



An Incredibly Restorative Relationships, Language and Learning Behaviour Policy



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Next Review date:	Spring 19
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At the Willow Primary school we want to create a learning environment and community that accurately articulates our vision and core purpose.

The Willow on Broadwaters' Vision

Our children are passionate learners who excel academically and are resilient, reflective, creative and confident. They leave us with the competencies needed to thrive in the current and future world.

To make this vision a reality, all staff, parents, carers and visitors must be able to subscribe to the following core values:

Values

- We ensure our children love coming to school because it is safe, fun, challenging and exciting.
- We have high expectations and are committed to supporting each individual to achieve their dreams.
- Everyone is valued as a unique member of our diverse community.
- We uphold the highest standards in all that we do and look continually to improve ourselves, so that what we do today, we do even better tomorrow.

At The Willow school, we recognise that in order to honour our vision and values, the learning relationships within our community need to be strong and consistently skilled enough to support the high quality social, moral and academic learning that we seek to offer.

With this in mind, our Relationships and Behaviour policy is based on thinking drawn from Restorative Approaches training that was delivered in 2014/15. We are all currently working towards becoming restorative practitioners. Our aim is to actively adjust our language, thinking, resources and environment to directly impact on our relationships in order to establish the Willow on Broadwaters Primary School as a restorative learning community.

Restorative approaches have been established by actively teaching children and staff to be aware and articulate of their needs, as an integral part of their emotional, social, learning and professional development. This is done through the forum of the Willow Circle Time sessions

All Willow Learners are INCREDIBLE because we are actively teaching them to employ the learning powers or attitudes, listed below. We have specifically asked our children what **they need** in order to give the best of themselves, as INCREDIBLE LEARNERS.

Willow Learners Are
INCREDIBLE

Inquisitive

Nurturing

Collaborative

Resilient

Enthusiastic

Determined

Independent

Brave

Limitless

Expressive

INCREDIBLE Learners need:

Respect

Love

Fun

Honesty

Safety

Friendship

Support

Trust

Challenge

Kindness

Encouragement

All staff and visitors who work in our learning community are expected to model the INCREDIBLE learning powers and to creating opportunities where Willow children can experience relationships, language and learning that can support and meet their articulated needs.

So what exactly are 'Restorative Approaches'?

Restorative approaches support children and staff to **build, maintain** and **repair** relationships so that both social and academic learning is maximised.

The approach is based on an understanding that **relationships are important** and that conflicts are not only a normal part of life, but opportunities for learning about social skills and relationships. It recognises that within a conflict there are '**unmet needs**' and **underlying levels of harm** that need to be addressed in order to resolve the conflict. The restorative approach enables everyone affected to process and 'move on' by inviting them to take responsibility for the impact, problem-solving and consequences of conflict, unacceptable behaviour and harm.

This is achieved initially by developing the children's awareness of their own needs, by creating regular and timely opportunities for children to consider the impact of conflict on others. This happens during the weekly

‘Willow Circle Time’ and the more impromptu ‘Restorative Circles’, when an incident has affected such a large number of people that planned learning has to be temporarily delayed to address the social learning needs.

When a conflict has taken place, a prescriptive process of questioning is used to stimulate children’s thinking. This supports children to unpick and articulate the emotions, thought processes and deeds involved in their conflicts.

As a result of this support and modelling, children and staff learn to independently reflect and analyse their responses, whilst being supported to identify more meaningful ways to repair the harm caused. In this way, restorative approaches works powerfully to repair, reduce and prevent further incidences, whilst developing key emotional skills and social awareness, such as empathy, self-awareness and independently positive behaviour.

What does this look like in practice?

At the Willow School this means that children, instead of simply ‘being punished’ as a consequence of ‘poor or unacceptable behaviour’, are invited to engage in a process where they take responsibility for their actions, understanding what they have done wrong and accepting that their actions were harmful to others. This means that children have the opportunity to share their perspectives, feel heard and feel more able to be honest about their choices

This approach works to address the flaws of the traditional punitive approach; namely that the ‘offender’ has the responsibility and accountability for their actions taken away from them and once punished they have no requirement to address the underlying harm caused. We consider that a purely punitive approach is a missed opportunity for children to develop empathy, responsibility and self-awareness: In these situations, often the child is more concerned about the consequences for themselves – and only remorseful because they have been ‘caught’ - rather than becoming aware of the consequences of their actions, on others. When third parties i.e. teachers dominate the management and problem-solving of the conflict, the consequences can become superficial punishments whilst underlying issues remain unaddressed and this can mean that incidents reoccur.

We are increasing our use of restorative approaches to deal with conflict in order to find more meaningful, positive solutions for all involved.

