of learning.

We manage this through the class charter.

Responsibilities of the Teacher

The teachers create a restorative environment by modelling our values and building positive learning relationships with the students. The teachers take the time to engage with the practices and processes, demonstrating competency and consistency to support the students in their care. The teachers work to acknowledge and praise the efforts of the children in their classroom.

Responsibilities of Special Needs Assistants (S.N.As)

Special needs assistants model our values and build positive relationships. SNAs support the teacher in their role and can assist in running restorative practices such as conversations and meetings. SNAs have a significant role in contributing to a positive and restorative classroom and school culture.

A Note on Reward Systems

As a school community, we believe that our students have the ability to do the right thing even when no one is watching, as we support them to live their values and be their best selves. We also agree with the NEWB guidelines (2008) that great care is needed to ensure that rewards do not 'become the goal of learning, result in unhelpful competition, repeatedly reward the same students

or seem unattainable to some students and, as a result, de-motivate them.' While also acknowledging that for some of our students rewards maybe age and/or developmentally appropriate for their stage of emotional and cognitive development. As such, we as a school, work to foster the intrinsic motivation of our students by moving away from reward systems where developmentally appropriate for the child.

When Things Go Wrong...

Virtually all so-called 'discipline issues' tend to stem from, or result in, inter-personal conflicts, which leave two or more people feeling angry, hurt, resentful, anxious or even afraid.

When in conflict people need:

- A chance to tell their story
- Express their feelings
- Understand how the situation happened
- Understand how it can be avoided another time
- To feel understood by the others involved
- An acknowledgement of the harmed caused
- To find a way to move on.

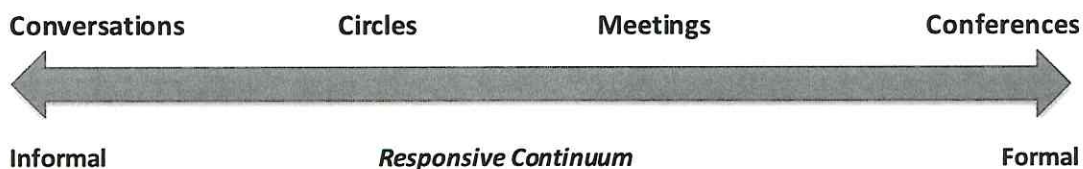
Punitive responses can:

- Cause resentment rather than reflection
- Are rarely considered fair
- Do not repair relationships
- Leave wrongdoers feeling bad about themselves leading to further alienation and in some case undermine self-esteem and lead to shame responses
- Can often leave the adults who are expected to act punitively, feeling uncomfortable and frustrated.

The key to a successful outcome is if it is arrived at by those people actually involved in the conflict.

How to use Restorative Practices when responding to harm...

Restorative Practice has a set of explicit and observable practices that help to bring this way of being to life when responding to harm. They range from the informal to the formal depending on what is considered to be a suitable response. What follows is a brief summary.



Step 1

Restorative Conversations – informal chat using restorative questions, allowing for feelings to be expressed and the promotion of empathy. Individual member of staff team takes initiative and models the process, seeking to share and invite responses in a reciprocal process.

Step 2

Restorative Circles – build relationships and/or solve problems. Individual member of staff team takes initiative and leads process.

Step 3

Restorative Meetings – group facilitated to resolve conflict and to respond to harm to relationships. Individual member of staff team takes initiative and leads process.

Step 4

Restorative Conferences – group facilitated to address wrongdoing and respond to harm. These require a great deal of preparation and planning. The progress leader / deputy principal / principal and/or the relevant members of the staff team will be involved.

In time and with training, students will be involved in the facilitation of these practices as appropriate.

Unless all have agreed to take part in the restorative process, it will not proceed; all have to be willing participants. If during a restorative process any of those taking part are unable or unwilling to proceed, the process will close and an alternative resolution will need to be sought.

Staff team members need to give parents at least 24 hours' notice, where possible, of formal meetings and will in some cases invite the parents to join the process.

