

The National Programme for Specialist Leaders of Behaviour and Attendance

innovative, effective, practical

**Incorporating
restorative approaches**

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Note: For the sake of brevity 'child' and 'children' will be used to refer to both children and young people in this topic.

Contents

Session leader information

Aims	4
Aspects of leadership	5
Links to national behaviour and attendance strategies	6
Links	9
Session outline	10
Preparing to lead the session	11
Activities	13
Session review	24

Work-based Activities 25

Resources

Preparatory reading and reflection	43
Activity 1	
Resource A <i>Case study – version 1</i>	51
Resource B <i>Case study – version 2</i>	52
Resource C <i>Reflection</i>	55
Resource D <i>Leadership issues</i>	56
Activity 2	
Resource A <i>Punishment</i>	56
Resource B <i>Discussion points</i>	58
Resource C <i>Force field analysis – guidance</i>	60
Work-based Activity 1	
Resource A <i>Investigation</i>	62
Work-based Activity 2	
Resource A <i>Introducing restorative approaches – example</i>	63
Work-based Activity 4	
Resource A <i>Introducing peer mediation – getting started</i>	64
Work-based Activity 6	
Resource A <i>Restorative enquiry</i>	65
Resource B <i>Restorative enquiry questionnaire</i>	66
References	67
Acknowledgements	73

Aims

Through study of this topic you will:

- develop an understanding of restorative approaches and their role in behaviour and attendance improvement
- develop an understanding of the leadership issues in incorporating restorative approaches
- explore how restorative approaches might be developed in your own setting.

The aims for this session are on slide 2.

Aspects of leadership

The study of this topic will help you to reflect on how you:

- encourage colleagues to develop shared values, principles and beliefs that promote positive behaviour and full attendance
- develop a solution-oriented and resourceful approach
- support colleagues to develop the skills that promote positive behaviour and full attendance
- promote successful change that is embedded in policy and practice
- use effective communications, valuing the opinion of others and facilitating effective team work.

You will want to share this information with the group.

Links to national behaviour and attendance strategies

The Behaviour and Attendance Strand of the National Strategies for School Improvement

The primary national strategy for school improvement has produced a range of continuing professional development (CPD) materials to assist with behaviour and attendance issues. Further links are given on the behaviour4learning website – www.behaviour4learning.ac.uk. These materials offer schools the opportunity for ensuring that behaviour and attendance are of the highest standard which sets the best possible context for working effectively to prevent and respond to violent behaviour in schools.

CPD materials such as 'Responding effectively when children show inappropriate behaviour' and 'Conflict and confrontation' provide useful insights for staff.

Secondary

These study materials are linked in content to a range of secondary national strategy behaviour and attendance materials, including the audit tools for auditing behaviour and attendance in secondary and middle schools of which the following booklets and their associated tool kits are of most relevance: Booklet 1, Leadership and management; Booklet 3, Dealing with consistently poor behaviour; Booklet 4, Bullying; Booklet 5, Pupil support systems and Booklet 7, Out of class behaviour. In addition schools will have accessed the behaviour and attendance training materials: Core day 2, focusing on solutions; developing staff skills to support pupils; creating a positive whole-school climate and Core Day 4, Developing emotional health and well-being – a whole-school approach to improving behaviour and attendance which considers the importance of an emotionally healthy ethos, and promotes health and well-being through the National Healthy Schools Programme.

Every Child Matters, Department for Children, Schools and Families (DCSF) Five-Year Strategy

The Every Child Matters (ECM) agenda sets out the five outcomes for every child and young person. The promotion of inclusion within a positive and welcoming learning environment is at the heart of the five outcomes. Positive and trusting relationships, good behaviour and attendance and feelings of well-being are necessary prerequisites to:

- being healthy
- staying safe
- enjoying and achieving
- achieving economic well-being
- making a positive contribution.

All of the five outcomes described above are more likely to be successfully achieved in a school which pays proper attention to the prevention and minimisation of violence through appropriate organisational responses. The use of restorative approaches will significantly contribute to promoting an ethos of non-violence and in supporting children to develop the social and emotional skills that are essential for them to resolve conflict through peaceful processes. Being familiar with the aims of ECM will provide schools with a solid backdrop against which to tackle issues relating to violence.

Attendance

Poor attendance at school and in other settings arises for many reasons, some of which relate to the experiences of children who have poor social and emotional skills or who find themselves within environments which do not meet their needs or in which they do not feel they have anything to contribute. The fear that some pupils have of violence, actual or perceived, towards themselves or others can be a significant cause of non-attendance in some schools. In addition the implementation of restorative approaches can have a significant impact on those children whose poor attendance may be related to avoiding the consequences of their actions.

Schools and educational settings that ensure their responses to violence are effective and efficient will do much to ensure the highest possible levels of attendance.

Anti-bullying

The DCSF is working to create a climate in which bullying is recognised as intolerable and has secured a very broad consensus, with all the teaching associations and the national Anti-bullying Alliance signing up to the anti-bullying charter. The charter is a voluntary commitment to creating a setting community where bullying is not tolerated, and is signed by the headteacher, chair of governors and a children and young peoples' representative. Violence in schools often takes the form of bullying with some children as the perpetrators and some the victims. A school which pays careful attention to levels of bullying and which responds appropriately will, at the same, very often be paying attention to issues of violence. Proper responses to bullying in schools will often correlate with equally proper responses to violence prevention and minimisation.

Violence Reduction in Schools

TeacherNet has advice for schools on violence reduction. This advice has two key aims:

- to help schools create a climate where violence will not flourish
- to help schools and individuals learn from any violent incidents in order to prevent recurrence.

The Reducing Violence in Schools advice is grouped under five themes (which have informed this topic on violence reduction). The themes are:

- a safe school
- involving pupils and families
- curriculum
- school organisation
- travel and safe surroundings.

Within each theme advice is provided relating to the kind of strategies which schools may use to minimise violence, for example, conflict resolution and restorative approaches.

When considering ethos and environment in the activities that follow, facilitators may like to make this link explicit, emphasising the link between an ethos that promotes the development and practical application of social and emotional skills and one that promotes a climate of non-violence.

The advice is available at: www.teachernet.gov.uk/wholeschool/behaviour/violencereduction/.

Teachernet has guidance for schools on the use of force, which supersedes and replaces DFES Circular 10/98: *The Use of Force to Control and Restrain Pupils* (DCSF 2007).

This non-statutory guidance will help schools to understand what the law means for them in practical terms, as well as providing them with advice on good practice.

This guidance is available at: www.teachernet.gov.uk/docbank/index.cfm?id=12187.

Screening and searching of pupils for weapons

Guidance for school staff

The Government, as part of its measures both to reduce violent crime and to maintain safety in schools, wants schools in England to be able to screen any pupil for a knife or other weapon, and search pupils suspected of carrying a weapon. Department for Education and Skills Ministers announced on 16 October 2006 that a school has power, without any new legislation, to require pupils to undergo screening, when the school does not have reasonable grounds for suspicion. Legislation enabling searches on suspicion came into force on 31 May 2007.

Schools are not compelled to use these powers – a power is just that, it is not a duty. The power to search on suspicion adds another option which schools can choose when they suspect a knife or other weapon may have been carried onto the premises or may be carried on an off-site educational visit. It has the advantage of immediacy, but schools retain the option of calling the police, who may decide to conduct a search.

Pupil Well-being, Health and Safety Unit
Department for Education and Skills
May 2007

Remember if you have problems accessing the external websites, please copy and paste the website address directly into your browser.

Links to the National Programme for Specialist Leaders of Behaviour and Attendance (NPSLBA) study materials

This topic forms part of a suite of topics that address the issues of violence in educational settings. The topics can be used individually or studied as a group:

- 7c Reducing the risk of violence
- 7d Learning from violent incidents

This topic *Incorporating restorative approaches* informs the above, and although it can be studied in isolation, it is suggested that those with a particular interest in this area explore the readings for all of the above.

Other NPSLBA study topics which include relevant information are listed below:

- 1a Creating an ethos for social inclusion
- 1b Developing and implementing a vision for behaviour and attendance
- 2c Supporting the development of social and emotional skills
- 2d Children, young people and the law
- 3d Addressing the causes of poor behaviour
- 4a Strategies for promoting positive behaviour and full attendance
- 4d Supporting inclusion through wider educational provision
- 6b Working with parents and carers

You will want to share this information with the group.

