Building and nurturing relationships is at the heart of a successful and happy school. Repairing the harm done to relationships in the event of conflict and inappropriate behaviour is a high priority.

In this type of environment people are more likely to want to work, more likely to achieve and less likely to be or to feel excluded.

The table below shows how restorative approaches are considered to be high in both control and support:

Form of Discipline	Control (limit setting)	Support (encouragement, nurture)
punishment	high	low
neglect/ignoring	low	low
permissive/accepting	low	high
restorative	high	high

Restorative Values

1. Children are social beings - they prefer to feel they belong rather than to feel isolated or rejected.
2. Children develop a sense of fairness, justice, right and wrong.
3. Children change and their behaviour can change.
4. The way we work with and relate to a child can influence his/her feelings, thoughts and actions.

Assumptions of the Restorative Approach

- It draws a crucial distinction between **the person** and **her/his behaviour.**
- Based on 'Fair Process' - engagement, explanation, expectation, clarity.
- Imposed solutions are less effective, less educative and possibly less likely to be honoured.
- People directly involved are best placed to resolve a conflict. Pupils are therefore encouraged and helped to take **responsibility** for their actions and put things right.

Restorative Questions

Everyone affected by a behaviour, a conflict situation or a problem is involved in a discussion using questions like the ones below:

What happened?
What were you thinking at the time?
How were you feeling?
What have you thought about since?
Who has been affected by what happened?
In what way?
What do you think needs to be done to put things right?
How can we make sure that this doesn't happen again?

Throughout this process we try to:

- Actively listen by encouraging the person to talk by asking open questions, encouraging, summarising.
- Be empathetic (listen for feelings, experiences, behaviours).
- Use a 'solution' rather than a 'blame' approach.
- Have discussions in a suitable location, involving those who were involved.
- Be firm but fair.
- Be aware of our body language, tone and facial expressions.

And we try not to

- Judge or take sides.
- Give advice or reprimands.
- Express surprise, anger or disapproval.
- Make assumptions about the truth.

Every time we speak to another person we are either raising or lowering their self esteem.

How does this approach compare with more traditional methods?

TRADITIONAL	RESTORATIVE
Rule breaking	Harm
Blame or guilt	Problem solving
Adversarial	Dialogue and negotiation
Punish to deter	Reparation
Impersonal	Interpersonal
Affected individuals ignored	Empowerment
Accountability = being punished	**Accountability = put things right**

Next Steps:
- Staff and pupils will increasingly use these types of conversations to resolve issues.
- As pupils build up understanding, skills and confidence we aim to encourage and support pupils to do this independently in some situations.
- Staff will continue to take part in professional development to develop and build on these skills.
- We will keep parents informed of progress in this area.

Further information on this approach can be found by:
- Contacting the school
- Accessing the following websiites:
  http://www.educationscotland.gov.uk/supportinglearners/positivelearningenvironments/positivebehaviour/index.asp
  http://www.transformingconflict.org/
  http://www.sacro.org.uk/
  http://www.restorativejustice.org.uk/