

Knowsley Central School

A Restorative School



Guidance Policy for Enhancing Community Relationships and Learning

Date: March 2013

Review date: March 2015



Everyone is a **Star** and can **Shine** in our
Learning Community

Knowsley Central School

"Everyone is a Star and can Shine in our Learning Community"



Core Values

RESPECT

CARING

FAIRNESS

TOLERANCE

RESPONSIBILITY

HONESTY

Code of Conduct

Respect other people

Share with others

Treat each other with care and kindness

Be polite and helpful

Respect other people's belongings

Respect the environment

Be honest and truthful

Always be ready to listen

Always try your best

SMILE

Guidance Policy for Enhancing Community Relationships and Learning at Knowsley Central School

At Knowsley Central School we believe that every member of our school community should have an equal opportunity to achieve his or her full potential regardless of race, culture, gender, disability, special educational needs or socio-economic status.

This policy sets out the framework for the behaviour, responsibilities, values and attitudes expected of our community members within a Restorative Practice philosophy. Restorative Practice aims to build the school community and to repair and strengthen relationships within this community.

The school embraces Restorative Practice as a means of empowering teachers to be successful and effective practitioners within their classroom, raising standards and achievement across the school and developing aspirational, motivated and responsible pupils

Aims of Policy

- To create a consistently orderly environment, both inside and outside of the classroom, which will enable everyone to work and learn.
- To reward students for academic achievement, completing and returning homework, being equipped for school and behaving well in lessons.
- To ensure that PHSCE agenda is firmly embedded into all aspects of school life.
- To embed the use of Restorative Practice in all aspects of school life.

Restorative Practices Philosophy Statement

Effective Restorative Practice foster 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 Practice acknowledges the intrinsic worth of the person and their potential contribution to the school community.

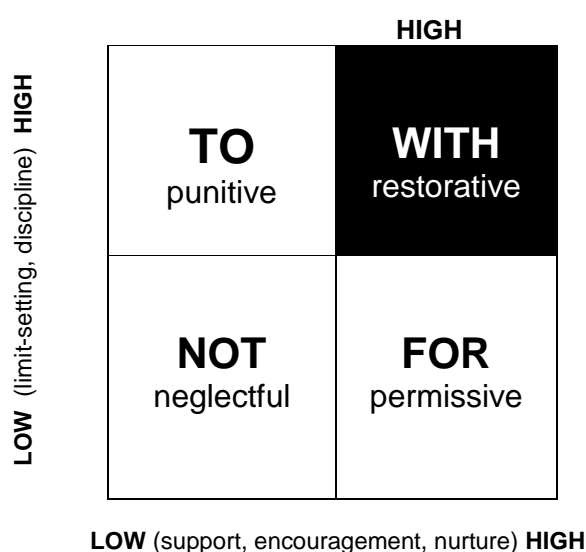
Restorative Practices framework will:

- Improve behaviour and attitudes;
- Provide explicit tools within a defined framework to challenge unacceptable behaviour, resolve conflict and repair harm;
- Improve relationships; establish rights, accountabilities and responsibilities to the community.
- Provide a safe, philosophical basis for staff, pupils and parents to share ideas and discuss issues.

There are four key elements of Restorative Practice. These are:

- Social Discipline Window.
- Fair Process.
- Restorative Questions.
- Free Expression of Emotions through the Restorative Practice Continuum.

Social Discipline Window (Framework for working with ...)



Wherever possible we should try to work in the 'with box', offering high support, nurturing and encouragement in conjunction with consistently setting clear boundaries and expectations of behaviour. Staff should always, within their professional conduct, be positive and respectful role models to their pupils.

The three principles of Fair Process

1. Engagement – involving all participants in the process.
2. Explanation – shared understanding.
3. Expectation Clarity – clear vision for the future.

Restorative Questions

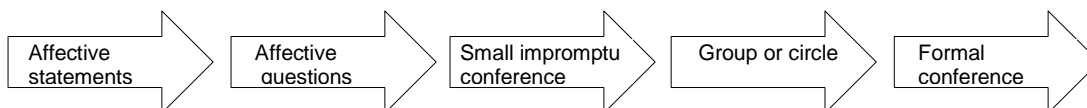
1. The Wrongdoer:
 - What happened? Then? Before?
 - How did you feel? Now?
 - Who has been affected?
 - What do you think needs to happen next?
2. The Harmed Person:
 - What happened? Then? Before?
 - How did you feel? Now?
 - How has this affected you?
 - What do you think needs to happen next?

Restorative Practice Continuum

At Knowsley Central School we believe it is best to do things WITH PEOPLE. Wherever possible you should use fair process and our responses to challenging behaviour should involve building relationships and repairing harm. It is our aim that our community follows this Restorative Practice framework.

INFORMAL

FORMAL



Much of the work carried out to address challenging behaviour should be accomplished by working within the informal end of the spectrum.

Appendix 1

School Code of Conduct

Pupils have a right to learn and teachers have a right to teach in a classroom free from disruptive behaviour.

School Core Values

- **Respect**
- **Caring**
- **Fairness**
- **Tolerance**
- **Responsibility**
- **Honesty**

These core values underpin the school's ethos and should be followed by all who are part of the Knowsley Central School community.

It is important that staff deal with situations to establish and develop their own relationships.

Appendix 2

Partnership with Parents

The following information is communicated to parents via the home/school contract.

Pupils' learning is enhanced by a positive relationship between home and school

Parents can contribute in the following ways:

- Being interested in their child's learning.
- Understanding and supporting school procedures and rules.
- Being willing to support activities related to school.
- Being aware of their child's role within the community.
- Supporting the school's use of Restorative Practice.

By ensuring their child is ready for the school day by:

- Being punctual.
- Being alert and ready to learn.
- Wearing correct school uniform.
- Having correct equipment and appropriate school bag.

By communicating effectively with staff by:

- Reading and responding appropriately to school letters or telephone calls
- Making appointments to see staff about concerns where necessary.
- Providing up to date emergency contact numbers.
- Attending parents' evenings and school meetings.

Appendix 3

Affective Statements and Questions

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

Statements

I was very disappointed when you did that to John.

I am upset by what has just happened.

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

I feel that (describe action) was very disrespectful.

I feel disrespected when you ignore me.

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.

Questions

What happened? – followed by:

What were you thinking about when you did that?

How did your actions affect?

How do you think felt about what you did?

How do you feel about what you did?

How do you feel about what you did and the affect it had on me?