Session outline

Previous session	Review of Work-based Activities	10 minutes
Overview	Incorporating restorative approaches Discussion of the reading and preparatory activity Aims Links	10 minutes
Activities	<i>Preparatory activity</i> <i>Investigation</i> <i>Activity 1</i> <i>Restorative conferencing</i> <i>Activity 2</i> <i>Exploring differences</i> <i>Activity 3</i> <i>Issues for the specialist leader</i>	1 hour 45 minutes
Session review:		
Selecting Work-based Activities		20 minutes
Forward look		5 minutes
Total time 2 hours 30 minutes		

Overview

It is possible that colleagues may have had limited access to, or prior knowledge of, restorative approaches. If someone is experienced in restorative work you should make maximum use of his or her experience as you explore this issue.

This topic does not prepare you to be a Restorative Conference facilitator. This requires specific training (see References for ideas on where you might obtain such training), but it does give an insight into how restorative approaches can be used effectively in schools and educational settings.

The reading and preparatory activity provide you with the opportunity to consider the concept of restorative approaches and to develop a rationale for investing in this work. Activities 1 and 2 offer you the opportunity to share your thinking about these approaches and to examine the differences between restorative and retributive approaches. You will also begin to consider the issues for leaders in incorporating restorative approaches. Activity 3 helps you to explore the principles involved in incorporating restorative approaches and develop further insight into the issues for the specialist leader. This activity includes the opportunity to practise using the force field analysis technique.

During the session you will be able to consider how you might use some of the activities when delivering CPD within your own educational setting.

You could use slide 3 to introduce the session.

Preparing to lead the session

To do before the session	Check
Familiarise yourself with the content, session leader notes and delivery methods for this topic. You will want to adapt the materials to suit the needs of your group.	
Prepare the necessary resources.	
Arrange any visitors or speakers as necessary.	
Ensure that the group has access to the preparatory reading prior to the session.	
Ensure that the group has access to the Work-based Activities prior to the session.	
Ensure that the group has information regarding when and where the session will take place. <i>You may already have provided this in the forward look at the previous session.</i>	
During the session	
The previous session leader will review Work-based Activities from the earlier topic.	
Focus the attention of the group on the key questions that will help them gain most benefit from the session. These questions will also help focus reflection in the reflective log.	
Introduce the activities and take feedback.	
Review learning during and at the end of the session.	
Lead the group in a discussion about the Work-based Activities.	
Encourage group members to reflect on each section of the 'Framework for evaluating options' and to complete the section 'My next three steps are...'.	
Follow up	
Collate and distribute any material that you have agreed to circulate.	
Reflect on your role as session leader in your reflective log.	
At the beginning of the next meeting you will have a ten minute slot to review Work-based Activities with the group and to share ways in which learning might be further developed.	

Equipment	Check
Data projector and screen or interactive whiteboard	
Presentation slides	
Flipchart and marker pens	
Sticky notes	
Refreshments	

Resources	Check
Preparatory reading and reflection	
Activity 1	
Resource A <i>Case study – version 1</i>	
Resource B <i>Case study – version 2</i>	
Resource C <i>Reflection</i>	
Resource D <i>Leadership issues</i>	
Activity 2	
Resource A <i>Paradigm jigsaw</i>	
Activity 3	
Resource A <i>Punishment</i>	
Resource B <i>Discussion points</i>	
Resource C <i>Force field analysis – guidance</i>	
Work-based Activity 1	
Resource A <i>Investigation</i>	
Work-based Activity 2	
Resource A <i>Introducing restorative approaches – example</i>	
Work-based Activity 3	
Resource A <i>Introducing peer mediation – getting started</i>	
Inter-sessional Activity 4	
Resource A <i>Restorative enquiry</i>	
Resource B <i>Restorative enquiry questionnaire</i>	

Activities

Review of Work-based Activities

Preparatory reading and discussion

Preparatory activity *Investigation*

Activities

1. *Restorative conferencing (case study)*
2. *Exploring differences*
3. *Issues for the specialist leader*

Session review

You might want to adapt these activities or use alternative materials to help you meet the particular needs of the group.

Review of Work-based Activities

Write each of the four headlines below on a large sheet of paper. Display these around the room.

Read out the questions in full. Take five minutes to jot down responses to each question on sticky notes. Place each note under the appropriate heading.

Take a further five minutes to look at the responses of others in the group.

1. In carrying out your chosen work-based activity, were there any important leadership issues that arose?

'Leadership issues'

2. Were there any organisational or structural issues that particularly supported you in, or prevented you from, carrying out the activity successfully?

'Organisational issues'

3. Were there aspects of your own skills and knowledge that helped, or prevented you from carrying out the activity successfully?

'Skills and knowledge'

4. What were the most successful and enjoyable aspects of your experience with the work-based activity?

'What went well?'

After ten minutes move on to discuss the reading and preparatory activity for this topic.

Preparatory reading and reflection

Suggestions

You should carefully read and annotate the preparatory reading. You should also look at Activity 1, Resources A and B *Case study versions 1 and 2*. (The case study will form the basis of the first activity.)

Questions for reflection and discussion:

How does this information complement or differ from your own understanding of issues relating to restorative approaches?

What are the main differences between the approaches highlighted within the two case studies?

What might be the main barriers to implementing restorative approaches in your school (or setting)?

What do you feel are the main issues for specialist leaders wishing to implement restorative approaches?

You should bring along any notes you make to the session.

Preparatory activity

Investigation

Suggestions

Select from the activities set out below.

1. Using the information below as a starting point, try to find out more about restorative practice.

Restorative approaches

Restorative approaches are inspired by the philosophy and practices of restorative justice which emphasises repairing harm¹ done to relationships and people over blame and dispensing punishment. They consist of:

- Interventions when harm has *already occurred*, for example:
 - restorative enquiry
 - restorative discussion
 - mediation
 - restorative conferencing
 - community conferencing
 - family group conferencing.
 - Processes and practices that help to *prevent* harm and conflict by building a sense of community. For example:
 - Social and Emotional Aspects of Learning (SEAL)
www.teachernet.gov.uk/teachingandlearning/socialandpastoral/sebs1/seal/
 - circle time
 - restorative pedagogy
[www.transformingconflict.org/Restorative Approaches and Practices.htm](http://www.transformingconflict.org/Restorative_Approaches_and_Practices.htm).
2. Interview two colleagues, two children and two parents to explore their understanding and views of restorative approaches.
 3. Identify restorative approaches that are already in place in your setting and make brief notes on the nature and impact of these approaches on the outcomes for children and young people.

1 'Harm' has a specific meaning in restorative practice and refers to the pain, hurt and distress, as well as the physical and material damage that can be caused by the actions of a person or people, either intentionally or unintentionally.

Activity 1

Restorative conferencing (case studies)



45 minutes

Purpose

To identify the main differences between restorative and retributive approaches

To explore these differences in terms of ethos and practical outcomes

Resources

Resource A *Case study – version 1*

Resource B *Case study – version 2*

Resource C *Reflection*

Resource D *Leadership issues*

Slides

In preparation for this activity you will need to have read and annotated the preparatory reading and reviewed Activity 1 Resources A and B (*the two case studies*).

Suggestions

When taking part in the activities, bear in mind that restorative approaches:

- aim to restore damaged relationships
- view victims' needs as central
- seek to facilitate the possibility of making amends
- take account of the views, needs and feelings of all those affected.

Remind each other of the principles underpinning restorative approaches and clarify understanding by holding a brief discussion on points raised through the preparatory reading and activity.

Key points:

- positive relationships are at the heart of effective learning
- those who have caused harm should have the opportunity to take responsibility for what they have done and to face those whom they have harmed
- those who have been harmed should have a chance to be heard and have a say in how the harm could be repaired
- those who have done harm should have the chance to make amends.

Restorative approaches provide people (children and adults) with a wide range of strategies to help them resolve conflict. This can contribute to the development of communities where positive relationships are central to effective learning and where 'everyday' stresses in relationships are managed in a positive way.

Case study 1

The details of the offence are real. Names have been changed.

Craig Jones, Year 10 steals a purse belonging to a member of staff, (Julie Mathew), during a geography lesson. He removes the money and throws the purse out of the window.

The purse has little monetary value but it was a precious gift from Julie's mother. Julie is angry and upset about the personal hurt she feels because of the theft, and because it actually happened during her lesson.

