

**Relationships for Learning and Wellbeing :**

**Moving forward with Restorative Approaches in DPS**

Restorative approaches can offer a powerful approach to promoting harmonious relationships in schools and can lead to the successful resolution of conflict and harm. In Downfield PS it part of a whole school approach to building positive relationships as a focus for supporting high quality learning and building a positive school culture and ethos where everyone treats each other with **kindness and respect**. It is part of a whole school approach. How we learn and therefore behave (and our brains develop) is affected by the key features of:

**Language & Communication; Pedagogy & Curriculum; and Relationships & Nurture.**

**In Downfield this looks like-**

* High quality learning and teaching which meets the needs of the learners as a basis to promote effective engagement in learning for all.
* Nurturing approaches – both universal for all and targeted nurture for children identified through Boxall Profiling
* HNIOS used as an evaluative tool to support staff team to develop nurturing approaches
* Mediators as part of an approach to positive conflict resolution, led by pupils
* Buddying to support younger learners and give older children empathy building responsibilities
* Citizenship Groups, Pupil Voice Groups, Ambassadors and Pupil Council to promote leadership skills and support pupil voice
* A clear and fully reinforced Anti-Bullying Policy

In this pack is some information collated as a guide to support you establish a Restorative Approach within you classroom. In this pack you will find:

1. A set of prompt cards to help you have Restorative Conversations with children who have experienced a difficulty with another child or member of staff
2. Paul Dix book – When the Adults Change, Everything Changes.
3. A copy of a blue and pinkletter (blue for outside in playground/red for inside school) with sample recording format
4. Incident slip to inform parents that their child has been involved in an incident and that an adult has checked to ensure they are ok
5. Our A4 Behaviour Blueprint which details our whole school approach

**Some helpful starters – what do I need to know?**

* Week 1 establish class rules with your class. These should be developed with the children and have treating others with kindness and respect as a theme. Have the 3 rules of READY RESPECT SAFE displayed prominently in the classroom for all to see. Do some unpicking of these rules with the children…what do they actually mean e.g. what does being READY look like for us in our room? What does showing kindness and respect sound/look like? (Perhaps use a T-Chart for this) Add visuals to your rules if this will be helpful for some of your children
* Those who have been trained in Co-operative Learning know the benefit to outlining a social target for learning activities alongside learning outcomes.
* Each teacher should establish a **RECOGNITION BOARD** to show **FIRST ATTENTION TO GOOD** **BEHAVIOUR**. Teachers may also develop their own positive reward approach that works for their class – marbles/table points/star charts, but something that promotes team working within the class. Individual approaches for some children also work well to support children who need something in addition to the class approach. If you need support to develop something for an individual please ask as colleagues, the SLT or Nurture team can support with this.
* After an incident/issue, speak to the child and assure them they will have time to be listened to. Give the child adequate time to calm down before doing so if needed
* Part of the RA is removal of punitive sanctions, this allows children to be open and honest with staff about what happened then staff will support children to come up with next no longer steps for fixing things and putting things right. To this end, we DO NOT give out punishment exercises or detentions, although children may be asked to stay in if they have not followed our SAFE rule. Tasks that are restorative in nature can be used e.g. a letter of apology to a harmed party or a behaviour reflection sheet can be completed with support from an adult. If it is deemed that in order to ensure a child’s safety that a child would benefit from staying inside, a child can be kept in on the day/day after an incident either with class teacher or SLT.
* Staff are encouraged to send home our **YELLOW NOTES** ‘good news from school’ notes when we catch children displaying desired behaviours relating to our **3 RULES** and **DOWNFIELD PROMISE.**
* **PINK/BLUE** Letters: These are given to children by staff when they the child is given several opportunities to make good choices and refuses to do so. Pink notes are given when a child has broken rules and been given many reminders and opportunities to make better choices within class, BLUE letters are given by support staff out in the playground. There is a slip that parents sign and return to say that they have received the letter and discussed it with their child. Letters are tracked (sample spreadsheet attached) and when patterns emerge or several are received giving staff cause for concern, this would trigger parents being invited into school for a meeting with the class teacher, then SLT or both depending on circumstances. If slips are not received from parents, a call should be made to ascertain whether the letter has been received and discussed by the parent. Staff must follow this up so that children trust our systems.
* In our school we use the language of ‘choices’ with the children, particularly encouraging them to make ‘good choices’. We give children praise and encouragement when they make a good choice, especially when they could easily have made a poor one!

We offer children different options so they can make a positive choice from a selection offered by the adult. Examples of this are…

* Time – to process and ‘save face’
* Choices of different ways to do what you are asking
* work with a different adult
* choose a different space to work within own class
* work in a different classroom
* work in an open area where we can still keep ‘eyes on’ them (**Bi fold walls should all be open)**
* time out within class or different space (with timer)
* Task alternatives
* Calming activity box
* Nurture
* Use of sensory room
* We use many different options before calling on support from SLT as this is seen as an escalation of a situation and is then viewed as a more serious situation.

This list is by no means exhaustive!

Children who display particularly challenging behaviour have **Behaviour Protocol and Risk Assessment** documents. These are stored in the children’s individuals files on the network and in the purple file in the ‘Wee Nurture Room’. Every class teacher should familiarise themselves with the protocols. They are reviewed regularly and amended in light of new issues/behaviours to keep staff and pupils safe. It is a class teacher’s responsibility to share a protocol/risk assessment for a child if another member of staff is working with a child in your class that has one. These documents also detail the timetable and any support times/alternative curriculum activities which are required to meet the child’s needs e.g. access to Nurture Group or ‘time outs’.

Staff should use their de-escalation skills to defuse and calm very heightened situations, please use the school radios if you need support from a colleague or SLT. CALM HOLDS should only be used as a very last resort (See DCC guida