In classrooms and other internal and external spaces, we have identified a number of basic expectations that help to structure our day to day interactions and learning. These are called our **Willow Communi-Tree Roots** which have been drawn up based our identified core needs:

The Willow Primary School

Communi-Tree Roots

- We encourage ourselves and each other to be the best that we can be
- We create a safe and positive environment, together.
- We listen to each other and take turns to share ideas.
- We show that we care through our actions and words.
- We are truthful and learn from our mistakes.

If children contravene these expectations, we have an agreed **‘weather system’** where children can be given 5, 10, 15mins of reflection during break-time.

INCREDIBLE Learners
need:

Respect

Love

Fun

Honesty

Safety

Friendship

Support

Trust

Challenge

Kindness






Encouragement

The Willow Communi-Tree!



Currently children serve a 'detention' in a designated area of the playground where they can observe the interactions of their peers. This 'punitive' intervention is temporary provision until identified children have been trained as 'peer mediators'. At that point, the designated area will become a 'Reflection Area' where peer mediators will support children with the **Restorative Enquiry Questions**.

We expect this key aspect of our whole school restorative approach to be embedded by Summer 2016.

	<p style="text-align: center;">Warning</p> <p>If you do not follow the Golden Rules you will be given a warning and your hand will be placed by this symbol. If you then start to follow the rules your teacher will move your hand back to the tree.</p>
	<p style="text-align: center;">5 minute detention</p> <p>If you continue to misbehave you will be given a 5 minute detention. Your hand will be placed by this symbol. You MUST miss 5 minutes of your playtime/lunchtime. After you have had your detention your hand will be placed back on the tree.</p>
	<p style="text-align: center;">10 minute detention</p> <p>If you continue to misbehave you will be given a 10 minute detention. Your hand will be placed by this symbol. After you have had your detention your hand will be placed back on the tree.</p>
	<p style="text-align: center;">15 minute detention</p> <p>If you continue to misbehave you will be given a 15 minute detention. Your hand will be placed by this symbol. After you have had your detention your hand will be placed back on the tree.</p>
	<p style="text-align: center;">Time Out</p> <p>If your teacher feels that you need some time straight away to think about your behaviour or to work alone your hand will be placed on this symbol. You MUST go either to the timeout table in the classroom, to the middle area OR to your partner class for 2-5 minutes. Your teacher will tell you where to go and how long to go for. Timeout will also be used in the afternoon in KS2 instead of detention.</p>

When dealing with exceptionally challenging or unacceptable behaviour, we support our restorative approach with an agreed list of sanctions that help us ensure that our responses to unacceptable behaviour are consistent, equitable and inclusive. (Refer to **'Restorative Solutions to Unacceptable Behaviour'** Appendix A)

If an incident requires a formal exclusion – whether fixed term or permanent - we would action that decision based on the needs of the individual as well as those who have been affected.

If an incident requires the use of Team Teach restraints, please refer to the **'Positive Handling: Guides, Controls and Restraints Policy'**. (Appendix B)

What is the Willow Way Restorative Enquiry/Questioning Process?

The Willow Way Restorative Enquiry questions are drawn from the 5 core themes of Restorative Approaches.

Theme	Content	Key questions
Theme 1:	Unique and equally valued perspectives	What happened? What's happening? What's up? What is the problem?
Theme 2:	Thoughts influence emotions and emotions influence subsequent actions	What were you thinking when that happened? ..And so what were you feeling at that point?
Theme 3:	Empathy and consideration for others	Who has been affected by what's happened – and how?
Theme 4:	Identifying needs comes before identifying strategies to meet those needs (Needs/ Unmet needs)	What do you need so things can be put right and you can move on from this?
Theme 5:	Collective responsibility for the choices made and for their outcomes (impact)	What needs to happen now to repair the harm/ put things right? (What could you do?)

They are designed to be used in a set sequence (working through themes 1-5) and are appropriate for use for all levels of incident/conflicts:

- Restorative conversations (enquiry / chat) -
- Restorative mediation
- Restorative small group mediation/ mini-conference
- Restorative Problem solving circles/ Classroom Conferences

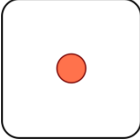
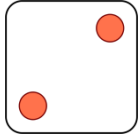
How is this different to the type of enquiry that would normally happen?