Other pupils tell the headteacher that Craig has stolen the purse. The headteacher interviews Craig putting the allegation to him. At first Craig denies it but then subsequently admits the theft.

Craig explains that there was no reason to steal the purse. He didn't need the money. He just saw an opportunity and took it. Craig has been in trouble before, but not for theft.

This case study provides the opportunity to:

- discuss the impact of a decision to involve the police
- explore the differences between the two approaches using the themes of evaluation and leadership
- clarify and explore the differences between restorative and retributive systems.

Using Activity 1 Resource A *Case study – version 1* work in five pairs. (If the group is too small the activity could be done as a whole group.) Each pair should predict the outcomes of the headteacher's decision to use a *traditional* (retributive) approach from the perspective of:

- Craig (pair one)
- Craig's family (pair two)
- Julie (pair three)
- Craig's peers (pair four)
- other adults in Craig's life (pair five).

Jot down these predictions on sticky notes. Display the sticky notes under each of the five headings (Craig, family, Julie, peers, other adults) listed above (you might want to designate an area of the wall or use a flipchart sheet to do this). Discuss and explore the predictions. Show the slides *Potential outcomes 1*, *Potential outcomes 2* and *Potential outcomes 3*, and discuss these ideas alongside those of the group.

Slide – Case study 1 – Potential outcomes 1

- Craig could be criminalised
- the traumatic experience of arrest (and possible criminal charges) for Craig
- the traumatic experience of arrest (and possible criminal charges) for Craig's family
- the impact on Craig's education
- the impact on Craig's future employment prospects.

Slide – Case study 1 – Potential outcomes 2

- Craig finds it difficult to turn his behaviour around because of negative peer pressure
- Craig develops a bad reputation in school
- Craig is treated with distrust by some adults and by some of his peers

- Craig falls into a destructive cycle of behaviour, reoffending both in and out of school
- he develops a bad reputation with the police
- Julie does not get the apology she would like
- Julie and Craig cannot repair their damaged relationship.

Slide – Case study 1 – Potential outcomes 3

- Craig does not take responsibility for his behaviour
- he is not supported nor facilitated to put right the upset his actions have caused
- the headteacher sees further deterioration in Craig's behaviour
- Craig's arrest and subsequent behaviours have a financial, social and emotional cost to the community.

2 Case study – version 2

Next repeat the exercise using version 2 of the case study. Discuss in the same pairs as for Case Study one, predicting the outcomes of using a *restorative approach* for Craig, his family, Julie, Craig's peers and other adults in Craig's life.

As before, display the sticky notes under the headings:

- Craig (pair one)
- Craig's family (pair two)
- Julie (pair three)
- Craig's peers (pair four)
- other adults in Craig's life (pair five)

and then discuss the possibilities using the slides *Potential outcomes 3* and *Potential outcomes 4* to support the discussion as before.

Slide 3 Case study 2 – Potential outcomes 1

- Julie feels that her concerns and feelings have been heard and that the outcome is fair; she accepts Craig's apology
- Craig has been heard and has apologised to Julie (in front of his mother)
- Craig does not enter the criminal justice system and is able to continue to learn
- Craig and Julie can repair their relationship and return to the core business of learning and teaching
- the headteacher feels that the school has supported Julie
- the headteacher feels that the school has helped Craig to take responsibility for his behaviour
- the parent feels that the school has dealt with the situation fairly
- the restorative process is completed in three days.

Slide 4 – Case study 2 – Potential outcomes 2

- Craig may have learned a tough lesson and will model this learning to others
- others may think he has ‘got off lightly’ – but might hear differently from both Craig and Julie
- three months later, it is clear that the working relationship between Julie and Craig is sound
- the headteacher does not need to exclude Craig
- the school does not attract bad publicity (through a court case).

Leadership issues

Split the group into two. The first group should use Resource C – *Reflection* to prompt reflection and debate on the outcomes of using restorative and retributive approaches.

The second group, using Resource D – *Leadership issues*, should discuss those leadership issues that have emerged.

Each group should take a few minutes to explain the main points arising from their discussion responding to questions as they arise.

Activity 2

Exploring differences



20 minutes

Purpose

To further explore the differences between restorative and retributive approaches

Resources

Resource A – *Paradigm jigsaw* – one set of each paradigm per pair. (You will need to cut up the statements and place them in envelopes.)

Suggestions

A paradigm is an example or a model that can be used to shape thinking.

Resource A – *Paradigm jigsaw* contains statements summarising approaches that contrast restorative and retributive approaches.

Work in pairs to match the pairs of statements. Each pair should summarise one of the key contrasts between restorative and retributive approaches.

Reflect on these contrasts and consider how specialist leaders might apply the principles that lie behind **restorative** approaches in their everyday work.

Conclude Activity 2 by splitting the group into two – each group should take a few minutes to discuss and then argue the advantages of using either one of the two approaches:

group 1 – the traditional or retributive approach

group 2 – the restorative approach.

The group who are listening should probe by asking clarifying questions and challenging points made by the group arguing in favour of a particular approach.

Summarise by listing the potential positive outcomes for each approach.

Specialist leaders might wish to consider how they could provide convincing arguments for sceptical colleagues to show that restorative approaches have a part to play in the work of their own setting.

If a member of the group is experienced in using restorative approaches, this experience will be very useful as you discuss the relative merits and disadvantages of both approaches. It might be useful to question this person about how restorative approaches were introduced within his/her setting, what convincing arguments were used and how obstacles to the introduction of restorative approaches were overcome.

Activity 3

Issues for the specialist leader



40 minutes

Purpose

To consider the issues surrounding the incorporation of restorative approaches

Resources

Resource A *Punishment*

Resource B *Discussion questions*

Resource C *Force field analysis – guidance*

Suggestions

The images of childhood and education in literature or in the media could be described as veering between ‘nurturing’, (creating a lively, flourishing learning community) and that of a ‘bleak wasteland’. Invite comment from the group on the two quotes below.

‘School days are the unhappiest in the whole span of human existence. They are full of dull, unintelligible tasks, new and unpleasant ordinances, with brutal violations of common sense and common decency.’

H. L. Mencken (1880–1956)

‘School days were the happiest days of my life. That tells you what the last 25 years of misery have been like.’

Paul Merton

www/en.wikiquote.org/wiki/Paul_Merton

These quotes can be found on slides 4 and 5.

Every Child Matters sets out the five outcomes for every child and young person. A positive and welcoming learning environment is at the heart of these outcomes. Children need to feel safe, be healthy and make a positive contribution so that they can enjoy and ultimately achieve economic well-being.

Take two or three minutes, in pairs, to quickly jot down the most important things that can make school days ‘some of the **happiest** days of a child’s life’.

The role of punishment – this is an extract from Resource A – *Punishment*.

In terms of pupil behaviour in classrooms and schools, staff sometimes relate that there have been developments and questions about possession of power that might also apply here. This can be reflected in ways in which misbehaviour is handled by staff.

‘Punishment’ is a term still commonly used in schools but becoming less used in education literature. Arguments for its continued use are often based upon familiarity and tradition – we all know what we are talking about and we are all familiar with using it. It has a long association with the world of law and order and helps create a clear divide between those who administer the law – authority – and those who break it – criminals. However, as a term, and in its application, it may not be the most appropriate approach for a school in the 21st century.

Nevertheless, there is a case that might be made for its continued use. It is a term known by all and an approach expected by many, including parents, some outside agencies and the media. It offers clear messages that certain behaviours are not acceptable. It meets the needs of some adults, usually for revenge and a feeling of reassertion of control.

It offers a balance for the emotions aroused by the negative behaviour of the pupils. Before any dismissal of punishment, it is worth considering the emotions that are aroused when someone close to a member of staff, for example their child, is bullied. Occasions and events can arouse such passions that the rational side declines and outrage and the need to deal with the culprit take control. Some offences committed in schools, for example drug-related or violent in nature, demand quick, decisive action to protect the school and its pupils. When considering terminology in relation to these kinds of problems, 'sanctions' and 'consequences' could also apply but they lack the connotations carried by 'punishment'.

In small groups of three or four spend a few minutes discussing punishment (sanctions). Use Resource A – *Punishment* and the following questions to guide your discussion.

What is the role of punishment in your setting?

What are the most effective punishments you have at your disposal?

Why are these effective and with whom?

What other punishments would you like to have?

How are punishments balanced with positive approaches?

How do these punishments contribute to the ECM agenda?

Share the outcomes of your discussion with the rest of the group.

