

A St Gregory's Learner

February 2022



Today's Agenda

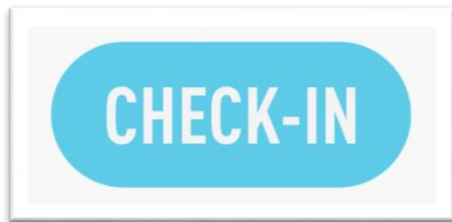
- Check-in and Prayer
- The Journey of our Wider Curriculum
- Growth Mindset
- Our School Values
- Restorative Practice
- Parent Homework
- Check-out



Check in and Prayer

Thank you, God, for all your blessings to me and my family; for the strength you give me each day and for all the people around me who make life more meaningful.

Amen.



Who is the person that inspires you the most and why?

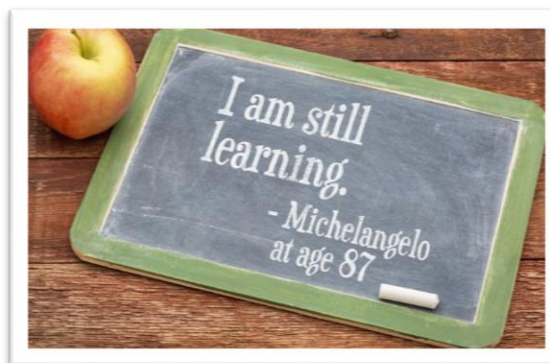


The Journey of our Wider Curriculum

Our Wider Curriculum refers to all of the additional experiences of learning, how we learn and learning habits which goes beyond the limitations of the Early Years and National Curriculum.

As parents and carers, you told us from parent surveys and informal feedback that these were the skills/qualities/values you wanted us to help instil in your child, as they journey with us through their education:

- Life long learners
- Focus on skills for later life
- Catholic values at the heart of everything we do
- Children who believe in themselves



The Journey of our Wider Curriculum

Parent Training

Growth Mindset
Launch 2016



Resilience Building
2019



Monthly Catholic Social
Teaching Parent Newsletter 2020



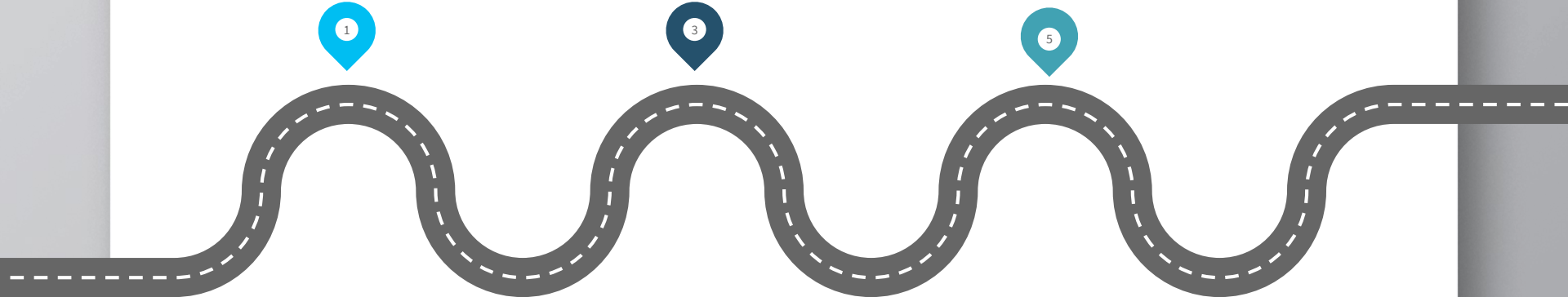
Growth Mindset and
Resilience Training 2017



Restorative Practice
2019



A St Gregory's Learner
2022



Recap of the Journey

These are some of the ideas/principles that we have already covered:

Risk to

<https://www.c...>
[Life/Resilience-](https://www.c...)

This is where YOU come in!



