Whartons Primary School Restorative Practice Policy

Date of Policy: Nov 2020

Member(s) of staff Responsible: Mrs J Dickson

Review Date: Nov 2021

The Whartons Primary School

A Restorative School

Guidance Policy for Enhancing Community Relationships and Learning at The Whartons Primary School

Updated November 2020

Guidance Policy for Enhancing Community
Relationships and Learning at
The Whartons Primary School

At The Whartons 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 socio economic background.

We believe that it is the right of all our 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 Practices philosophy. Restorative Practice aims to build the The Whartons Primary community and to repair and strengthen relationships within this community.

The school embraces Restorative Practice (RP) as a means of empowering teachers to be successful and effective practitioners within their 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 work and learn.
- To reward students 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 participators to

make amends for the harm caused. Restorative Practices acknowledges the intrinsic worth of the person and their potential contribution to the school community.

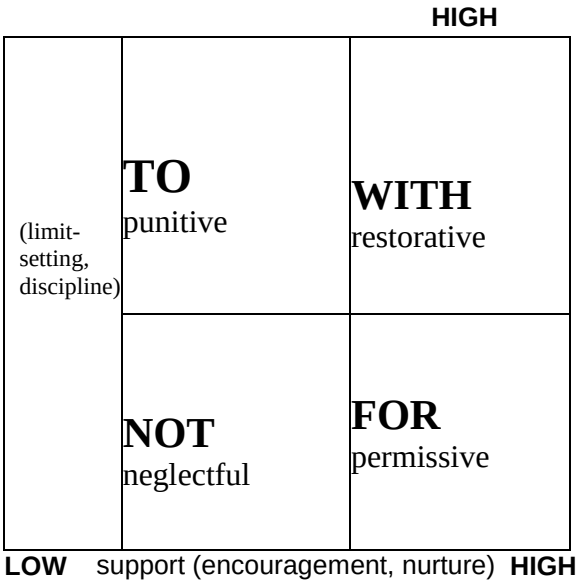
Restorative Practices framework will:

- Improve behaviour and attitudes;
- Provide explicit tools within a defined framework to challenge unacceptable behaviour, resolve conflict and repair harm;
- Improve relationships; establish rights, accountabilities and responsibilities to the community.
- 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 …)



Wherever possible we should try 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. Expectation Clarity – clear vision for the future

Restorative Questions

1. To respond to challenging behaviour

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

1. To help those harmed by others actions:

- 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?

Restorative Practices Continuum

At The Whartons Primary School 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. It is our aim that our community follows this Restorative Practices framework.

Much of the work carried out to address challenging behaviour should be accomplished by working within the informal end of the spectrum.

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 the act from the actor as integral to Restorative Practice philosophy.
Listed below are some examples of affective statements and questions which all staff can use with pupils:
<u>Affective statements</u>
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 respected 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 feel that all the work I have done has been wasted through your actions.
I feel that (describe action) was very disrespectful.
I feel disrespected and angry when you ignore me.

<u>Questions</u>
What happened? – followed by:
What were you thinking about when you did that?
How did you actions affect ……?
How do you think …… felt about what you did?
How do you feel about what you did?
How do you feel about what you did and the affect it had on me?