Next split into two groups. Building on Activity 2, Group A is to prepare a convincing argument for establishing restorative approaches in an educational setting that relies heavily on punishment.

Group A might choose to use the questions on Resource B – *Discussion questions* to support thinking. You might decide to undertake this part of the activity 'in role'. (For example, as a new member of the senior management team who notices the relative lack of impact of punishment or as a pastoral leader, following criticism from parents about the approach the setting is taking.)

Group B should act as the sceptics, preparing (rational) objections to the introduction of restorative approaches based on their experience. If Group A decide to use the questions on Resource B to support their thinking then Group B may also find these useful in preparing their response.

After 15 minutes Group A should present their case for introducing restorative approaches. After the presentation Group B should raise any objections *which have not been addressed through Group A's presentation*.

Group A will work together to respond to the objections raised by Group B.

As a whole group:

You could extend this activity by undertaking a 'force field analysis' exploring the key positive and negative forces that may affect the incorporation of restorative approaches.

Resource C '*Force field analysis guidance*' can assist in structuring your analysis.

The session leader should summarise the main outcomes from Activity 3, highlighting the key issues for specialist leaders and drawing on the outcomes of discussion to suggest potential solutions.

Use your reflective log to focus on the leadership skills, qualities, knowledge and resources that might be needed for the successful incorporation of restorative approaches. It is important to explain why you feel the elements that you list are important.

Session review

You could use the questions below to help the group focus on the learning from this session.

What has been the key learning for individuals?

Share one idea that has stimulated, interested or surprised you and that you will share with others.

What aspect(s) of their practice, as a leader, will change as a result of studying this topic and participating in this session?

Focus on leadership knowledge, skills and understanding.

Session leader only

What has been the key learning for you? Record your thoughts in the reflective log.

Now spend 20 minutes looking at the selection of Work-based Activities.

Work-based Activities

1. Investigation – How might restorative approaches be applied in my setting? 25
2. What influences successful incorporation of restorative approaches? 28
3. Investigating the use of Restorative Justice by Youth Offending Teams 30
4. Peer mediation – a restorative approach 33
5. Restorative approaches – the perspectives of children and young people 35
6. Restorative enquiry 38

Remember if you have problems accessing the external websites, please copy and paste the website address directly into your browser.

Work-based Activity 1

Investigation – how might restorative approaches be applied in my setting?

Purpose

To put into practice learning from the topic about how restorative approaches could be incorporated within your own setting.

Audience

All group members

Use of expert

You might like to involve someone with knowledge of restorative approaches from the Youth Offending Team, police or other agency

Short-term

Two hours preparation to analyse incidents
One hour review
One hour preparing an action plan

Links to the learning process

Practical application
Feedback and reflection
Embedding the experience

This work-based activity links to Activities 1 and 2.

Suggestions

Before you begin this activity you should meet up with senior colleagues to agree protocols.

You might find Resource A – *Investigation* useful as you undertake this activity.

Using the learning from the session and your other reading, work with one or two colleagues to identify at least one (and up to three) incidents which have resulted in the breakdown of relationships following the actions of one person upon another.

You might find it useful to review information held on the database within your setting.

For each of your chosen incidents consider:

- the nature and severity
- how many people have been affected and in what way
- the setting's response to such incidents
 - Who is involved in resolving the incident?
 - What does each person do?
 - How effective is the intervention?
- the outcomes of this response.

Research a range of restorative approaches that you feel might have produced a more positive outcome for those affected.

You could use the following websites as a starting point for your research:

- restorative approaches
www.transformingconflict.org/Restorative_Approaches_and_Practices.htm
- approaches to bullying
www.anti-bullyingalliance.org.uk/Page.asp?originx_4766wi_1180134595672p56u_20071121569i

You might also explore the potential of a multi-agency approach. You will need to investigate multi-agency practice in your setting and discuss with a senior colleague before making recommendations.

Select the most appropriate approach that, in your view, would lead to a positive outcome for those involved, and make a set of recommendations for discussion within your setting.

Consider the following as you make recommendations:

- *the severity of the incident*
- *the number of people involved and to what extent*
- *the resources available (include skills and time)*
- *the skills and qualities of the facilitator*
- *the willingness of those involved to find positive solutions.*

You could use or adapt Resource A as a starting point to help you to record the findings from your investigations.

Where a restorative approach is considered to be suitable you could investigate this further.

Begin by outlining the incident. Incorporate in your notes the likely positive and negative outcomes of using a restorative approach (both positive and negative).

Share this with a colleague and discuss the possibility of using a restorative approach (including the pros and cons of using such an approach in your setting).

Draw together a brief set of conclusions about how the restorative approach might work, using the prompts below to help you get started:

- nature of the incident
- investigative routines
- involvement of other people
- likely outcomes.

Develop the detail further to incorporate how you could:

- prepare to use restorative approaches
- manage restorative approaches
- develop the use of restorative approaches.

At the end of the Work-based activity you should meet up again with senior colleagues to discuss the impact this activity has had within your workplace.

You should record the key points from this conversation.

Outcomes

This activity offers an opportunity for you to put into practice the following aspects of leadership:

- promoting successful change that is embedded in the whole setting policy and practice
- encouraging colleagues to develop shared values, principles and beliefs that promote positive behaviour and full attendance
- using effective communication that values the opinions of others, strives for mutual understanding and facilitates effective team work
- developing a solution-oriented and resourceful approach
- modelling the social, emotional and leadership skills that are essential to promote good behaviour, emotional health and well-being.

Reporting

When reporting your experiences of this activity you should include evidence of your investigation of the incident(s), websites and other resources explored. You should include the recommendations you have made as a result of your investigation. You should provide a written report or reflective log detailing your learning from the experience.

A written report or reflective log detailing your learning from the experience would also be useful sources of evidence.

Work-based Activity 2

What influences the successful incorporation of restorative approaches?

Purpose

To develop deeper understanding of the influences within the school or setting which enable or inhibit the incorporation of restorative approaches.

Audience

All group members

Use of expert

You may find it useful to involve someone who has experiences of restorative approaches.

Short-term

1–2 days

Preparation, discussion (using a case study stimulus) drawing conclusions and preparing an action plan

Links to the learning process

Practical application
Feedback and reflection
Embedding the experience

This Work-based activity links to Activities 1 and 2.

Suggestions

Before you begin this activity you should meet up with senior colleagues to agree protocols.

You will need:

Work-based Activity 2 Resource A – *Introducing restorative approaches – example*

Activity 1 Resource A *Case study 1* and

Activity 3 Resource C *Force field analysis – guidance*.

Identify a small group of colleagues who are interested in working with you to explore the possibilities of introducing restorative approaches within your educational setting. (You should also consider the possibility of including children and parents.)

You may need to explain the nature of restorative approaches to your group. If so, you will find it helpful to prepare a short briefing document, leaflet, or PowerPoint® presentation.

As part of your introduction share with the group the case study from Activity 1 (Craig Jones, versions 1 and 2). You should invite their first thoughts on retributive versus restorative approaches. This will provide an opportunity for you to use the learning from Activity 1.

Follow this up by leading the group in undertaking a force field analysis for your own setting. You could use Activity 3 Resource C *Force field analysis – guidance* as a guide.

You might find it helpful to complete the force field analysis yourself prior to meeting up with the group in order to clarify your own thoughts and perceptions of how effective restorative approaches might be in your own school or setting.

Use the force field analysis to explore with the group the following questions:

What are the positive and negative forces operating in our setting in relation to

incorporating restorative approaches?

How could we build on the positive forces?

How could the negative forces be minimised?

Work with the group to produce a set of recommendations outlining how restorative approaches could be successfully incorporated into your setting.

Include in the report your recommendations for how the positive influences can be maximised and the negative forces be minimised.

You might find it useful to look at Work-based Activity 2 Resource A – *Introducing restorative approaches – example*.

Ensure that the outcomes that you identify specify clear action points and the ‘next steps’ you could take to further the implementation of restorative approaches.

Ensure that you thank the volunteer group for their support, that they receive feedback on your next steps and that you include them in any future discussions.

Ask for feedback from the group about their experiences of working with you on this Work-based activity.

At the end of the Work-based activity you should meet again with senior colleagues to discuss the impact this activity has had within your workplace.

You should record the key points from this conversation.

