



# Starting the year well, and getting better

Using Restorative Approaches in Schools

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# Key Questions

What is a whole-school restorative approach?

How will it help me do my job?

How does it relate to what I'm doing already?

How do I know it works?

What can I do to make a start next week?



# Plan



A quick overview

Key themes

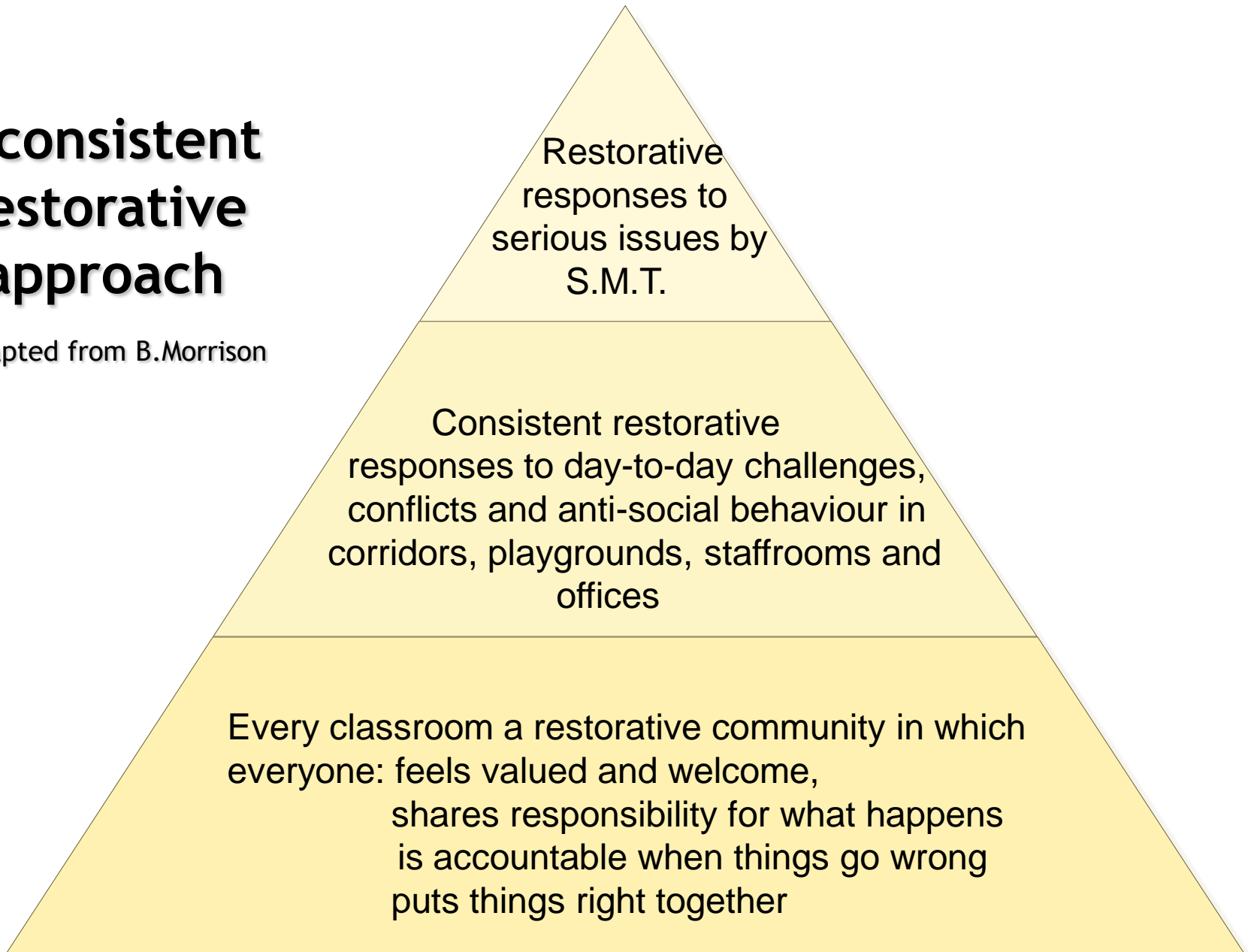
Developing a restorative classroom  
community

Responding to mistakes

Impact

# A consistent restorative approach

adapted from B.Morrison





# Restorative meetings with student facilitators



1

# Restorative Theme 1

Unique and equally valued perspectives

A yellow speech bubble with a blue outline and a tail pointing towards the bottom right. It contains the text "What's up?".

