

**Q. What can I do to help?**

A. This is really important – it won't work as well without you. Try to deal with issues that arise at home (or come home) in a similar way – **WARNING!** It can sometimes take longer! Please try not to tell your child to hit back - this really is counterproductive to what we are trying to achieve. Try to avoid approaching other parents about a school issue – let us deal with it. Don't expect all outcomes to be visible – but still know that issues **ARE** being dealt with. Always tell the school if there are concerns about any aspect of behaviour – all members of staff are more than willing to let you know how a problem has been handled, or give advice as to how you may help.

And finally.....if your child is being a bit difficult at home (which they all can from time to time) consider letting us know – the same could be happening in school and the information could help us to support him/her better.

A full version of our Behaviour Policy is available from the school

***There are some interesting examples of aspects of restorative approaches to be found on YouTube – type in 'Restorative Practices in Schools'***

**Behaviour Management in Newbigging Primary School - a Summary Guide for Parents**



Newbigging Primary School operates on the principle of four essential rights which apply to all members of the school community and visitors. These are:

- The right to be shown respect
- The right to be safe
- The right to work/play to the best of our ability
- The right to use the school resources properly

In common with all schools, these rights are infringed from time to time –

**Q. So how do we deal with it?**

A. We have a number of different approaches we generally use, and we make all effort to be restorative in nature.

**Q. Why bother with restorative approaches?**

A. Because there is greater potential for creating:-  
**(a)** a safer, more caring environment and a more effective teaching and learning environment; **(b)** a greater commitment by everyone to take the time to listen to one another; **(c)** a reduction in interpersonal conflicts; **(d)** a greater awareness of the importance of connectedness to young people – the need to belong and feel valued by peers and significant adults; **(e)** an increased belief in the ability of young people to take responsibility for their choices, and more people giving them the opportunity to do so.

**Q. What do these approaches look like in Newbigging School?**

A. This table shows some of the main approaches which currently exist and are being further developed:

Approach	What this means ...
<b>Circle Time</b>	The opportunity to sit in a circle and discuss/work through concerns and issues. Respect for the individual is of the utmost importance
<b>Solution focused</b>	A procedure whereby individuals place themselves on a scale of 1-10 regarding an issue. They then decide the positive reasons why they are where they are on the scale. They follow this up with why they are as far down the scale, what needs to be different to improve and a timescale
<b>Restorative conversations</b>	These focus on questions such as: What happened? What were you thinking at the time? What were you feeling at the time? How are you feeling now? Who has been affected? What needs to change? How are you going to fix things? Have you learned anything?
<b>4Ws</b>	These are based the four questions: What have you done? Why did you do it? (the right of reply) What right has been infringed? What are you going to do to fix it?
<b>Coaching - GROW</b>	This is based around a discussion of <b>G</b> oal, <b>R</b> eality, <b>O</b> ppportunity, <b>W</b> ill

These approaches are explained in greater detail in the school's "Handbook of Behaviour Strategies"

**Q Do these approaches always work straight away?**

A. Sometimes they do – if the damage to a relationship is slight, and the participants are willing to find a solution. At other times we need to keep revisiting the issue to arrive at a resolution. The result will, though, be more valuable to the individuals concerned in their social and emotional development.

**Q. How are these approaches different from when we were at school?**

A. The table below shows some of the main differences as they apply to us:

Old Retributive Justice	New Restorative Justice
Misdemeanour defined as breaking the school rules	Misdemeanour defined as adversely affecting others
Focus on establishing blame or guilt	Focus on problem solving by expressing feelings and needs and how to meet them in the future
Adversarial relationship and process	Dialogue and negotiation – individuals involved in communicating and co-operating with each other
Imposition of pain or unpleasantness to punish and deter/prevent	Restitution as a means of restoring both/all parties, the goal being reconciliation
Attention to right rules and adherence to due process	Attention to right relationships and achievement of desired outcome

**Q. Do these approaches solve all relationship problems permanently?**

A. Hopefully, they will solve some relationship problems for all time. The nature of relationship problems is such that they are likely to re-occur – but this is nothing new! The old, retributive way did not solve many problems permanently. The restorative approach encourages a more positive journey to the desired outcome.

**Q. How do individuals 'fix' things?**

A. There is not an easy answer to this. Sometimes an apology is all that is required. Sometimes consequences are really simple – you make a mess of something, you clean it up! At other times individuals may forfeit their playtimes/reward times, or undertake a task for the good of the other person/ the class/ the school. There is a need to be creative in this area and is an aspect of ongoing development.

**Q. Is this all that happens to encourage good behaviour?**

A. No. Each class has its own range of strategies to encourage and reward good behaviour. These are decided with the class in the first few weeks of each new session; the playground has a reward system called 'Suns & Clouds'; there are periodic rewards for good handwriting, work, effort etc.; house points are earned for positive contributions to school life. When we feel we need you to help, we contact you.