

The whole-school restorative approach



- creating an emotionally literate, mutually supportive, school community



'Words can be windows or walls'
Marshall T Rosenberg

Why consider implementing a restorative approach?

If you do what you've always done

you'll no longer get what you've always got!

Change is the stuff of life and never more so than in the society in which the young people with whom we work are growing up. Even if you or your staff were lucky enough to get any training at college about how to manage relationships and behaviour (and if you did you were in the lucky minority) the advice you received then will not necessarily be appropriate now.

New strategies and new approaches are needed with today's young people to create the optimum teaching and learning environment . We cannot expect them to learn to take responsibility for their own behaviour and their learning unless, and until, we begin to share this responsibility with them.

This is where a whole – school (or unit – wide) approach to restorative approaches comes in. It will provide an over-arching framework for working WITH young people to create the environment you all need to be able to give of your best. It will ensure that everyone– young and old- are held to account for their actions and expected to put things right when they go wrong. It will ensure that young people develop an intrinsic sense of how to behave one with another , learning pro-social life skills such as compassion and empathy, to be able to make, maintain and, when necessary, repair relationships.

The following pages sum up what restorative approaches are all about. We include research evidence about the impact of a restorative approach in schools in particular, case studies to illustrate how they are being used , details of our training course and quotations from other senior managers about the importance of leadership in implementing whole-school change along restorative lines*.

We hope this will encourage you to find out more and learn how a whole-school or unit-wide restorative approach will fit with your existing PSHE and SEAL work, your community cohesion policy, your anti-bullying policy and your development of emotional and mental health and wellbeing. You will also understand more clearly how a restorative approach can complement the work being done on Citizenship and Personal Thinking and Learning Skills.

*Current research on the impact of restorative approaches in community settings tends to focus on schools and other research (in residential care for example) is only just being done.

Evidence for the impact of restorative justice approaches in youth and criminal justice settings can be found by visiting the website of the Restorative Justice Consortium www.restorativejustice.org.uk

“What difference would restorative approaches make in my school?”

In two **Hull** schools, after two years of gradually introducing various restorative approaches, the following changes were noted:

COLLINGWOOD PRIMARY SCHOOL (Special Measures to Outstanding in two years!)

Summary of impact achieved by July 2008 from a baseline set in Spring 2007:

- 98.3% reduction in classroom exclusions during lessons KS2
- 92.0% reduction in exclusions from break
- 77.8% reduction in number of red cards at lunchtime
- 75.0% reduction in racist incidents
- 86.7% improvement in punctuality (YR+Y1)

ENDEAVOUR HIGH SCHOOL

Summary of impact achieved by July 2008 from a baseline set in Spring 2007:

- 45.6% reduction in incidents of verbal abuse
- 59.4% reduction in incidents of physical abuse
- 43.2% reduction in incidents of disruptive behaviour
- 78.6% reduction in racist incidents
- 100.0% reduction in incidents of drug use
- 50.0% reduction in incidents of theft
- 44.5% reduction in fixed term exclusions
- 62.5% reduction in total days staff absence

NB – The decrease in staff absence saved the school over £60,000 in the first eight months!

In **Barnet**, where certain primary schools have been implementing restorative approaches over the last 5 years it was noted in a recent evaluation that whereas overall in the borough exclusions have gone up by 50% in schools using a restorative approach they have reduced by 50%.

These findings certainly suggest that something very special has been going on. Certainly in the Hull schools this has largely been down to their pro-active community-building work in classes and staff team with circle meetings, in combination with restorative responses to disruption and conflict.

'If we are not modelling what we teach then we are teaching something else'

Helen Flanagan

We all need to feel that we belong – connectedness is a key factor in our sense of well being. We care about those we feel connected to and we value their good esteem. These social bonds build community and safety because they are based on mutual empathy, care, consideration and respect. This is the environment needed in school for effective teaching and learning to take place.

When disconnection happens through conflict ways need to be sought as soon as possible to create re-connection. A disconnected person will feel excluded from empathy, care, consideration and respect, and is less likely then to display these with others. A disconnected person is an alienated person. An alienated person feels threatened and in turn poses a threat. Conflicts disconnect people. Punitive responses to conflict disconnect even more.