Preferred Practices at Naas Community National School

For minor issues – homework, talking out of turn repeatedly etc.

Step 1	Have a Restorative Conversation with the child (questions attached)
Step 2	Determine if there are any unmet needs to be supported (feelings and needs prompt sheet attached) And/or practical issues for example does the child understand how to do the homework/ seek support in an appropriate manner etc.
If issue still arises	
Step 3	Fill in restorative reflection sheet & discuss with child
Step 4	Send sheet home to parent to sign
If issue still arises	
Step 5	Restorative Agreement (document attached)
Step 6	Phone call home
If issue still arises	
Step 7	Consult with member of the Ubuntu Team/I.S.M for support (names of individuals to be confirmed if comfortable and included)

Suggested adaptations for students who have not reached the required level of literacy proficiency for written reflections

Step 1	Have a Restorative Conversation with the child (questions attached)
Step 2	Determine if there are any unmet needs to be supported (feelings and needs prompt sheet attached) And/or practical issues for example does the child understand how to do the homework/ seek support in an appropriate manner etc.
If issue still arises	
Step 3	Discuss the reflection sheet with student and ask them to draw a picture for each response
Step 4	Send sheet home to parent to sign Teacher may wish to include a note outlining the incident
If issue still arises	
Step 5	Teacher discusses with the child what needs to happen next For some younger children and/or children with special education needs it maybe necessary to use an individualised reward/support system to support these aims (see classroom and/ or school support plans and N.E.P.S behaviour documents for students with S.E.N)
Step 6	Phone call home
If issue still arises	
Step 7	Consult with member of the Ubuntu Team/I.S.M for support (names of individuals to be confirmed if comfortable and included)

It may be necessary for a member of staff to gather a written account of what happened in any incident from students involved or students who may have witnessed any incident prior to deciding on what the next step will be in dealing with the matter.

Reflection time may be used at a teacher's discretion in the classroom and on yard. Visuals can be used by staff to help communicate that there is an issue with the current behaviour.

Whole-school Practices

Teacher:

- Facilitates discussions about what the class needs to work and to give of their best (summary recorded and shared in the form of a *Class Charter*)
- Facilitates *Restorative Circles* to build shared responsibility
- Designs seating plans and grouping as necessary, to be changed regularly to promote relationship building and inclusion
- Models affective language and emotional literacy to cultivate empathy in accordance with the whole school plans for the development of emotional literacy – see appendix 3
- Models *Restorative Conversations* modelled and promoted by *Restorative Language* as appropriate
- Facilitates *Restorative Meetings* (with *Agreement* as appropriate) – see appendix 4
- Monitors and evaluates progress.

Special Needs Assistants :

- Models affective language and emotional literacy to cultivate empathy
- Facilitates *Restorative Conversations* modelled and promoted by *Restorative Language* as appropriate for example on the year, during aistear etc.
- Makes referrals to teacher, ubuntu leaders, deputy principal or principal to scaffold and seek support where necessary.

Deputy Principal and Principal:

- Facilitate *Restorative Conversations*
- Facilitate *Restorative Meetings* (with *Agreement* as appropriate)
- Facilitate *Restorative Conferences* (with *Agreement* as appropriate)
- Co-create, share and review *Support Plan* where necessary
- Make referrals to outside agencies
- Observes patterns and documents progress
- Proceed to suspension when necessary and particularly when our school value of safety is in question
- Proceed to expulsion with the Board of Management when necessary, with the intention of supporting the student and meeting their needs, when our school community can no longer seem to do so or when the health and safety of the community has been jeopardised.

In exceptional circumstances and to ensure the health and safety of all students it may be necessary to temporarily exclude (suspend) or permanently exclude (expel) a student.

The school is currently in a period of transition moving from the punitive to the restorative approach. At times a punitive approach may be the most suitable during this period of transition. Students will be offered a time for reflection and discussion before this set of steps is implemented.