YOU hold the key! As a mum, dad or carer your child's emotional and physical wellbeing will be a priority as they face the challenges of daily life.

You can't shield children from life's difficulties, but you can provide the tools they'll need to navigate them

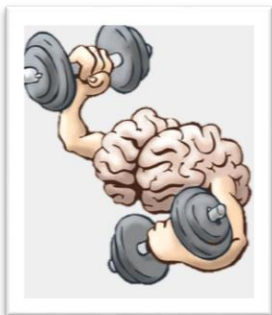


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Growth Mindset Recap

A growth mindset is a belief that basic abilities are not fixed and that intelligence can be developed over time. Through effort and determination, intelligence and basic qualities can grow.

Our brains are like muscles. When you train your muscle, the muscles will train based on the amount of EFFORT you put into making that change.



This is proven to be the same with your brain.

THE MORE EFFORT YOU PUT
INTO YOUR LEARNING, YOUR
BRAIN WILL CHANGE



London taxi driver training increases brains by up to 30%

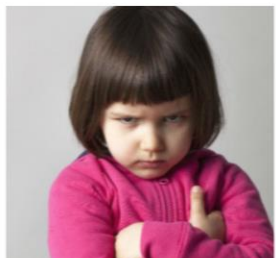
Growth Mindset Recap

Think about learning to drive.

- How did you feel *before* starting to learn?
- How did you feel when you *started* learning?



What's your approach?



The Refuser

The Keep Going



The Dependent



The 'I'm stuck!'



The Lemming



The Follower



The Failure Avider

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Monthly Catholic Social
Teaching Parent Newsletter 2020



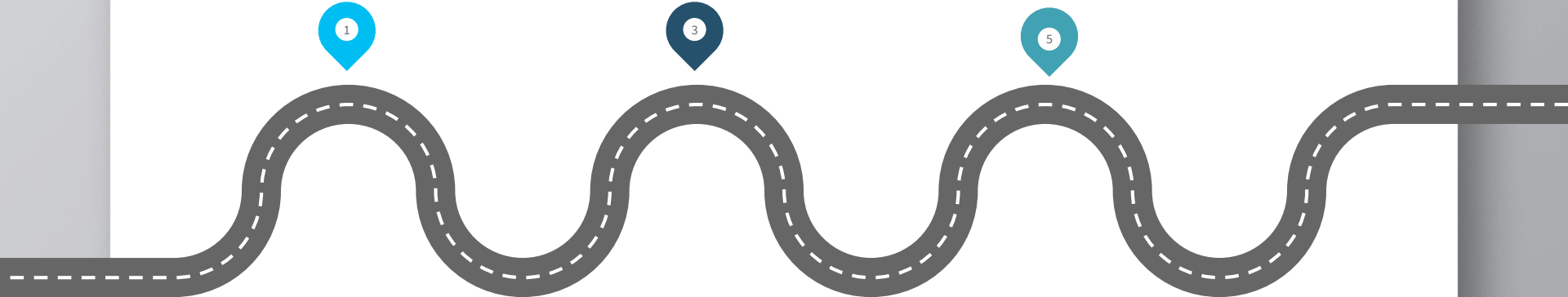
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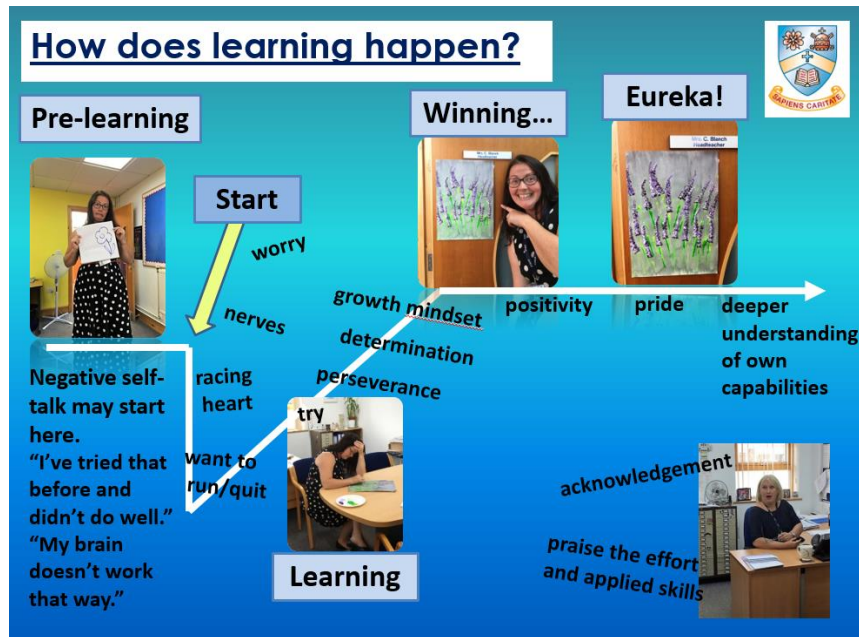
The Learning Process

