

# 'STUDENTS AS RESTORATIVE LEADERS' AT CARR MANOR COMMUNITY SCHOOL NOVEMBER 2017

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The Pupils of Carr Manor Community School



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PRACTICE**  
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# WELCOME!

## Welcome Circle and Introductions

### **Go-around, led by CMCS pupils**

Introduce yourself to the other people in your circle.

Please include name, establishment and what role you have within your establishment.

# CONTEXT OF THE SCHOOL:

- 1181 pupils, 912 in the Secondary Phase 269 in Primary Phase (50.8% boys and 48.9% girls) – opened as a through-school in September 2012
- Lower than National Average entry levels in Year 7
- The Progress 8 measure in 2017 was +0.34 (10th highest out of 43 secondary schools in Leeds. CMCS 35/43 for deprivation and levels on entry)
- 41.9% of current pupils have a Special Educational Need (National Av. = 14.4%)
- 44% of current pupils are Pupil Premium. 40.3% of current pupils are eligible for a Free School Meal (National Av. = 15.8%)
- 60 first languages spoken in the school
- 27% of our pupils live in the 3% most deprived areas in the country and 50% live in the 10% most deprived areas

# WHAT IS CARR MANOR ALL ABOUT?





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# WHY STUDENTS AS RESTORATIVE LEADERS?

- Key to our school values – ‘Know our Children Well’, ‘Partners in Learning’, ‘Enjoy & Achieve’ and ‘Character for Learning’
- Key to working **‘with’** our families
- Key to building relationships – between staff & pupils, pupils & pupils, staff & staff, school & families, school & community
- Key to ensuring ‘fair process’
- Business model – reduction in costs and increase in performance

# ‘STUDENTS AS RESTORATIVE LEADERS’ AT CARR MANOR:

## CAROUSEL OF CIRCLES:

- RESTORATIVE PRACTICE AND RP PUPIL REPS
- COACHING (INCLUDING THE COACHING CHRONICLE) – (EVERYONE HAS A VOICE)
- PUPIL VOICE, INCLUDING ‘LEARNING RELATIONSHIP AGREEMENTS’
- ‘PASSENGERS INTO CREW’
- CMCS VALUES
- CHARACTER FOR LEARNING – (INDEPENDENCE AND BEING THE BEST VERSION OF THEMSELVES)



