



Holy Family Catholic Primary School

Restorative Practice Policy

Restorative practice reflects the values we hold as a Catholic school, underpinning the mission statement, "Together with Jesus, we grow in love." Restorative practice is to be used in conjunction with the Good to be Green behaviour policy.

Aim of Restorative Practice.

Holy Family Catholic Primary School is a community that nurtures and supports every child; that values everyone's unique worth and contribution; that empowers every member to achieve their fullest potential; that opens up a world of opportunities.

Holy Family is a place of safety where firm boundaries guide and support; where high expectations lead to lifelong learning; where care and respect build self-esteem and self-belief. It is a place which embraces the philosophy of restorative practice where building, maintaining and repairing relationships is at the forefront of our thinking.

At Holy Family Catholic Primary School, we believe it is best to do things WITH people. Wherever possible we should use fair process and our responses to challenging behaviour should involve building relationships and repairing harm. It is our aim that our community follows this framework to create a consistently orderly environment, both inside and outside of the classroom, which will enable everyone to work and learn to their best potential.

We aim to achieve this through:

- Establishing clear expectations of behaviour (Good to be Green behaviour policy)
- Encouraging pupils to conduct themselves in a responsible, reflective and self-disciplined manner.
- Providing opportunities to develop empathy and caring about the needs and rights of others.
- All pupils and staff being treated with respect.
- Preventing all forms of bullying.
- Working together with parents/carers to create a partnership between home and school.

Restorative Practice Philosophy Statement.

Our job is to teach the **PUPILS** we have,

NOT those we would like to have,

NOT those we used to have,

But those we have right now

All of them.

At Holy Family Primary School, we have high expectations of our pupils. We encourage all children to try their best to achieve their goals. They should understand that it is the responsibility of staff and pupils to uphold and maintain our school rules. For occasions when this is proving not to be the case, we use restorative practice to help pupils understand the impact of their actions and how to put it right. We believe that by working restoratively we are giving pupils the skills to independently make better and more informed choices in the future. Effective restorative practices foster awareness of how others have been affected by inappropriate behaviour. This is done by actively engaging participants in a process which separates the deed from the doer and rejects the

act not the actor, allowing participators to make amends for the harm caused. Restorative practice acknowledges the intrinsic worth of the person and their potential contribution to the school community.

All staff, regardless of role, are trained to use restorative practice and are expected to use this system consistently to promote, maintain and repair relationships.

The guiding team include:

Ms J Scott – pupil, family and community worker.

Mrs Clein – Pastoral Lead

Their role is to guide and support staff and ensure that the techniques are used consistently throughout school.

There are four key elements of Restorative Practice. These are:

Social Discipline Window (Appendix1)

The social discipline window describes four basic approaches to maintaining behavioural boundaries. The fundamental unifying hypothesis of restorative practice is that “human beings are happier, more cooperative and productive, and more likely to make positive changes in their behaviour when those in positions of authority do things **with** them, rather than **to** them or **for** them

Fair Process

The three principles of Fair Process are;

- Engagement – involving all participants in the process
- Explanation – shared understanding.
- Expectation Clarity – clear vision for the future.

Restorative Questions (Appendix 2)

When our pupils find themselves in conflict or upset, we will ask them;

What happened?

What were you thinking about at that time?

What have your thoughts been since?

How do you feel about what’s happened?

Who has been affected by what’s happened?

In what way/s have they been affected?

What needs to happen to make things right/repair the harm? (It has to be of a positive nature)

Most situations can be dealt with by working through these questions. The aim here is that the outcome is fair for everyone. If somebody is upset, we aim to make them feel better. If someone has done something wrong, we expect them to take responsibility for their actions and fix the situation.

Free Expression of Emotions.

Emotions should be able to be expressed in a safe environment where both parties are given an opportunity to speak from their perspective and without judgment.

It is important that all staff deal with situations to establish and develop their own relationships. Listed below are some examples of affective statements and questions which all staff can use with pupils.

I am sorry that I misunderstood the situation....

I feel really proud of you when I heard.....

I feel really pleased and encouraged that you made the right choice.....

I respect your honesty and thank you....

I want to thank you for your cooperation....

I was very disappointed when you did that to....

I am upset and angry by what has just happened....

I feel that (describe action) was very disrespectful...

I feel disrespected and angry when you ignore me.....

"I messages."