Let's look at the learning process...

It is vital that children comprehend that the route through learning, is very rarely straightforward. Once one challenge is overcome, there may be another to face!

You will notice that mindset and outlook is such a huge part of learning.

Supporting with praise, encouragement, modelling language, naming feelings, encouraging risk taking and perseverance will all help your child to develop a growth mindset.



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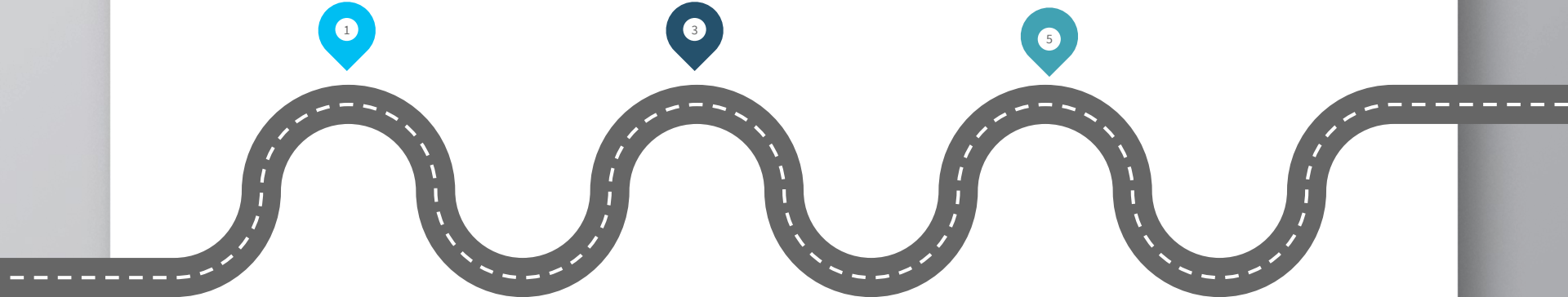
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Our School Values

Back in 2016, we came up with what we would like a St Gregory's Learner to look like. Since then, we have created our St Gregory's School Values which cover all of the characteristics of a St Gregory's Learner. *Look how similar they are!*

We want our learners to be:



Our School Values Cont.

