

The language of a restorative conversation

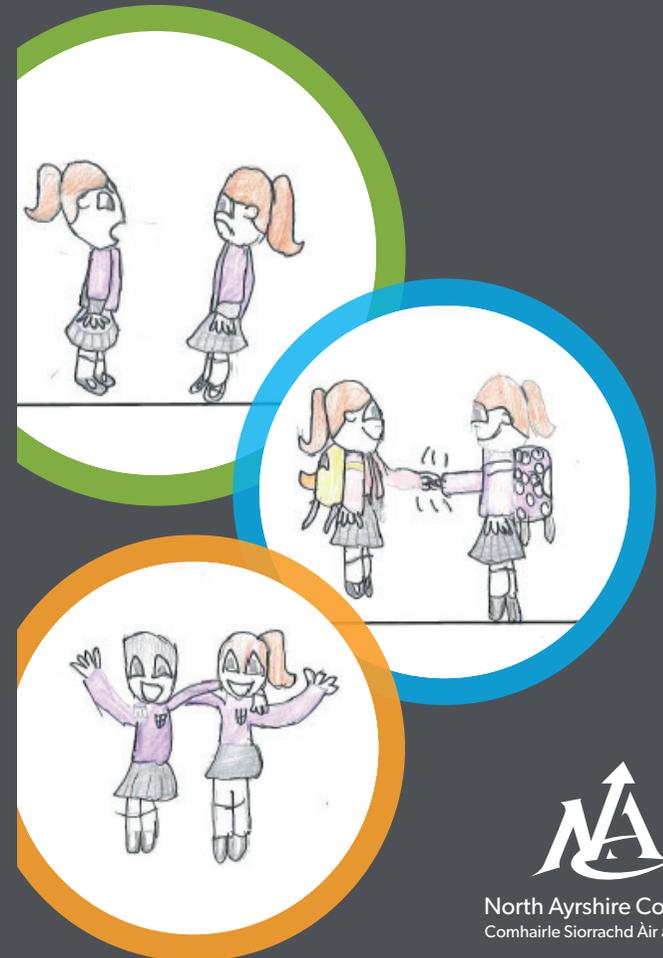
Key Questions	
For Person Responsible	<ol style="list-style-type: none"> 1 What happened? (....and then what happened?) 2 What were you thinking at the time? 3 What have your thoughts been since? 4 Who has been affected by this? 5 How have they been affected? 6 What do you think needs to happen now?
For Person Harmed	<ol style="list-style-type: none"> 1 What happened? (....and then what happened?) 2 What were your thoughts at the time? 3 What have been your thoughts since? 4 How have you/anyone else been affected by this? 5 What's been the hardest thing for you? 6 What would you like to see happen?

Parents can help by:

- Talking to your child about how their school manages pupils' behaviour
- Understanding that children learn developmentally, including how they behave and how their behavior affects others
- Understanding that everyone learns best when they feel good about themselves. Punishments, whether right or wrong, can make children feel bad about themselves. This can hinder their ability to engage in learning, including about their behaviour
- Encouraging your child to see things from other people's points of view
- Encouraging your child to be a good friend
- Learning more about children's rights, including their right to human dignity, regardless of their behaviour
- Learning more about the impact of shame on children's readiness to learn

If you would like further information about restorative approaches, please contact your child's school.

Restorative Approaches within schools

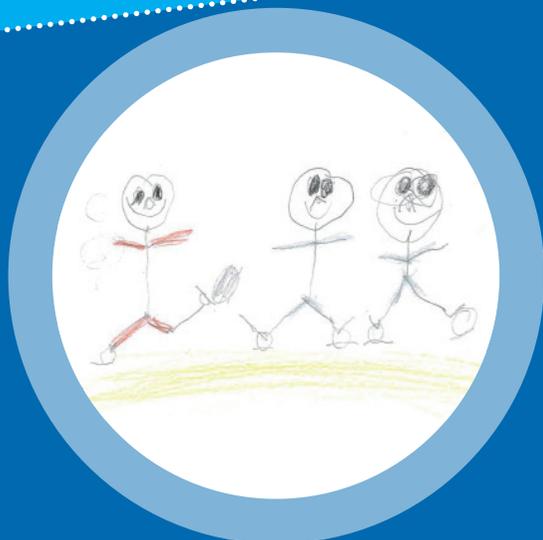


Understanding restorative approaches

Working with Educational Psychology Services, your child's school has introduced a process called restorative approaches when dealing with challenging situations and behaviours.

North Ayrshire Council is committed to using restorative approaches as a key part of the Positive Relationships strategy which is being rolled out to all schools.

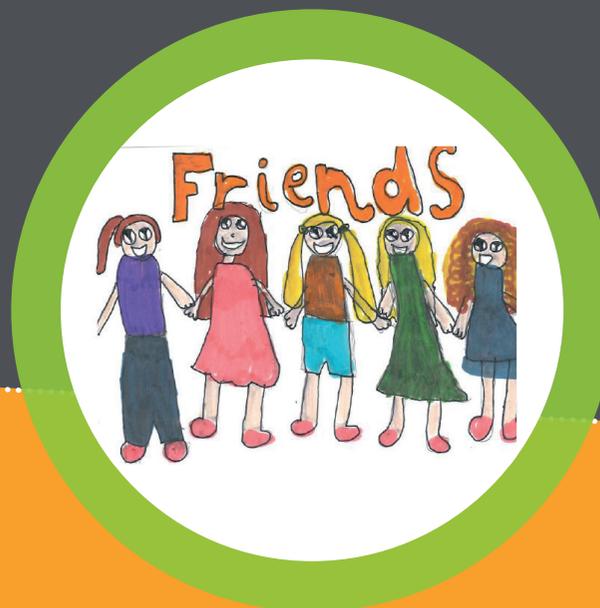
We hope this leaflet will help you understand some of the things your child may come home and talk to you about.



Why use restorative approaches?

Many people may believe that children and young people who harm others must be punished for their behaviour. This type of response can be ineffective, dangerous, and make situations worse as a child or young person can be resentful of punishment rather than reflective of their actions. Children and young people require the opportunity to hear about and face up to the harm and distress they have caused others.

Restorative approaches are built on values which separate the person from the behaviour. They promote accountability and seek to repair any harm caused in a situation.



What are restorative approaches?

Restorative approaches are used as part of a planned response to a relationship and/or discipline difficulty. This is a more effective response than traditional punishments. Restorative approaches can change the emotional atmosphere in a school and lead to more positive relationships between pupils and between pupils and staff.

Restorative approaches will include having a 'restorative conversation'. These conversations may happen during the school day and staff will use restorative language and questions to allow children and young people to understand the impact of their behaviours.