# RELATIONSHIPS, RELATIONSHIPS, RELATIONSHIPS!

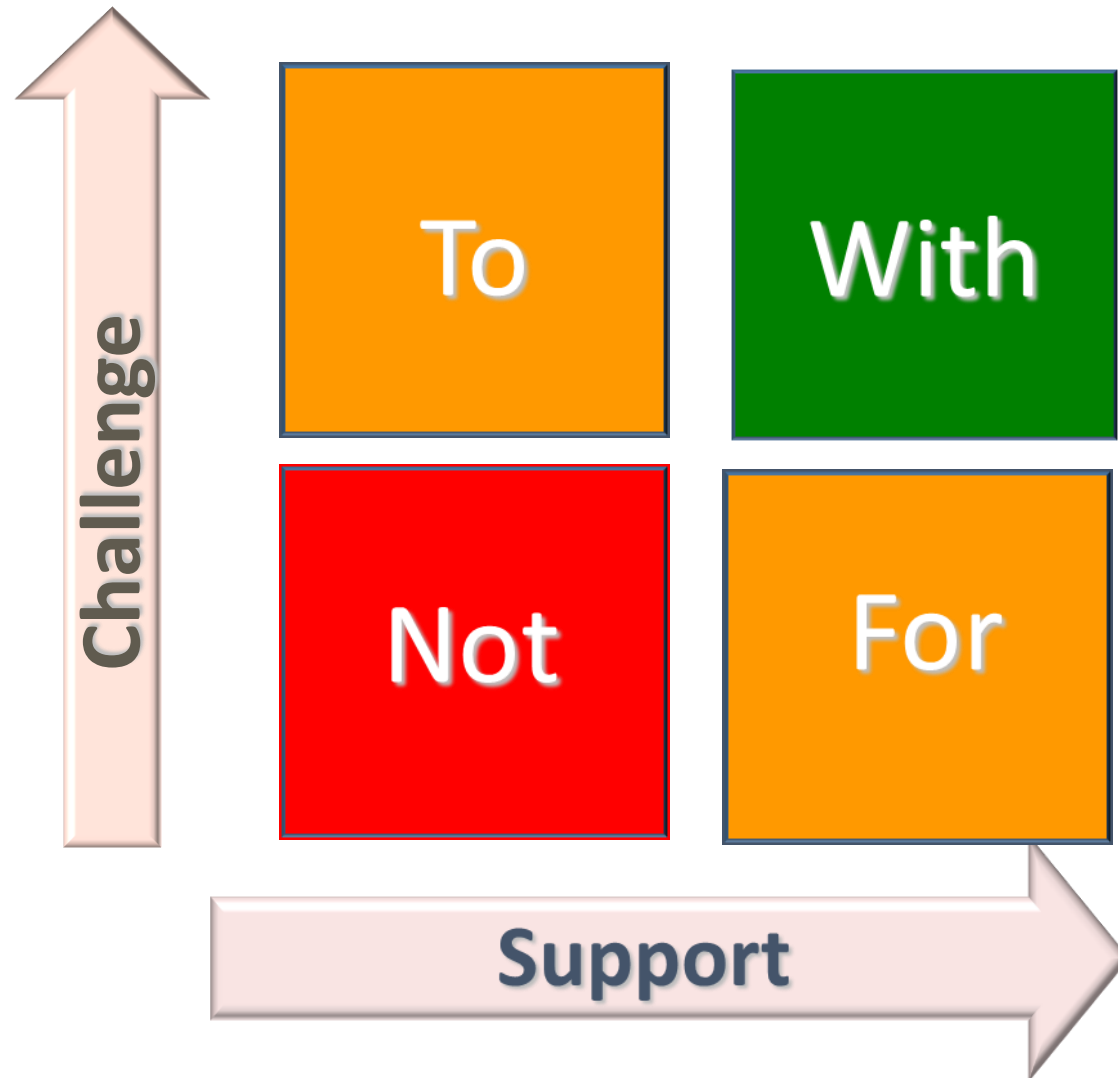


**Build, maintain, repair!**



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# WHAT IS RP ALL ABOUT?



- Pupils to explain the Social Discipline Window.
- Which box are you in?





# THE THREE E'S.....

Engage....

Explain....

Expectation Clarity....



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# WHAT DID OUR RP JOURNEY LOOK LIKE?

- Training started 6 years ago (2 staff)
- Already well underway with our Coaching programme
- Whole school training for staff and pupils
- Conference training for the inclusion team
- RP Staff Leads – staff coaching groups
- Pupil RP representatives (currently have 260)
- On-going training programme for all staff and pupils
- Awareness sessions & training for parents/carers
- Restorative Management Programme



# IMPACT OF STUDENTS AS RESTORATIVE LEADERS AT CMCS: WHOLE SCHOOL



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- No permanent exclusions since 2005
- 2 fixed term exclusions so far this year - compared to:
- 2011- 2012 was 225 exclusions;
- 2012 - 2017 between 14 - 21 a year
- Attendance has increased from 91% 4 years ago, to it currently standing at just under 95%.
- Attendance for disadvantage pupils above 93%
- NEET figure for the last 3 years have been 0% (only secondary school in Leeds)
- Progress 8 measure of +0.34 (10th highest out of the 41 secondary schools in Leeds. CMCS 35/41 for deprivation and levels on entry)

# IMPACT OF STUDENTS AS RESTORATIVE LEADERS AT CMCS: FOR THE PUPILS



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- Progress 8: good for all but higher for RP reps and especially for Pupils Premium RP reps
- Confidence of children as seen by visitors:

Deputy Principal - Teaching and Learning, Leeds City College

*“We were inspired and it was a privilege to witness your coaching process at all levels. I was particularly impressed with the pupil circle time and how these young people were confident, articulate and highly motivated”.*

- Feedback from 6<sup>th</sup> form provisions: Carr Manor pupils onto courses, due to their confidence and character
- Ofsted – children speak positively about the school

# OFSTED 2014

“The school’s highly effective systems to support students’ personal development and safety results in an exceptionally harmonious school community.”

“The school prepares students well for future success and exceptionally well for life in a diverse society.”

“Strong, respectful relationships between adults and students are the cornerstone on which the school’s success is built.”



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# IMPACT OF STUDENTS AS RESTORATIVE LEADERS AT CMCS: FOR THE PUPILS



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- Impact on family relationships with school
- Day to day relationships between staff and pupils
- LRAs – compiled by staff and pupils together – ownership of classroom management – leading to better outcomes
- Year 7s recognising the school supports them from day one

# PEER TO PEER REVIEW 2016

“Pupils commented that the introduction of RP has made a ‘huge’ difference to standards of behaviour”

“Initiatives such as Coaching and RP have resulted in an extremely strong, harmonious and productive relationships across the school.”



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# QUESTION AND ANSWER TIME

Any questions?



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REMEMBER - IT'S ALL ABOUT COMMUNICATION!

Let's eat grandma!



Let's eat, grandma!

**PUNCTUATION  
SAVES LIVES!**