School Value	Meaning	How you can help at home
Reflect	To think deeply or carefully about learning.	- After events/daily occurrences, ask simple questions e.g. What happened? How did it make you feel? What's next etc? And allow your child to answer the questions. - Model responses to the questions if they find it tricky. - Give time. - Look at new and exciting art work, pictures, post cards and such like and allow some time to wonder. E.g. I wonder where this picture is? I wonder what the names of the people are? - For older children, encourage journaling.
Be Inspirational	To be bold and have courage to push through your fears, and take a stand on what you believes in.	- Research inspirational people that are special in your house. - Label achievements of your child as 'inspiring'. - Discover your child's passion. - With your child set manageable challenges that will enable them to be inspirational. - Use the Learning Pit to talk about successes and next steps.
Take Responsibly	Taking ownership for your actions, accepting the consequences that come from those actions.	- Allow your child to complete jobs in the house. - Let your child have a go at preparing snacks/lunch/dinner (with adequate support). - Focus on effort and not just final article. - Find ways to help outside of the home E.g. Litter picking. - Be a role model. - Child to be in charge of own school things. - Child to carry own bags to and from school.
Be Resilient	Ability to withstand or recover quickly from difficult conditions.	- When you collect your child: smile, give them eye contact, put your phone away and ask a question about their day. Listen to the response. - Ask other families: "Are you ok?" – can you help out or can they help you? Be that 'one stable adult'. - Set house rules and expectations together and explain why they're in place. When things don't go well, make an effort to put them right without blame. This maintains control and gives ownership. Link sanctions to the rule broken. - having high aspirations- not just career but in dealings with others, how you get to the end of the learning pit, how do you use your successes to help other, talk about hopes and dreams.

Our School Values Cont.

School Value	Meaning	How you can help at home
Be Confident	feeling or showing confidence in oneself or one's abilities or qualities.	- Appreciate effort no matter if they win or lose. - Practise public speaking/speaking in small groups if this is something your child finds tricky. - Expose your child to varied activities e.g. Attend a club (drama club) - Try not to answer for your child if they are being spoken to. - Play games together e.g. Articulate, dobble or any board games. - Pay attention more to strengths rather than areas of weakness. - Remind your child of their past wins and successes.
Learn from Mistakes	to understand what went wrong strategies to make things better.	- Acknowledge that you don't expect your child to be perfect. - Let your child know your love is unconditional, regardless of their mistakes. - Don't rescue children from all of their mistakes. Instead, focus on the solution. - Use questions such as 'What have you tried already?' or 'What could you try next?' - Provide examples of your own mistakes, the consequences, and how you learned from them. - Encourage children to take responsibility for their mistakes and not blame others. - Avoid pointing out your child's past mistakes. Instead, focus on the one at hand. - Praise children for their ability to admit their mistakes. - Praise children for their efforts and courage to overcome setbacks. - Mentor your child on how to apologise when their mistakes have hurt others. - Help children to look at the good side of getting things wrong!
Try their Best	To try as hard as possible and push yourself to the limit.	- Encourage effort and not outcome. - High expectations of your child. - Praise! - Parent to model trying to achieve something and share this experience with your child.

Our School Values Cont.

School Value	Meaning	How you can help at home
Keep Improving	To make useful additions or amendments and to try and get better.	- Model and narrate key language about to make things better. - Celebrate mistakes. - See <i>perseverance</i>.
Be Positive	To be hopeful and confident. To think of the good aspects of a situation rather than the bad ones.	- Use positive framing to help – e.g. When something less desirable happens. Try and look at the situation in a different way. Are there any positive that come from this? - Try to minimise negative language that your children hear. The children pick up on this. - Practice daily gratitude's. Say what you are positive for each day. This can improve mental and physical wellbeing in so many ways. - Keep a journal. - Create a family memory jar with happy memories.
Show Perseverance	Doing something despite difficulty or delay in achieving success. Keeping going!	- Encourage goal setting. Make them achievable and short-term. - Allow your child to see the benefits of persevering. - Talk about people who they admire or have been inspired by and how these people achieved great things by persevering. - Keep a progress chart to show and remind them of their growth. - Model perseverance. Show them how you persevere even when things get difficult. - Don't be too quick to help. - Allow them to give up when necessary. If something doesn't have any benefit, don't force them to persevere for the sake of it. Keep the skill of persevering as a positive endeavour
Be a Risk Taker	A willingness to do things that involve managed danger or risk in order to achieve a goal.	- Plan and set healthy risk taking challenges. - See <i>perseverance</i>.

