

PROMOTING RESTORATIVE APPROACHES

Our **Behaviour and Anti-bullying Policy** states our *Golden Rules*. We want everyone to:

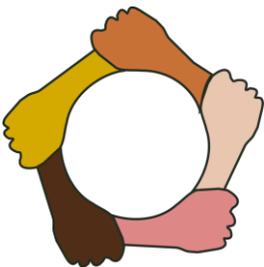
- Be the best you can be.**
- Be kind.**
- Remember your manners.**
- Be respectful.**

These are our four school rules against which the behaviour of everyone in our school is considered.

Pupils are encouraged to be aware not only of their own needs but also those of others. We aim to develop values of **respect**, **tolerance**, **self-control** and a **sense of responsibility**.

RESTORATIVE THINKING

Through the Personal, Social, Health Education (PSHE) lessons, Circle Time and assemblies, children will be encouraged to take responsibility for their actions before conflicts arise.



DEALING WITH CONFLICT

However, unfortunately we can't get it right **all the time** and **conflict** is a part of life - it is how we deal with it that makes the difference.



Responses to Conflict	
Adversarial/Punitive Approach	Restorative Approach
<ul style="list-style-type: none"> • What happened? • Who is to blame? • What punishment is needed? 	<ul style="list-style-type: none"> • What happened? • What harm has resulted? • What needs to be done to put things right?

The difference is that we either deal with conflict with punishment and disconnection or by healing damaged relationships.

The **restorative approach** helps us to learn from conflict by aiming to repair and balance.



At Townley we use **restorative approaches** to deal with making, maintaining and, when necessary, repairing relationships.

RESTORATIVE LANGUAGE

Working restoratively teaches the children that the consequences of their actions have an impact on others. When dealing with conflict, these questions will be asked:

- ❖ What happened?
- ❖ What were you thinking?
- ❖ What needs to happen to put things right?
- ❖ What are you going to do differently next time?



The person asking the questions will check that the victim and the wrong doer are both happy with the outcome.

The aim is to:-

- ❖ Listen to all sides of the story.
- ❖ Get people to talk to each other.
- ❖ Restore relationships.
- ❖ Repair harm.
- ❖ Improve people's choices in the future.

RESTORATIVE DISCUSSIONS

One of the powerful things about a **restorative approach** is that the victim has a voice and that voice is heard.

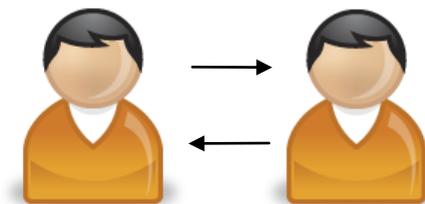
What do I need when I've been harmed?

- Someone to say sorry.
- Someone to listen to me.
- To be allowed to be upset or angry.
- For me to feel better.
- For the other person to understand what has upset me.
- To be respected.
- To know it won't happen again.
- To draw a line underneath it and have a fresh start.

By putting the victim at the centre of the process the wrongdoer is held accountable to the person they have harmed and is given the choice to put things right.

What do I need when I've harmed someone else?

- To say sorry.
- To tell someone what happened.
- To have the chance to put things right.
- To make it up to the other person.
- To be forgiven.
- To promise them and myself that it won't happen again.
- To get back on friendly terms.



A restorative approach is not a soft option; it requires the wrongdoer to accept responsibility for their actions and find a way to put things right, including reassuring the victim that it won't happen again.

If the wrongdoer is not prepared to do this, or the offence is repeated, then it may be necessary to take further actions.

BEING RESTORATIVE IS ABOUT:

- ❖ **Showing respect** - everyone is important
- ❖ **Taking responsibility** - owning up.
- ❖ **Reparation** - putting things right.
- ❖ **Re-integration** - starting again.

Our aim is that no child goes home at the end of the day unhappy about an incident of behaviour because they should have been through the restorative approach and any harm put right.

Townley School and Pre-School



RESTORATIVE APPROACHES

Information for Parents and Pupils



If you have any questions about this document, please do not hesitate to contact the school.