To feel connected we need to work WITH people rather than impose our ideas or will ON them. People need to be able to express their views and feelings and have them taken into account. They need to be allowed to take responsibility for their choices and also be accountable for the impact of these choices. If we fail to do this we fall into the trap of 'rescuing' and doing things FOR others, which is disrespectful and disempowering.

Schools, units and residential homes build a sense of belonging and community in many ways – the most important of which is the way every member of the school community speaks to each other on a day to day basis. Adults need to model respectful, caring language with each other and with the young people. In addition all sorts of activities, programmes and projects can further this sense of connection, trust and respect and develop emotional literacy and the ability to make, maintain and , when necessary, repair relationships:

- regular Circle Time/circle group meetings
- emotional literacy programmes (e.g. SEAL; SEBS:PATHS)
- Nurture Groups
- PSHE programmes and Citizenship curriculum
- School Councils
- Peer mentoring and mediation
- Playground Buddies
- A 'Restorative' or 'Social' Pedagogy that builds emotional and social skills through the delivery of the curriculum

Building the foundations for a restorative approach - Circle Time and Circle Meetings

'Young people can only begin to take responsibility for each other's wellbeing, and their own behaviour, when adults begin to share this responsibility with them.' adapted from J. Nelsen et al

The use of regular meetings in circle are proving to be the key to success for restorative schools and restorative residential units. Staff circles, class circles, residents' circles each has something to offer the school /residential community or your workplace.

In the early days the circles can be used to identify what everyone needs to give of their best and thereafter they become the way that people reflect on the impact of their own behaviour on everyone else present. This helps to develop empathy, mutual respect and shared accountability

The five key restorative themes (see Page 8) inform the circles so that people get a chance to express their own experiences or perspectives, air their thoughts and feelings, share their needs and discuss how to meet these needs together. Circles can be used to review incidents affecting everyone present and can also be future-focussed, encouraging people to take greater responsibility for their learning or in the planning of key events or projects.

In addition to Circle Meetings, Circle Time, with its more structured format involving game-like activities, can be used to develop social and emotional skills, develop self-esteem, encourage co-operation and improve communication skills. Like circle meetings, Circle Time builds a sense of community and belonging and are appropriate for use with adults as well as young people.

Circle Meetings and Circle Time are the bedrock of any restorative environment. They are the mechanism by which social and emotional skills are developed and encouraged amongst the young people, and are modelled by the adults. They help to embed the key restorative themes and language in any community and ensure that teaching, learning and indeed day to day living and decision-making are informed by restorative values and principles.



When things go wrong - a Restorative Response to disruption, challenging behaviour and conflict

Virtually all so-called 'discipline issues' in schools or residential settings either stem from, or result in, inter-personal conflict, which leave two or more people feeling angry, hurt, resentful, anxious or even afraid.

When in conflict people need

- a chance to tell their side of the story - their experience
- express their feelings,
- understand better how the situation happened
- understand how it can be avoided another time,
- to feel understood by the others involved
- an acknowledgement of the harm caused, if not an apology
- to find a way to move on and feel better about themselves.

If conflicts are dealt with in a way that get these needs met then those involved can repair the damage done to their connections with the others involved or even build connections where there were none previously. They feel fairly treated and respected, since they have been trusted to find solutions for themselves and put things right in their own way. Because they have been listened to, people in conflict are more ready to listen to others' perspectives and emotional responses, and so empathy is developed. This can change the choices made in future situations, as mutual respect and consideration develops.

Punitive responses, on the other hand

- cause resentment rather than reflection,
- are rarely considered fair;
- do not repair relationships between those in conflict and indeed can make them worse;
- leave those labelled as wrongdoers feeling bad about themselves leading to further alienation
- can often leave the adults expected to act punitively feeling uncomfortable and frustrated – and wishing there were an alternative.

Even non-punitive responses can be unhelpful if they are imposed, albeit in a well-meaning way. The key to a successful outcome is if it arrived at by those people actually involved in the conflict.