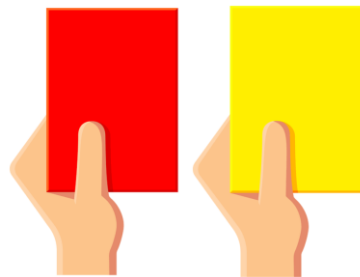
Restorative Practice



How was behaviour dealt with when you were at school? Home?

A few years ago, we moved away from a behaviour system that was punitive and riddled with shame.

If children did something wrong, they would receive a red or yellow card that was sent home to parents. This would often involve a pay back of time at break or lunch time, sitting outside an office and children would often be tutted at by anyone who walked by. This was incredibly shameful and we were pleased to say “good riddance” to these practices!



Let's listen to some children talking about what it felt like to receive a yellow/red card...



Why have we changed?

Old systems worked by children being told what they have done wrong and how they're going to pay for it. This was led by fear and the children did not learn about the responsibility they had in that situation and how it affected other people. Restorative practice, on the other hand, involves helping the child think through their behaviour, its consequences and what they can do to make it better. Restorative Practice has been developed with one specific goal in mind; to support and facilitate the building of healthy relationships. It has been proven beyond doubt that when individuals live in healthy and life giving relationships with significant others, there is abundant personal growth, capacity for character building and a high level achievement in all areas of endeavour.

Research and studies show that Restorative Practice:

- » Improves positivity, resilience and responsibility-taking
- » Better behaviour understanding
- » Instils a greater respect and courtesy towards teachers and each other
- » Increases empathy
- » Allows an understanding of how to make wrongs right.

[Restorative Video here](#) -

**"If a child doesn't know
how to read, *we teach.*
If a child doesn't know to
swim, *we teach.*
If a child doesn't know how
to multiply, *we teach.*
If a child doesn't know how
to drive, *we teach.*
If a child doesn't know to
behave, *we teach?*
*Or punish?"***

Herner 1998

Time to reflect



Think of something that has happened in the last couple of days that has upset you at home/work or where you have upset someone.

What did you need or what did the person who was harmed need?

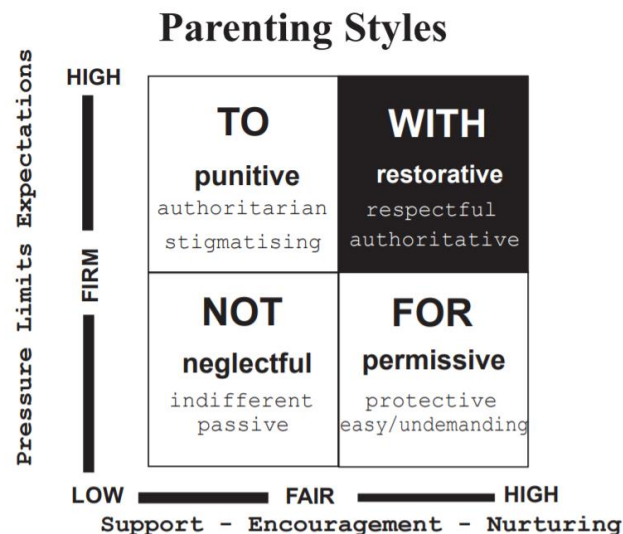
What happened?	
What were your thoughts and feelings?	
Who was impacted?	
What did you need to put it right?	
How are we going to move forwards?	

Group Activity

**Write down on your large sheet of paper what you need when you have been harmed/caused harmed.
Feedback.**

High Challenge and High Support

- Restorative Practice offers high support with high challenge.
- Research has found that using the RP approach has led to a 43% reduction in overall disputes in homes, schools and families.
- Children at our school take part in Restorative Conversations on a daily basis at our school and focus' heavily on reparation (repair an making things better).
- Restorative Practice conversations are more than just a little chat. They involve natural consequences (consequence to match the crime).
- Pay back time will involve missing own time... BUT will involve repair work to make things right and rebuild relationships. This develops emotional empathy and learning rather than just sitting in a corridor
- If a child's behaviour would have equated to a similar yellow/red card, your child's class teacher or a member of the leadership team will speak with you to let you know and work with you to look at next steps for your child.



