

# **Restorative Behaviour/ Relationship Policy**



**Shelldene House, 20 Main  
Road, Friday Bridge,  
Wisbech, Cambs. PE14 0HJ**

## RELATIONSHIP/BEHAVIOUR POLICY

### INTRODUCTION

**Our Policy** – Aims to articulate the central values, rights and responsibilities that underpin the management of student behaviour within our home and school.

Will have as its central pillar the Principles of Restorative Justice. The Restorative Justice approach will provide an alternative to the belief that punishment will change behaviour and achieve compliance.

Will use Restorative Justice as an educative approach, to help those involved to learn how to change. Restorative Approaches will underpin our Behaviour Policy and offer an alternative to the traditional responses to challenging behaviours.

Is written in the belief that an understanding, shared throughout the home and school, of principles, procedures and practices, is the most effective method of achieving a united community of which all its members can be proud.

Will assist the children and others working with them to satisfy all the following Every Child Matters outcomes:

**“Safe”** – from maltreatment, abuse and neglect; from accidental injury and death; from bullying and intimidation; from anti-social behaviour; and have stability and security and are well-cared for.

**“Healthy”** – physically, mentally emotionally and spiritually; living a healthy lifestyle; choosing not to take illegal drugs.

**“Enjoy and achieve”** – that the child is ready, attending and enjoying school; achieving nationally recognised educational standards; enjoying recreational activities.

**“Economic well-being”** – encouraging the child to engage in further education or employment; ensuring that they live in decent homes and sustainable communities; have access to transport and material goods; and come to live in households free from low income.

**“Make a Positive contribution”** being involved in the community and society and not engaging in anti-social behaviour.

### PHILOSOPHY

1. We believe that good behaviour is an integral part of the learning process. Individual children have the right to work and develop in an atmosphere of respect, trust, security, honesty and openness – where positive relationships are valued within the school and the wider community.

2. The key elements in this philosophy are:-

Clear, shared placement plan and learning goals;

Creation of a safe and caring environment;  
 Enabling, recognising and celebrating individual achievement;  
 Tolerance and understanding of others.

3. Positive relationships (between children, their peers and adults) are integral to the effective implementation of this policy.
4. An effective partnership between adults in the home and at school is key to the success of this policy.
5. The Policy will be applicable in the home, school, on school trips, and also where appropriate when children are away from the home - holidays, outings, free time.
6. The Policy will rely on the principles of Restorative Justice, which are:

They focus on harm caused by the wrongdoer and actively seek ways of repairing that harm.  
 They help create dialogue and communication.

They are fair, open, and honest; treating all participants with respect.

Within a safe environment they will allow all participants to engage, learn and gain a shared understanding.

This should lead to accepting responsibility, reparation, reintegration, restoration, and behavioural (and cultural) change.

Participants are given the opportunity to openly state their views, listen to others and acknowledge their views.

## **RIGHTS AND RESPONSIBILITIES**

All members of the Shelldene House Home and School share the rights to:-

- Work safely and productively;
- Share information, skills learned and concepts grasped – without distraction or disruption;
- Have recognition and reward for successes and efforts;
- Have self-esteem enhanced;
- Work in a co-operative manner and treat each other with respect and dignity;
- Welcome visitors and similarly to respect their rights;
- Have equal opportunity to succeed irrespective of race, gender, religion, sexuality, ability or disability (see separate policies).

Staff should display a copy of the Rights and Responsibilities on the Childrens Notice Board Classrooms and Staff Office. A copy of the Rights and Responsibilities can be found in the appendices to this Policy.

## **TEACHING AND LEARNING**

The development of Childrens social, emotional and behavioural skills will be encouraged by establishing high expectations in the Home and School.

The way in which all members of the Home and school community teach and learn from each other when behaviour and attendance is unacceptable, is also influential. As Children grow through the Home and school there should be regular explicit opportunities for learning about how to act in keeping with the values and beliefs. In these practical strategies for intervention, full use should be made of support from the wider community of the LEA, Education Welfare Service, Police, Connexions Service, YOT, Social Services multi-agency teams, etc.