When you

I feel

What I need to happen is

Restorative behaviour process and chart (Appendix 3)

Most situations can be dealt fairly and promptly by using the restorative questions. If a child continues to misbehave, teachers refer to the school behaviour chart.

Schools using this approach have found that they have been able to:

Reduce
Exclusions
Disruptive behaviour
Conflict
Bullying

Improve
Behaviour
Learning
Attendance

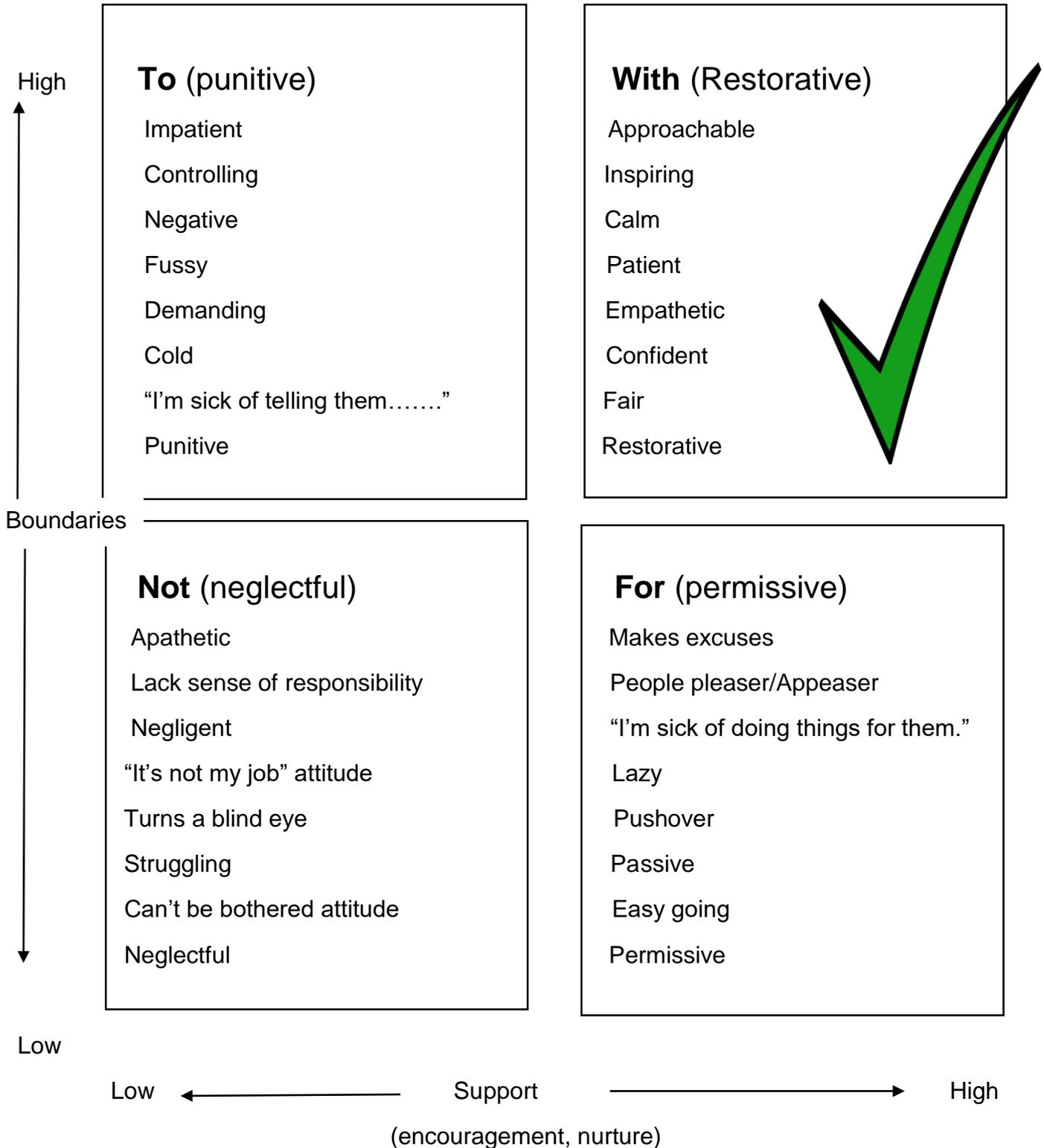
Develop
Truth Telling
Responsibility
Accountability
Empathy
Emotional Literacy
Conflict Resolution Skills
Positive Learning
Environment

Restorative Practice reflection worksheets for Ks1 and Ks2 (Appendix 4)

Sometimes it may be required for pupils or staff to record what happened, especially in circumstances where a conference may be required. Preparation of the facts is important in order to ensure a positive outcome. The restorative questions worksheet can either be given to the pupils to complete, as an opportunity to reflect on the incident, or be filled out by the adult to ensure clarity of the situation.