Adapted from *Social Discipline Window* - Paul McCold & Ted Wachtel - 2000



Menu of Natural Consequences



Behaviour

What to try...

Graffiti/property damage

- ♥ Help clean, repair, or repaint.
- ♥ Write a letter to repairs/cleaning team to apologise.
- ♥ Create posters to put around the school reminding of CST principles – looking after God's creation.
- ♥ Give the job of Resources Manager – child in charge of setting up lessons etc (if appropriate and it will feel like a chore rather than a treat).

Name calling/put downs/gossiping about peers

- ♥ Write a letter of apology to the individual(s) harmed.
- ♥ Write a reflection paper on how it feels to be put down or gossiped about.
- ♥ Circle time with a small group if needed (during collective worship if needed).
- ♥ Research the word used and present back the meaning to the person hurt with the reason why the person does not feel/think that any more.

Classroom disruption

- ♥ Verbally apologise to the teacher and students with a request for ideas as to how they can contribute more positively in the future from the rest of the class.
- ♥ Spend time helping the teacher with jobs/chores to pay back learning time lost.
- ♥ Child to observe in their class or another class by using a checklist to look for certain behaviours e.g. Does everyone have their legs crossed? Are children using hands up? Debrief after.
- ♥ Link to disruption: tapping pencil = sharpen class pencils in own time.

Creating a mess/being disrespectful to MDSAs/kitchen staff

- ♥ Help to clear dinner hall, give out knives and forks to another year group as long as not losing learning time.
- ♥ Create a sorry card in own time and present back.
- ♥ Create posters to go up around the school to remind of manners.
- ♥ Be sure to offer repair opportunities if directly linked to a person.

Pushing/messing around in the line

- ♥ Pupil walks in with the teacher. Holding hands if smaller child.
- ♥ Child to back of line.
- ♥ Build up to - Child acts as noise monitor/spotting good behaviour.
- ♥ Temporary loss of privileges. Eg – cannot be line leader/register monitor if they show they cannot be responsible for their own behaviour.



Menu of Natural Consequences



Behaviour

What to try...

Could you see any of these natural consequences working in your home?

Let's share some examples of common behaviours at home and what consequence we could put into place to ensure it is a 'natural consequence'?



Hurting someone's feelings

- ♥ Participates in "an apology of action" by writing a note, including the hurt child in a friendly activity.
- ♥ Children building something out of lego to repair relationship and spend time together, negotiating.
- ♥ Provide an opportunity for the children involved to do something creative together. Child to bring resources.
- ♥ Asking children if it's a low level issue or big problem. If little problem, ask them to go and sort it out themselves or facilitated by Stars.
- ♥ Set up book reading with the younger pupils and read to them at break/lunchtime.
- ♥ Facilitate a circle with younger children and play a game at break/lunchtime.

Inappropriate showing of body parts

- ♥ Create 'PANTS' poster and share with the class. <https://www.nspcc.org.uk/keeping-children-safe/support-for-parents/pants-underwear-rule/>

Restorative Conversations

Here is what a Restorative Conversation looks like.

Our staff are successfully using these in school and our children are now leading RP conversations too!

The focus on feeling's of the harmed and harmer and what do we need to repair the relationship is HUGE!



Parent Homework

Today we'd like to give you some homework! We'd like you to try out the following tasks at home:

- Place our School Values Tree up somewhere accessible in your home for your children to refer to. It would help if you started to use the language too.
- Use our 'ways to help at home' to support your child to foster our School Values.
- Consider how you might use the Restorative Practice approach in your home. When/if conflict arises in your home, try asking the questions in your pack. The children are very familiar with them and will likely help you if you need it!



Share in your group **two things** you're going to do differently because of what you have learnt today....

Thank you for your participation and support today!
We hope you found it useful.

Let's see the children!

It takes a village to raise a child.

- African Proverb