The five key restorative themes



Restorative Approaches are based on **5 key themes or ideas**, which underpin day to day interactions in any institution or organisation that have adopted this way of working:

Theme 1 – Unique and equally valued perspectives Everyone has their own unique perspective on a situation or event and needs an opportunity to express this in order to feel respected, valued and listened to.

Theme 2 – Thoughts influence emotions, and emotions influence subsequent actions What people think at any given moment influences how they feel at that moment, and these feelings inform how they behave. The thoughts and feelings are ‘beneath the surface’ and yet very important to understand.

Theme 3 - Empathy and consideration for others When there are conflicts or disagreements harm can result – in terms of negative emotions such as anger, hurt, fear, frustration and confusion and in terms of damaged relationships and connections between people. To live in harmony together people need empathy and consideration so they understand who is likely to be, or to have been, affected by their choice of action in any given situation and how.

Theme 4 – Identifying needs comes before identifying strategies to meet these needs Whether someone has caused harm or been on the receiving end of harm they are likely to have similar needs. Until these needs are met the harm may not be repaired and relationships can remain damaged. Unmet needs can be the underlying cause for harmful behaviour in the first place and these need exploring as well to help people break the cycle of inappropriate behaviour. Identifying what people need precedes identifying strategies to meet these needs.

Understanding what we all need to give of our best is also the first step to identifying agreed codes of conduct for everyone in a school community.

Theme 5 – Trust and empowerment It is the people affected by a situation or event who are best placed to identify what should happen so that everyone can move on, and so that the harm can be repaired. This ‘ownership’ of decision-making and problem-solving demonstrates respect and trust, develops pro-social skills and confidence and strengthens connections.

Restorative Conversations

When you deal with misbehaviour or conflict is your response already informed by these five key themes - themes which are also important for developing pro-social skills and emotional literacy.

Do you invite students to give you their perspective? yes/no

Do you express sincere curiosity about their thoughts, feelings and needs during the incident and since? yes/no

Do you ask them to think who else may have been affected or involved? yes/no

Do you invite them to think about what their own needs are for closure and repair? yes/no

Do you encourage them to identify strategies for meeting their own needs and the needs of others affected in order to put things right and to avoid similar situations happening again? yes/no

Do you listen actively, and demonstrate impartiality, by refraining from:

using your body or tone to threaten or show disapproval? yes/no

giving your own opinion about what has happened? yes/no

taking sides? yes/no

assuming you know what has happened? yes/no

telling people what to do? yes/no

offering unasked- for advice? yes/no

insisting people apologise and make up? yes/no

Case study - Bullying

The parents of Fred, a Year 8 student, wrote to the school saying that he was being bullied in school by two other students, Sally and Josie, who had previously been his friends. Fred had told his parents that he was worried about coming into school. His parents also felt that his school work was being affected by what was happening.

All three students were talked to individually, Sally and Josie admitted that some thing had been happening between them and Fred.

Reflect on how your school would currently deal with this situation before reading what actually happened.

They all agreed to attend a Restorative Conference in order to try and resolve the issue. The parents of all the students were happy for this to go ahead and Fred's parents were clear that they did not want Sally and Josie excluded but wanted the bullying to stop.

The three students attended the conference, as well as Sarah, Fred's sister. She attended as a support for Fred, but she also attends the same school and had been aware of what had been happening.

Fred was able to tell Sally and Josie how he had been feeling about what had happened. Sally and Josie were unaware that he had been feeling so bad and said that they felt bad about this. It became clear during the conference that Sally and Josie were jealous of the new friends Fred was making in the school.

Sally and Josie apologised to Fred and said that they would not give him a hard time if he wanted to spend time with other pupils.

Fred said that he still wanted to be friends with Sally and Josie, didn't want to get them excluded, but he wanted them to stop being horrid to him. Sally and Josie agreed to this and reassured Fred that it would not happen again.

Fred said that he felt much better now that the situation was out in the open and had been dealt with without Sally and Josie being excluded.

Sally and Josie were glad that they had not been excluded.

