



YEADON WESTFIELD JUNIOR SCHOOL

Restorative Practice

Information for Parents



What our pupils think!

'I love Restorative Practice. It makes everything fair because you know you are going to get your side listened to. Before I would end up getting in trouble but now I know that the circle will mean that I can give my side of the story and my view matters.' (Year 5 Pupil)

What our parents think!

'Restorative Practice has really helped my child. Before they did feel that the adults didn't always listen or deal with things fairly but now they know that they will be able to give their side of things and that even if they have done something wrong the issues are dealt with fairly.'

FURTHER INFORMATION

If you have any questions about this leaflet please feel free to contact Julie Wear, our Restorative Practice Leader. Our full behaviour policy is available on the school website.

What is Restorative Practice?

Effective Restorative Practice fosters awareness of how others have been affected by inappropriate behaviour. This is done by actively engaging participants in a process which separates the deed from the doer and rejects the act not the actor, allowing participants to make amends for the harm caused. Restorative Practices acknowledges the intrinsic worth of the person and their potential contribution to the school community.

At Yeadon Westfield Junior School we believe it is best to do things WITH PEOPLE. Wherever possible we will use fair process and our responses to challenging behaviour will involve building relationships and repairing harm. It is our aim that our community follows this Restorative Practices framework.

Schools that have used Restorative Practice Approaches have found that behaviour, respect and responsibility within a community have all improved.



How does Restorative Practice benefit my child and school?

Restorative approaches help develop a happier school where the focus is on learning not conflict. We hope that your child will enjoy coming to school because they feel safe and respected and 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 behavior has affected others both pupil and staff. It help children to develop respect, responsibility and truth telling.

If your child has been upset we will try our very best to make sure they feel that it has been dealt with fairly, that things have been put right and that it will not happen again.

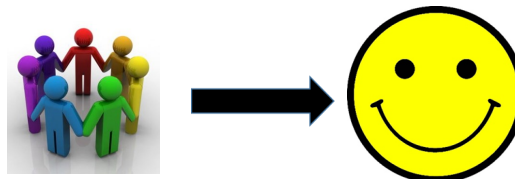


Restorative Language

When our pupils find themselves in conflict or upset we will ask all the people involved to stand in a circle and each person is asked the following questions in turn. Everybody gets a turn to speak individually and is listened to:

- **What happened?**
- **How did it make you feel?**
- **What needs to happen to put this right?**
- **Do you think it has been dealt with fairly?**

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.



Circles & Community

In our classes we are working hard to build a strong community and develop good language and communication skills. To help with this we now have **Check In Circles** at every registration. We all stand in a circle and everyone gets the chance to join in and communicate about themselves and how they are feeling. Our morning circles start with a nominated person asking everyone in the class **'How are you feeling today?'** Afternoon circles start off with a question that the children have written. Favourite ones have included:

- **Would you rather be a window or a door ~ why?**
- **What is your superhero power?**
- **Bird or lion ~ why?**