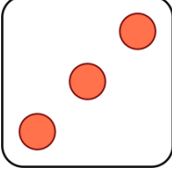
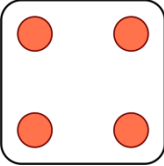
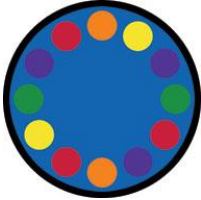
Punitive enquiry	Restorative enquiry
What's happened?	What's happened? What's the problem?
Who did it? Who is to blame?	What were you thinking/feeling?
Why did you do that?	Who's been affected /harmed?... in what way?
How should they be punished?	What do you need so things can be 'put right'?
We will decide the sanction?	What can you do the repair the relationship?
<p>Punitive enquiry seeks to identify blame and establish an explanation and rationale for behaviour.</p> <p>This is often difficult for children and adults to access, following an experience of conflict or high stress.</p> <p>Whilst aspects of the questioning is higher functioning, the actual cognitive engagement, problem solving demand is poor quality</p>	<p>Restorative enquiry invites each party to revisit the events from their perspective and identify the emotions and thoughts that pre-empted the behaviour deeds.</p> <p>The children able to:</p> <ul style="list-style-type: none"> • Clarify their emotions and thinking • Understand and admit to the processes behind their actions. <p>clearly structured and repeatable process, they can grasp, learn and internalise the questions as a reflective process.</p>

The Willow Way Restorative Process

Non- negotiable expectations:

- **All parties must be willing to participate in any Restorative Enquiry or Process.**
- **Please remember to thank all parties for participating in the process!**

<p>Restorative ground rules</p> 	<p>Welcome and Ground Rules</p> <ul style="list-style-type: none"> - Only one person can be heard at a time. - Try not to interrupt others/ Use a talking toy. - Be respectful to each other - Listen carefully to each other - Confidentiality - explain that the discussion is between the people involved (plus parents if required) - If anyone is too upset or angry, we will stop the mediation and resume at a later time.
<p>Restorative conversations (enquiry / chat)</p> 	<p>This is the starting point for all restorative processes.</p> <p>The conversation will involve one to one dialogue. The role of the adult is to demonstrate:</p> <ul style="list-style-type: none"> - Minimal encouragers: - Echoing: - Summarising: - Timelines <p>RA Facilitator: Active, non-intrusive listening that allows the child to feel heard. Try not to lead or judge the behaviours.</p> <p>Support them through the questioning to identify the problem.</p> <p>If a child is struggling to empathise or a possible conclusion or solution occurs to the RA facilitator, these perspectives should only be offered using the 'Wondering Question':</p> <p>I was wondering if someone was feeling/ thinking</p>

<p>Restorative mediation</p> 	<p>Having met with the individuals separately, (as above) the facilitator invites both parties to engage with a restorative mediation:</p> <ul style="list-style-type: none"> - Identify what each individual needs in order to give the best of themselves, to the session, having recapped on the Ground Rules - Retell their perspectives on what happened so both parties can hear the other's viewpoint. - Articulate their feelings, thoughts and emotions so both parties can hear the other's viewpoint. - Hear each other's assessment of the other person's feeling's and solution. - A talking toy may be used to help control the dialogue so all parties listen well.
<p>Restorative small group mediation/ mini-conference</p> 	<p>Having met with the individuals separately, (as above) the facilitator invites three or more individuals to engage with a restorative mediation:</p> <ul style="list-style-type: none"> - Identify what each individual needs in order to give the best of themselves, to the session, having recapped on the Ground Rules - Retell their perspectives on what happened so both parties can hear the other's viewpoint. - Articulate their feelings, thoughts and emotions so all the individuals can hear the other's viewpoint. - Hear each other's assessment of the other person's feeling's and solution. <p>A talking toy may be used to help control the dialogue so all parties listen well.</p> <p>The order of dialogue does not have to follow a formal structure or script) They may be used for members within a class or a small group and may focus on a general difficulty as well as a particular incident.</p>
<p>Restorative Problem solving circles/ Classroom Conferences</p> 	<p>These occur in response to whole class issues where collective problem solving discussions cannot be ignored. This should include all class members who are willing to participate.</p> <p>Class conference - Opportunity to discuss - more difficult issues Facilitators may use key words</p>

In order to engage with the restorative enquiry processes, children at the Willow have been introduced to a range of vocabulary that enables them to express their: N.E.T.D.S



- Honesty
- Acceptance
- Safety
- Positivity
- Recognition
- Trust
- A sense of purpose
- Love
- Gratitude
- Clarity
- Belonging
- Warmth
- Empathy
- A sense of humour
- Compassion
- Acceptance
- Patience
- Positivity
- Hope
- Trust
- A listening ear
- Inclusion
- Respect
- Fun
- Affirmation
- Consideration
- Encouragement
- Co-operation
- Sensitivity
- Supportive Challenge

- Bored
- Burdened
- Happy
- Uncomfortable
- Scared
- Embarrassed
- Angry
- Frustrated
- Excited
- Ashamed
- Enraged
- Afraid
- Surprised
- Sad
- Frightened
- Anxious
- Joyful
- Hurt
- Irritated
- Lonely

- I was thinking:
 I am
 S/he is/ is not...
 They are...
 It's not...
 Why are/ aren't...
 Why did/ didn't ...
 When can ...
 This is...
- In my head, I was:
 Questioning
 Evaluating
 Comparing
 Refusing
 Inquiring
 Suggesting
 Disagreeing
 Inferring
 Asking
 Predicting
 Remembering
 Explaining
 Imagining
 Describing
 Recounting
 Generalising
 Sequencing

- Any behaviour or action - whether intentional or accidental.
- Verbalised expectations or demands on what should happen
 I want...
 S/he needs to...