Speaking to Fred two weeks after the conference he said that the bullying had stopped and that everything "is fantastic". Fred's parents told me that he had settled down now and that they believed the conference was a positive way to have resolved the issue with Fred.

Case Study - Assault and theft between two Year 7 students

11-year-old Josh has hit 12-year-old Emma, stolen her mobile phone and sworn at her. Emma tearfully told a teacher what had happened. When confronted, Josh admits he did it. The phone is broken.

Reflect on how your school would currently deal with this situation before reading what actually happened.

Non-restorative approach

Josh is sent to the head of year. She tells him off and calls his parents. She considers reporting the incident to the police but on this occasion decides against it. He is excluded for 3 days. His parents are furious with him and ground him for 2 weeks.

Josh blames Emma for shopping him. He hadn't hurt her much.

Emma is glad that Josh has been punished but fears what he may do when he returns. He has picked on her before. It takes 2 weeks before the phone is replaced and in the meantime her mum has to bring her to school - without the phone, her mum's not happy for her to travel alone.

When Josh returns to school he finds that some of his usual friends are avoiding him. He starts to spend more time with a bunch of boys who are known to be badly behaved and often in trouble.....

Restorative approach

Josh is sent to the head of year, who asks him some hard questions about how he thinks Emma feels. The head teacher involves Stephanie, who'd been trained in using restorative approaches. She interviews Emma and Josh separately to see if a meeting would be appropriate, and calls both children's parents. Both mothers are able to attend a conference the next day, together with Josh, Emma and Josh's form teacher.

At the conference, Stephanie goes through a set of questions, starting with asking Josh what happened. He says he just wanted the mobile phone, because he hadn't got one. He only hit Emma because she was struggling. He's sorry. Then the facilitator asks each of the others to say how the incident affected them, Josh hears how frightened Emma is of him; he learns that the mobile phone was a present for her birthday, and was meant for her to be safe coming to school on her own; now it is broken her mum has to drive her into school again. He hears Emma's mum's annoyance at having to miss time at work to bring Emma in to school, but mainly her fury at him for frightening Emma. He hears his own mother say how ashamed and angry she is, and her worry that he's becoming aggressive and trying to complete with his elder brother. He hears how disappointed his class teacher is, and how much he thought Josh had going for him, how he'd tried to encourage him. Josh feels terrible throughout, and when he apologises again, Emma and his mother see that he is genuinely sorry.

The agreement they made included paying for the broken phone, and an agreement that Josh would not use violence again and that he would never hurt Emma. He also agreed to do an hour's gardening work with the school caretaker after school each day for a week. He tells his friends he knows he was stupid, and wishes he hadn't done it.

Case Study - whole class disruption

Teachers at a Greater London secondary school reported that students in a Year 7 class were causing a problem. Several Year 7 pupils had approached their Head of Year with a petition to remove a pupil who they felt was causing trouble in their form. Although the Head of Year wanted to acknowledge the pupils feelings and take some action, she did not want to single out the pupil as she felt the class as a whole were not getting on together, lots of arguing and name calling, which had led to a disruptive atmosphere.

Reflect on how your school would currently deal with this situation before reading what actually happened.

A restorative classroom meeting was suggested as an opportunity for the pupils to talk about the problems in the class. The aim was to acknowledge the pupils discontent and to give them an opportunity to talk about their feelings, how they were being affected and what needed to be done.

The meeting was held the last period of the day. The pupils were asked to come to a particular classroom and when they arrived were asked to write down two things; what they liked about their form and what they didn't like happening. They were asked not to put their name or the name of anyone else on the paper. Chairs were then arranged in a circle and rules were introduced for the meeting.

What the pupils had put down on the paper was read out. They didn't like the name calling, arguing, fighting, put downs, they liked their form teacher, when people were kind, having fun together and their friends.

A talking stick was used for the meeting and this went round the circle and the pupils were invited to talk more about the things that were happening in the form. At first they were slightly reticent but after the stick had been round the circle once, people started to open up and express their frustration and even how it affected them at home by making them bad tempered. Although the petition had prompted the meeting, no mention was made of this during the classroom discussion, however, the pupil (in the petition) did admit to being "bad a lot of the time". A sense of shared responsibility for the behaviour of the class started to show.