What's up?

A yellow speech bubble with a blue outline and a tail pointing towards the bottom left. It contains the text "What's happened?".

What's happened?

S.E.A.L. THEMES: self awareness / empathy/ social skills

2

1

## Restorative Theme 2

Our thoughts influence our emotions  
and our emotions influence our actions

What were you  
thinking when that  
happened ?.....

And so how you were you  
feeling at that point?

2

3

1

## Restorative Theme 3

### Empathy and consideration

So who do you think has been affected by what has happened and how? .....

2

3

4

1

## Restorative Theme 4

Identify what people need before discussing strategies to meet these needs

So what do you need now to move on from this, and for things to be put right?

S.E.A.L. THEMES self awareness/managing feeling/empathy/ social skills

2

3

4

1

5

## Restorative Theme 5

Collaborative problem-solving by  
those affected

So what could happen now?  
(what could you do?)

What would you prefer NOT you see or hear happening in your classroom/staffroom/playground this year?

**frowns**

**laughter at**

**cliques**

**raised voices**

**unfriendly faces**

**arguments**

**whispering**

**lonely people**

**complaints**

**neglected surroundings**

**frowns**

*raised voices*

**laughter at**

**unfriendly faces**

**cliques**

*arguments*

**neglected surroundings**

**lonely people**

**whispering**

*complaints*

**lack of co-operation**

**lack of communication**

***absence of care and compassion***

***-low self-esteem***

***- lack of affirmation***

What would you like to see or hear in your classroom/staffroom this year?

**smiles**

**laughter**

**Sharing ideas**

**calm**

**friendly faces**

**harmony**

**interesting conversations**

**concentration**

**celebration**

**sense of shared purpose**

**attractive surroundings**

**smiles**

**laughter**

**friendly faces**

**sharing ideas**

**calm**

**celebration**

**interesting conversations**

**concentration**

**sense of shared purpose**

**harmony**

**co-operation**

**communication**

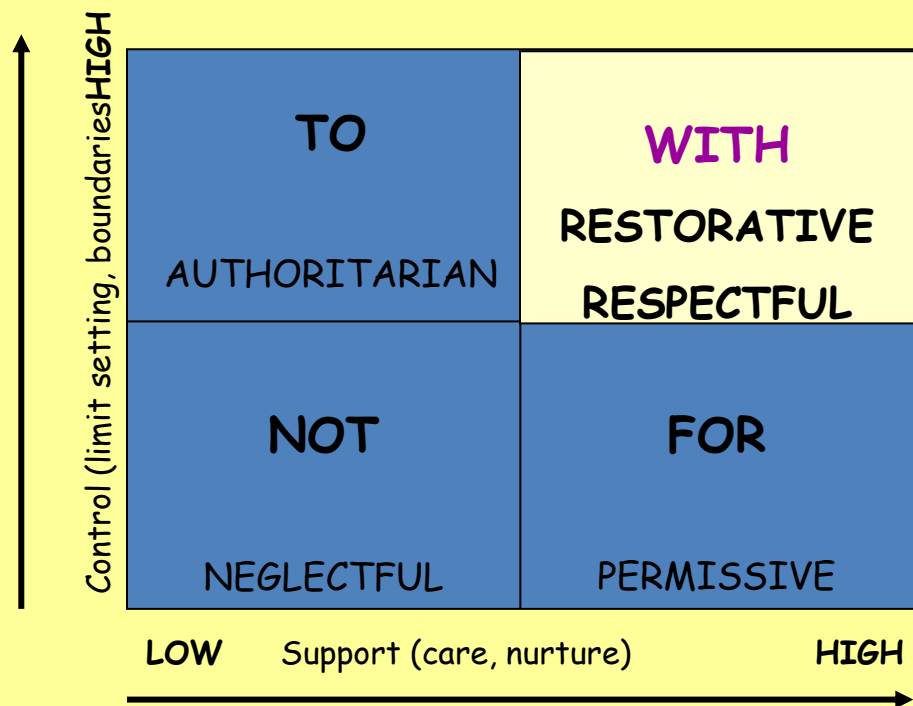
**care and compassion –  
valuing self and others**



