



*'Laying the Foundations for Life'*

# Stockton Wood Primary School

## Restorative Practice

## Statement of Intent

### 2019-20

Ms. A. MacDiarmid

Restorative Practice Guiding Team Member





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### Restorative Practice Statement of Intent 2019-20

The aim of Restorative Practice 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.

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.

For effective teaching and learning to take place, we believe that good relationships need to be at the heart of everything that happens at **Stockton Wood Primary School**.

We know that a whole-school restorative approach can contribute to:

- Happier and safer schools
- Mutually respectful relationships
- More effective teaching and learning
- Reduced exclusions
- Raised attendance
- Reduction in bullying behaviour
- Raised morale and self-esteem
- A culture of inclusion and belonging
- Increased emotional literacy

As part of the RP process, child(ren) and staff could be involved in meetings, circles, and conferences etc. 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 things right?

Restorative Practice is **not** just about the questions. It is about fair process that allows free expression of emotions. It is significantly 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.





### **Pupil & Staff Training with Restorative Practice:**

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

All our children understand and use circles in their everyday school life. As part of our commitment to RP, parents/carers may also on occasion 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. The aim to separate the deed from the doer and the act from the actor is integral to the Restorative Practice philosophy.

Listed below are some examples of affective statements and questions which all staff can use with pupils.

#### Statements:

- 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 was very disappointed when you did that to .....
- I am upset and angry by what has just happened.
- I feel that (describe action) was very disrespectful.

#### Questions:

- What happened? Followed by:
- What were you thinking about when you did that?
- How did your 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 effect it had on .....

### **Restorative Thinking:**

*"Relationships built through restorative practice are the oxygen people and communities need to survive and thrive..." - Dr Jim Longo (Washington and Jefferson College)*

Restorative Thinking Limited is a Social Enterprise. They work with Local Authorities, Children's and Adult Services, Primary, Secondary and Special schools to develop restorative and relational practice.





Their (award winning) curriculum programmes empower pupils and parents with a restorative education, delivering sustainable, key life skills. They work in partnership with the Shackleton Foundation and the Anti-Bullying Alliance.

### Restorative Thinking and Liverpool City Council:

Restorative Thinking Limited is delivering a 2-year restorative practice project with the Families Programme Project at Liverpool City Council (LCC), working with twelve primary and secondary schools to implement whole school restorative practice (RP).

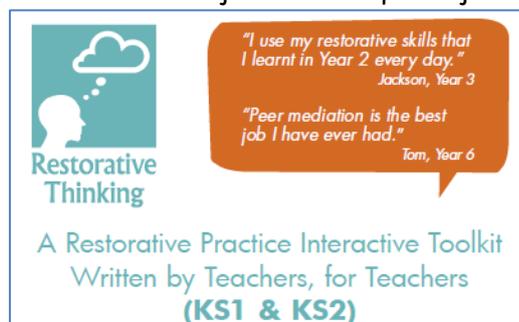
This project builds on a pilot Restorative Thinking ran with LCC from 2015-17, to embed restorative practice across six primary, secondary and special schools. The aim of the pilot was to develop a restorative practice whole school approach to improve behaviour, develop better relationships and reduce young people from being excluded from school. Six schools were recruited from across the primary, secondary and special sector.

The pilot provided leadership training and workforce development in restorative thinking practices, and each school also identified and worked with a defined cohort of pupils at risk of exclusion to track their progress (behaviour) and outcomes (attendance and attainment) over the course of the pilot. It is fair to say that each school had different challenges and successes through their journey, and therefore their outcomes varied greatly, ranging from improvements in attendance and persistent absence, punctuality, behaviour, fixed term exclusions, attitude to learning, and teacher-pupils' relationships. The pilot has been nominated for an iNetwork Innovation Award, 2018.

### Restorative Thinking Primary Curriculum Programme:

*"The fundamental premise of restorative practices is that people are happier, more cooperative and productive, and more likely to make positive changes when those in authority do things **with** them, rather than **to** or **for** them."* - Ted Wachtel (International Institute for Restorative Practices)

'Restorative Thinking: A Restorative Practice Interactive Toolkit Written by Teachers, for Teachers' (KS1 & KS2) empowers pupils with key life skills in restorative practice. Delivered over half a term as part of the PSHE curriculum, the toolkit gives pupils the skills, knowledge and understanding to draw on restorative practice to manage daily challenges and conflicts, strengthen relationships, take responsibility by developing self-talk, empathy and emotional literacy. It is solution focused and deepens and develops children's understanding of the spiritual, moral, social and cultural aspects of life. The resource features in the 2018 Teach Primary Resource Awards Supplement.





### Restorative Thinking Peer Mentors:

The peer mentor training programme looks at how pupils can support each other, the school community and staff by either supporting play, study skills or resolving conflict. The sessions include information sharing, circle time discussion, game playing and role play.

Playground Peer Mentors - this concentrates on training peers to help develop positive play skills within the playground, in the belief that pupils who are actively engaged in positive social time develop better communication skills and as a result there is less conflict and happier pupils.

The training children undertake covers the following:

- The role of Peer Mentor
- Benefits to School/Mentor/Pupils
- Friendship
- How to listen
- Empathy and assertiveness
- Secrets, confidentiality and child protection
- How to support other pupils with positive play skills
- How to play games with other pupils, e.g., ball and bean bag games, traditional playground games
- Signposting issues to members of staff
- What a Peer Mentor should never do

*"It's relationships, not programmes, that change children... Young people thrive when adults care about them on a one-to-one level, and when they have a sense of belonging to a caring community." - Bill Milliken (Community of Change)*