The group were then asked to come up with ideas of how to improve the class. This generated much enthusiasm and over 20 ideas were put forward. A vote was taken from the pupils for the top three; more circle time, collaborative games at tutor group time and a warm welcome from everyone in the class in the morning.

Following the classroom meeting, a series of 5 circle time sessions were then organised, a "connect four" league was set up at tutor group and everyone was encouraged to say hello and welcome each other in the morning.

Evaluation

At the end of term the form tutor said that the dynamics of the class had changed and everyone was getting on better. In the past every lunch and break had been taken up with pupils coming to the tutor with friendship problems and this had now stopped. According to the tutor "the students still talk about their circle time and I am still able to refer to it and use what we learnt to dissolve potential flash points. Other teachers noticed an improvement in the class dynamics and two complemented the class personally."

Case Study - a fight involving Year 9 and Year 11 boys

Several Year 9 and Year 11 students had got involved in a fight one break time. Originally it was believed that the year 11 students had started the fight and some of them were excluded.* It later transpired that the Year 9 students had instigated the fight and the year 11 students had retaliated, albeit inappropriately.

The Year 11 students were therefore feeling a sense of injustice as well as the feelings left over from the fight.

Reflect on how your school would currently deal with this situation before reading what actually happened.

The students were brought together with a staff member, the conference facilitator and a parent of one of the year 9 student's. Other parents were invited but chose no to attend.

The group were able to discuss the incident, how it had affected them all, who had been harmed and the reasons behind the fight. Some of the year 9 students were able to take responsibility for initiating the fight and the year 11 students acknowledged that they had responded inappropriately.

The parent's contribution was appreciated by the students, especially as they had not really considered the impact on anyone else but themselves. A discussion followed about the possibility of reintroducing a prefect system at the school, year 11 students expressed the view that it had been better when there had been prefects at the school. The parent agreed to come into school and help look at whether such a system could work at the school.

Agreements were reached within the group as to how to prevent a similar situation happening again and the group acknowledged that they were now "safe" with each other.

The feedback from the conference was

- "this was a good way to deal with this"
- It was good to be able to have my say"
- It would have been even better to have had this before some of us got excluded then we would all have been treated more fairly"
- I think this will help stop this sort of thing happening again"

** In a fully restorative school the matter would have been dealt with restoratively from the outset, avoiding the misunderstanding that had arisen by failing to listen to all sides and imposing a solution based on assumptions.*

Case Study - Gang fight

Restorative Justice Conference between two Bridgwater Colleges - October 2008

The Police and two schools in Bridgwater worked together recently to prevent a dispute between opposing groups of students escalating from the initial fight into something that could have had very serious and far reaching consequences for all concerned.

What had began as a falling out between two young girls, led to a serious fight in the town one evening, all the students and their families were spoken to with the aim of averting further conflict.

Reflect on how your school would currently deal with this situation before reading what actually happened.

Both R B S College and C T T College use Restorative Approaches in managing conflict in relationships within their schools and the idea of a joint Restorative Justice conference was suggested, with the aim of dispelling the remaining tensions and repairing some the harm caused.

A neutral venue, at B * * * * * College, was quickly found and the conference was arranged. The Restorative Justice co-ordinators from each school co-facilitated the conference which involved ten students; two senior members of staff (one from each school); and three police officers, two of whom were called to deal with the fight. Each person in turn, was invited to give his/her perspective on what had happened and say how they felt about it.

During the 2 hour conference the students showed genuine remorse for their actions and were fully aware of the impact that their behaviour had had upon themselves, their families, schools and the wider community of Bridgwater . They were open and honest in exploring their feelings about what had happened and united in wanting to avoid such incidents in the future. Each student voluntarily apologised for his/her part in the conflict and together they came to an agreement about how to behave in the future, which all signed as a formal Contract, witnessed by the police officers and their teachers.

All Restorative Justice contracts are reviewed to check that they are holding up and these students wanted to meet again (without adults) in two weeks time and again after a further month had elapsed. It was agreed that this should happen, meeting firstly at R B S College and secondly at C T T College, which teachers will oversee.

