

Silverdale School

Restorative Practice Policy

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Author: C Bailey

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Chorus Education Trust

This document is designed to provide staff guidance, expectations and standards operated in the Trust/School. It is intended as a reference document to enhance and support existing key policies and procedures for the safe and effective running of the Trust school sites. If staff are unclear what is expected of them they should speak to their line manager. Failure to adhere to the Trust's key policies and procedures may lead to disciplinary action.

All trust staff (including supply staff and trainees) are accountable for the way in which they exercise authority, their professional judgement, manage risks, use resources and protect pupils, themselves and others from avoidable harm.

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Policy Statement

This Policy applies to Silverdale School.

Signed:

Date:

Jon Mordecai, Chair of the Local Governing Body

1. What is Restorative Practice?

A restorative school is one which takes a restorative approach to resolving conflict and preventing harm.

Restorative approaches enable those who have been harmed to convey the impact of the harm to those responsible, and for those responsible to acknowledge this impact and take steps to put it right. Restorative approaches refer to a range of methods and strategies which can be used both to prevent relationship-damaging incidents from happening and to resolve them if they do happen. Becoming a restorative school has many benefits, including increased attendance, reduced exclusions and improved achievement. It can also alleviate problems such as bullying, classroom disruption, truancy and poor attendance, antisocial behaviour, and disputes between pupils, their families, and members of staff.

To be effective, restorative approaches must be in place across the school. This means all pupils, staff (including non-teaching staff), management and the wider school community must understand what acting restoratively means and how they can do it. As a result, restorative schools adopt a whole-school approach to restorative methods.

There is good evidence that restorative practice delivers a wide range of benefits for schools. A [report](#) published by the Department for Education gave whole-school restorative approaches the highest rating of effectiveness at preventing bullying, with a survey of schools showing 97% rated restorative approaches as effective. An independent [evaluation](#) of restorative justice in Bristol schools found that restorative justice improved school attendance and reduced exclusion rates. In [Barnet](#), an evaluation by the local authority found a reduction in exclusions of 51% in restorative justice trained schools compared to a 65% increase in exclusions in the thirty two Barnet schools that have received no restorative justice training. They also found increased confidence among school staff to deal with bullying and conflicts in the school.

<https://restorativejustice.org.uk/restorative-practice-schools>

2. Restorative Practice at Silverdale School

In 2017, Silverdale Staff undertook a range of training throughout the year to help set up Restorative Practice at Silverdale School. All Pastoral Staff were included in an Introduction to Restorative Training session to help develop their skills in responding to conflict amongst peers. In June 2017, 4 members of staff were trained to be ‘Specialist Mediators’ in Restorative Practice.

Our Specialist Mediators are:

- Mr Paul Kent – Head of KS4
- Mrs Liz Coates – Y7 Pastoral Manager
- Mrs Sarah Vickers – Student Engagement and Welfare Coordinator
- Mrs Tracey Pawlak – Engagement and Behaviour Coordinator

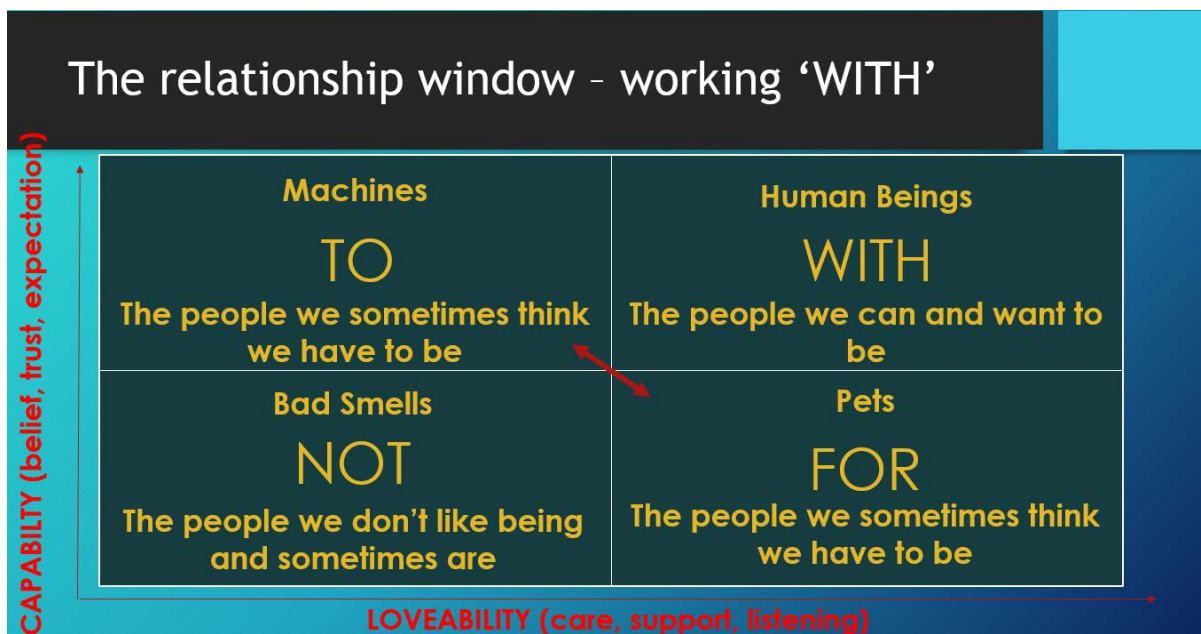
In September 2017, all staff attended a briefing on Restorative Practice, to help embed Restorative Practice into the schools ethos, culture and language at Silverdale School.

