



## **Eastfield Primary School**

### **An Introduction To Restorative Practice For Parents/Carers**

The aim of Restorative Practice (RP) is to develop community and to manage conflict and tensions by repairing harm and building relationships. This is our priority as a restorative school, as we see ourselves at the heart of and serving our community.

#### **Restorative Practices**

- Allow the act (unacceptable behaviour) to be rejected, whilst acknowledging the intrinsic worth of the person and their potential contribution to society.
- Separates the "Deed from the Doer".

It is a process that puts repairing harm done to relationships and people over and above assigning blame and dispensing punishment. It shifts the emphasis from managing behaviour to focussing on building, nurturing and repairing relationships and deciding on possible consequences for chosen actions.

It has been proven that a whole school restorative approach can contribute to:

1. A happier and safer school
2. Mutually respectful relationships
3. More effecting teaching and learning

4. Reduced exclusions
5. Raised attendance
6. Addresses bullying behaviour
7. Raises morale and self-esteem
8. Helps promote a culture of inclusion and belonging
9. Increases emotional literacy

As part of the RP process, children and staff will be involved in meetings and restorative circles that include:

### The Five RP Questions

1. What happened?
2. What were you thinking about at the time?
3. What have your thoughts been since?
4. Who else has been affected by what you did?
5. What do you think needs to happen to make it better?

If your child has been harmed emotionally or physically by the actions of others a restorative circle will be held using the following questions:

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

During a circle a consequence is agreed in conjunction with an adult, if appropriate. Restorative Practice does not replace consequences of individuals actions nor is it just about questions. It is about a process that is seen as fair: allowing free expression of emotions and significantly is about offering high levels of support, whilst challenging inappropriate behaviour through high levels of control, encouraging acceptance of responsibility and the setting of clear boundaries.

All school staff, teaching and non-teaching have had (as a minimum) basic training about Restorative Practices whilst many have also attending enhanced training to try and ensure that our intentions translate into actions.

All of our pupils understand and use restorative circles in their everyday school life. As part of our commitment to RP, you as a parent/carer may also on occasions be asked to contribute to a restorative meeting if this is felt to be the right course of action.

It is important that staff deal with situations to establish and develop their own relationships. Aim to separate the deed for the doer and the act from the actor as integral to Restorative Practice philosophy.

Children are encouraged to challenge each other's behaviour. We begin by telling the children to hold up their hand and use the phrase "STOP! I don't like it when you do that, it makes me feel....." Initially we spend a lot of time thinking about emotions so that children can express how they feel effectively. Eg ".....it makes me feel sad, angry, upset, hurt, worried, anxious etc"

We find this is a very visible way of allowing children to feel confident about stopping something they don't like.

If you have any questions regarding Restorative Practice please ask a member of staff.