Steps

Behaviour Check

- 1 **Oral Warning:** A Verbal Warning – the child is given a verbal warning about specific inappropriate behaviour. They will be reminded of the rules and be advised on how to improve behaviour.
- 2 **Repeated behaviour issues** – The pupil may be required to discuss the behaviour with the teacher. They may have classroom privileges withdrawn. The child may be given extra homework. Parents will be informed of the issues by the class teacher.

- 3 **Offside-Table** – the child will take a thinking time for a specific inappropriate behaviour and will go to an assigned area in the classroom. (a desk within the class and continue what they are doing). They may have classroom privileges withdrawn. The child may be given extra homework. Parents will be informed by the school.

- 4 **Teacher-Partner:-** Child sent to another classroom. Older children given a reflection sheet to reflect on their actions. Children will be asked to have the reflection sheet signed by a parent.

If a child reaches this stage twice in one week then move to Step 5 (At the discretion of the teacher).

- 5 Teacher accompanies child to the **Office** or sends to the office for Principal. Name is recorded in the Discipline Book.

If a child reaches Step 5 twice in a month then move to Step 6

- 6 **Parents** requested to come to the school.
- 7 **Internal Suspension** – the child is sent to another classroom for a period of up to three days with classwork to complete.
- 8 **Suspension** with work

The school will offer consistency in how it meets challenge. It will seek to invite students to be part of the solution, aim to honour relationships above all else and endeavour to promote accountability by cultivating whole school practices that seek to acknowledge harm and invite actions that make amends for such harm. However, if this is met with persistent resistance and lack of engagement, then our school may need to avail of other less preferred practices to maintain the values in our school, such as safety for all, and to support the student with their unmet needs. Such practices include:

- Temporary exclusion from school (suspension), please see below*
- Referral to Board of Management
- Permanent exclusion from school, please see below**

* Temporary exclusion from school (suspension) is an extremely serious sanction and can last for up to five days at any one time and up to twenty days in any school year. In considering to suspend a student the following factors will be taken into consideration by the principal (or deputy principal in the principal's absence) or Board:

- The nature and seriousness of the behaviour
- The context of the behaviour
- The impact of the behaviour
- The interventions tried to date
- The possible impact of suspension as a means to offer safety, make amends and/or move the situation in a better direction.

A single incident of serious misconduct may be grounds for suspension.

** Expulsion (permanent exclusion) from school is the most serious sanction. Where the principal considers a student should be excluded from school, the matter will be referred to the Board of Management for decision. In the case of expulsion, parents have the right of appeal.

Suspension and/or expulsion can be recommended for a student in the following circumstances:

- Where there is on-going refusal by a student to meet the agreements and regulations of the school, and where the principal, in consultation with the Board of Management, has, in their considered judgment, exhausted all reasonable options
- In the event of serious damage to school property
- Where there is endangerment of the health and safety of others.

Monitoring and Evaluating

The school will regularly monitor and evaluate the effectiveness of the *Positive Behaviour Policy and Code*. This will inform the School Development Plan and lead to identification of targeted training for staff team members implementing the policy.

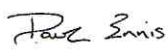
The school has established a Restorative Practice Team (the Ubuntu Team) that will work alongside the Student Council in monitoring the effectiveness of our *Positive Behaviour Policy and Code* and is the forum for feedback on how things are progressing.

Please note that this policy is in accordance with the requirements as set out in *Developing a Code of Behaviour: Guidelines for Schools* as published by the National Educational Welfare Board (2008).

This policy was agreed by the Board of Management:

Signed: 
Chairperson, Board of Management

Date: 29/11/2023

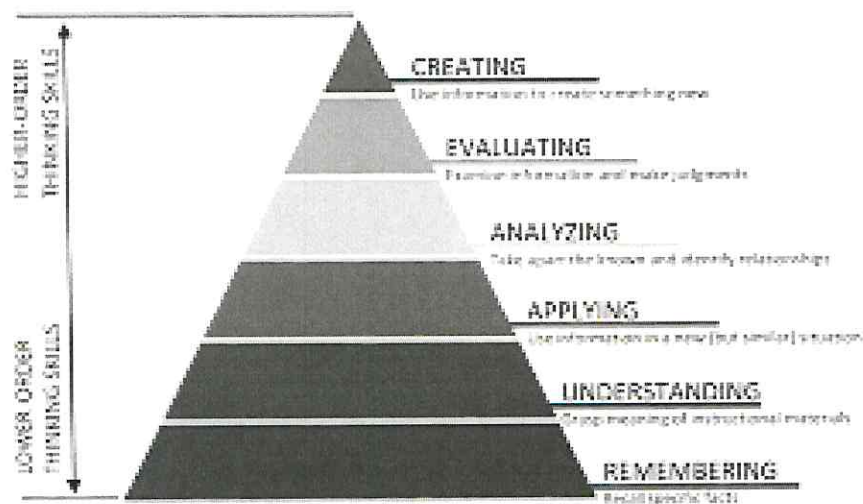
Signed: 
Principal & Secretary to the Board of Management

Date: 29/11/23

Appendix 1: Maslow's Hierarchy of Needs and Bloom's Taxonomy



BLOOM'S TAXONOMY – COGNITIVE DOMAIN (2001)

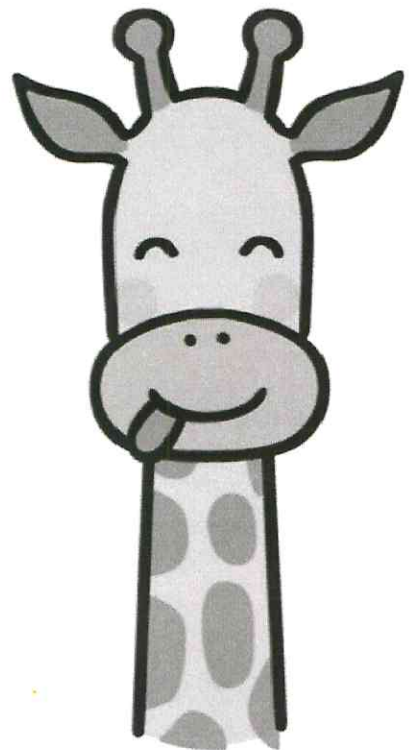


Appendix 2 : Home/School Communication Letter

On A Bright Note

I am writing to tell you how proud I am of _____ who showed one of our Friend values today.

Fair
Respect
Inclusion
Empathy
Nurture



Did you Giraffe ?

Appendix 3 – Development Plan for Emotional Literacy

Emotional Literacy Development Plan	
Class	Language Targets
Infants	Happy, sad, calm, angry, excited, scared
1 st and 2 nd class	Tired, nervous, surprised, worried, frustrated, confused
3 rd and 4 th class	Thankful, grateful, comfortable, relaxed, uneasy, upset, shocked, startled, unhappy, disappointed, curious, interested, proud, anxious
5 th and 6 th class	Astonished, amazed, envious, jealous, compassionate, sympathetic, confident, empowered, overwhelmed, stressed, eager, enthusiastic, enraged, furious, irritable, impatient, fascinated

- Please note that this is a yearly plan outlined for each curricular band reflecting these language targets available on sharepoint for all teaching staff

Restorative Questions

1. What happened?
 2. What were you thinking of at the time?
 3. What have you thought about it since?
 4. Who has been affected and in what way?
 5. How could things have been done differently?
- What do you think needs to happen next?

CONNECT

CONNECT Feelings when your needs are satisfied CONNECT					
EXCITED amazed animated ardent aroused astonished dazzled eager energetic enthusiastic giddy invigorated lively passionate surprised vibrant	HOPEFUL expectant encouraged optimistic EXHILARATED blissful ecstatic elated enthralled exuberant radiant rapturous thrilled GRATEFUL appreciative moved	PEACEFUL calm clear headed comfortable centered content equanimous fulfilled mellow quiet relaxed relieved satisfied serene still tranquil trusting	ENGAGED absorbed alert curious engrossed enchanted entranced fascinated interested intrigued involved spellbound stimulated INSPIRED amazed awed wonder	REFRESHED enlivened rejuvenated renewed rested restored revived CONFIDENT empowered open proud safe secure	JOYFUL amused delighted glad happy jubilant pleased tickled AFFECTIONATE compassionate friendly loving open hearted sympathetic tender warm

