

## Taking Responsibility

To make sure that those who have been making poor behaviour choices can be held accountable, they will be expected to take responsibility for their actions before the conversation starts. This allows the school to:

- Help pupils who have been upset by the actions of others actions by expecting those responsible to put right the upset they have caused.
- Help pupils involved to change their behaviour in a way that holds them fully responsible.
- Involve you as parents; you may be invited to attend a meeting at Fernhurst Primary School if it is felt that it would be helpful in more complex situations.

In conclusion, Restorative Justice Conferencing is not new. Many schools have used it for over 20 years and it has been proved that it helps schools improve behaviour and develop respect, responsibility and truth telling.

Schools that use this approach have found that they have been able to 'RID':

### Reduce:

- Exclusions
- Disruptive behaviour
- Conflict
- Bullying

### Improve:

- Behaviour
- Learning
- Attendance

### Develop:

- Responsibility
- Accountability
- Empathy
- Emotional literacy
- Conflict resolution skills
- Positive learning environments



# Restorative Approaches at Fernhurst Primary School



## Information Leaflet for Parents & Carers

*Creating Positive Outcomes from Negative Behaviour*

## Restorative Approaches

Fernhurst Primary School is using restorative approaches to help our children improve their behaviour, in a lasting way, to build a stronger community. We hope this leaflet will help you understand some of the things your child might come home and talk to you about. They may tell you that their class are working together to build a strong community and to develop good language skills. You might notice a difference in the language that is used in school. Restorative language is a fair, respectful way of speaking to each other and we will expect everyone within school to use it - both staff and pupils - and we hope that you will respect this when you come into school. A child may be asked to take part in an informal restorative conversation, with staff, if they are involved in a conflict at school. This is a meeting with everyone involved to:

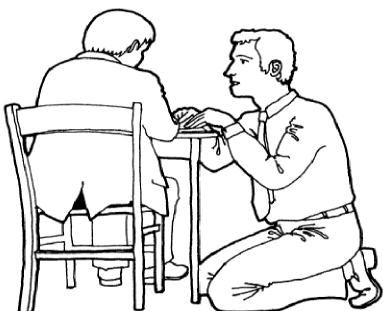
- Discuss what is happening
- Look at who has been affected or upset
- Decide how it can be put right
- Find a way forward

\* in a way that is fair to everyone \*



## How do restorative approaches benefit my child and school?

Restorative approaches help develop happy schools where the focus is on learning and not on conflict. We hope that your child will enjoy coming to school because they feel safe and respected. They know that when things go wrong, we will do everything we can to help put it right.



Restorative approaches encourage pupils to think about how their behaviour has affected others, both children and staff. It helps children to develop respect, responsibility and truth telling. If your child has been upset, we will try our best to make sure they feel that it has been put right for them, so they can move on because the hurt has been repaired.

## About Restorative Language

When our children find themselves upset or in conflict, we will ask them:

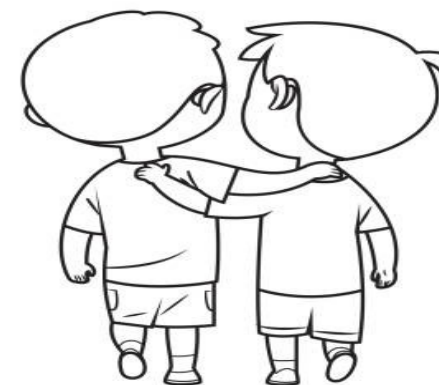
- What happened?
- What were you thinking /feeling when it happened?
- What do you think / feel now?
- Who has been affected or upset by what has happened? In what way?
- What has been the hardest thing for you?
- What needs to happen to make things right?

*Note: We do not ask a question starting - Why? This implies blame*



## Peer Mediation

We have developed a Peer Mediation Scheme within school. Our Peer Mediators undertook an official interview before being selected. They have received formal training before they were able to start working with children to help them develop the appropriate skills and knowledge to support others effectively.



Your child may wish to speak to a peer mediator if they are concerned about something at school. This gives them the opportunity to speak with a peer about their concern so that they can be supported to discuss it, using restorative approaches and move forward.