



# Heath Mount School

## Section 3

### Restorative Practice

*This policy runs parallel to our Behaviour and Discipline Policy.*

#### **Restorative Practice: the philosophy**

Restorative Practice aims to facilitate effective relationships within our school and foster an effective learning community. The restorative approach is based on the principle that when conflict occurs, people are 'harmed' and it is this 'harm' that needs to be addressed in order for those involved to move on successfully. Those who have been 'harmed' are given the opportunity to discuss a way forward that meets their needs.

This policy has a double-horizon view; it intends to modify the behaviour of the wrongdoer to the satisfaction of the sufferer (and of the community) and intends to bring about changes to the wrongdoer's behaviour that will be sustainable into the future. This process helps to develop emotionally intelligent, self-regulating pupils who value their relationships with all members of the school community. It also helps the sufferer to regain self-esteem and to come to terms with events through involvement in the process of reparation and being able to exercise altruistic forgiveness.

This is a non-judgemental approach and at all times the child's behaviour is separated from the child.

Many components have been adopted to facilitate the restorative approach. These include:

#### **1. Feelings Charts**

At the beginning and the end of every day, children place their name next to a word to describe how they are feeling (e.g. happy, sad, angry, fine etc.). They may also change this throughout the day if their feelings have changed. Form teachers are expected to monitor this and to discuss and log any concerns.

#### **2. Feelings Circle**

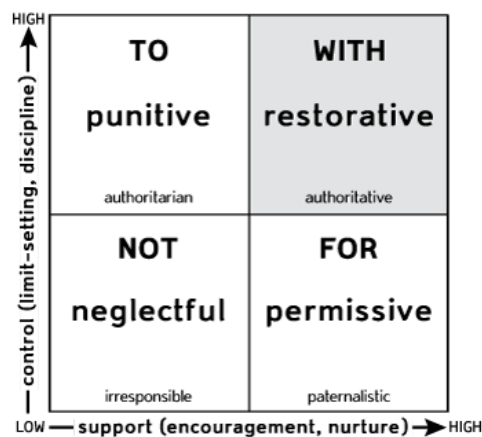


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At least once a week (and other times as necessary) the form teacher conducts a Feelings Circle. The Feelings Chart enables children to speak about how they are feeling and why they may be feeling this way, acting as a conduit for facilitating discussion on a whole class basis. This may also take place during PSHE lessons.

### 3. Social Discipline Window

This is used as an illustration of our 'whole school' approach to behaviour. Our mode of discipline involves working **with** pupils. High levels of expectation are accompanied by high levels of support, in order to help pupils flourish and make positive changes and contributions to society and our school community.



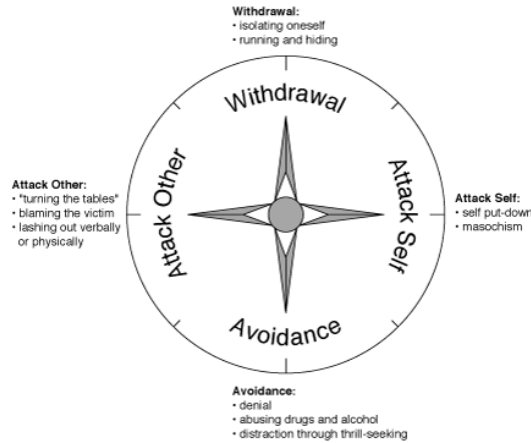
We also use the Social Discipline Window to encourage pupils to reflect on how they treat others.

### 4. Compass of Shame

Shame is an important emotion, usually experienced when someone has done something wrong. Shame manifests itself in a number of ways and specific behaviours can be identified using the Compass of Shame. It is used to help pupils identify how they have reacted when they have done something wrong.



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## 5. Restorative Circles

These involve bringing together parties involved in a conflict. With the help of a facilitator (normally the children's Form Tutor, but in some cases the Head of Restorative Practice may get involved), the children discuss their feelings and concerns and come up with an appropriate way forward for all of those involved.

## 6. Restorative Questioning

These questions are used during a Restorative Circle to help the facilitator, and those involved, to effectively discuss what has happened and how each side is feeling. This specific questioning format enables all involved to work through an incident and identify what needs to happen in order to move on.

### Questions used to respond to challenging behaviour are:

- What happened?
- What were you thinking about at the time?
- What have your thoughts been since?
- Who has been affected by what you did? In what way?
- What do you think you need to do to make things right?



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## Questions for helping those who have been hurt by another's actions are:

- What did you think when you realised what had happened?
- What impact has this incident had on you and others?
- What has been the hardest thing for you about this incident?
- What do you think needs to happen to make things right?

## 7. Affective Statements

These are expressions of personal feelings and are used to identify boundaries and build empathy. If a pupil misbehaves in a lesson, instead of being reprimanded, the teacher encourages the pupil to attempt to identify the behaviour that is causing a problem and to express how it makes them feel. For example, "...It upsets me when you shout out in class, because I do not think that you deliberately want to disrupt the lesson..." Children are encouraged to use Affective Statements with one another to deal with low-level grievances.

If Restorative Practice is unable to bring about the necessary changes to behaviour, or in the event that the child who has caused the harm does not cooperate, an alternative approach is used (see the other sections of the school's *Behaviour and Discipline Policy*). This may involve sanctions, Community Service or withdrawal from school events.

Exclusion and expulsion are available to the Headmaster as last resorts, following consultation with the Chair of Governors.

A criticism of Restorative Practice as a means of mending harm suggests that it does not meet the requirements of justice; 'pain for pain' being considered essential to satisfying our own needs for justice. However, our feelings about retribution have been reinforced by our own education. We were educated into believing that humiliation and suffering are an essential part of justice and instrumental in maintaining good discipline. We were educated to believe that 'badness' is only kept in check by harshness and authoritarianism, that strict authority is needed to enforce good behaviour.

At Heath Mount School we aim to modify children's behaviour and provide support, in order to avoid unhappiness or repeat incidents, and encourage



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children to understand the impact of their behaviour on others. Detentions and sanctions do play a part in our behaviour management approach. However, it is imperative that a child understands fully how their actions have affected others and, most importantly, understand **WHY** they are receiving a sanction. This is where Restorative Practice is fundamental to Heath Mount School.

Author: J Spowart