Outcomes

This activity offers an opportunity for you to put into practice the following aspects of leadership:

- promoting successful change that is embedded in the whole setting policy and practice
- encouraging colleagues to develop shared values, principles and beliefs that promote positive behaviour and full attendance
- using effective communication that values the opinions of others, strives for mutual understanding and facilitates effective team work
- developing a solution-oriented and resourceful approach
- modelling the social, emotional and leadership skills that are essential to promote good behaviour, emotional health and well-being.

Reporting

When reporting your experiences of this activity you should include evidence of the outcomes of the force field analysis, your recommendations and a written report or reflective log detailing your learning from the experience. Include an analysis of the feedback of those participating in the group.

A written report or reflective log detailing your learning from the experience would also be useful sources of evidence.

Work-based Activity 3

Investigating the use of Restorative Justice by Youth Offending Teams

Purpose

To find out more about how Restorative Justice is used by Youth Offending Teams (YOTs) and the police in dealing with youth criminal cases.

Audience

Any group member, particularly those working with children or young people who are likely to come into contact with YOTs

Use of expert

You will need to involve members of YOTs and/or police officers who are using Restorative Justice

Short-term

1–2 days – setting up the meeting and clarifying questions
Interviewing a representative from YOT or the police
Reflection and writing up conclusions and recommendations

Links to the learning process

Practical application
Feedback and reflection
Embedding the experience

The Youth Justice System is using Restorative Justice extensively. This work is usually done by members of the YOT or by police officers.

The Youth Justice Board (YJB) has set a performance indicator for YOTs that, from April 2007:

- victims should participate in restorative processes in 25% of appropriate cases referred to them
- 85% of those participating should be satisfied with the outcome.

A brochure explaining the work of the Youth Justice Board can be found at:

[www.yjb.gov.uk/Publications/Resources/Downloads/YJB%20Corporate%20Brochure%20-%20Victims%20\(English\).pdf](http://www.yjb.gov.uk/Publications/Resources/Downloads/YJB%20Corporate%20Brochure%20-%20Victims%20(English).pdf)

More and more young people who find themselves in the criminal justice system will be offered the opportunity to experience Restorative Justice approaches. Some of the young people with whom you work could be familiar with this approach.

Suggestions

Before you begin this activity you should meet up with senior colleagues to agree protocols.

What part could schools and other educational settings play in partnership with the YOTs and police to improve outcomes for young people within the youth justice system?

Begin by reminding yourself of restorative approaches, Restorative Justice and restorative conferencing.

You will need to identify and contact a willing YOT member or police officer to arrange an interview. Your community police officer may be able to support you in identifying the

appropriate interviewee. The purpose of the interview is to find out to what extent Restorative Justice is used within the YOT, how it is used, and what impact it has.

In preparation for this interview you will need to consider the questions you wish to explore. If your starting point is a desire to know more about Restorative Justice rather than how it is used, you will need to set aside more time for preparatory research and discussion.

You will need to produce an interview schedule in preparation for your meeting. The following prompts may support you in designing questions for your interviewee:

What do you know about restorative approaches?

(You may want to follow this with further research or ask clarifying questions.)

- *When Restorative Justice is used in your area of work, who is involved? How frequently? With whom?*
- *What sort of situations or incidents would result in the Restorative Justice process being used?*
- *How does the process work?*
- *What are the typical outcomes?*
- *What are your personal views or feelings about the Restorative Justice process?*
- *What role could your setting play in supporting this process and ensuring a continuation of support for those young people involved in the Youth Justice System?*

Find out if it is possible to observe this work in practice.

Following your interview (and any observation), summarise the information you have gained and share your knowledge with colleagues.

Work together with two or three volunteers to prepare recommendations on the role your setting could play in supporting the Restorative Justice process and in ensuring continuity of support for young people who may be involved in the Youth Justice System.

At the end of the Work-based activity you should meet up again with senior colleagues to discuss the impact this activity has had within your workplace.

You should record the key points from this conversation.

Outcomes

You will have increased your knowledge and understanding of the use of Restorative Justice within the Youth Justice Service.

This activity offers an opportunity for you to put into practice the following aspects of leadership:

- promoting successful change that is embedded in the whole setting policy and practice
- encouraging colleagues to develop shared values, principles and beliefs that promote positive behaviour and full attendance
- using effective communication that values the opinions of others, strives for mutual understanding and facilitates effective team work
- developing a solution-oriented and resourceful approach

- modelling the social, emotional and leadership skills that are essential to promote good behaviour, emotional health and well-being.

Reporting

When reporting your experiences of this activity you should include evidence of research carried out into Restorative Justice, your interview schedule, details of your observation (if carried out) and an analysis of the information gained. Include any points raised by your observation of Restorative Justice in practice and recommendations for how your learning from this activity could be applied in your own setting.

A written report or reflective log detailing your learning from the experience would also be a useful source of evidence.

Work-based Activity 4

Peer mediation – a restorative approach

Purpose

To explore how the restorative approach known as peer mediation might be implemented within the school or setting.

Audience

All group members

Use of expert

Local authority Children's Services such as an educational psychologist and a behaviour support teacher will be able to tell you more about peer mediation and provide examples of good practice locally

Short-term

1–2 days research on peer mediation and locating local peer mediation projects
 Discussion or visit to a peer mediation programme
 Develop recommendations for implementing a programme
 This activity can be linked to longer term objectives, for example, the development of a peer mediation programme in the school or setting

Links to the learning process

Practical application
 Feedback and reflection
 Embedding the experience

Peer mediation is now widely used in primary, secondary and special schools and other educational settings under a variety of labels. This strategy is within the restorative approaches spectrum and has been found to have a significant impact on the ethos of the educational community. In November 2007 DCSF announced that £3 million would be allocated for a range of 'peer mentoring pilots'.

The schemes work by training pupils from a wide range of backgrounds and ages to be mentors. They will be taught by experts to resolve conflict, offer support and advice, help pupils in making friends and on feeding back information about bullying to staff.

DCSF press release 15 November 2007

Suggestions

Before you begin this activity you should meet up with senior colleagues to agree protocols.

You might find Resource A *Introducing peer mediation – getting started* useful as you undertake this activity.

Research the literature on the nature and effectiveness of peer mediation programmes as well as using the expertise within your local authority.

Use websites and local contacts to find out about the experience of setting up and maintaining effective peer mediation programmes in schools and other educational settings in your area.

You will find the following web link useful in your research:

www.peerlink.org.uk

Use Resource A –*Introducing peer mediation –getting started* to help focus your thinking.

Work together with a colleague to plan, consult on and set up a *time-limited* peer mediation pilot based on your findings about effective peer mediation programmes.

If you are aiming to take this further following the pilot, prepare a report or presentation to senior leadership, setting out your recommendations for establishing a peer mediation programme within your setting.

At the end of the Work-based activity you should meet again with senior colleagues to discuss the impact this activity has had within your workplace.

You should record the key points from this conversation.

Outcomes

You will have developed your knowledge and understanding of peer mediation and how it can support practice in your setting.

This activity offers an opportunity for you to put into practice the following aspects of leadership:

- promoting successful change that is embedded in the whole setting policy and practice
- encouraging colleagues to develop shared values, principles and beliefs that promote positive behaviour and full attendance
- using effective communication that values the opinions of others, strives for mutual understanding and facilitates effective team work
- developing a solution-oriented and resourceful approach
- modelling the social, emotional and leadership skills that are essential to promote good behaviour, emotional health and well-being.

Reporting

When reporting your experiences of this activity you should include evidence of a reflective log detailing your research discussions, consultation and project planning.

A written report or reflective log detailing your learning from the experience would also be useful sources of evidence.

Include an evaluation of the peer mediation pilot and your recommendations for next steps.

Work-based Activity 5

Restorative approaches – perspectives of children and young people

Purpose

To explore the views of children and young people on restorative approaches.

To deepen knowledge of how listening to the views and opinions of children can promote the positive relationships that underpin restorative approaches.

Audience

All group members

Use of expert

You need not involve an expert

Short-term

1–2 days

Research and planning

Observations of practice

Informal discussions with children about current processes

Presentation of findings

Links to the learning process

Practical application

Feedback and reflection

Embedding the experience

Two important principles in restorative approaches are those of enabling all members of the community to have a voice in the decisions which affect them, and creating a process to resolve conflict that is seen to be fair. This Work-based activity is designed to investigate how the views of children can be included when considering incorporating restorative approaches.

Suggestions

Before you begin this activity you should meet up with senior colleagues to agree protocols.