3. The Aims of Restorative Practice

- To develop a school culture which promotes positive relationships within the Silverdale community and beyond.
- To provide support for students who are experiencing peer conflict.
- To help improve students ability to accept the perspectives of others, promoting mutual understanding between peers.
- To reduce number of reported incidents of bullying by ensuring a long term resolution between peers.
- To restore relationships between students and staff following incidents resulting in a fixed term exclusion or period of seclusion.
- To reduce the impact of peer conflict / bullying on the mental health of young people

4. When should we use Restorative Practice?

The ethos of Restorative Practice can be used in our day to day lives and interactions with others. When we are teaching a lesson, supporting a student, working in departments, communicating with parents, we can embed the use of **restorative conversations** into our way of being. When we have high levels of care and support for each other, with high levels of belief, trust and expectations, we work **with** others in a positive and productive way.



5. Restorative Mindsets (Belinda Hopkins)

- An acceptance of individual perspectives.
- Promoting mutual understanding by making explicit the link between behaviour thought and feeling.
- A focus on impact and reintegration not blame and punishment.
- Recognising underlying need.
- Accountability and responsibility for self and others.

6. Restorative Conversations

When we have a restorative mindset this will lead to us having restorative conversations which should influence our daily interactions and communications with others.

Restorative conversations are:

- High in belief and care statements.
- Focus on feelings and thoughts.
- Contain open questions.
- Emphasis on the 'I' not on telling others what to do e.g. 'you need... statements'.
- Based on the basic questions of restorative enquiry.

Staff can use restorative conversations to:

- Respond to conflict within the classroom.
- Resolve low level disruption without the need for escalation.
- Model positive interactions and behaviours to others.
- Help restore relationships following a consequence.
- Support relationships with colleagues.

7. Referral Pathways

Students can self-refer for support via their Form Tutor, Pastoral Manager or Key Stage Leader.

Parents and Carers can also make a request for Restorative Intervention via the Key Stage office.

Many issues will be supported by the pastoral teams who will use Restorative Practice as part of their everyday practice in responding to peer conflict and relationship issues.

The Pastoral Team may choose to use restorative conversations when talking to students about an incident or concern raised. A record of this intervention will be kept by the Pastoral Manager (see **appendix a**).

Some students will require a more intensive approach, using restorative circles, led by a specialist mediator.

The value of using restorative circles are:

- Everybody has a chance to speak and BE HEARD.
- Everyone FEELS SAFE to express their thoughts and feelings.
- Everyone FEELS INCLUDED and has the same opportunity regardless of age, role, experience etc.
- Everyone FEELS VALUED if not always agreed with.

Referrals should come via the Referral Panel Meetings which take place every 2 weeks. If more urgent action is required, the pastoral team could complete a referral form (**see appendix b**) and pass to the Safeguarding and Inclusion Manager for action.

Restorative Action should be included (where appropriate) as part of the support plan for students who have been excluded from school as part of their **reintegration requirement**. This is especially relevant for any students who have been excluded as a result of violent or aggressive behaviour towards a peer or member of staff.

8. Restorative Preparation & Evaluation

Restorative Practice should take place within **5 school days** of any incident to ensure its effectiveness – however, some students may require **time to reflect** following an incident to ensure they are ready to engage with restorative interventions.

Students with special educational needs, may need support prior to the intervention taking place. Students who have social communication needs will need access to an advocate or keyworker who can help them to understand what the process is that they are taking part in and how it will work for all parties involved.

Students who have been referred to a specialist mediator to help resolve a situation, **should be** asked if they are willing to participate and **permission from parents / carers** should be sought before the intervention takes place.

