

Restorative Approaches

Mayfield School, Portsmouth

Mayfield made changes to their policies and procedures for behaviour management including the development of restorative approaches. This has resulted in increased engagement of pupils and a significant reduction in exclusions.

Our school

School type	Number of pupils	Previous exclusion data	Current exclusions data
All through	1276	Sep – Dec 2017 92 FTE (287.5 days)	Sep – Dec 2018 20 FTE (57.5 days)

The challenges

Mayfield was the highest excluding school in the city.

The senior team were spending a significant proportion of time dealing with conflict between staff and students

Pupils did not feel listened to

Large numbers of, often the same, pupils attending weekly detentions with House teams.

What we did

- Senior Leader committed to increasing pupil voice and pupil engagement in their education supported by the Head teacher
- Key staff attended training in Restorative Approaches and cascaded it to all staff
- Behaviour policy now has an emphasis on rewarding the positive
- Reviewed classroom procedures – a stepped approach before removal making it clear where warnings given
- Introduced same day detentions in September 2019
- Staff contact parents directly on the same day via email, phone or text to back up sanctions
- Staff invited (but NOT directed) to go along to the detention room and have a restorative conversation with the pupil which often results in the sanction time being reduced or cancelled
- Pastoral and House staff facilitate restorative conversations between staff and pupils and pupil to pupil
- Following alternative to exclusions a restorative meeting is held with the pupils and parents. Pupils are listened to and follow up actions are put in place to support them.
- Focus is on changing culture
- Restorative approaches are voluntary and only used when all parties are willing to engage

The impact

- Pupils feel listened to
- Pupils are now proactively seeking out staff to resolve issues that have happened
- Reduction in number of pupils in detentions
- Reduction in fixed term exclusions
- There is more time to focus on positives
- Attendance is on a 3 year improvement cycle

What we learnt

Key learning, e.g. what would you do differently

I have discovered that on many occasions it is the staff and not the pupils for whom the restorative is an issue and so I think it is important to talk to staff about success stories and the benefits of this intervention.

I think I should probably publicise this more to parents and the local community too as on reflection, we've done quite a good job!

Want to find out more?

Contact Fiona Rogers, Deputy Head teacher at Mayfield School

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