First you will need to be clear about the policy and processes in place within your own setting for eliciting the views of children and young people as part of the regular consultation and decision-making processes.

This might include:

Recorded interviews	Focus groups	Video
Questionnaires	Debates	Telephone surveys
Individual interviews	Citizens' juries	Participatory appraisal
Computer-based consultation	Role-play	Pictures
Individual interviews	Photography	Collage
Murals	Banners	Quilts
Mission statement	Aims of the setting	Group meetings
School councils	Suggestion boxes	

'Adapted from the *create-scotland* website.'

In order to determine the effectiveness of the range of strategies for consulting, engaging and empowering the children in your setting, you could look at policy documents, at meeting notes or evidence from discussions. You could examine the frequency of suggestions made by children which are acted on.

You could use websites such as www.schoolcouncils.org and evidence from your investigation to analyse current practice in your school or setting in relation to general processes for consultation with children, and in particular, their views on restorative approaches.

Decide how you can use the current processes for eliciting the views of children to find out their views on restorative approaches and how such approaches might be incorporated within your setting.

You will need to:

- establish the current level of understanding of restorative approaches
- prepare a session to explain restorative approaches (as necessary)
- find out if children have direct experiences of such approaches and how these have impacted on those involved.

Analyse the views of children to produce a brief report or presentation to senior leadership. Ensure that you provide feedback to the children you consulted.

Your report or presentation should:

- outline your conclusions
- make proposals about future development.

At the end of the Work-based activity you should meet up again with senior colleagues to discuss the impact this activity has had within your workplace.

You should record the key points from this conversation.

Outcomes

You will have gained knowledge and/or experience in consulting the children or young people in your setting.

You will have investigated the processes for consulting children that operate in your setting and the potential development of restorative approaches in response to the views of children.

This activity offers an opportunity for you to put into practice the following aspects of leadership:

- promoting successful change that is embedded in the whole setting policy and practice
- encouraging colleagues to develop shared values, principles and beliefs that promote positive behaviour and full attendance
- using effective communication that values the opinions of others, strives for mutual understanding and facilitates effective team work
- developing a solution-oriented and resourceful approach
- modelling the social, emotional and leadership skills that are essential to promote good behaviour, emotional health and well-being.

Reporting

When reporting your experiences of this activity you should include evidence of a reflective log detailing your research into the processes used for consulting children in your setting, your report to senior leadership and processes for feedback to the children you consulted. You may also wish to include the plan for the session you delivered to explain restorative approaches (if you delivered a session).

A written report or reflective log detailing your learning from the experience would also provide a useful source of evidence.

Include the outcomes of your consultation with the children and details of any plans that have emerged.

Work-based Activity 6

Restorative enquiry

Purpose

To provide experience in using restorative enquiry techniques.

Audience

All group members

Use of expert

You need not involve an expert

Short-term

1–2 days
Preparation and invitations
Discussion
Drawing conclusions and presenting to senior manager

This activity could link to longer-term objectives, for example, if restorative enquiry techniques are to be developed within the educational setting.

Links to the learning process

Practical application
Feedback and reflection
Embedding the experience

Restorative enquiry

Restorative enquiry can be described as the starting point for all restorative processes. It involves active, non-judgemental, listening intended to illuminate the situation or the problem.

Restorative enquiry involves questioning feelings, for example, *'How do you feel about that?'* It can involve actively owning a problem: *'I have a problem that I would like to discuss.'* *'Can I tell you what happened from my perspective?'* It aims to resolve issues: *'Why don't you tell me how you see things? I'll do the same and then we can try and sort this out.'*

The listener takes a neutral perspective and aims to help the other person identify what needs to be done in order to put things right or move on. In a school setting this could include a discussion between a teacher and a student following an incident that has caused concern to either person.

Restorative conversations or restorative discussions happen when someone uses restorative skills and the language of restorative enquiry in an informal conversation.

A key set of restorative questions is at the core of the restorative enquiry. These questions underpin restorative approaches. They are designed to ensure that:

- those directly involved 'own' a problem rather than passing it to others to be resolved (*a structured discussion ensures that everyone's needs and wants are heard*)
- those affected are supported to reach an agreed outcome
- those responsible for causing harm are able to take responsibility for their actions and to find ways of repairing any harm done.

You will need:

Resource A – *Restorative enquiry – experiences of teachers*

Resource B – *Restorative enquiry*

Suggestions

Before you begin this activity you should meet up with senior colleagues to agree protocols.

Identify two colleagues who are willing to support you in this activity. They should have had recent experience of dealing with a range of incidents where relationships have become strained and who know the children involved well.

Use 'Thomas' (below) as a stimulus for promoting discussion with your colleagues. You could extend the discussion by identifying how you might use or adapt this stimulus for use with a wider group of staff.

Thomas (stimulus)

Thomas is in Year 8. He does not enjoy school and seems to be constantly in trouble both in and out of school. He has a string of unserved detentions round his neck and has recently been cautioned by the police.

He feels that the adults around him see him as 'trouble' and that he is sometimes blamed for things he has not done.

He is regularly told that he 'is going nowhere', 'will end up in jail', is 'useless', 'stupid' and 'a let down'.

He feels that both his family and school staff see him as a disappointment and a failure. He believes this is probably true and that he has nothing much left to lose.

Today Thomas shoved a younger pupil out of the dinner queue. The pupil complained about his violent behaviour to a member of staff. This member of staff is new to the school and to Thomas. She has recent experience of using restorative approaches which she draws on when dealing with this situation.

Identify what the responses of key individuals might be if restorative questions were to be used.

Reflect on similarities and differences between the outcomes expected from a more typical response to this situation and those that might emerge through restorative enquiry.

Work together with your colleague to form conclusions from this activity that have relevance to your own setting.

Using the recent experiences of colleagues discuss how the technique of restorative enquiry might have affected outcomes. Aim to use this technique to try to resolve issues emerging from at least two 'real' incidents in the near future.

Prepare a brief report setting out how the use of restorative enquiry might play a part in dealing with incidents in your setting. In addition outline how restorative approaches such as this might be incorporated into policy and practice.

At the end of the Work-based activity you should meet up again with senior colleagues to discuss the impact this activity has had within your workplace.

You should record the key points from this conversation.

Outcomes

You will have gained experience of working with colleagues to develop skills in using restorative techniques.

This activity offers an opportunity for you to put into practice the following aspects of leadership:

- promoting successful change that is embedded in the whole setting policy and practice
- encouraging colleagues to develop shared values, principles and beliefs that promote positive behaviour and full attendance
- using effective communication that values the opinions of others, strives for mutual understanding and facilitates effective team work
- developing a solution-oriented and resourceful approach
- modelling the social, emotional and leadership skills that are essential to promote good behaviour, emotional health and well-being.

Reporting

When reporting your experiences of this activity you should include evidence of a reflective log detailing your discussion with colleagues and outcomes from using this technique in at least two real situations. Include your reflections on how the use of fictional or real case study material can support staff in developing their skills in using restorative enquiry. Include your recommendations for how restorative approaches might be incorporated into policy and practice in your setting.

A written report or reflective log detailing your learning from the experience would also provide a useful source of evidence.

Resources

Preparatory reading and reflection		43
Activity 1		
Resource A	<i>Case study – version 1</i>	51
Resource B	<i>Case study – version 2</i>	52
Resource C	<i>Reflection</i>	55
Resource D	<i>Leadership issues</i>	56
Activity 2		
Resource A	<i>Punishment</i>	56
Resource B	<i>Discussion points</i>	58
Resource C	<i>Force field analysis – guidance</i>	60
Work-based Activity 1		
Resource A	<i>Investigation</i>	62
Work-based Activity 2		
Resource A	<i>Introducing restorative approaches – example</i>	63
Work-based Activity 4		
Resource A	<i>Introducing peer mediation – getting started</i>	64
Work-based Activity 5		
Resource A	<i>Restorative enquiry</i>	65
Resource B	<i>Restorative enquiry questionnaire</i>	66
References		67

Preparatory reading and reflection

Good relationships are fundamental to effective teaching and learning and lie at the heart of the five outcomes for children identified in Every Child Matters. Such relationships are characterised by how the children value others and by openness, honesty and respect. Good relationships are dependent on effective social and emotional skills.

However, relationships within an educational setting can sometimes be threatened by a range of events that may cause distress, frustration, anger, worry or conflict. Responses to such events that incorporate restorative approaches are more likely to promote and protect good relationships and repair harm done to relationships.