Specialist Mediators can work with any year group at a time that is appropriate for them. Students may be taken out of lessons to complete the restorative intervention, but teachers must be warned in advance that this is taking place. Some students maybe requested to participate before school, during lunchtime or after school.

Staff leading the Restorative Circles should provide an evaluation of each session and monitor the impact for up to 6 weeks after the intervention has taken place. (**see appendix c**) All paperwork to be stored in Key Stage offices and collated by Pastoral Managers.

The impact and overall effectiveness of restorative practice could be evaluated in the following ways:

Immediate:

- The school is aware of a problem and is putting in appropriate support in response.
- Students feel listened to and supported to deal with an incident or issue immediately. **(student voice see - appendix d)**
- Parents / Carers acknowledge that the school is responding to a reported issue in a timely and effective way, providing feedback to parents /carers. (parent voice)
- There is a reduction in the level of anxiety, stress, anger or distress the incident would have caused without the intervention. (student voice)

Short Term:

- A positive, trusting relationship is established between a group of students and the specialist mediator.
- The situation is monitored over a period of time to ensure the resolution is ‘holding.’
- Consistency of staff involved with any ongoing or further incidents.
- Pastoral Staff have the support of a procedure in place to respond to ongoing incidents of peer conflict – possible reduction in workload.
- Communication between home and school leads to greater parental confidence.
- There is a focus on impact and reintegration rather than blame and punishment for those who have been excluded. Improving relationships between adults and students in school.

Medium to long term:

- Students feel confident in resolving any future conflicts or issues in a restorative manner without the need for adult intervention
- Students are more resilient and less likely for any incidents to have a long term negative impact on their emotional wellbeing. **(case study see appendix e)**
- Reduction in the number of repeat incidents of aggression and violence (data)

Appendix A

Pastoral Team Record of Restorative Conversation Practice		
Name of students involved:	Date of Conversation	Staff Leading
Brief summary of issues raised		
Overall how well did you feel the conversation went? <input type="checkbox"/> I feel confident that all issues were resolved <input type="checkbox"/> I feel this has resolved the situation for now <input type="checkbox"/> I feel further intervention will be required		
Any follow action require?		

Pastoral Team Record of Restorative Conversation Practice		
Name of students involved:	Date of Conversation	Staff Leading
Brief summary of issues raised		
Overall how well did you feel the conversation went? <input type="checkbox"/> I feel confident that all issues were resolved <input type="checkbox"/> I feel this has resolved the situation for now <input type="checkbox"/> I feel further intervention will be required		
Any follow action require?		

Appendix B

Request for Restorative Circles Intervention		
Name of referee		Date of referral
Students involved	Year Group	Level of involvement (high, medium, low)
Brief outline of issues		
Have parents been informed?	Yes	No
Have students consented to take part?	Yes	No
Is this a reintegration request	Yes	No
Please pass to the Safeguarding and Inclusion Manager		
Date received:		Referred to: PK SV TP LC

Appendix C

Evaluation of Restorative Circles		
Name of Mediator		Date of action
Students Participated	Students Invited but not attended	
Brief summary of any new information / issues raised		
<p>Overall how well did you feel the Restorative Circle went?</p> <p><input type="checkbox"/> I feel confident that all issues were resolved</p> <p><input type="checkbox"/> I feel this has resolved the situation for now</p> <p><input type="checkbox"/> I feel further intervention will be required</p>		
Please identify any immediate successes from the intervention		
Any follow action require?		
Follow Up Contact (3 days)	Short Term Review (2 weeks)	Long Term Review (4-6 weeks)
Date & Sign	Date & Sign	Date & Sign

Appendix D

Restorative Practice Student Feedback		
Name of student	Date	
Did you have a chance to speak and be heard during the session?	Yes	No
Did you feel safe to express your thoughts and feelings during the session?	Yes	No
Did you feel included during the session?	Yes	No
Did you feel valued?	Yes	No
Please select one answer		
<input type="checkbox"/> I feel confident that all issues are now resolved <input type="checkbox"/> I feel this has helped the situation for now <input type="checkbox"/> I feel this has not helped the situation at all		
Any comments		

Appendix E

Restorative Practice Case Study	
Name of lead	Date
Name of Student(s) Involved and year group	
Student Focus (who has RJ had the biggest impact?)	
Background Summary	
What do you think has been the impact on the student?	
Evidence to support? Attendance, Punctuality, Behaviour, ATL, FTE, Detentions, Progress	
Student Statement	
Parent Statement	
Is there anything we can learn from this? Is there anything you would have done differently?	