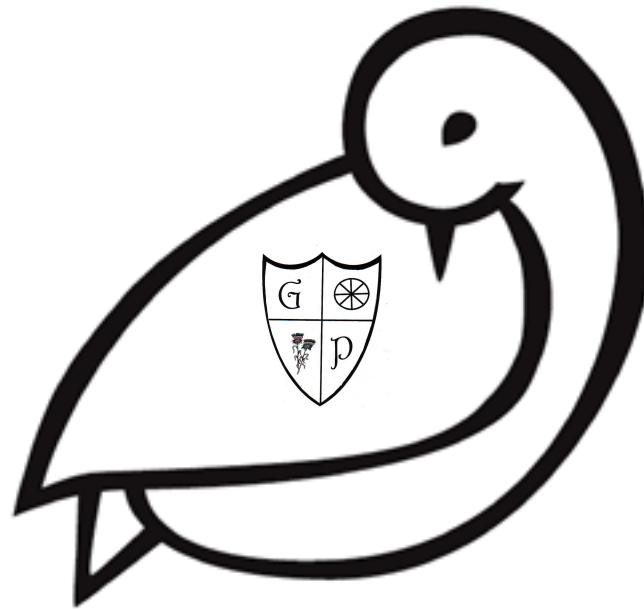


# Restorative Practice

at Glenmanor Primary School



## A Parent's Guide

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# What is Restorative Practice?

Restorative Practice aims to help young people, staff and parents/guardians deal with situations where someone has been harmed. This practice gives those responsible for causing harm an opportunity to understand how their behaviour affects others and to put things right. It can also help to reduce the need for exclusion. Restorative Practice can be used to address eg bullying, violent incidents, disruption and anti-social behaviour.

Glenmanor Primary School should be a safe and secure environment for pupils and staff. Restorative Practice can help staff, parents/guardians, pupils and the wider community to discuss what has happened, who has been affected and agree on ways to move forward.

Everyone who has been affected by an incident is given the opportunity to speak openly and honestly about the incident. They can discuss how they have been affected and are given an opportunity to express their thoughts and feelings in a safe environment. The restorative approach allows people to discuss:

- What happened?
- Who has been affected and how?
- What is needed to put things right?
- What has been learned to allow the person responsible to make better choices in future?

Restorative Practice gives support to both those harmed and those responsible. The person responsible can accept what they did was wrong - and the person harmed can ask for something to repair the harm. It is important that parents/guardians are part of this process as they can provide support and reinforce the taking of responsibility for behaviour. Young people should have a positive experience at school and when it is time to leave they can be more confident about their future having developed skills and values learnt through such processes.

Glenmanor Primary School is an important environment where young people can learn social skills. They can also learn how to express their views without the fear of being harmed or harming others. We fully accept that young people have rights.

Young people also have to learn about their responsibilities and develop an understanding of how their behaviour can infringe on the rights of other people.

By suspending or excluding young people for a period of time, their right to an education, the opportunity to develop social skills and to learn about good and bad choices is missed. This makes the opportunity given through restorative practice to keep the young person at school very important.

Parents also have a very important role in ensuring the educational needs of their child are met. Restorative Practice can assist them in this role.

# Why use Restorative Practice?

## The Traditional Approach

What's happened?

Who started it?

What response is appropriate to deter and punish?

V

## The Restorative Approach

What's happened?

Who has been affected or harmed?

How can those involved be supported in finding ways to repair the harm caused?

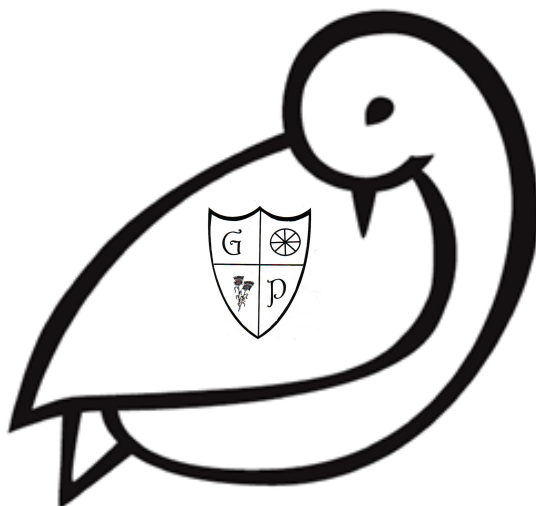
Explain why this doesn't work ~ See Self Regulation notes

A restorative approach is all about relationships - making, maintaining and, when necessary, repairing relationships

# Restorative Meeting

## The 5 Magic Questions

1. What happened?
2. What were you thinking?
3. How were you feeling?
4. Who else has been affected by this?
5. What do you need, and what needs to happen now, so that the harm can be repaired ?



# What happens during a Restorative Meeting?

## Step 1

Work together on the problem by sharing perspective and/or experiences ~ Each child is invited to express how they personally experienced what has happened or is happening.

## Step 2

Express Thoughts and Feelings ~Each child is invited to express what they were/are thinking and how they were/are feeling as a result of these thoughts.

## Step 3

Harm and Affect ~ Each child is invited in turn to consider who has been or is being harmed/affected by the situation/event and how. Accountability and responsibility is encouraged.

## Step 4

Needs~ Each child is invited in turn to consider what they need now to repair the harm/solve the problem, to feel better and to move on.

## Step 5

Repair and Reflections for the Future ~ Each child is invited in turn to consider how each of the needs expressed can be met, what support they might need to do this and how they will do things differently in the future.

# What do I need when I've been harmed?

- An apology
- An empathetic listener
- Amends made
- The other person to understand what has upset me
- To be respected
- To be allowed to have emotion
- Support and positive reinforcement
- Reassurance it won't happen again
- To draw a line underneath it



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

- To apologise
- Someone to talk to
- Time to put things right
- To make it up to them
- A chance to explain to other person and myself
- To feel better about it and about myself
- To be forgiven
- To reassure them/myself it won't happen again
- To get back on friendly terms

