

Time-out

Timed time-out can be self selected by a pupil or directed by an adult in the classroom.

All classrooms have a time-out zone in an appropriate place with a display of the restorative questions, feelings words for self reflection and ideas for calming down.

Ideas for calming down:

- Tell yourself to STOP!
- Give your thinking brain time
- Tell yourself you can handle this!
- Say to yourself 'be calm ... be calm ... be calm'
- Walk away – ask for time out.
- Count backwards from 10, 20, 100
- Tell someone else how you feel
- Breathe deeply – in and out five times
- Tense and relax your muscles
- Take some exercise
- Feel your pulse

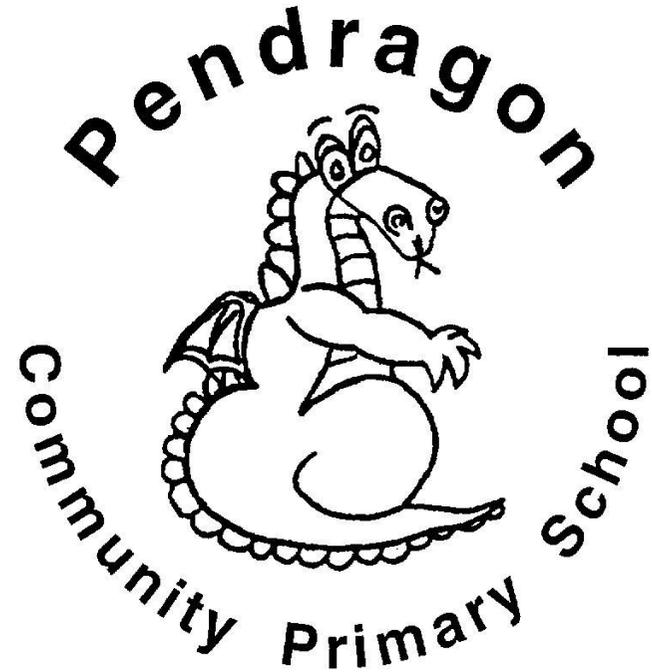
How can parents help?

If you feel your child has been harmed, you can help by supporting them to talk about their feelings and what they need to feel better, safer and happier.

If your child has caused harm, you can help by supporting them to talk through their thoughts and feelings and *what* has happened (we often find this is better than asking *why* it happened).

Try to help them see other people's points of view.

Try not to be judgemental about what they may have done, but encourage them to think about ways they can put the situation right and repair any harm caused.



PARENTS GUIDE TO RESTORATIVE APPROACHES

For further information please refer to the Parents Guide to Behaviour leaflet or the full School Behaviour Policy.

Both documents can be found on our school website:
www.pendragon.cambs.sch.uk

What are Restorative Approaches?

A restorative approach is very different to the traditional way that schools have dealt with wrong doing. First of all, children must tell the truth and own up to what they have done. Then the approach is different in the way it develops the child's thought processes and the expectation that they take responsibility for their actions and repair the harm caused.

Traditional

What's happened?

Who's to blame? becomes

How should we punish them? becomes

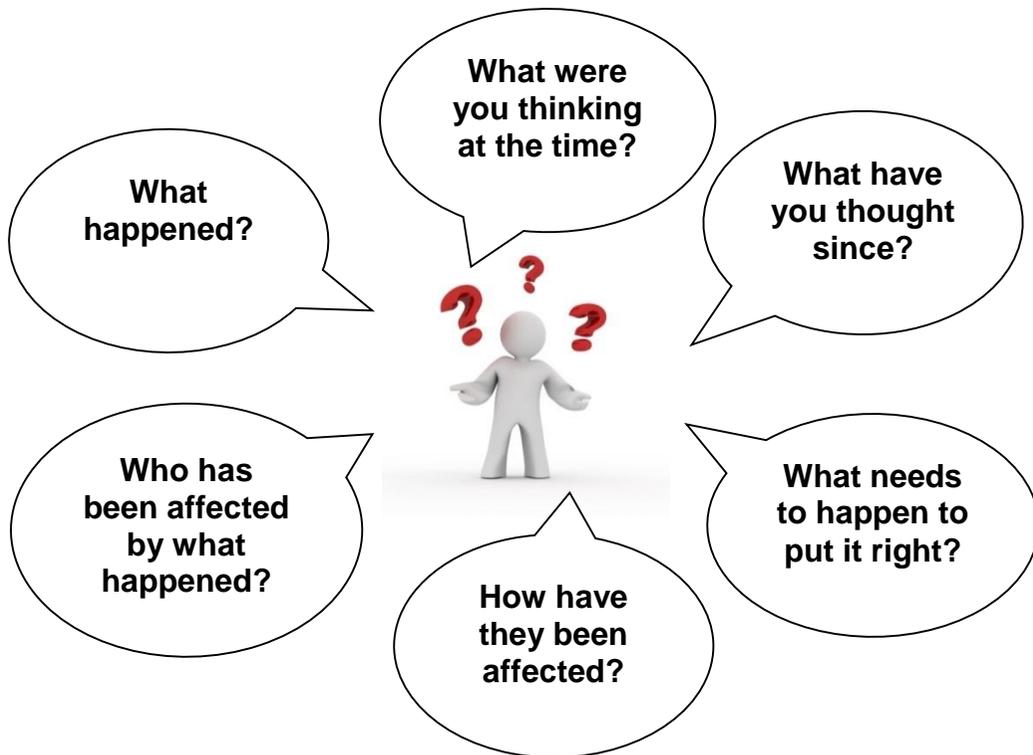
Restorative

What's happened?

Who's been harmed and in what way?

What needs to happen in order to put things right and ensure this never happens again?

Where a child is behaving in isolation in an unacceptable way, a framework of questions is used to amend their behaviour:



These questions become a little more searching where conflict between parties has arisen.

Restorative Conversations

Where harm has been caused to someone else, a restorative meeting following an incident brings together the harmed and the wrong doer. Both sides are able to talk about the incident and together, they negotiate what needs to happen to repair the harm and agree how we can ensure that it does not happen again.

All staff are trained to work in this way. Two members of staff are trained to carry out formal restorative conferences involving adults and children.

Restorative approaches range from a quick 'restorative chat' in a corridor right up to a full community conference in which there could be many people involved. Circle times enable children to learn skills of listening, empathy and solution finding, which are the skills necessary to take part in a restorative meeting.

A restorative approach is highly effective because it:

- Transforms wrong doing into a learning opportunity
- Supports the needs of the 'harmed'
- Creates obligations and support for 'wrongdoers'
- Encourages a school-wide culture of mutual respect and care