This was the first time that two schools and the police have collaborated in such a manner, for the benefit of the wider community. A great deal of preliminary work was done by the Youth Strategy Officer and teachers for the conference, which is an essential factor in the successful outcome of any Restorative Justice conference.

It was a very powerful and emotional experience for all involved and one which confirms the schools' beliefs in the practice of Restorative Approaches to help young people become more thoughtful, caring, responsible citizens.

Our training courses

Our courses are interactive, challenging but fun. We base our training style on restorative principles and offer suggestions for restorative classroom practice throughout the course.

Pair work, group work, circle discussion and skills practice make up the bulk of the course and we encourage the development of a safe atmosphere where people can practice new skills and receive support encouragement and focussed feedback from peers.

We strongly recommend that senior managers, especially the Headteacher, attends the initial training course. Research has shown that without the Head teacher's involvement, and subsequent modelling of best practise with staff, the initiative flounders and people become discouraged. Furthermore implementation of a whole-school restorative approach necessitates policy changes which will require SMT support understanding and endorsement.

Modules 1-3 form our introductory 3-day course

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| Module 1 | The Restorative Mindset—context, back ground and underlying principles; an introduction to Circle Meetings |
| Module 2 | Restorative Language—listening and talking to others in a way that keeps communication flowing and constructive |
| Module 3 | Face to face meetings when things have gone wrong—the restorative meeting framework when working with 2 people (student-student; staff-student; staff-staff etc) |

Modules 4-5 form our advanced course for those with responsibility for more serious behavioural issues and for the implementation of the restorative initiative

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| Module 4 | Restorative conferencing—working with larger groups including parents/ carers/ and other staff in the event of more serious incidents. |
| Module 5 | Consolidating practice with larger groups and more challenging situations and exploring issues of implementation and sustainability |

Comments from Senior Managers who have attended our courses

'I agree with you totally when you said impact will be limited if the head teacher isn't on board. As a head I felt very guilty about giving up so much time. Now I am glad I did – it is as important as I thought it was. I know I'm the key to driving it forward & empowering others in my school to drive it forward.'

'This course is potentially life changing. It has certainly made me reflect on my practice more than any other course. Your emphasis on the "Gold Standard" does raise issues of time and made me question its viability for school. However, I see the purpose of this now. ...I will certainly go back to school with a view to completely review the way we approach behaviour (RELATIONSHIP!) management. Thank You.'

'I began the course questioning whether it was appropriate for our school, and wondering whether it would ever be possible to implement it properly. I've finished with such overwhelming positiveness and enthusiasm, believing that yes it can work, and that I have to make it work. The course really has changed my mindset!!'