CONNECT		Feelings when your needs are NOT satisfied				CONNECT
ANNOYED	DISQUIET	SAD	EMBARRASSED	VULNERABLE	AVERSION	
		depressed	ashamed	fragile	animosity	PAIN
aggravated	agitated	Dejected	angry	guarded	appalled	heartbroken
dismayed	alarmed	despair	chagrined	helpless	contempt	hurt
disgruntled	disconcerted	despondent	flustered	insecure	disgusted	lonely
displeased	disturbed	Disappointed	guilty	leery	dislike	miserable
exasperated	perturbed	discouraged	mortified	reserved	hate	regretful
frustrated	rattled	wretched	self-conscious	sensitive	horrified	remorseful
impatient	restless	disheartened	TENSE	shaky	hostile	agony
irritated	shocked	forlorn	anxious	livid	repulsed	anguished
irked	startled	gloomy	cranky	outraged	AFRAID	bereaved
CONFUSED	surprised	heavy hearted	distressed	resentful	aloof	apprehensive
ambivalent	troubled	hopeless	distraught	FATIGUE	apathetic	dread
baffled	turbulent	melancholy	edgy	beat	bored	Devastated
bewildered	uncomfortable	unhappy	fidgety	burnt out	cold	foreboding
dazed	uneasy	YEARNING	frazzled	depleted	detached	frightened
hesitant	unsettled	envious	irritable	exhausted	distant	grief
lost	upset	jealous	jittery	lethargic	disconnected	mistrustful
mystified	discombobulated	longing	nervous	listless	alienated	panicked
perplexed		nostalgic	overwhelmed	sleepy	repulsed	petrified
puzzled		pinning	restless	tired	AFRAID	scared
turn		wistful	stressed out	weary	repulsed	suspicious
				worn out	repulsed	terrified
					repulsed	worried



Restorative Support Agreement

Name: _____ Date: _____

Intention:

I know that people are sad and harmed by what happened. I see the need to repair this. I want to be part of fixing this. I think we / I could try the following agreement to support us:

The harm is..... people are sad /hurt because... relationships/friendships are damaged by...



What are the needs to repair the harm / fix the situation / improve the relationship/friendship?

Needs Prompt Sheet



We can try to put things right by... I will do my best to meet these needs by...I can contribute / feel part of the community by...

We will know this is done because / by / when ...

People / things that would support me to do this are....

If I do not do this, as a next step I think that we/I need to try... Review check-in date ...

Signed: _____

M Stowe @Connect RP 2020
Learning Communities

Connect RP Site Licence

Growing Relational



Restorative Supportive Agreement

Name: _____

Date: _____

Intention:

I acknowledge that there is harm caused by what happened. I understand the need to repair this and to move this situation in a positive direction. I choose to be solution-focused and to put things right / make amends / contribute in a positive way by moving forward with the following agreement:

The harm as I understand it is.... Relationships have been damaged by...

What might be needed to put things right is....

I will do my best to meet these needs by

Needs Prompt Sheet

If I do not fulfil this agreement, as a next step I think that we / I might:

Signed: _____

Review date: _____

Michelle Stowe



Restorative Reflective Sheet

Q1. What happened?

Q2. What were you thinking at the time?

Q3. What have your thoughts been since?

Q4. Who has been affected and in what way?

Q5. What could you have done differently?

Q6. What needs to happen next?

Naas Community National School School

Community Agreement

By working together, we can all achieve our potential in learning and in life. It is important that we have a literacy around our values so that we can model, cultivate and promote them in our daily interactions with each other. Our school core values of Respecting Ourselves and Each Other ,Trying Our best when things get hard, Recognising and celebrating our differences , Understanding we are responsible for our actions will be supported using the restorative F.R.I.E.N.D.S. approach. It is our hope that as members of our school community you will explore these values and the F.R.I.E.N.D.S. approach with your own child at home.