Restorative approaches

Restorative approaches offer a framework within which positive relationships can be nurtured and existing good practice in this area within schools and educational settings can develop. These approaches are complementary to other recent initiatives such as the social and emotional aspects of learning (SEAL) programme, to solution-focused approaches (see links and references) and to person-centred approaches. These approaches can add a new dimension to inclusive practice.

Maslow's hierarchy of needs (Maslow 1943) emphasises the human need to feel safe, to belong, to be respected and to have positive relationships with others. Restorative practices help to meet these needs by promoting learning processes that enable people to understand, and learn to manage their own behaviour.

Restorative approaches involve a set of *principles*, *skills* and *strategies*.

The underlying *principles* include:

- the importance of positive relationships
- taking responsibility for one's own actions and their impact on others
- respect for the views and feelings of others
- fairness.

Restorative approaches, including the skills involved, provide a way for a community to develop a sense of belonging. They encourage the development of an ethos and values that are based on respect, empathy and concern.

Important *skills* involved in restorative practices include: active listening; facilitation; problem solving; listening to and expressing emotion; being non-judgemental, collaboration and empowering of others.

A restorative approach is based around five key questions:

What has happened?

How were you feeling at the time?

Who has been affected?

How might others be feeling?

What do you think needs to be done to put the situation right?

(A more traditional approach might ask, 'Why did this happen?' But then effort is put into searching out who is to blame and determining the appropriate punishment that will deter those who are to blame from repeating the offensive behaviour.)

Restorative approaches, therefore, are based on the belief that the best people to resolve conflict are those people directly involved. Imposed solutions, not owned by those

involved, are less likely to be sustained and relationships are less likely to be repaired and rebuilt.

Restorative techniques vary, but all retain the objective of offenders (or those causing harm) being personally held to account for their crime or harm in a way which benefits victims, reduces the likelihood of recurrence and engages local communities. Evidence is now clear that restorative approaches have wide applications in policing, schools, workplace conflict and other areas.

Restorative Justice

'Restorative justice is a broad term which encompasses a growing social movement to institutionalise peaceful approaches to harm, problem-solving and violations of legal and human rights. These range from international peacemaking tribunals such as the South Africa Truth and Reconciliation Commission to innovations within our criminal justice system, schools, social services and communities. Rather than privileging the law, professionals and the state, restorative resolutions engage those who are harmed, wrongdoers and their affected communities in search of solutions that promote repair, reconciliation and the rebuilding of relationships. Restorative justice seeks to build partnerships to re-establish mutual responsibility for constructive responses to wrongdoing within our communities. Restorative approaches seek a balanced approach to the needs of the victim, wrongdoer and community through processes that preserve the safety and dignity of all.' [Suffolk University, College of Arts & Sciences, Centre for Restorative Justice] www.suffolk.edu/research/6953.html

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A well-known restorative approach is the restorative conference, a formal process designed to make sure that those involved in a conflict own the solution.

The restorative conference involves those who have *caused* harm meeting those who have *been* harmed. Each hopes to understand the other's perspective and to come to an agreement which will repair harm and relationships as much as possible.

Those involved in a restorative conference may include a facilitator, victim, offender, parents, siblings or other supporters. Those involved within an educational setting might include peer facilitators, teaching staff, governors or restorative justice coordinator. Issues that might be involved are conflict, disruption within a group of students, exclusion issues, parental involvement, issues involving staff and students. The process of asking restorative questions (restorative enquiry) helps focus problem solving where it belongs – on the relationships between the individuals concerned.

Training for those wishing to use restorative conferencing is recommended in order that the facilitator develops the necessary skills (see links and references for sources of support).

Restorative enquiry is the starting point for all restorative processes and involves active (non-judgemental) listening. This process can be used on a one-to-one to support reflection, during group discussion and in professional meetings. A restorative discussion involves skills such as expressing and listening for feelings and understanding why each person has acted in the way that they have.

Key elements of restorative processes

- The primary aim is the repair of harm.
- Agreement on the essential facts of the incident and an acceptance of their actions by the person who caused the harm.
- Participation is voluntary for all participants and based on informed choice. This also applies to what is included in any outcome agreement, and any consequence for non-participation or compliance² is to be made clear.
- Adequate time is given to participants to decide whether to take part and to consult with others, if they wish.
- Acknowledgement of the harm or loss experienced, respect for the feelings of all participants and an opportunity for the resulting needs to be considered and where possible met.

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You can find out more about restorative processes by visiting www.restorativejustice.org.uk/Resources/pdf/Principles_of%20restorative_processes_%202004.pdf

Restorative approaches versus punishment

Punishment does not usually meet the needs of those who have suffered as a result of a particular incident(s). Sanctions focus on the offender. Within this process those who have suffered harm may not get an apology, an explanation of what happened or understand why they were singled out for harm. This can create feelings of anger, fear or insecurity. Victims may fear a recurrence, or even harbour a sense of being responsible for what happened and the situation is often left unresolved for them.

In practice, punishment often does not work as a deterrent. There can be kudos or 'street cred' attached to punishment (for example, some teenagers are said to be collecting Anti-Social Behaviour Orders (ASBOs) as a badge of honour in order to impress peers).

Within a system based on punishment offenders do not have to face the consequences of their actions and may be able to convince themselves that any harm they did was not significant (for example, the more well-off people in society have insurance policies which enable them to replace stolen goods). Offenders may also focus reflection on the punisher rather than on their own behaviour, thus building resentment towards the punisher and minimising the responsibility taken for their own actions.

If problem behaviour persists, the child or young person may be pushed down a road of social exclusion and marginalisation. They may be excluded from school, remaining a problem for the wider community, for example, by engaging in gang-related behaviour.

Restorative approaches within schools and educational settings

¹ 'Harm' has a specific meaning in restorative practice and refers to the pain, hurt and distress, as well as the physical and material damage that can be caused by the actions of a person or people, either intentionally or unintentionally.

² It is recognised that non-compliance of a voluntary agreement may lead to an additional penalty in some circumstances. This must also be made clear at the outset.

Within schools and educational settings, restorative approaches were first used as a response to serious issues such as assault or theft, so that an agreed solution could be found without the need to refer to the criminal justice system. This process could potentially be very time consuming, may not address the needs of the victim and could involve lengthy interaction between legal professionals.

It became apparent to staff in schools using restorative approaches that these approaches could be applied more widely. Restorative approaches are now being used in all phases of education, based on the following assumptions:

- a problem or incident between two people is best resolved through a fair process involving both people as equals
- an independent observer can ensure a fair process so that those affected (both causing and experiencing harm) have their say, feel that they have been heard and are able to agree on a reasonable outcome.

The use of a structured set of **restorative questions** helps those involved to express their feelings, needs and wants. Questions such as those below often form the basis of the restorative approach in these settings:

- *What happened?*
- *What part did you play?*
- *How were you feeling at the time?*
- *How are you feeling now?*
- *Who has been affected?*
- *How might they be feeling?*
- *What do you think needs to be done to put the situation right?*

Restorative approaches are designed to promote and rebuild the positive relationships which support effective learning and teaching. Those settings using restorative approaches can see clear links with the promotion of social and emotional skills, and also with the use of approaches such as peer mediation and peer support.

Social and emotional skills and restorative approaches

It is clear that restorative approaches in schools can be particularly successful where schools embrace the SEAL programme and are actively promoting the development of those skills within the five domains:

1. self-awareness (self-regulation)
2. empathy
3. managing feelings
4. motivation
5. social skills.

Restorative approaches are now being used in a range of primary and secondary schools, special schools and pupil referral units in the following contexts:

- the SEAL programme in schools
- promoting positive behaviour
- effective classroom management
- resolving social and playground issues, buddy systems, peer counselling, peer mentoring, peer mediation

- positive problem solving and conflict resolution
- mediation – resolving conflict between adults within the school community or conflict between the school and families
- anti-bullying case work
- circle time processes, PSHE and Citizenship
- developing the democratic processes within a learning organisation – school councils, pupil participation, students as researchers
- reaching agreed outcomes following serious incidents such as bullying, theft and criminal damage.

Mediation is an increasingly popular development within schools. Children and young people are trained to mediate between their peers, for example, in conflicts that arise outside the classroom. Peer mediation schemes are running in both primary and secondary settings and secondary aged children have their own network (Young Mediators Network). In 2007 DCSF announced £3 million would be provided to support local authorities (LAs) and schools to establish and support peer mediation pilots.