Social Discipline window

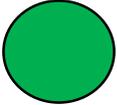
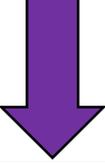
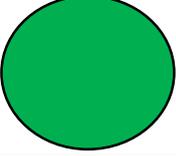
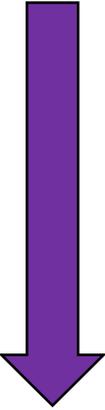
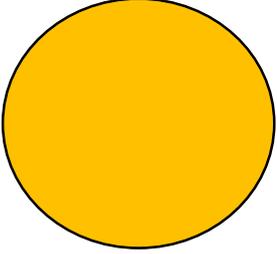
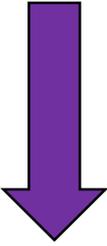
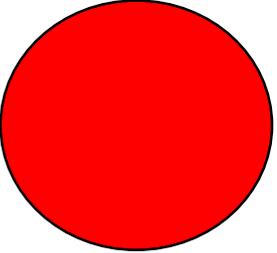
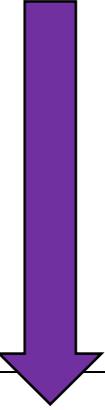
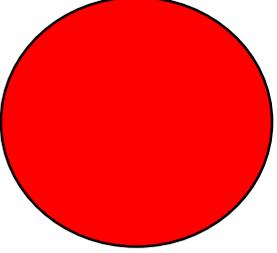
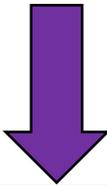
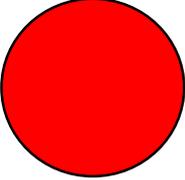
The social discipline window describes four basic approaches to maintaining behavioural boundaries. The fundamental unifying hypothesis of restorative practice is that “human beings are happier, more cooperative and productive, and more likely to make positive changes in their behaviour when those in positions of authority do things **with** them, rather than **to** them or **for** them.



Appendix 2

Every class is to display a copy of the restorative questions to familiarise both staff and children with the process.



	<p>Teacher Guidance 2018</p> <p>Stage 1</p>	
	<p>Start of the day Everyone to be on GREEN. Positive reminders about good behaviour.</p>	
	<p>1st Stage Verbal reminder, given in a positive manner. Give the child the chance to change behaviour to remain on green.</p>	
	<p>Stage 2</p>	
	<p>2nd Stage –YELLOW card Behaviour recorded on behaviour log. Restorative talk with class staff: Aim for the child to: take responsibility, acknowledge harm and choose their next steps. Discuss with the class how they can support the child with team effort. Allow opportunity for child to return to green.</p>	
	<p>Stage 3</p>	
	<p>3rd Stage – RED card. Text message sent home. Behaviour recorded on behaviour log. Restorative talk with class staff: Sanction to be agreed/ Verbal agreement to be made. Give opportunity for child to return to green.</p>	
	<p>Stage 4</p>	
	<p>4th stage – Persistent misbehaviour 2nd Red card Internal exclusion following day. Restorative Practice Conference involving necessary participants with RP leaders. Parents/ carers may be invited in to school for conference. Personal behaviour plan agreed on.</p>	
	<p>Stage 5</p>	
	<p>5th Stage – serious incident Send to Deputy/Head Teacher Parents/carers to be called into school. Agreement to be made with parents/carers.</p>	

(Appendix 4)