## **ROLES AND RESPONSIBILITIES**

The promotion of positive behaviour is the responsibility of the community as a whole.

- a) The Directors, Home Manager, Headteacher and staff are responsible for ensuring that all aspects of the school's Behaviour Policy and its application, promote equality for all students. The roles include:-
- b) The Directors and Home Manager defining the principles underlying the school's Behaviour Policy.
- c) The Head teacher and Senior Leadership Team in framing and establishing an environment that encourage positive behaviour and regular attendance.
- d) All staff in ensuring that the policy is consistently and fairly applied and that children are taught how to behave well.
- e) Children who are able to behave in a way that promotes the learning of all in the community.
- f) Parents and carers in taking responsibility for their child's behaviour inside and outside the school to maintain high standards of behaviour.

## **CODE OF CONDUCT**

### **The use of Restorative Justice at Shelldene House Home and School**

The approach will require all staff working with our children to be aware of the principles of Restorative Justice, and the ability to apply them to resolving situations in their classes, corridors, and elsewhere in home. The principles and use of restorative

Justice will be a regular feature in the schools Continuing Professional Development programme both at the beginning of the school year and where appropriate at other times.

In addition to this a small team of staff have been trained to use the model to resolve more difficult problems, in a formal and structured manner. These staff have been trained to apply Restorative Approaches to conferences with the "Wrong doer and the Harmed", with the aim of creating restoration and reparation between those involved.

#### **The Restorative Questions:**

What happened?

What were you feeling / thinking at the time?

What do you think / feel about it now?

Who has been affected by what has happened?

In what way?

What impact has this incident had on you and on others?

What has been the hardest thing for you?

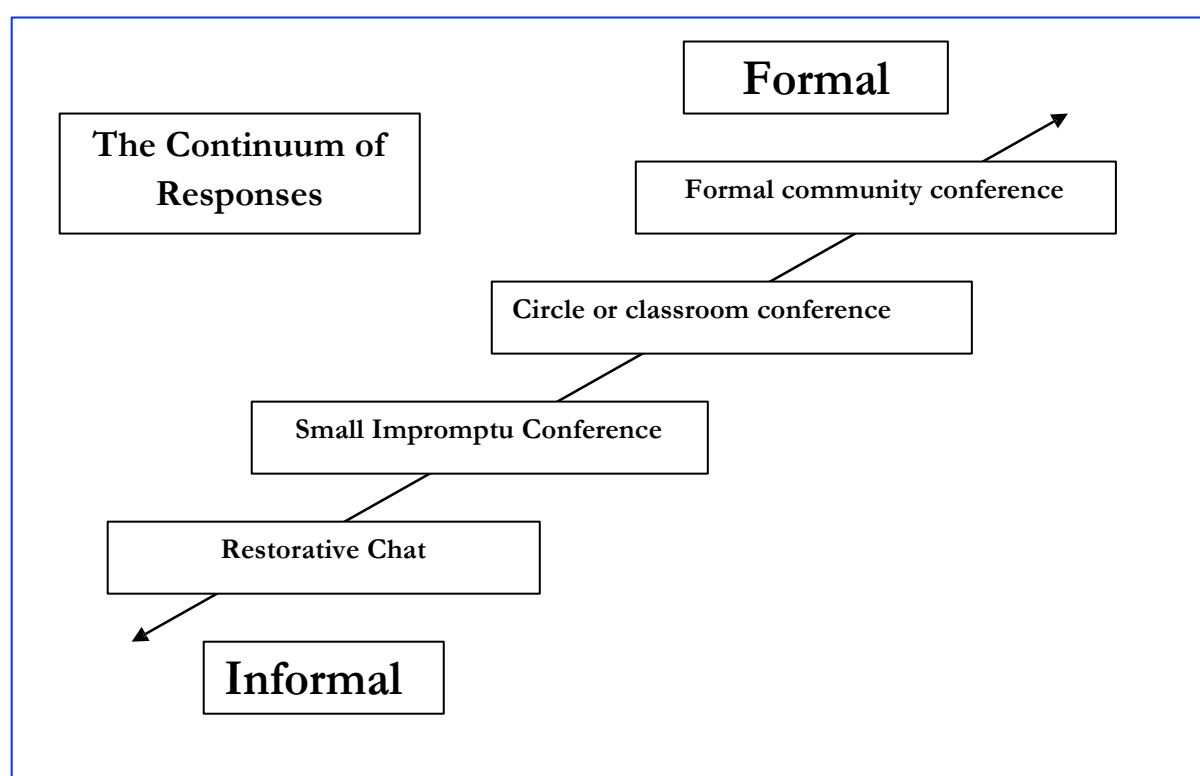
What do you think needs to happen to make things right?