# Co-operation

**We can't expect young people to take responsibility for their behaviour unless we are prepared to share this responsibility with them.**

# The Four Choices Window (adapted from T. Wachtel)



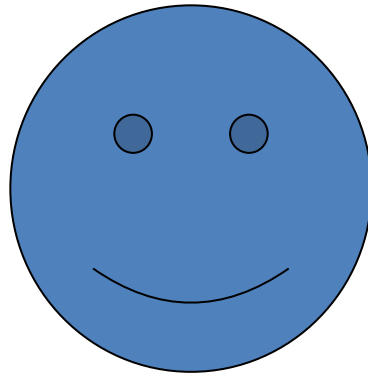
# What do I need from others to give of my best on a day-to-day basis?

- Support
- Connection
- Belonging
- Tolerance
- Honesty and openness
- Humour and fun
- Respect
- Consideration
- Gratitude
- Reassurance
- Empathy
- Acceptance
- Space
- Fairness
- Trust
- Reliability
- Understanding
- Kindness
- Affirmation
- Safety
- Encouragement



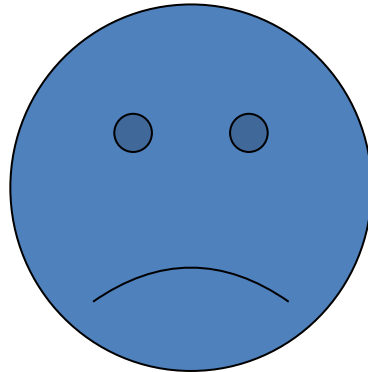
- **Check-in**
- **Mixer**
- **Main activity**
- **De-brief**
- **Energiser**
- **Check-out**

If our needs are met we are able to  
give of our best

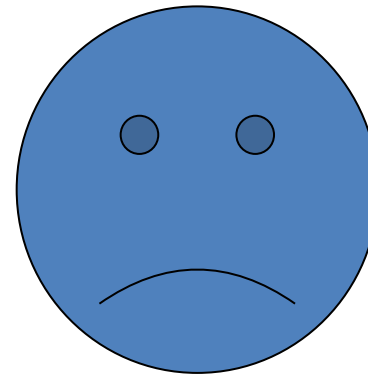
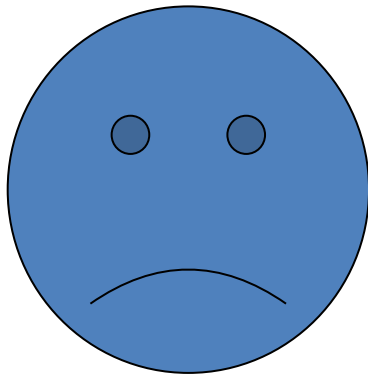


Inappropriate or harmful behaviour is  
often a tragic expression of an unmet  
need

Adapted from Marshall .B. Rosenberg



Inappropriate or harmful behaviours  
can then impact negatively on others'  
needs



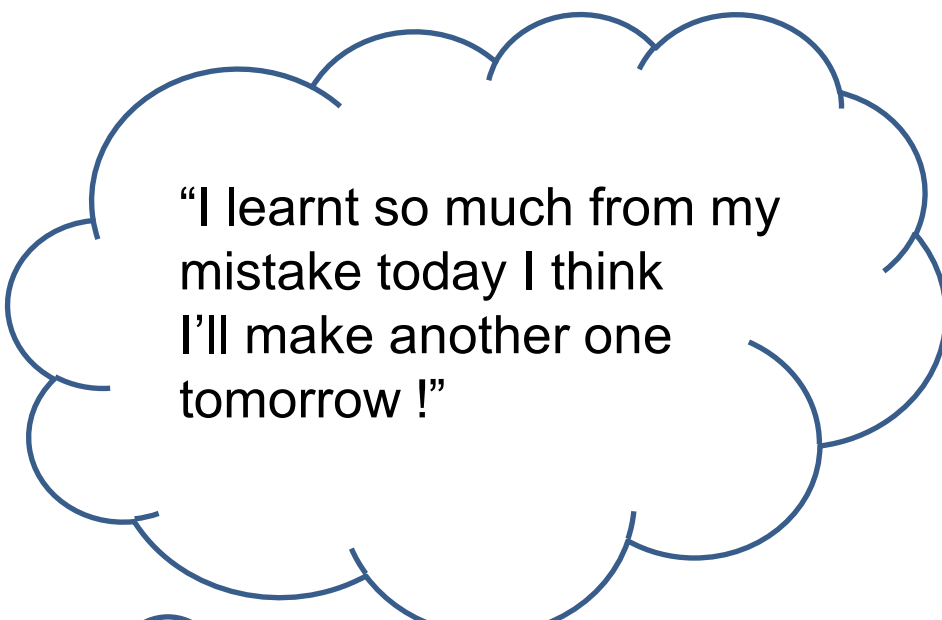
# Mistakes happen!