Name _____ Date _____

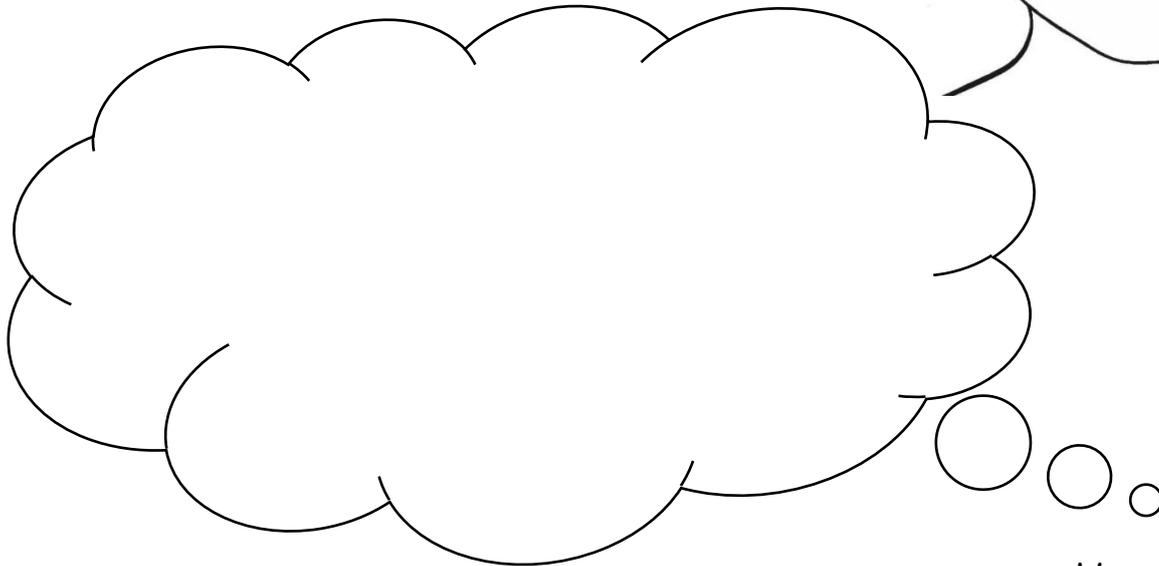
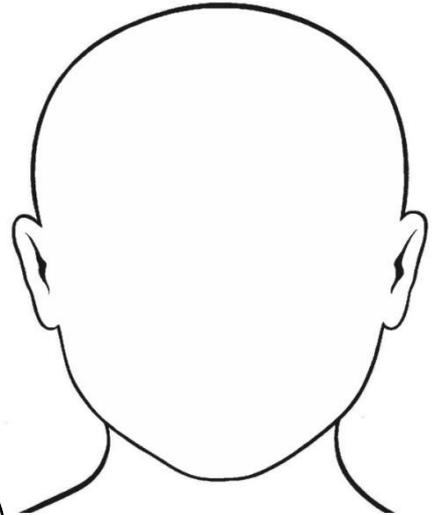
Restorative Practice



1. What happened? Write or draw what happened.

A large, empty rounded rectangular box for writing or drawing the answer to question 1.

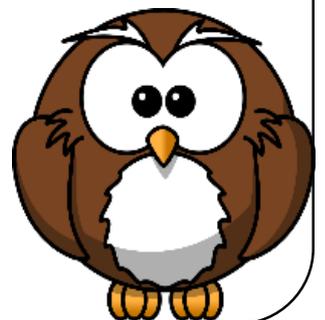
2. Who has been affected?



3. How do they feel?

4. What needs to happen to make things right?

A large, empty rounded rectangular box for writing or drawing the answer to question 4.



Name _____

Date _____



Restorative Practice



1. What happened? Write or draw what happened.

A large, empty rounded rectangular box with a black outline, intended for the student to write or draw their response to question 1.

2. What were you thinking about at the time?

A large, empty cloud-shaped thought bubble with a black outline and a small circle at the top, intended for the student to write their thoughts.

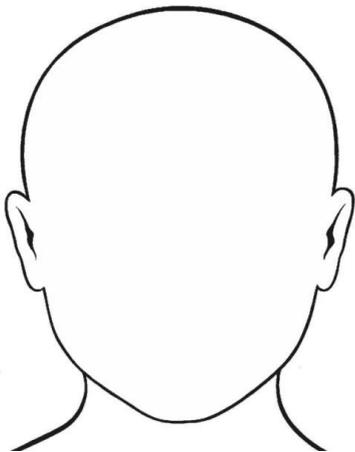
3. What have your thoughts been since?

A medium-sized, empty cloud-shaped thought bubble with a black outline and a small circle at the top, intended for the student to write their thoughts.

4. How do you feel about what's happened?

A large, empty oval-shaped box with a black outline, intended for the student to write their feelings.

5. Who has been affected by what happened?



6. In what way/s have they been affected?

Four empty cloud-shaped thought bubbles with black outlines, arranged in two rows of two, intended for the student to describe the ways people are affected.

7. What needs to happen to make things right?

A large, empty rounded rectangular box with a black outline, intended for the student to write what needs to happen to make things right.