

Holy Family Catholic Primary School



Together with Jesus, we grow in love



Restorative Practice 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.

It 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.

Restorative practice believes in building, maintaining and repairing relationships. 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)
- Encourage 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.
- To prevent 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 rights. 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.

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? (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 messages.”

When you

I feel

What I need to happen is

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

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

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

Appendix 3

STAGE	Holy Family Teacher Guidance to Behaviour	LEVEL	Dojos to encourage good choice making and for following class values.
Stage 1	Start of the day Everyone to be on GREEN . Positive reminders about good behaviour.		Welcome pupils in to class. Use Emotional Check -in to monitor pupils. Remember some pupils may have had a challenging home experience.
	1st Stage Verbal reminder, given in a positive manner . Give the child the chance to change behaviour to remain on green .		High expectations are necessary. Share expectations with all pupils. Recognise and reinforce good behaviour. Rip and Pip
Stage 2	YELLOW card		
	2nd Stage 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 .		Make sure all pupils are treated fairly and can see that all pupils have same expectations and are treated equally. As soon as possible, notice good behaviour to get back to green. Use buddy system to encourage good behaviour, phone calls home, notes sent to parents etc.
Stage 3	RED card.		
	3rd Stage Phone call home/speak to parent. 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 .		All parents must be informed if child is put on a red. This can be either phone call home or seeing the parent after school. If there are any concerns over the child speak to Safeguarding team.
Stage 4	2nd RED card		
	4th stage – Persistent misbehaviour Internal exclusion following day. Restorative Practice Conference involving necessary participants with RP leaders. Parents/ carers will be informed. Personal behaviour plan agreed on (If necessary).		Monitor yellow and red cards. Is there a pattern to when they occur? How many are given out? Is the child being set up to fail? What interventions can be put into place? Speak to Pastoral team, SENDCO, Restorative Guides for support.
Stage 5	Serious incident		
	5th Stage Send to Deputy/Head Teacher Parents/carers to be called. External Exclusion (If necessary) Agreement to be made with parents/carers.		Behaviour Team: Jen Young, Jacquie Clein Restorative Guides: Jacquie Clein, Jen Scott, Sal McAndrew, Pat Cartwright Safeguarding: Rachel Davidson, Jen Young, Jacquie Clein Pastoral: Jacquie Clein, Jen Scott SENDCO: Laura Bowes Phase Managers: Rachel Davidson, Jenny Young, Laura Bowes