- When young people get things wrong with their academic work, or when learning a new skill, what do they need ?
- What do you tell yourself when you notice these mistakes?
- How do you feel?
- What do you do?
- How do the young people react to what you do?

# Mistakes happen!

- When young people get things wrong socially towards you, other adults or pupils what do they need?
- What do you tell yourself when you notice these mistakes?
- How do you feel?
- What do you do?
- How do the young people react to what you do?

Creating a blame-free culture where it's safe to get it wrong, and expected you'll put it right

A large, blue-outlined thought bubble with a scalloped edge. Inside the bubble, the text reads: "I learnt so much from my mistake today I think I'll make another one tomorrow !"

"I learnt so much from my mistake today I think I'll make another one tomorrow !"



# Evidence –based teaching

## **Some of the most effective teaching strategies for maximising student achievement:**

- giving and receiving of effective feedback – by young people to teachers, by young people to each other, and by teachers to young people
- co-operative learning
- collaborative goal-setting
- giving young people strategies so they can take responsibility for their own learning

John Hattie

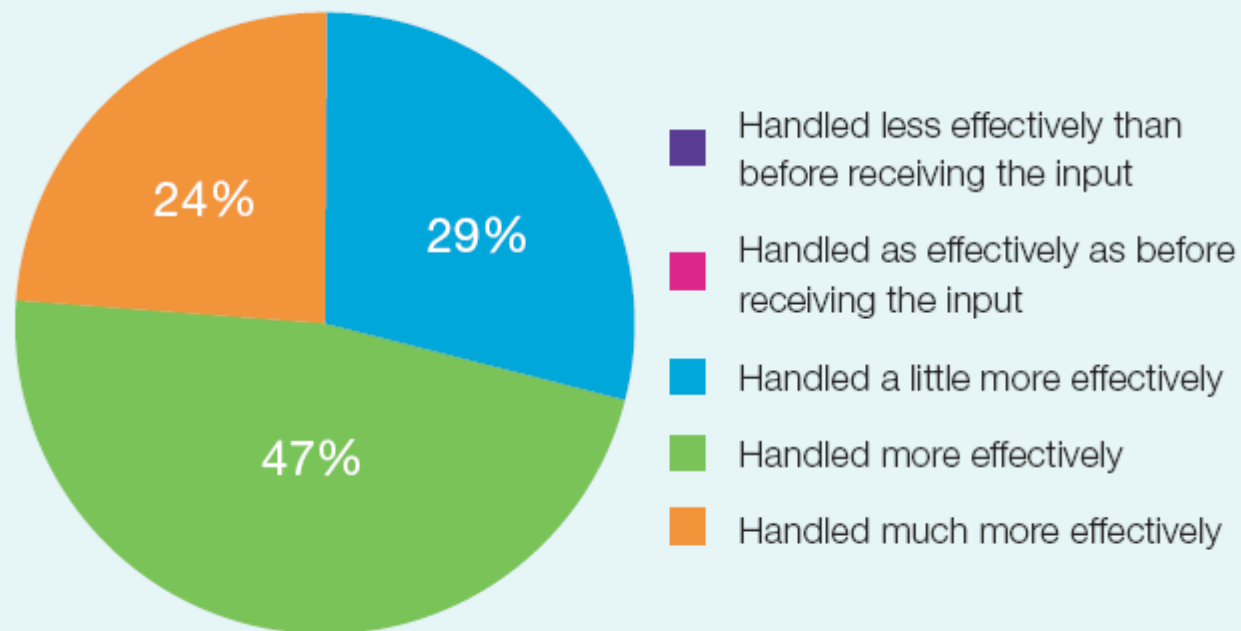
# Restorative responses based on:

- Giving and receiving non-judgemental feedback
- Identifying unmet needs
- Collaborative problem-solving
- Collaborative goal setting
- Reviewing learning
- Developing skills for independent problem-solving

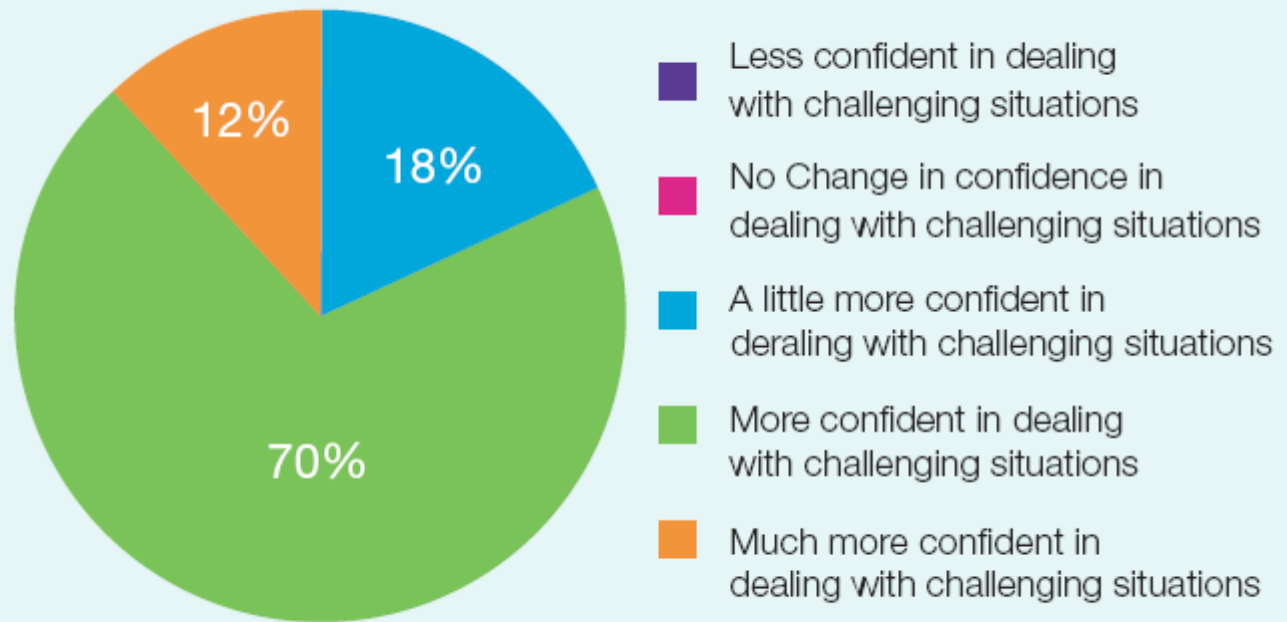
# But does it work?

What impact has the implementation of restorative approaches had in schools?

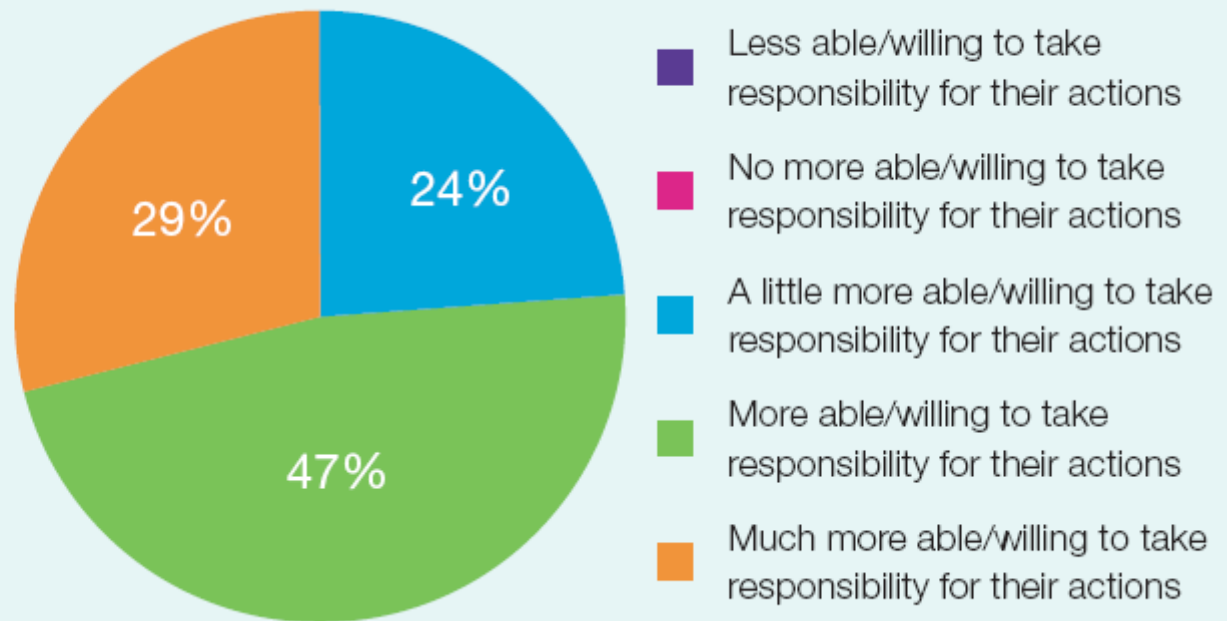
**Figure 1:** The extent to which the handling of bullying and conflict by staff has been influenced following the school's involvement with the RA input.