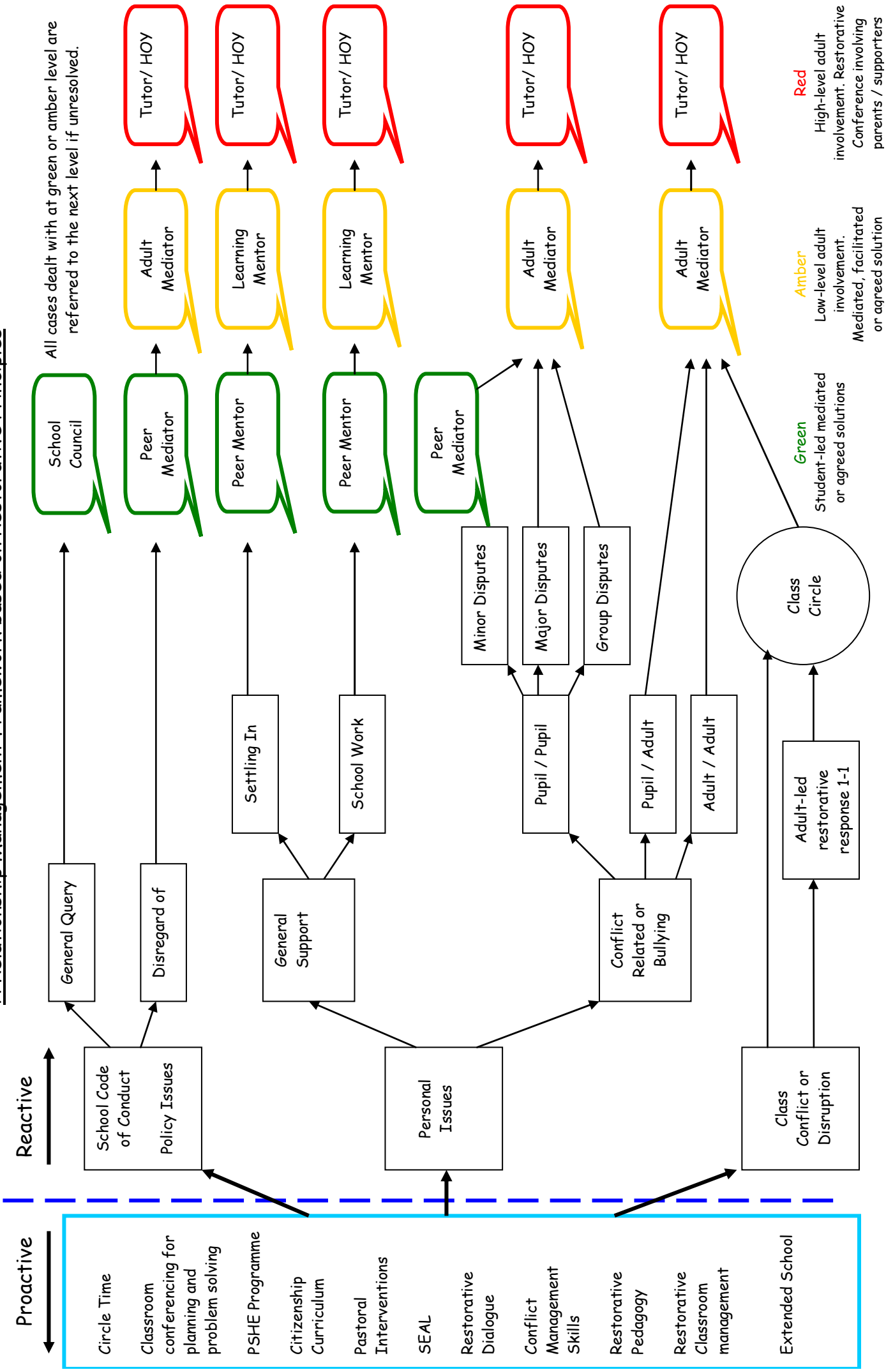
'It has blended many of the approaches and techniques that I've tried to use over 20 years of teaching. What this has done is structured these approaches as well as intellectualising what I instinctively felt, making this a skill/approach I can share and use to train others.'

'The role-play and discussion was very useful. It was also very helpful to listen to (and have the time to be listened to by), other Head Teachers with the same challenges as myself. A realisation that we too have needs which are sometimes not met.'

'Meeting with others and discussing in a "Safe" environment issues pertinent to each other Heads and finding joint resolutions. This is particularly useful as the Head of a small school where there are no other management colleagues.'

'The most significant aspect of the session was recognising that all staff who attended the session realised that the whole school needed to change the mindset from punishing the child to problem - solving with the child.'

