



Eastfield School

Restorative Practice Policy

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At Eastfield Primary School we believe that every member of our school community should have an equal opportunity to achieve his or her full potential regardless of race, colour, gender, disability, special educational needs or social economic background.

We believe that it is the right of all pupils to be educated in an environment free from disruption by others.

This policy sets out the framework for the behaviour, responsibilities, values and attitudes expected of our community members within a Restorative Practice philosophy. Restorative Practice aims to build our Eastfield community and to repair and strengthen relationships within this community. Our school embraces Restorative Practice (RP) as a means of empowering all staff members to be successful and effective practitioners within each classroom, raising standards and achievement across the school and developing aspirational, motivated and responsible pupils.

Aims of Policy

- To create a consistently orderly environment, both inside and outside of the classroom, which will enable everyone to successfully work and learn.
- To reward pupils for academic achievement, completing and returning homework, being equipped for school and behaving well in lessons.
- To ensure the Every Child Matters agenda is firmly embedded into all aspects of school life.
- To embed the use of Restorative Practices in all aspects of school life.

Restorative Practices Philosophy Statement

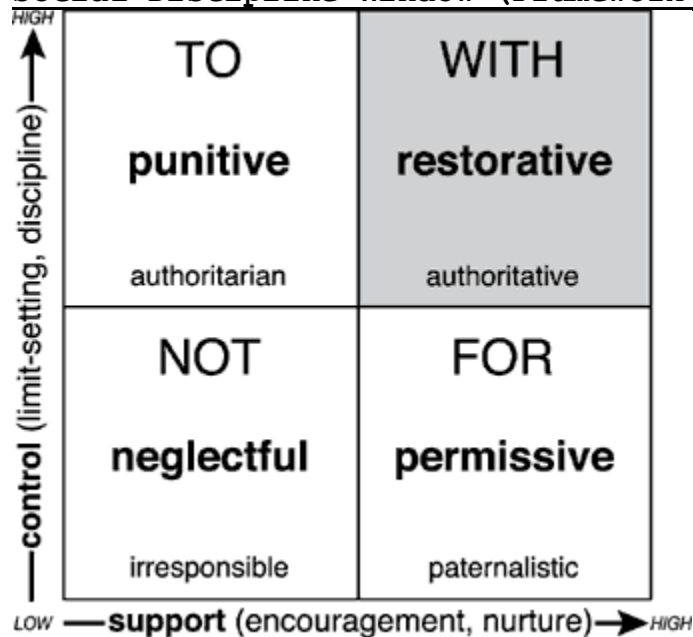
Effective Restorative Practices foster awareness of how others have been affected by inappropriate behaviour. This is done by actively engaging participants in a process which separates the deed from the doer and rejects the act not the actor, allowing participants to make amends for the harm caused. Restorative Practices acknowledges the intrinsic worth of the person and their potential contribution to our school community.

Restorative Practices framework will:

- Improve behaviour and attitudes

- Provide explicit tools within a defined framework to challenge unacceptable behaviour, resolve conflict and repair harm
 - Improve relationships; establishing rights, accountabilities and responsibilities
 - Provide a safe, philosophical basis for staff, pupils and parents to share ideas and discuss issues.
- There are four key elements of Restorative Practices. These are:
- Social Discipline Window
 - Fair Process
 - Restorative Questions
 - Free Expression of Emotions

Social Discipline Window (Framework for working with...)



We always aim to work in the “with” box, offering high support, nurturing and encouragement in conjunction with consistently setting clear boundaries and expectations of behaviour. Staff should always, within their professional conduct, be positive and respectful role models to their pupils.

The three principles of fair process

1. Engagement - involving all participants in the process
2. Explanation - shared understanding
3. Expected Clarity - clear vision for the future

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

- What happened?
- What were you thinking at the time?
- Who has been affected by what you did?
- What do you think you need to do to make things right?

Other questions could include:

- 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?

A Restorative circle MUST take place when a child has been harmed. If all parties aren't ready/calm to hold the circle immediately, time will be given in order for all involved to calm down. However the circle MUST be held before the pupils return to class.

Restorative Practices Continuum

At Eastfield Primary School we believe it is best to do things WITH people. Wherever possible we should use the fair process and our responses to challenge behaviour should involve building relationships and repairing harm. It is our aim that our community follows this Restorative Practice framework. This includes the use of **daily** emotion and community building circles.

Restorative Language:

It is important that staff deal with situations to establish and develop their own relationships. Aim to separate the deed from the doer and that act from the actor as integral to Restorative Practice philosophy. Listed below are some examples of affective statements and questions which all staff should use with pupils:

Affective statements

I was very disappointed when you did that to John.
I am upset by what has just happened.
I feel that (describe action) was very disrespectful.
I feel upset when you ignore me.
I am sorry that I misunderstood the situation.

I feel really proud of you when you
I feel really pleased and encouraged that you made the right
choice when you
I respect your honesty and thank you.
I want to thank you for your cooperation.

Staff will encourage and support pupils to develop their own
use of affective statements.