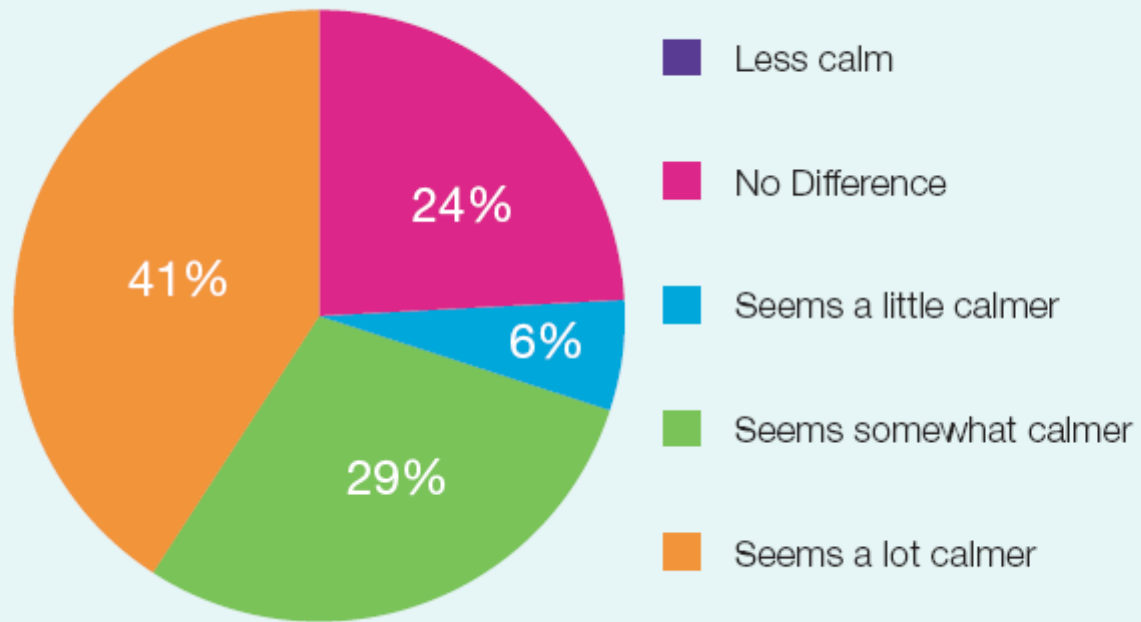
**Figure 2:** The extent to which staff's level of confidence in dealing with challenging situations has been influenced following involvement with the RA Project.