A Relationship Management Framework based on Restorative Principles



(WHAT) TARGET	(HOW) STEPS TOWARD	(WHO) WHO DOES IT?	(WHEN) BY WHEN?	(WITH WHAT) RESOURCES REQUIRED	(KNOWING IT WORKED) SUCCESS CRITERIA
General awareness raising and agreement to proceed	<ul style="list-style-type: none"> • Presentation to governors • Whole staff INSET day (combined with SEAL) • Whole school assembly 	Consultants from Transforming Conflict	Year 1		Governors take lead in advocating behaviour management review along restorative lines Staff agree to proceed Student support
Designated team (e.g. Student Support Team) offering a full range of restorative responses	<ul style="list-style-type: none"> • 5/6* day (35 hour) training for 8 people (inc SMT) • Staff and department meetings held using circle process • Review meetings once a term for sharing and advancing practice *5 days 9am—5pm or 6 days 9am—3.30pm	Trainers from Transforming Conflict	Year 1		Satisfaction expressed by those receiving restorative response (students, parents and staff) Increased interest in this Approach Senior staff offering classroom problem-solving circles for teaching staff and student groups having difficulties working together MONITORING FORMS REQUIRED
Tutors and other pastoral staff to use restorative principles in tutor circles, one-to-one conversations and mediation sessions	<ul style="list-style-type: none"> • 3/4 day training • Guidelines to be issued to pastoral staff about structures to follow and situations where restorative responses may be used. • Restorative approaches to be revisited during staff/dept meetings with scenarios and role-plays as examples • Occasions where RA has been used should be recorded by pastoral staff 	Trainers from Transforming Conflict School steering group	Year 1		Staff training occurs Time Pastoral meeting minutes Policy change - e.g. behaviour management anti-bullying Internal discipline procedures Pastoral and middle management staff offering classroom problem-solving circles for teaching staff and student groups having difficulties working together
Staff to use Restorative Justice Principles, restorative language and circles in their daily teaching	<ul style="list-style-type: none"> • 2/3 day training in restorative classroom management, restorative pedagogy and uses of circles • Guidelines to be issued to staff about structures to follow and situations where restorative themes may be useful • Staff to be given reminders of methods and examples of when it has been used throughout the year 	Trainers from Transforming Conflict with apprentice trainers from Steering Group School Steering Group	Year 1/2		Staff training occurs; circles used to check-in and check-out of classes Pamphlet is distributed Classroom restorative responses consistent across classrooms Staff record using restorative approaches in lessons inc pro-active relationship building circles as well as problem-solving circles Case studies of where restorative approaches have been used Performance indicators - e.g. Reduction in exclusions/detentions/classroom referrals/absenteeism/staff illness
Pupils to be familiar with restorative principles and begin to apply them in their lives	<ul style="list-style-type: none"> • Whole staff training • Write lesson/session plans and insert them into 7-11 PSHE lessons and tutor time and look for opportunities in other curriculum areas. • Pupils to be encouraged by tutors, teachers and pastoral staff to use Restorative techniques when dealing with their own problems. 	School Steering Group	Year 2		Staff training occurs Meeting minutes Lessons included in packs Records showing students using Restorative principles PSHE evaluation at the end of the year show attitude change/examples.
To establish a Peer Mediation Service	<ul style="list-style-type: none"> • Establish a RA 'expert' group within the staff • Consult School Council about who and how (in what circumstances) students should run Restorative Meetings • Specific training of mediator team 	School Steering group? Transforming Conflict Trainers could provide support and resources	Year 2		Meeting minutes Meeting minutes Students trained Student group established - reports of sessions
Ongoing review of policy and practice to bring on board all staff	<ul style="list-style-type: none"> • Whole school INSET to review progress • Identify further training 		Year 3		

Useful reading on evaluation and implementation

Restorative Practices in Three Scottish Councils: Final Report of the Evaluation of the First Two Years of the Pilot Projects 2004-2006

<http://www.scotland.gov.uk/Publications/2007/08/24093135/0>

Youth Justice Board National Evaluation

<http://www.yjb.gov.uk/Publications/Scripts/prodView.asp?idproduct=207&eP=>

'Implementing a restorative approach to behaviour and relationship management in schools - the narrated experiences of educationalists' (Belinda Hopkins; unpublished thesis; University of Reading 2006)

e-mail belinda@transformingconflict.org for a pdf version of this thesis

http://www.thorsborne.com.au/conference_papers/Overcoming_Resistance.pdf

http://www.thorsborne.com.au/conference_papers/Challenge_of_Culture_Change.pdf

http://www.thorsborne.com.au/conference_papers/School_violence_and_RJ.pdf

http://www.thorsborne.com.au/conference_papers/RJandSchool_Discipline.pdf

For implementation of restorative approaches in residential settings:

http://www.ncb.org.uk/ncerc/ncerc%20practice%20documents/restorative_approaches_tc_paper.doc

Restorative approach, recommended resources.

Books

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