

**Ready
2
Learn**

Wickersley School and
Sports College



Building Positive Relationships and Community values at Wickersley



"We want to send every young person out into the world able and qualified to play their full part in it."

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Building Positive Relationships

At Wickersley, we aim to reduce behaviour issues in class and falling-out between students through applying the principles of restorative practice, and by building positive relationships across the school.

All staff, students, parents and families are members of our school community. We dedicate time to getting to know each other because the benefit of doing so feeds into our school ethos: "We want to send all young people out into the world able and qualified to play their full part in it". We aim to know our students well, and create a learning environment where they experience a sense of belonging. This will enable students to develop lifelong communication skills. By focusing on building positive relationships, we form closer bonds and so the wellbeing of all members of our school community is improved. This underpins our Wickersley Values of tolerance, high challenge-low fear and citizenship.

Check In and Check Out Groups

From September 2018, all staff and students will be members of check-in/check-out groups. These twice weekly sessions will involve a small group of students from across year groups alongside a member of staff. The groups will meet first thing on a Monday morning and last thing on Friday. Our aim is to create teams which bring together people from across the school, further developing the sense of community. These sessions will involve circle time, with everybody contributing to discussion topics and listening to others.





Restorative Practice at Wickersley

Working restoratively allows us to build, maintain and restore relationships. We work with our young people to develop understanding and appreciation of individual needs. This allows us to move forwards, rather than dwelling on past issues. Through using the restorative approach, the viewpoints of all are listened to and considered. This gives our young people a voice, and the understanding that they are valued as part of our community.

This will involve speaking to students before issues become problems, and we often get all parties together (staff and students), at a time which is convenient to those involved. For issues that can be easily resolved, we will not always contact parents before holding restorative conversations, but we will always inform parents of any concerns.

How is Restorative Practice Different?

| Punitive Approach | Restorative Approach |
|--|---|
| <ul style="list-style-type: none">• A school rule is broken. | <ul style="list-style-type: none">• People and relationships are harmed. |
| <ul style="list-style-type: none">• Justice is focused on establishing guilt. (Who?) | <ul style="list-style-type: none">• Justice identifies needs and responsibilities of all impacted. |
| <ul style="list-style-type: none">• Accountability = Punishment | <ul style="list-style-type: none">• Accountability = Understanding impact and repairing the harm. |
| <ul style="list-style-type: none">• Justice focused on offender and victim is ignored. | <ul style="list-style-type: none">• Victim, offender and school community have a role in justice. |
| <ul style="list-style-type: none">• Rules and intent outweigh whether outcomes is positive/negative. | <ul style="list-style-type: none">• Offender responsible for behavior and repairing the harm, working toward positive outcomes. |



Three questions are central to restorative practice

1. Who has been hurt?
2. What are their needs?
3. Who has the obligation to address the needs, to put right the harms, to restore relationships? (As opposed to: what rules were broken? Who is to blame? What punishment do they deserve?)

1

What happened?

Story Telling

2

**Who has been
affected by this?**

Impact

3

**What needs to
happen now?**

Solution Focus



The Principles of Restorative Working

- 1 • When people and relationships are harmed, needs are created.
- 2 • The needs created by harms lead to obligations.
- 3 • The obligation is to heal and 'put right' the harms; this is a JUST response.

The 3 principles of restorative working reflect these assumptions: A just response...

- 1 • Acknowledges and repairs the harm caused by, and revealed by, wrongdoing (restoration).
- 2 • Encourages appropriate responsibility for addressing needs and repairing the harm (accountability).
- 3 • Involves those impacted, including the community if relevant, in the resolution (engagement).

Wickersley Values

At Wickersley, we believe that all members of the community should strive to be good citizens and make a positive contribution to the school and the wider community.

These values underpin our school ethos, and we will promote these as part of our curriculum.

Tolerance

- Regardless of sexuality, race, faith, gender or disability.
- Accept and show kindness towards others who may differ from you in appearance, clothing, interests. Accept the quirks and eccentricities of others – people are all different and all equally valued in society.
- Use social media responsibly and not as a tool to bully or belittle others.
- Understand the impact that your words and actions have on others and acknowledge others' feelings and points of view.

Uphold our high-challenge, low-fear environment

- Never be afraid to have a go at something for fear of ridicule.
- Never ridicule others for having a go.

Being a good citizen

- Show respect for your community and environment.
 - Treat the property of others as you would like in return.
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