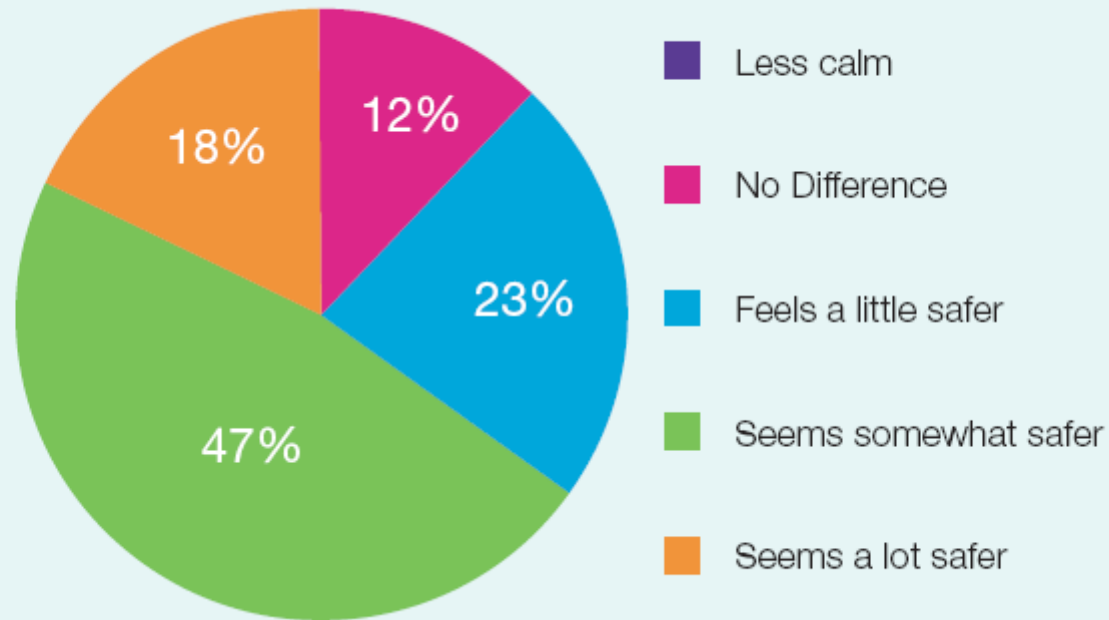
**Figure 3:** The extent to which staff feel that the pupil's ability to take responsibility for their actions/behaviour has increased following involvement with the RA Project



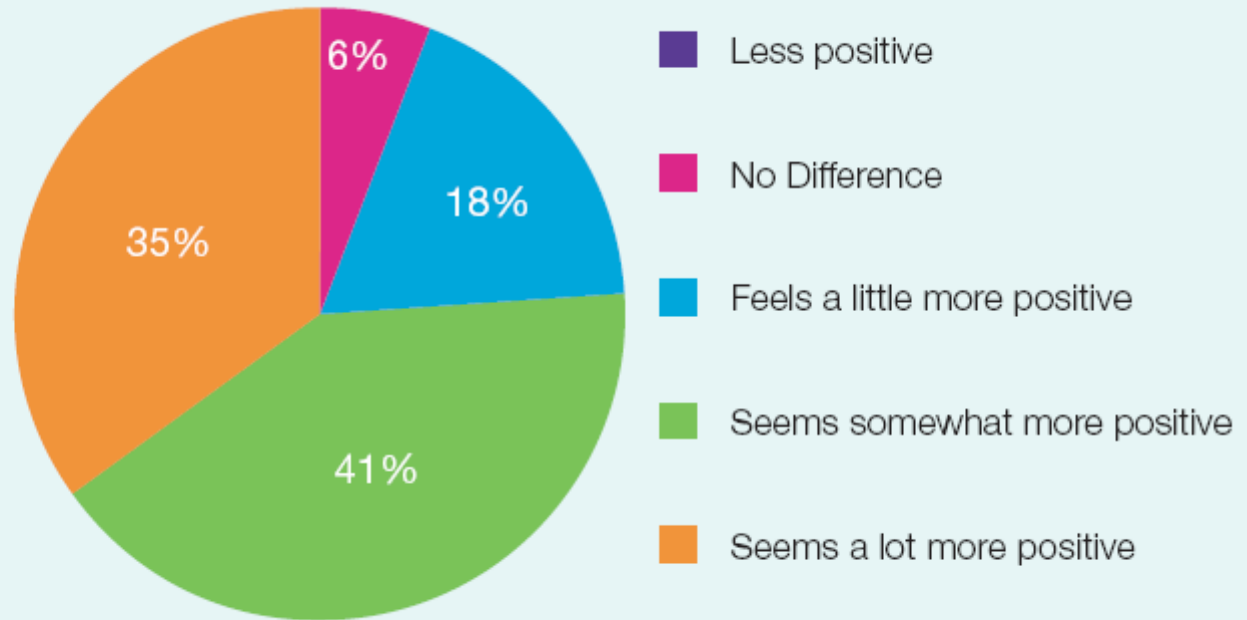
**Figure 4:** The extent to which the atmosphere within the school has been any more or less calm following involvement with the RA Project.



