

## Repairing Relationships Restoratively:

As a Restorative School, we at St. Philips believe that when a relationship has broken down, the best way to repair that relationship is for each of those involved to have the opportunity to:

- tell *their* story of what has **happened**;
- explain the **impact** of what has happened for them;
- and think of a **solution** for what needs to happen now to put things right.

To support children in this process, each child is asked a set of key questions, shown below, to enable them to come to a resolution, and therefore repair any harm that has been done.



All staff members carry these question prompts with them in their lanyards at all times.

The children are familiar with these questions and know how to work together to put things right.

All of our staff have been trained to deliver restorative circles and to use the question prompts as shown.

If you would like any further information or if you have any questions about this approach, please contact your child's class teacher who will be happy to speak to you about Restorative Approaches



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St. Philip's Catholic  
Primary School

*Christ at the Centre*

# Restorative Approaches Information Leaflet



## What is a Restorative Approach?

Restorative Approaches is a term used to describe a way of being, an underpinning ethos, which enables us to build and maintain healthy **relationships**, resolve difficulties and repair harm when **relationships** breakdown.

Restorative approaches are value-based and needs-led.

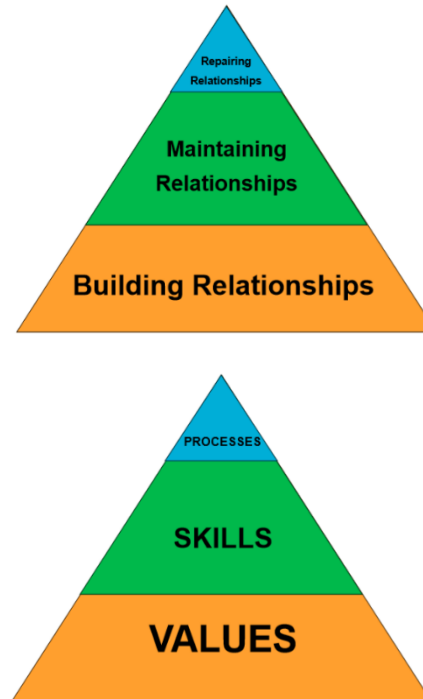
They can be seen as part of a broader ethos or culture that identifies strong, mutually respectful **relationships** and a cohesive community and the foundations on which good teaching and learning can flourish. In such a community, young people are given a lot of responsibility for decision-making on issues that affect their lives, their learning and their experiences of school.

## What are the key benefits of using Restorative Approaches in schools?

- A safer, more caring and respectful environment.
- A more effective teaching and learning environment.
- Better relationships amongst staff and pupils.
- Greater emphasis on responses to inappropriate behaviour that seek to reconnect, and not further disconnect, young people.
- Emotional literate pupils, who can express their feelings and show empathy towards the feelings of others.

At St. Philip's we believe in **actively** and **explicitly** teaching children how to **build**, **maintain** and **repair** relationships.

The Restorative Triangles below show the main focus of our teaching:



Children are explicitly taught about the core **VALUES** that we build our relationships on.

They are taught about the **SKILLS** required to help maintain our relationships.

When relationships break down, staff and members of our Pupil Leadership Team, follow certain **PROCESSES** to help children to repair these relationships.

## Building and maintaining relationships

At St Philip's, we support children to develop the necessary values and skills required to build and maintain healthy relationships in a variety of ways:

- Every class has a Weekly Circle where children explore the core values for building relationships e.g. respect, and the key skills for maintaining relationships e.g. active listening.
- Each year, a selection of our Year Six pupils are chosen to become members of our Pupil Leadership Team. As part of this role, they are trained by the school's RA Ambassador, to support younger children with their relationships on the playground.
- Each class has a Feelings Scale, which they use to check-in with each day, developing the children's emotional literacy skills.
- Our School Values of **Respect**, **Resilience** and **Rejoice**, are continually discussed and promoted during each school day.



'The art of sharing power and responsibility  
to create community.'  
Dominic Barter, Restorative Circles, 2012