- Wise
- Cheerful
- Strong
- Generous
- Loving
- Sociable
- Brave
- Graceful
- Caring
- Funny
- Playful
- Helpful
- Friendly
- Happy
- Honest
- Sensible
- Respectful
- Thoughtful
- Sporty
- Clever
- Musical
- Intelligent
- Creative
- I.N.C.R.E.D.I.B.L.E

This language is introduced to children through **The Willow Way Restorative Circle Time**.

The 'Willow Way' Restorative Circle Time



Children at the Willow are entitled to access 3 planned sessions of Restorative Circle Time, in every 4 week cycle. This usually takes place on a Friday afternoon from 2.20pm, but some classes may need to adjust the timetabling to accommodate arising issues

During the session children access a prescribed curriculum of activities. Teachers are asked to ensure that children consistently experience Circle Time teaching and language so that children are confident to participate in an articulate and self-aware manner.

The **NETDS language** should also be consolidated by all adults, within the day to day interactions of the classroom and playground, when engaging with social or academic learning.

To further facilitate this staff are trained to facilitate both the Restorative Process and Circle Time, using an increasing range of Restorative Communication skills. These skills initially comprise of those listed in the diagram below.

Restorative Listening, Communication and Thinking Skills

Minimal Encouragers

Silence with eye-contact; Nodding;

- 'Go on...'
- 'And then...'
- 'What happened before/ next...'
- Ummmh...



Reflection



Summarising

Recasts the situation from the speaker's perspective - as heard by the facilitator

Echoing

Repeating key words, to affirm understanding and promote trust.

Avoid introducing more powerful synonyms.

Mindfulness

Am I affected?



Timelines

Briefly retell what has been said – and organising events into a sequence with emotions and thoughts

However they extend to include and awareness of an extensive range of language skills.
This policy will be amended periodically to incorporate new training and skills as they are introduced.

By Summer 2016 - It is envisaged that all staff will be confident in a wider range of de-escalation skills and language awareness that will mean that the quality of reflective, emotional and social learning will be deemed to be Restorative and Incredibly OUTSTANDING!!!

Please also refer to the following appendixes and documents.

- A. Restorative suggestions for addressing unacceptable behaviour
- B. Think about your behaviour sheet (Key Stage 1 and 2 examples).
- C. Who is affected?
- D. Anti- Bullying Reflection Sheet

What about exclusions?

The headteacher is responsible for authorising exclusions and in her absence this duty is delegated to the teacher in charge. The school will follow DFE guidelines on Exclusion from maintained schools February 2015. At The Willow Primary School we view exclusion as a last resort to be applied when all other strategies have been exhausted and, to have the child on site, poses a serious risk to the health, safety and wellbeing of other children, staff and indeed to the child.

To ensure consistency, the situations in which a fixed or permanent exclusion would be made, are outlined in appendix A – ‘Restorative suggestions for addressing unacceptable behaviour’. The Restorative Enquiry approach would still be used to investigate the matter, and all affected parties would be ‘processed’ using the approach outlined previously, to assist the headteacher /teacher in charge to reach a conclusion.

In the event of a parent/carer attending the school and insisting that they wish to take their child out of school a decision must be made as to whether or not the absence is authorized or unauthorized, in all cases, the school must ensure the parent / carer is made aware of the decision before the child is taken off the school site.

There are three levels of exclusions which can be applied; internal, fixed term and permanent. In all cases the headteacher or teacher in charge must ensure that appropriate procedures have been followed and that the parent[s] or carer[s] of the child is made fully aware of why a decision has been made to exclude in writing. In the event of a serious incident, which cannot be contained by the school staff, parents or carers may be contacted and asked to attend the school. If this is the case, the decision as to whether or not the child remains on the school premises is the responsibility of the headteacher, or in his absence the teacher in charge. Any decision to exclude must be given in writing to the parent/carer before they leave the school site with their child.

(also reference the guidance document from Haringey)

The Restorative Questioning Sequence

I am wondering if someone was feeling/ thinking...

1) **What happened?**
What's happening?
What's up?
What is the problem?

2) **What were you thinking when that happened?**
And so what were you feeling at that point?

5) **What needs to happen now to repair the harm/ put things right?**
(What could you do?)

4) **What do you need so things can be put right?**
So you can move on from this?

3) **Who has been affected by what's happened – and how?**

