

New Pitsligo & St John's School Restorative Practice

Rationale:

All members of the school community have the right to be respected and accepted for who they are. All members are required to work together to produce a learning environment which promotes self discovery and awareness. In order for this to be achieved, behaviour of all members needs to be managed appropriately and conducive towards creating a supportive and nurturing environment. To this end all members are expected to embrace the following:

1. Building and maintaining social relationships within the school and wider community.
2. Representing the school and oneself appropriately and responsibly at all times.
3. Responsibility for one's own actions and mindful of their impact on others.
4. Respecting other people, their views and feelings.
5. Empathising with the feelings of others.
6. Being fair.
7. Being committed to listening to others and thinking through their point of view.
8. being actively involved in decisions about one's own life.
9. Admitting that everyone makes mistakes and not judging others or oneself for past misdemeanours.
10. Reflecting on one's own behaviour and actions.

The aim of this policy is to end the culture of instant punishment whilst encouraging members of the school community to think through the consequences of their behaviour. We look to develop the concept of

restorative justice therefore, this policy aims to be of use in the following ways:

- as preventative - to promote positive relationships within the whole school community
- as responsive - and repairing when difficulties arise
- as part of support and intervention for more long-term and persistent difficulties.

Ethos:

Rights and responsibilities:

At New Pitsligo and St John's school we recognise that teaching involves helping pupils develop into well rounded adults that are self assured, compassionate as well as successful. As a result pupils are taught about rights and responsibilities as dictated in The Convention of the Rights of the Child.

In line with article 29, all children are taught that they have a right to an education that fosters the development of their personality and talents, preparation for a responsible adult life, respect for human rights as well as the cultural and national values of our country and that of others. Along with this children are taught of their responsibility to ensure that their behaviour does not take this right away from others. This behaviour policy aims to respect the rights of the child whilst teaching them the life skills to deal with conflict appropriately and positively.

All members of the school community will agree to respond to situations restoratively by recognising that negative behaviour is usually a consequence to an action or pattern of behaviour deemed hurtful or inappropriate. Pupils will be given tools and skills to help resolve conflict. These will be taught through our Health and Well being policy during real and imaginary situations.

Older pupils will be trained as peer mediators. All mediators will help the parties involved work through the following questions until reparation is reached:

Restorative Practice

The five basic Questions

1. What happened?
2. What part did you play?
3. How were you affected?
4. What do you need to make it right?
5. How can we repair the harm?

This will only work if all parties agree to be truthful.

The aim of this policy is not to punish negative behaviour but to ensure that it stops re-occurring through encouraging children to be aware of how their actions and decisions affect others and impact on their experiences, thoughts and feelings.

Promotion of positive behaviour:

All staff members can have an impact on behaviour by rewarding and recognising actions that are deemed positive. Behaviour that is consistently rewarded influences ethos, attitude and attainment. With this in mind staff must take into account the following:

- embrace mistakes and see them as opportunities for learning rather than something to be ashamed of.
- Trust is key to all relationships therefore honesty is paramount: if you don't know admit it!
- Everyone deserves a second chance.
- Adults are role models for behaviour. Disputes handled positively and with maturity will negate in a positive response from pupils.
- Try not to bring too much attention to unwanted behaviour; the lowest response possible often discourages escalation.
- Remember fair treatment and same treatment are not synonymous! "Getting it right for every child", at times can necessitate different treatment.

- Expectations between behaviour at home and at school can differ greatly. Children need to be very aware of what is acceptable at school and this must be adhered to consistently.

Effective behaviour management is central to all learning and teaching. Children need to feel safe, secure and accepted in order to achieve their potential. With this in mind, teachers need to be mindful of classroom practice and their impact on children (please see accompanying teachers toolkit for further details).

At New Pitsligo and St John's we are strong advocates of celebrating success. This is accomplished through praise, House Points, Star of the Week Awards, Homework Awards, My Space (self selection of achievements) and celebration of the four capacities (Successful Learner, Effective Contributor, Confident Individual and Responsible Citizen).

Procedures for dealing with behaviour management

issues:

Before Restorative conversations can take place, the facilitator must ensure that all parties agree to partake fairly and honestly. The facilitator must remain non judgemental at all times. The five basic questions should be used to guide the conversation until a resolution has been reached.

Those who refuse to take part in the restorative process will be directed towards a more punitive approach. It must be made clear to children what the alternative to the restorative process is before they decide how they want resolution to occur. If this option is selected then the parties concerned will lose their free time at break times and take part in some reflective exercises.

Serious incidents and issues of a serious nature:

Serious or ongoing issues must be referred to the Head teacher for advice and consultation.