



Restorative Approaches Parental Information

Read inside to find out what a Restorative Approach is, and why we use it in our school.

What is a Restorative Approach?

Restorative Approaches/Practice describes a way of being. It promotes active thinking about how we build our relationships, how we work to keep them healthy and how we can repair them when there has been conflict.

Restorative Practice is relevant to us all. It supports us to connect with each other as fellow human beings, guiding us with our interactions. It can help us to consider how our actions and responses affect our relationships, whether these are relationships at work or at home.

This way of being underpins the Stockport Family Model and is practised within many of the schools within Stockport.

Restorative Approaches can support the harm caused after a negative incident, rather than the punishment needed.

All Restorative practices look at the positive relationships between individuals and how to repair them in light of any negative events which may occur.

Restorative Approaches give each person who has been involved in an incident an equal opportunity to have their views heard and subsequent needs met.

All members of staff use the same questions with each child and incident so the process is systematic and fair.

Through the use of Restorative Approaches we acknowledge that each person has their personal point of view, or unique perspective and personal response to incidents which they may have been involved in.

We also understand that thoughts and feelings drive our actions and therefore must be discussed and dealt with in order to prevent the same incidents from reoccurring.

Restorative Approaches teach children to think about the harm caused by their behaviour and the impact this may have on others.

Finally, all persons involved in negative incidents have the opportunity to put things right in a way that they deem reasonable.

The Reason We Use a Restorative Approach

At St. Thomas' CE Primary School we believe that when negative incidents occur the best way to put them right is to learn from our mistakes, and work together to find a positive solution.

By using the restorative approaches staff are able to fairly and consistently and investigate what has happened in order to see things from everybody's point of view.

We believe that by following these questions in each incident that we deal with, our children will begin to develop the skills which they need to resolve broken relationships for themselves as the process focuses on self-reflection and telling the truth rather than appointing blame.

When asking these questions staff are spending time to understand the feelings of all children and how they may have led to any negative actions. This helps children to receive the advice and support they may need to prevent further negative incidents.

We also believe that our children could be able to, with appropriate training and support, resolve negative issues by themselves. This empowers them to think resourcefully and with empathy.

The Restorative Approach Question Stems

1. What happened?
2. What were you thinking when it happened?
3. What did you feel inside when it happened?
4. How are you now?
5. Who else has been affected?
6. What do you need to feel better?
7. What needs to happen to put things right?

All staff members carry these question prompts with their lanyards at all times. The children are familiar with these questions and know how to work together to put things right.

For More Information

All of our staff have been trained to deliver Restorative Approaches and to use the question prompts as shown.

If you would like any further information, or if you have any questions about this approach please contact your child's teacher who will be happy to talk you about Restorative Approaches or Emma Boardman

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