

One of the powerful things about a **Restorative Conversation** 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 Conversation 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 the Good Behaviour Guide and Behaviour Policy comes into effect. There are a series of graduated sanctions which will be implemented.

BEING RESTORATIVE IS ABOUT:

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

We hope that these restorative approaches will help the children develop their super skills; good relationships; resourcefulness; resilience, reflective thinking, appropriate risk taking and the ability to take responsibility

RESTORATIVE APPROACHES

Information for Pupils and Parents



Grange Primary Academy
The best in everyone™
Part of United Learning

**Nurturing achievement
and aspiration in the
heart of our community**

If you have any questions about this leaflet, please do not hesitate to contact your child's teacher or the Head Teacher

Promoting Restorative Approaches

Our Positive Behaviour Policy states that at Grange Primary Academy we will make sure that all our children fulfil their potential and become the very best that they can be.

All pupils are encouraged to be aware not only of their own needs but also those of others. We aim to develop our school values.

Be Responsible Be Kind

Be Ready Be Proud

Restorative Thinking

To encourage pupils to take responsibility for their actions, and to put things right before conflict arises, we use Restorative Circles to help with these.

We all try to use these thinking points and questions:

What is happening?

What are you thinking? And feeling?

How are your actions affecting others?

What is the best choice you can make now?

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 Using a Restorative Approach

- What happened?
- What harm has resulted?
- What needs to be done to put things right?

We aim to deal with conflict by healing damaged relationships.

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

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

Restorative Language

Working restoratively teaches young people that the consequences of their actions have an impact on others. When dealing with conflict, adults use these questions:

- What happened?
- What were you thinking?
- How did this make people feel?
- Who has been affected?
- What should we do to put things right?
- How can we do things differently in the future?

Adults act as facilitators to guide pupils through these questions as part of a **Restorative enquiry**

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.