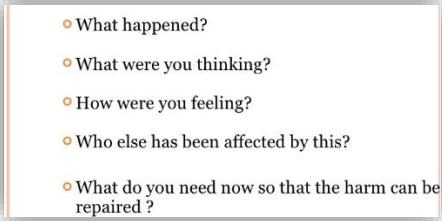



Restorative Approaches		
1 What is the purpose of RA?	At the heart of Restorative Approaches (RA) is the idea that everyone is inherently worthy and that our connection to one another is what matters most. It creates a restorative culture where both individuals and the school community can thrive. For RA to work, it has to be used proactively. It builds and nurtures meaningful and just relationships, and a strong sense of community.	
2 How have we built a culture of RA at CRS?	At CRS, the inherent worth of each individual is recognised, and we seek to strengthen the essential ties that bind us to one another – in the classroom, school and the community. RA creates a safe, supportive space in our school. All members of the school learn to bravely engage in that community and learn from honest – and sometimes difficult – conversations. When relationships break down – as they will – it is about having fair responsive processes in place in which everyone can share their stories, hear the impact of their actions, repair the relational harm and figure out the best way forward, together. It builds capacity – in students and in adults – to live in, understand and embrace the real world, with all its contradictions and complexities.	
3 What are the focuses and questions of RA?	<ul style="list-style-type: none"> ● Focus on the harm caused not the rule broken ● Focus on the feelings of the event not the expected consequences ● Focus on repairing the harm not punishing the harmer ● Focus on REPAIRING relationships 	 <ul style="list-style-type: none"> ○ What happened? ○ What were you thinking? ○ How were you feeling? ○ Who else has been affected by this? ○ What do you need now so that the harm can be repaired ?
4 How do we use RA at CRS?	<ul style="list-style-type: none"> ✚ Corridor Conversations (not all questions need to be used) ✚ Mini-meeting(using the RA questions) ✚ Restorative Meeting(harmed not present) ✚ Restorative Meeting (harmed and harmer present) ✚ Community Conference (trained facilitators only) <p style="text-align: center;"><i>*RA meetings can be between students, staff, parents</i></p>	
5 What is the impact of RA at CRS?	<p>Participants take on the responsibilities for their actions Participants understand the impact their actions have on others Participants talk about their experience and the emotions they felt Participants are listened to, and we ‘hear’ what they have to say Participants’ feelings are acknowledged Participants discuss a way forward together. Participants are allowed the opportunity to move on from the event</p> <p style="text-align: center;"><i>*Restorative Conversations are encouraged in all areas across the school and the ethos is shared with parents, governors and visitors to the school.</i></p>	
6 Who are the RA facilitators at CRS?	<p style="text-align: center;">Mrs L Mitchell (Assistant Headteacher) Mrs M Mitchell (Class Teacher)</p>	
Please also read our ‘Relationship, Management and Behaviour’ Policy on the CRS website		