



**CASTLEFORD  
PARK JUNIOR ACADEMY**

# Restorative Practice Policy

**Castleford Park Junior Academy**

**January 2022**

*Next Review Date : January 2023*

## Restorative Practice Policy 2022-23



### Aims:

This policy is designed to support the way in which all members of the school community can work together to create an environment where everyone feels happy, safe and secure. Castleford Park Junior Academy is a community that nurtures and supports every child; that values everyone's unique worth and contribution; that empowers every member to achieve their fullest potential; that opens up a world of opportunities. It is a place of safety where firm boundaries guide and support; where high expectations lead to lifelong learning; where care and respect build self-esteem and self-belief. It is a gateway to limitless possibilities: to soaring aspirations: to brighter futures.

### We aim to achieve this through:

- Establishing clear expectations of behaviour.
- Embedding the use of Restorative Practice in all aspects of school life.
- Encouraging pupils to conduct themselves in a responsible, reflective and self-disciplined manner
- Teaching pupils to have a greater understanding of themselves and others through self-awareness and consideration of their wider impact.
- Providing opportunities to develop empathy whilst also caring about the needs and rights of others.
- Ensuring all pupils and staff are treated with respect
- Preventing all forms of bullying.
- Working together with parents / carers to create a partnership between home and school.

### Our expectations of the children's behaviour are expressed in our behaviour policy:

1. Show respect
2. Try your best
3. Keep yourself and other safe
4. Be polite, well-mannered and honest
5. Be kind, caring, friendly and helpful

Our Park Junior values are clearly displayed throughout the school and in classes. Through these rules, we aim to enforce the following rights for children and staff:

### We believe that all children have the right:

- To aim high and achieve their goals.
- To learn in an environment free from disruption.
- To be encouraged and praised for good work and positive behaviour.
- To be involved in discussions about theirs and others behaviour.
- To be treated with dignity and respect.

### We believe that every member of staff has the right:

- To expect to teach in an environment without disruption
- To take firm action to prevent one child's disruption from affecting the progress or safety of another child
- To set clear expectations of good behaviour and high levels of effort in class
- To be supported when needed by parents/carers, colleagues and senior staff
- To be respected by all children

### The Restorative Approach:

We encourage all children to try their best to achieve their goals. They should understand that it is the responsibility of staff and pupils to uphold and maintain our school rules. For occasions when this is proving not to be the case, we use a restorative approach. We believe that by using this system, we are giving pupils the skills to independently make better and more informed choices in the future.

Restorative approaches encourage pupils to think about how their behaviour affects others, both pupils and staff. It helps children to develop respect, responsibility and truth telling. If a pupil in our school has been negatively affected by someone's behaviour, we will try our very best to make sure they feel that it has been put right for them and that it will not happen again. If a child has done something wrong they will be asked to put things right and change their behaviour so it does not happen again. Both pupils will work together to discuss and agree upon a mutual outcome to their issue. Our pupils say that they prefer the Restorative Approach as it allows ALL parties to have their say AND be listened to.

School life: During the week, classes will 'check in' at different times. Teachers will check with children how they are feeling and if they are ok. This helps us start the day in a personal way. Should any issues arise during these check in's, children are supported by members of staff to overcome them in a timely manner. During the week, if there are any issues or conflict between children or even adults they are dealt with in a restorative way. The language used is very fair, calm and respectful. Through this restorative approach, we have found that issues become less recurring and are resolved quickly for all parties.

Along with the Restorative Approach we also encourage children to regulate their own emotions through Emotion Coaching. Emotion Coaching is a way of supporting yourself, young people and adults who are struggling to regulate their behaviour. It enables us to potentially diffuse and de-escalate situations where people become upset, angry or aggressive. When we emotion coach we consider what the feelings, needs and emotions are behind the behaviour. The principles of Emotion Coaching link closely with those of Restorative Practice and will continue to develop our children's abilities to self regulate, become more empathetic and more resilient learners.

To learn more about Emotion Coaching:

<https://www.ehcap.co.uk/content/sites/ehcap/uploads/NewsDocuments/345/Emotion-Coaching-guide-for-teachers-SHARE.PDF>

About Restorative Language:

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

Tell me, what has happened from your point of view?

Tell me, what you were thinking when this happened?

Tell me, how can we put this right?

Tell me, what would be a reasonable consequence for this?

How could we do this differently next time?

We might also say to our pupils:

How would you feel if this happened to you?

How can we put this right?

What could you do differently next time?

What other choice could you have made?

How could you make sure this doesn't happen again?

Most situations can be dealt with by working through these questions. The aim here is that the outcome is fair for everyone. If somebody is upset, we aim to make them feel better. If someone has done something wrong, we expect them to take responsibility for their actions and fix the situation.

Restorative Language:

It is important that staff deal with situations to establish and develop their own relationships. We aim to separate the 'deed from the doer' and the 'act from the actor' as integral to Restorative Practice Philosophy.

Listed below are some examples of affective statements and questions - which all staff can use with pupils:

Affective statements:

I am sorry that I misunderstood the situation .....

I feel really proud of you when I heard .....

I feel really pleased and encouraged that you made the right choice.

I respected your honesty and thank you.

I want to thank you for your cooperation.

I was very disappointed when you did that to .....

I am upset and angry by what has just happened.

I feel that all the work I have done has been wasted through your actions.

I feel that (describe action) was very disrespectful.

I feel disrespected and angry when you ignore me.

This policy will be reviewed yearly to ensure it is still practiced regularly and continues to be in line with our behaviour policy.

Reviewed by C Bennett Jan 2022

Next Review Jan 2023

Signed C Bennett Date: Jan 2022

**Miss C Bennett**

Signed  Date: Jan 2022

**Miss K. Law Headteacher**

Signed  Date: Jan 2022

**Mrs T Sycamore Chair of Governors**