

Restorative Conversations

Restorative conversations will be facilitated by an adult, normally the adult who was present at the time of the wrong-doing, or the adult that it was reported to.

Adults will use a range of carefully worded questions in restorative conversations in order to be fair and non-judgmental. Some examples of these questions include:

- What happened?
- What were you thinking about when it happened?
- Who has been affected by what has happened?
- What needs to happen to put things right?
- How do you feel now?

The aim is to:

- Listen to all sides of the story
- Get children to talk to each other
- Build and restore relationships
- Repair harm

What can you do at home?

- Talk to your child about conflicts at school and encourage them to speak about how they feel and how others may feel.
- Support your child in understanding that in order to build and restore relationships, previous conflicts should be 'laid to rest'. After amends have been made, a line should be drawn under each incident to enable all involved to move on.
- Encourage your child, if appropriate, to discuss how they can change their behaviour to prevent repeat incidents.

For further information, please contact:

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ST DOMINIC'S RC PRIMARY
SCHOOL, EARLY LEARNING &
CHILDCARE

RESTORATIVE APPROACHES



*Information for
Parents*

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What are Restorative Approaches?

The basis of Restorative Approaches is relationships—making, maintaining and, when necessary, repairing them. This involves a commitment to:

- Facilitating dialogue between all those affected by the wrong-doing or conflict
- Encouraging those responsible for the harm to become accountable for their actions and responsible for putting right the wrong
- Ensuring that all those involved or affected are given the opportunity to share their story, their feelings and their needs
- Involving everyone affected in finding mutually acceptable ways forward
- Repairing the harm caused by any behaviour that has a negative impact on others
- Repairing, or at times building, relationships between those affected

“Restorative approaches can offer a powerful approach to promoting harmonious relationships in schools and can lead to the successful resolution of conflict and harm.”

Education Scotland

Why Use Restorative Approaches?

Respectful and constructive relationships are the starting point for successful learning, therefore Perth & Kinross Council has committed to embedding restorative approaches in every school.

Pupils seek fairness from adults who are dealing with disciplinary issues. Whether they are a perpetrator or a victim, their focus is not on winning or losing, but on trusting in a fair process. Restorative approaches help school staff ensure that pupils, staff and parents can be part of a fair process, while helping all involved to understand the impact of their behaviour on others.

If a pupil can understand the consequences of their behaviour for others and hear directly from those who have been affected, they are more likely to change their behaviour.

Key Principles of Restorative Approaches

- Fostering social relationships in a school community of mutual engagement.
- Being responsible for one’s own actions and their impact on others.
- Respecting other people, their views and feelings.
- Empathising with the feelings of others.
- Being fair.
- Being committed to equitable processes.
- Everyone in school being actively involved in decisions about their own lives.
- Returning issues of conflict to the participants rather than pathologising behaviour.
- Willingness to create opportunities for reflective change in pupils and staff.