Fair - we support each other by seeking to identify, understand and meet the needs of our community, respecting diversity and valuing everybody's voice

Respect – we respect ourselves and others regardless of any aspect of identity or belonging. As human beings we have a fundamental right to respect, it is not a position that needs to be earned or fought for.

Inclusive - we recognise the importance of connection with others and strive to ensure that everybody feels valued and a sense of belonging. We aim to keep everybody in community even and especially when things go wrong

Empathy – being curious about the thoughts, feelings and actions of others; listening to understand; being compassionate and kind; perspective sharing

urture – we nurture the child in all dimensions of his or her life —spiritual, moral, cognitive, emotional, imaginative, aesthetic, social and physical. We recognise the integrity of the child's life as a child and aim to cater for his or her needs and potential as they evolve day by day.

Did you Giraffe? - like the giraffe we use our big hearts and long necks to practice our value of empathy and our skills of listening and perspective sharing

Safety – we aim to establish a safe environment as we know that this is key to all personal growth and development

As a school community we are all committed to the education and holistic development of the children in our school. Below we have outlined how all school community members can play an active role in achieving this aim.

Commitment of Staff Team Members

Team members can demonstrate their commitment to our community by:

1. Respecting and modelling the values and aims expressed in the Community National School's ethos statement
2. Providing a curriculum that seeks to meet the needs of all students, that builds on their natural curiosity, initiative and talents, enabling them to develop their knowledge, understanding, skills and values to their maximum potential
3. Setting high expectations for themselves and the students in learning and teaching
4. Agreeing appropriate and meaningful tasks with clear guidance and a realistic timescale for completion
5. Keeping students and parents/guardians informed about school affairs and individual student progress
6. Being clear about community expectations and boundaries (what's okay and what's not okay)
7. Caring for the safety and wellbeing of students
8. Listening to concerns and responding to them sensitively with the school's values in mind.
9. Respecting and celebrating the linguistic, cultural, socio-economic, religious and cognitive diversity of our school community

Commitment of Parent(s)/Guardian(s)

Students' learning is enhanced by a positive relationship between home and school.
Parents/Guardians can demonstrate their commitment to our community by:

1. Being interested in their child's learning
2. Understanding and supporting school practices and procedures
3. Being willing to support activities related to school
4. Being aware of their child's role within the community.

By ensuring their child is ready for the school day by:

5. Being punctual
6. Being dressed appropriately
7. Having correct equipment and an appropriate school bag.

Communicating with the staff team by:

8. Reading and responding appropriately to school emails / letters
9. Making appointments to speak with staff team members about concerns where necessary
10. Providing up-to-date emergency contact numbers
11. Attending parents' evenings and school meetings
12. Informing the school of absence by telephoning/emailing/Aladdin note in advance where possible or on the first day of absence.

Commitment of Students

*Please read through this section with your child/children

Students can demonstrate their commitment to our community by:

1. Being prepared to learn; having the necessary books and equipment for in school learning and homework
2. Dressing appropriately for school and representing our school with pride both within and outside the school grounds
3. Completing learning tasks on time and to the best of their ability; seeking help if needed
4. Listening attentively and respecting the learning needs of others
5. Taking advantage of, and maximising, opportunities offered, both educational and extra-curricular
6. Respecting the opinion of others and recognising and respecting that we all learn in different ways
7. Treating others with kindness, fairness, consideration and courtesy
8. Taking care of school buildings, property and equipment, helping to keep the environment attractive and free of litter. Respecting the property of others
9. Living our school values in class, recognising the rights of all to learn and taking responsibility for our own learning

10. Appreciating that everyone is different and the diversity in our school community fosters opportunities for us to learn and grow together

Glossary of Terms

Ubuntu Team – This is a team of staff members who are leading restorative practice in our school.

ISM – In School Management Team