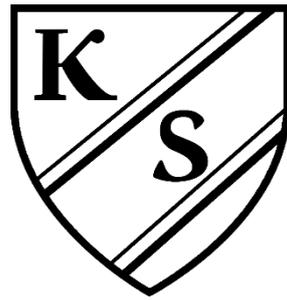


KINELLAR



**Kinellar School**

**Restorative Approaches**  
**Policy and Procedures**

August 2016



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## Rationale and Aims

In order to promote happiness, respect, achievement and honesty in Kinellar School learning relationships need to be strong and consistently skilled to support the high quality social, moral and academic learning that we seek to offer.

With this in mind, our relationships and behaviour policy is based on thinking drawn from Restorative Approaches. We are all currently working towards becoming restorative practitioners. Our aim is to actively adjust our language, thinking and resources and environment to directly impact on our relationships, in order to establish Kinellar School as a restorative learning community.

## Definition

Restorative approaches work to resolve conflict between individuals or groups and to repair harm. They encourage those who have caused harm to acknowledge the impact of what they have done and give them an opportunity to make reparation.

They offer those who have suffered harm the opportunity to have their harm or loss acknowledged and a resolution sought.

When behaviour problems or disputes arise, all children involved should be given the opportunity to explain their case without interruption. They should be encouraged to find a solution. No blame should be attached to one child more than another until all facts have been determined.

Where appropriate, each child should be given the opportunity to apologise and make friends after disputes. Time needs to be put aside to repair and rebuild.

## Key Principles

1. Fostering social relationships in a school community of mutual engagement.
2. Being responsible for one's own actions and their impact on others.
3. Respecting other people, their views and feelings.
4. Empathising with the feelings of others.
5. Being fair.
6. Being committed to equitable processes.
7. Everyone in school being actively involved in decisions about their own lives.
8. Returning issues of conflict to the participants rather than pathologising behaviour.
9. Willingness to create opportunities for reflective change in pupils and staff.



## Restorative Practice

These questions will be used by all members of staff and P7 Restorative mentors if an incident has occurred.

Tell me what happened?

What were you thinking?

How did you feel?

Who else has been affected?

What do you need?

If there has been an incident in school where a child's behaviour has not been in line with our values or a child has been upset due to the behaviour of others, the individual would be invited to take part in a restorative conversation with their class teacher.

### Restorative Conversation

#### Welcome and set the rules

Thank you for agreeing to talk about what happened. I understand it can't be easy, but we want to work together to find a way of making things better. We need to use good listening skills. Can you do that?

#### Enquiry – locate in the event (The past)

Can you tell me what happened?

What were you thinking at the time?

How were you feeling at the time?

Who else do you think has been affected by this?

#### Enquiry – locate in personal context (The present)

What have your thoughts been since?

How are you thinking/feeling now?



#### Reframe / Summarise

So what I think you're saying is .....

#### Identify needs (The future)

What do you need to do so that.....

Things can be put right? You can move on?

#### Meeting needs and agreement

So what do you think needs to happen now? / How will we know things are working? Reframe negatively worded goals e.g.

"I won't be punching Mark" by asking "What will you be doing, then?" / How will it look? How will you be feeling?"

#### Closure

How are you feeling right now? / How will we know things are getting better?

Thank for listening so well /working hard to agree a way forward.

Records of this conversation will be recorded and sent home to parents on a think sheet.



If more than one child is involved in the incident there will be a restorative meeting.

### The Restorative Meeting

#### Welcome and set the rules

I'm glad you've decided to come. Thank you for making that choice. I know it's not easy.

Will you try to listen right through to the end when the other person is talking?

Please don't interrupt.

You don't have to agree with everything you hear, but you need to allow each other to be heard. Can you do that?

#### Listen to the story

Do you mind if I take a few notes?

Tell me what happened

What were you thinking at the time?

How were you feeling?

Has anything else happened since then?

How did it make you feel?

What were you thinking?

And what are you thinking now?

How are you feeling now?

#### Summarise/ reframe

I think what you are saying is that .....

You were thinking that ..... feeling that .....

#### Listen to the other story (stories)

**Use the same set of questions as above**

#### Identify Needs

What needs to happen now?

**Invite participants to respond to what they've heard**

**Allow each participant in turn to state what they need**

What do you need (to do) so that things can be put right?

OR

What do you need (to do) so that things can move on?

**Seek clarification if needed**

So what I think you're saying is .....



## Sanctions

Our negative actions have negative consequences. At Kinellar school we expect pupils to value the happiness of others, to respect everyone in the school community, to try their best and enable those around them to achieve and to be honest in all circumstances, even if they have made a mistake.

### Process

If a child is not behaving in line with school expectations the following steps should be taken

1. The child will receive a warning and a reminder of our expectations
2. The child will receive a second warning and reminder of expectations (Name recorded)
3. A think sheet will be completed and sent home to be signed and returned by the parents (if this has occurred 3 times move to stage 4)
4. A think sheet will be completed and the pupil will meet with SMT
5. A think sheet will be completed and a meeting will be set up between a member of staff, the pupil and their parents.