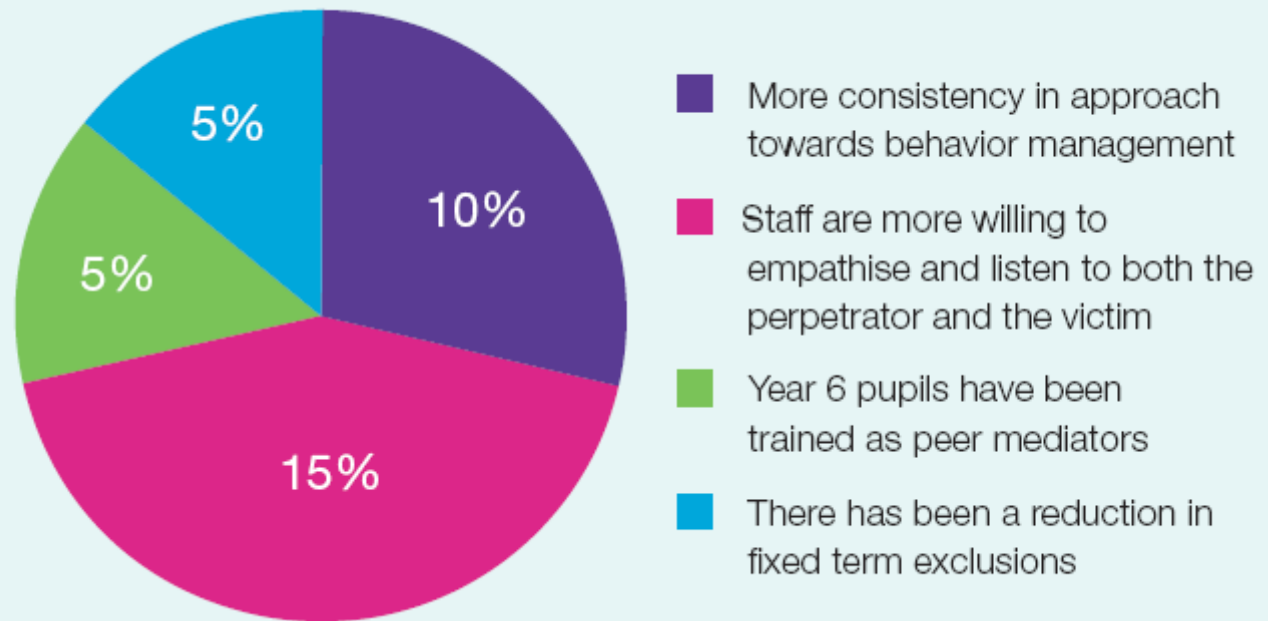
**Figure 5:** The extent to which the school has been a more or less safer environment to work in following involvement with the RA Project



**Figure 6:** The extent to which the general atmosphere of the school has become any more or less positive following involvement with the RA Project



**Figure 7:** Other influences that staff feel the RA input has had on the school



# The impact of restorative approaches in schools

One high school in Hull:

**From Spring 2007 – July 2008**

- 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 incidents of racist incidents
- 100% reduction in incidents of drug use
- 50% reduction in incidents of theft
- 44.5% reduction in fixed term exclusions
- 62.5% reduction in total days of staff absence \*

\* a saving of over £60,000 in the first 8 months!!

# The impact of restorative approaches in schools

7 schools in Hull:

**From September 2007 – July 2008**

- 73.1% reduction in classroom exclusions during lessons
- 79.6 % reduction in verbal abuse pupil- pupil
- 73.3% reduction in verbal abuse pupil- staff
- 57.1% reduction in physical abuse pupil- pupil
- 83.3% reduction in internal supervision during break
- 79.4% reduction in internal supervision during lunchtime
- 94.6% reduction in referrals to Senior Leadership Team
- 75.3% reduction in pupils excluded from break
- 80.6% reduction in fixed term exclusion days

# Key Questions

What is a whole-school restorative approach?

How will it help me do my job?

How does it relate to what I'm doing already?

How do I know it works?

What can I do to make a start this week?

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