



What if conflict occurs?


To repair the harm and mend the relationships we will arrange a restorative meeting if required. This is a meeting between two or more children, facilitated by a trained staff member. Everyone has an opportunity to say what has happened, how they feel and what needs to happen for everyone to move on. Through using a set of restorative questions all children feel they are being listened to, all children get to see the other person's point of view, and together relationships can be repaired in order to move forward.

The key questions for repairing relationships

Nursery and Reception

 What happened?

 How did it make you feel?

 How can we make it better?

Key Stages One and Two

What happened?

What were you thinking when it happened?

How are you now?

Who else has been affected?

What do you need to feel better?

Consequences

We will try to ensure that we use 'natural' consequences. This means they will be meaningful and, where possible, linked to the incident so the children learn something from them.



Kingsway
Community Trust

Restorative Approach

A guide for parents and carers

Ladybarn Primary School
Briarfield Road
Withington
Manchester, M20 4SR

Telephone (0161) 445 4898



At Ladybarn Primary School we are working hard to build upon our outstanding school practices and develop relationships within and beyond our school community. We are doing this through using restorative approaches.

Benefits of a restorative approach

- The building of healthy relationships
- Develops children's confidence to talk about how they are feeling
- Learning to manage conflict and tension by repairing harm while maintaining the friendship
- Encourages pupils to think about how their behaviour has affected others, both pupils and staff

A restorative approach can contribute to:

- A more respectful environment
- Better emotional development for everyone
- Better relationships amongst the school community
- A focus on increased honesty and willingness to accept responsibility
- An increased belief in the ability of young people to take responsibility for their choices, and more people giving them opportunities to do so
- People feeling supported when things go wrong. We will do everything we can to help put it right.

The restorative approach will be used in conjunction with our school's behaviour policy and the traffic lights system will still be used in classes when appropriate.

Reflective Language

Reflective language is a strategy that you can use to help children identify and manage their emotions.

Example

I can see by your face that you are feeling frustrated. How can I help you?

Reflective Language Starters

Sometimes ...

Maybe ...

Perhaps ...

It can feel ...

I can see by your face ...

I'm wondering if ...

Try using some of the sentence starters at home!

Emotions



We are using emojis to support the children in developing their understanding of different emotions and the ability to identify them in themselves and others.



Circle Time

The children will be taking part in more circle time activities. Circle time helps to develop good language skills and the building of strong relationships with their friends and teachers.

Your child knows all about circle time!

Ask your child to tell you about the check ins and check outs!