



## VALLEY PRIMARY SCHOOL

### Care

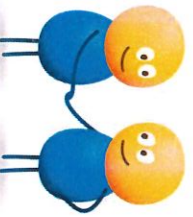
### Learn Together

### Aim high

### Be honest

### Look after what we have

# A Restorative Approach to Behaviour and Learning



At Valley we use a Restorative Approach to manage and improve behaviour and learning. It forms a key part of our Behaviour Policy. The aim of this leaflet is to explain the process and how it is used in the school. It could also be a useful tool for you to use at home.

### What is the Restorative Approach and

#### how will it affect my child?

A Restorative Approach focuses on developing positive relationships within the school, both pupil to pupil and staff to pupil. It creates a safe, secure environment which enables children to develop both academically and socially. On a day-to-day level this involves talking to the children about their thoughts and feelings. In response to conflict, it focuses on the harm that has been caused and ways to repair the harm and restore the relationship.

The Restorative Approach is not just embedded in our school, it has been used worldwide by many schools and it has been proven to have many benefits.

#### By Reducing:

- Exclusions
- Disruptive behaviour
- Conflict
- Bullying

#### By Improving:

- Behaviour
- Learning
- Attendance

#### By Developing:

- Truth Telling
- Responsibility
- Accountability
- Empathy
- Emotional Literacy
- Conflict Resolution Skills
- Positive Relationships

The teachers and support staff are using restorative language around the school and hold restorative conversations in response to incidents.

### How do Restorative Approaches benefit my child and school?

Restorative approaches encourage pupils to think about how their behaviour has affected others, both pupils and staff. It helps children to develop **respect, responsibility, truthfulness and, build relationships** in line with our five Core Values.

It does not mean there are no consequences for behaviour that has disrupted learning or caused harm to others. When appropriate, sanctions are used in line with our behaviour policy, but the follow-up conversations focus on reaching an agreement that allows for relationships to be repaired and all involved to move forward.

#### Behaviour Policy

In the majority of cases, Restorative Agreements are all that is needed to reduce conflict or negative behaviours. Where this is not the case we will work with parents to improve behaviour through a Yellow or Red Stage Intervention. Please see our Behaviour Policy on our website for more information.

## What is Restorative Language?

Restorative Language is a calm, fair and respectful way of communicating which allows individuals to express their thoughts and feelings. A Restorative Approach to conflict creates positive outcomes from negative behaviour.

## What are the Restorative Questions?

The Restorative Questions are used in response to specific incidents. A member of staff will talk to all the children involved and ask them a set of questions giving each child the opportunity to tell their side of the story without being judged or blamed. It is about focusing on the actions NOT the character of the person.

The questions are:

- *What happened?*
  - *How did you feel/what were you thinking at the time? How are you feeling now?*
  - *Who else has been affected? How?*
  - *What needs to be done to repair the harm?*
  - *What could you do differently next time to prevent this happening again?*
- We might also say to our pupils:
- *What would you think if this happened to you?*
  - *How can we put this right?*
  - *What other choice could you have made?*
  - *What were you hoping/expecting would happen when you did this?*

The approach requires all involved to be able to listen to each other respectfully, express their feelings and take responsibility for their part. This is underpinned by our PSHE curriculum and regular circle times in classes; where such skills are taught and modelled.

Where necessary, adults will help children to calm down before starting a restorative conversation or arrange to have it later in the day.

**Peer Mediators** have also been trained by

*Behaviour Matters Ltd.* to work restoratively to help their peers resolve issues.

These pupils have been selected from Years 5 and 6 after an application and interview process. They help pupils resolve minor problems by following a set of questions and paraphrasing to ensure they gain clarity of the situation. They work with the children to resolve the problem and come to 'win-win' resolution. They have been trained to refer more serious problems to the adults. Both sides of the dispute need to want to have help from mediators before it can start and to agree to the rules of the session.

### OUR PROMISE:

- We won't gossip
- We won't take sides
- We won't tell you what to do

### RULES FOR MEDIATION:

- You will be able to talk without being interrupted
- You will all get the chance to tell your story
- You must be respectful at all times to each other and use each other's names

## Restorative Meetings

A pupil may be asked to attend Restorative Meeting if a conflict at school is affecting their

experience at school, or a pupil's repeated behaviours are disrupting learning. This is a meeting with everyone involved to:

- Discuss what is happening
- Look at who has been affected or upset
- Decide how it can be put right and if any support is needed
- Find a way forward in a way that is fair to everyone

This allows the school to:

- Help pupils or staff who have been hurt by poor behaviour by expecting wrong doers to put right the upset they have caused.
- Support pupils involved in negative behaviour so they are able to change their actions in a way that also holds them fully responsible.

During a meeting an agreement is made and recorded. This will be list of actions or promises so that the conflict can be put right and doesn't happen again, or specific negative behaviours are reduced. A named adult in school will monitor the agreement for a fixed period. In the majority of cases all pupils involved want to attend and have the opportunity to resolve the issue, but if a pupil who has been harmed would prefer it, an adult can represent their view or they can attend with a supportive peer or adult.

