**Dalkeith High School Restorative Practice Policy**

***Dalkeith High School: Enabling all young people to succeed in an inclusive, respectful and stimulating environment.***

**What is restorative practice?**

* An approach to dealing with challenging behaviour and conflict which focuses on building and repairing relationships.
* The restorative approach is a philosophy, not a prescriptive model, and ought to guide the way we act in our dealings with others.

**The Restorative Values**

Restorative practice is based on the following values:

* Young people are social beings who prefer to feel they belong rather than to feel isolated or rejected.
* Young people develop a sense of fairness, justice, right and wrong.
* Young people change and their opinions, feelings and behaviour can change
* The way we work with and relate to a young person can influence his/her feelings, thoughts and actions.

**Key drivers**

The key drivers for the introduction and embedding of restorative practice at Dalkeith High School are supported by current legislation and policy:

* Getting it right for every child (GIRFEC) (www.gov.scot/Topics/People/Young-People/gettingitright)
* Equality Act (www.education.gov.scot/parentzone/additional-support)
* United Nations Convention on the Rights of the Child

(www.unicef.org.uk/what-we-do/un-convention-child-rights/)

* Children and Young People’s Act (www.gov.scot/Publications/2016/12/6827/3)
* GTCS Standards for Registration (www.gtcs.org.uk/professional-standards/professional-standards.aspx)

**Advantages for our school context**

* More time to spend in school focusing on the positive rather than dealing with the negative
* Ensuring consistency towards building, sustaining and managing potentially challenging relationships
* Building social skills and positive disposition that will support young people beyond school

**What do teachers need to do?**

* Actively listen
* Be empathic (listen for feelings, experiences and behaviours)
* Focus on progress rather than blame
* Be firm but fair
* Communicate respectfully and consistently (See Appendix 1 and Appendix 2)

**What do pupils need to do?**

* Actively listen
* Be empathic (listen for feelings, experiences and behaviours)
* Focus on moving forward rather than blame
* Take responsibility if things go wrong
* Communicate respectfully

**Characteristics of a restorative conversation**

The aim is to:

* Give the person a structured opportunity to learn to manage the thoughts and feelings associated with an incident and/or take responsibility for their behaviour
* Address any harm done
* Reconcile damaged relationships; not every relationship can be fully repaired but we must interact safely and respectfully within our community
* Consider how future problems can be avoided

**Restorative conversations can help when**:

* A pupil has behaved in a way with the potential for ‘harm’ to have been caused.
* A pupil has disrupted their own learning or the learning of others.
* One pupil has caused harm to others or compromised safety.

**A restorative conversation won’t work if:**

* The pupil remains adamant they did nothing wrong
* The teacher does not seem to perceive value in the conversation
* Any party is unwilling to move forward
* The process is rushed

**Appendix 1**

**Restorative conversations: Good practice**

* Restorative language should be used in all interactions with the learners of Dalkeith High School
* Minor incidents do not always require a restorative conversation. Teachers should continue to manage the conduct of learners using a variety of techniques, using restorative language to encourage learners and maintain positive relationships
* Classroom teachers work hard to have a culture of positive relationships within the school. When relationships are affected by learner conduct it is the classroom teacher (in the majority of cases) who will take responsibility for facilitating restorative conversations
* If support from the Extended Leadership Team (ELT) or Senior Leadership Team (ELT) is required (for serious incidents or when previous attempts at restorative conversations have not been successful) the following guidelines should be followed:
* Learners should not return to class until a restorative conversation has taken place
* ELT or SLT should consult the teacher and organise a suitable time for a restorative conversation. This should not impact learning and teaching for others
* ELT or SLT should be present during the conversation to provide support and help to keep the atmosphere calm and productive. However, the classroom teacher should still facilitate the conversation following the restorative conversation questions (Facts > Consequences > Future)
* Following restoration of relationships, the learner will return to class and focus will be on current and future conduct and engagement in learning.

**Appendix 2**

**Restorative Conversation: The Process**

**How can the harm be repaired?**

**What can we do to prevent this?**

**Who was affected?**

**What are you thinking now?**

**How do you feel now?**

**What happened?**

**What were you thinking?**

**How were you feeling?**

Future

Consequences

Facts