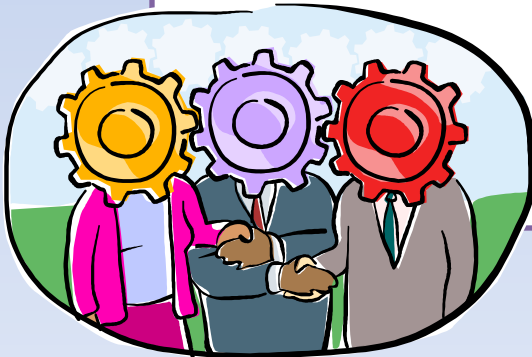


Restorative Practices

Heaton St. Barnabas' C.E. (V.A.)
Primary School



Mission Statement: Unity in Diversity



Core Values:

- **Respect**
- **Enthusiasm / Hard Work**
- **Compassion (inc: Kindness, empathy,)**
- **Honesty**
- **Happiness/fun**
- **Responsibility**

What is Restorative Practice?

The term '**Restorative Practices**' is used in education to mean:

- restoring good relationships when there has been conflict or harm;
- developing school ethos, policies and procedures that reduce the possibilities of such conflict and harm.

Aims/Objectives of this approach

Effective use of Restorative Practices should foster awareness of how others have been affected by inappropriate behaviour.

- rejects the act not the actor
- allows participants to make amends for the harm caused.
- acknowledges the worth of the person and their potential contribution to the school community.

The Restorative Practices framework will:

- Improve behaviour and attitudes;
- Provide a framework to challenge unacceptable behaviour, resolve conflict and repair harm;
- Improve relationships; establish rights, accountabilities and responsibilities
- Provide a safe basis for staff, pupils and parents to share ideas and discuss issues.

Circle Time

Check-in Circle: 8.45 a.m.

*Children need to be in
school on time*

Check – out Circle: 3.05 p.m.



Circle Time

- Happens at the beginning and end of each day
- A way to build community within the school
- A time to reflect
- A time to look forward
- A time to respond in a relaxed environment

Conflict Resolution

- A new way of dealing with conflict in school
- A move away from a consequence being the ultimate priority
- A move towards letting children express what happened and how they were feeling
- Allows every child to talk
- Jointly decide on what needs to happen to move forward

3. Restorative Questions:

To respond to challenging behaviour (*Perpetrator*)

- What happened?
- What were you thinking about at the time?
- What have your thoughts been since?
- Who has been affected by what you did?
- In what way have they been affected?
- What do you think needs to happen to make things right?

3. Restorative Questions:

To help those harmed by others actions: (*Victim*)

- What did you think when you realised what had happened?
- What have your thoughts been since?
- How has this affected you and others?
- What has been the hardest thing for you?
- What do you think needs to happen to make things right?

The Restorative Practice 'Continuum'

informal

Formal



We believe it is best to do things **WITH PEOPLE**. Wherever possible you should use **fair process** and our responses to challenging behaviour should involve **building relationships** and **repairing harm**.

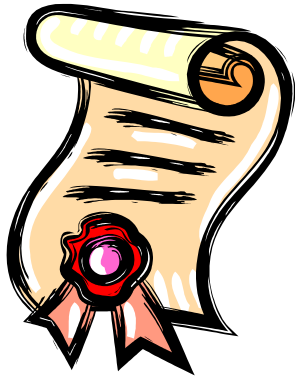
The majority of issues should be resolved using the informal end of the continuum.



Rewards/Incentives



- ❖ Termly awards – presentation
 - attendance
 - best learner
 - most responsible
 - most caring



Termly awards are used to recognize and reward children whose learning behaviours and general attitudes reflect the core values of the school over a sustained period.

Rewards and Incentives continued:

❖ Rainbow (KS1)



❖ Ladder (KS2)



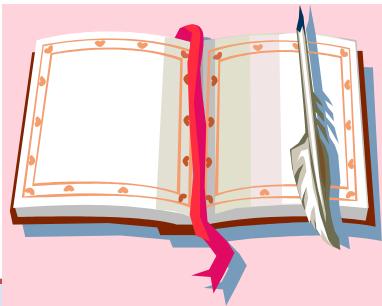
In accordance with the Christian ethos of our school, each day is a new start for children. At the start of each day all children's names are placed on the rainbow /middle rung of the ladder

Rewards and incentives cont...

❖ Golden Time



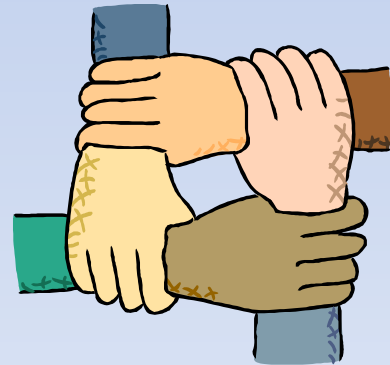
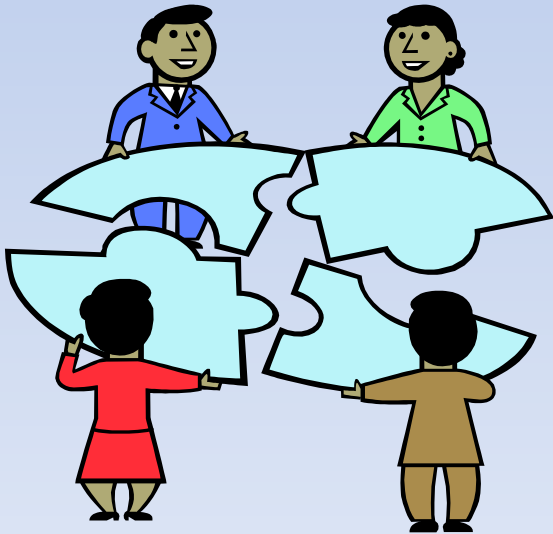
❖ Special Book



Parental Involvement

- Our aim in the future is to have an increasing number of parents involved in Restorative Practices
- To understand and respect the principles of Restorative Practices
- Ask parents to be involved in 'check in' and 'check out' circles
- To be involved in more formal conferences if there are serious or recurring conflicts in school

Home - School Agreement



Adults in school will:

- Listen, be open and welcoming.
- Meet the needs of children to ensure they achieve their full potential.
- Offer a curriculum which is designed to prepare our children for the opportunities of belonging to a wider community.
- Share information about what children are learning and the best way parents can help at home.
- Build a sense of confidence and pride in our school.
- Celebrate pupil's achievements both in school and with parents.
- Let parents know of any concerns or problems that affect pupil's progress or well being.

Parents/Carers will:

- Discuss the Home School Partnership Agreement with their child.
- Ensure their child arrive every day (unless they are ill), on time and with everything they need.
- Inform school immediately, the reason for any absence.
- Let school know of any issues or concerns which might affect their child's work or well being in school.
- Attend parents' meetings, discussions about their child's progress and other events in school.
- Work in partnership with the school to develop positive attitudes towards others.
- Build a positive attitude towards education and the school.
- Use discretion when discussing issues or concerns in front of their child as these may have a negative effect on their outlook.

Children are expected to:

- Do their best at everything they do.
- Ask for help when they need it.
- Look after their own, other people's and school property.
- Follow the school core values both inside and outside school.
- Be helpful and polite at all times.
- Make the right choices about their own learning and that of others.

Together - we will:

- Support and encourage children in all areas of school life.
- Develop a love of learning.
- Promote mutual respect.
- Nurture children into becoming responsible, successful members of the community.

A Restorative School

Thankyou for attending
today

Any questions?