The questions are neutral and non-judgemental, they are about the wrongdoer's behaviour and its effect upon others, and they are open questions which require an answer.

They take everyone from the past (what happened) to the future (repairing harm) and require people to reflect on who has been affected. They are likely to help the wrongdoer develop some empathy for those affected.

#### How to use the Restorative Justice Questions:

The Restorative Approach model can be applied in a number of ways, ranging from informal work in corridors and classes to formal conferences with the wrong doer and the harmed including working with whole classes.



**Restorative Chat** – informal chat using restorative questions, this does not include formal referral, preparation, contract or debrief but should/may include a follow-up. Individual member of staff takes initiative and leads process.

**Impromptu Conference** – informal conference that might not include formal preparation, but should/may include a contract and a follow up. Individual member of staff takes initiative and leads process.

**Circle or Classroom Conference** – formal conference that requires a formal referral, pre-conference preparation, a contract, debrief and a follow up session.

**Formal Conference** – Requires formal pre conference preparation, formal referral, a contract and a formal setting a debrief after the conference and a follow up session. Referral for support can be made to the Head Teacher or Home Manager for the child concerned.

All Restorative Justice Interventions should be recorded as appropriate on the schools and Home log system.

#### **Unsuccessful conferences or refusal to take part:**

Unless all have agreed to take part in the Restorative Intervention, it will not proceed; **all** have to be willing participants. If during an intervention any of those taking part are unable or unwilling to proceed the intervention will close and an alternative resolution will be imposed.

If those involved fail to comply with expectations of the agreement alternative solutions including the schools consequences may be applied to the Wrongdoer.

#### **REWARDS AND SANCTIONS**

Rewards are much more effective than punishment in encouraging and motivating children and should be used as an incentive for success. Staff should always attempt to use the principles of Restorative Justice and should not rely on the use of sanctions to resolve the effects of inappropriate behaviour. Failure to respond to Restorative Justice Interventions may lead to sanctions being imposed. Sanctions will be an escalating nature and will be proactive in amending students' behaviour.

Regular rewards will be organised by the Head Teacher and Home Manager for children with good behaviour attendance and punctuality.

#### **SANCTIONS**

It is essential that staff record all serious incidents of bad behaviour on a Conduct Log Recording sheet . The Conduct Logs Record should also include what a member of staff has done to challenge poor behaviour so that students are able to improve their behaviour.

Staff should resort to the use of formal sanctions as a consequence for inappropriate behaviour only after they have considered and applied the principles of Restorative Justice.

The range of sanctions should be determined by the extent and impact of the inappropriate behaviour.

## **Use Of Restraint**

Staff should in most circumstances refrain from restraint, however it is important that staff are fully aware of the guidance and legislation that has been provided by the DCSF with respect to circumstances when Restraint could be necessary, what is acceptable and what a member of staff should consider before they intervene in a particular situation.

It is important that staff should ensure that they have exhausted all other options and that they feel that they could justify and explain the use of Restraint before they use Restraint. It is the final option and should be avoided unless there is no other option.

Guidance for the Use of Restraint can be found in the Home and Schools restraint policy that is found in People, Policies and Procedures Manual held in the staff office, additional guidance is given in the appendices of this Policy.

## **SUPPORT SYSTEMS FOR Children**

Some children will need additional support to manage their behaviour and attendance. The home and school will support these children and proactively work to pre-empt escalating behaviour programmes, truancy and attendance problems.