DCSF press release November 2007

Restorative approaches have been used in serious circumstances when a headteacher might otherwise consider exclusion. By using restorative approaches an acceptable outcome can mean that the child or young person stays at school and avoids the proven negative effects of exclusion. At the same time, the school community is assured that the child or young person causing the damage (to people or property) will be confronted with their behaviour in a way which means that they are less likely to repeat it and more likely to take responsibility for it.

The challenge for specialist leaders is to ensure that restorative practice is embedded throughout the school or setting: in classrooms, staff rooms, and in work with parents and carers. It is essential that restorative practice is not expected from children and young people when the adults do not actively participate in the process.

Schools' experience of using restorative approaches

Those schools and educational settings engaged in developing restorative approaches report benefits such as:

- a safer and more caring ethos and physical environment leading to a more socially and emotionally healthy climate
- a positive and effective learning environment
- an emphasis on approaches to behaviour that promote behaviour *change* rather than *disaffection*
- improved staff skills and confidence in managing conflict
- reductions in interpersonal conflict, including bullying
- an emphasis on the importance of relationships above the importance of rules.

'This has profound implications for any community that seeks to embrace restorative principles – and none more so than the school community where young people are learning to be effective and reflective citizens.'

www.transformingconflict.org/

Some schools in Behaviour Improvement Programme (BIP) areas (for example, Sefton and Lewisham) report a substantial reduction in permanent exclusions as a result of implementing restorative practice.

Victims are given the opportunity to express themselves in a safe and dignified way, and to ask for, and expect, an apology.

Offenders see the impact of their actions; this can often be a turning point creating genuine feelings of regret and encouraging modified behaviour. They are given the opportunity to make amends, either directly to the victim or, in some way, to the community as a whole (for example, through community service).

The school community is strengthened as children, young people and adults actively participate in a positive process for dealing with problems.

The need to exclude children and young people from school is reduced.

Adapted from 'Restoring the Balance' (Lewisham Action on Mediation Project 2004)

Among the LA services studied by the Youth Justice Board is the Sefton Centre for Restorative Practice. It began in 2004 to implement restorative practices across the board in the borough of Sefton, including 35 of 110 primary and secondary schools, with training conducted through Real Justice UK and the International Institute for Restorative Practice (IIRP)'s 'SaferSanerSchools' programme. In addition to training staff, children were taught to be peer mediators and to help each other resolve problems.

In 20 schools in Sefton's most deprived areas, the centre partnered with the Behaviour Improvement Programme (BIP), which found that restorative practices fit well with its introduction of solution-based approaches and improved emotional literacy in the schools. In those 20 schools, permanent exclusions were reduced by 70% between 2003 and 2006. Recidivism was reduced as well. Of 59 conferences run in one term, the school experienced no recidivism for misbehaviour ranging from bullying and assaults to swearing at teachers.

(See www.realjustice.org/library/sefton.html.)

You can find out more about the restorative approaches that have been developed through BIP by visiting www.dcsf.gov.uk/behaviourimprovement/.

At a seminar in Downing Street in 2005 teachers, the Restorative Justice coordinator and pupils from Stockwell Park High School in Lambeth talked about how Restorative Justice (RJ) helped to significantly reduce the number of exclusions at the school. Pupils described their experiences of how the RJ conferences helped them resolve issues of bullying. Two pupils had been trained to act as advisors or mediators to deal with problems amongst the younger children. The RJ coordinator also pointed out that parents usually agreed to participate in conferences and that this had prompted more engagement of these parents with other school activities.

Prime Minister's Strategy Unit: Lunchtime Seminar October 2005

Schools considering developing restorative approaches can find recommendations and advice in '*Implementing a restorative approach to behaviour and relationship management in schools – the narrated experiences of educationalists*', Belinda Hopkins (2006).

Are restorative approaches effective?

In 2005, a study published by the Youth Justice Board tracked 625 full Restorative Justice Conferences across 26 schools. Of these conferences, 92% reached agreed conclusions and of those, 96% of the agreements were being upheld three months after the conference. 93% of those taking part said they thought the process fair.

National Evaluation of Restorative Justice in Schools (Youth Justice Board 2005)
www.yjb.gov.uk/Publications/Scripts/prodView.asp?idproduct=207&eP=YJB

Much more evidence is needed to judge the wider effectiveness of restorative approaches, but a significant number of schools and local authorities are seeing restorative approaches as an important development in their approach to resolving conflict and as a result in raising levels of achievement.

Summary

Restorative approaches can play an influential part in the efforts of a school or educational setting to promote positive behaviour and to encourage the development of those important social and emotional skills such as empathy, managing feelings and self-awareness.

From the experience of schools which are using restorative approaches it is clear that there are preconditions for successful implementation. These conditions include:

1. readiness by the school leaders to understand the approach
2. readiness to review and make necessary changes to school policies and procedures
3. access to high-quality training shaped to meet the needs of the individual school
4. engaging governors, parents, staff, pupils to understand what the restorative approaches are trying to achieve
5. gathering information to evaluate the use of restorative approaches and to refine practice
6. work with partner agencies who can assist the school development – this includes police services and youth offending teams who may themselves be using restorative approaches.

Specialist leaders can be influential in determining the necessary and most effective restorative approaches that will improve the outcomes for children and adults within their own setting.

You can find out more about training in restorative approaches at:

www.suffolk.edu/research/6955.html

www.transformingconflict.org/courses.htm

www.restorativejusticetraining.co.uk/training_full.html

Activity 1 – Resource A

Case study – version 1

The details of the offence are real. Names have been changed.

Craig Jones, Year 10, steals a purse belonging to a member of staff (Julie Matthew) during a geography lesson. He removes the money and throws the purse out of the window.

The purse has little monetary value but it was a precious gift from Julie's mother. Julie is angry and upset about the personal hurt she feels because of the theft, and because it actually happened during her lesson.

Other pupils tell the headteacher that Craig has stolen the purse. The headteacher interviews Craig, putting the allegation to him. At first Craig denies it but then subsequently admits the theft.

Craig explains that there was no reason to steal the purse. He didn't need the money. He just saw an opportunity and took it. Craig has been in trouble before, but not for theft.

What next?

Julie is a new member of staff and the headteacher is concerned that she is seen to be supporting Julie. She is also trying to balance this decision with various pressures on her to be seen to take the offence seriously, acting in a firm manner that sends out clear signals to the whole school. Furthermore, Craig has been showing increasing signs of 'delinquent' behaviour. The headteacher decides it is necessary to involve the police and to set in motion the criminal justice process.

Activity 1 – Resource B

Case study – version 2

This is a real incident and real process. Names have been changed.

Craig Jones, Year 10, steals a purse belonging to a member of staff (Julie Matthew) during a geography lesson. He removes the money and throws the purse out of the window.

The purse has little monetary value but it was a precious gift from Julie's mother. Julie is angry and upset about the personal hurt she feels because of the theft, and because it actually happened during her lesson.

Other pupils tell the headteacher that Craig has stolen the purse. She interviews Craig putting the allegation to him. At first Craig denies it but then subsequently admits the theft.

Craig explains that there was no reason to steal the purse. He didn't need the money. He just saw an opportunity and took it. Craig has been in trouble before, but not for theft.

What next?

The headteacher, in consultation with Craig, Julie and Gary Graham (the restorative conference facilitator), decides that the needs of both Craig and Julie will be best met by initiating a restorative conference rather than contacting the police. She feels that this approach is worth trying in view of Craig's willingness to admit the offence and to discuss why he did it.

Restorative conference

Pre-meeting

Gary Graham, a fully trained restorative conference facilitator, has agreed to facilitate a meeting between Julie and Craig. First he spends time with Craig and his mother, and then separately with Julie and her supporting colleague, Nick. This is to make sure that everyone is clear about the restorative conference *process*.

Restorative conference attendees

- Gary Graham (facilitator)
- Craig Jones (pupil)
- Mrs Jones (Craig's mother)
- Julie Matthew (teacher)
- Nick Peters (Julie's colleague) acting as supporter for Julie.

How it works

Gary ensures the meeting cannot be interrupted and arranges the chairs in a circle. He greets everyone as they arrive and seats them in order to ensure that personal contact is facilitated.

When everyone is seated, Gary welcomes individuals and reminds them of the purpose of the meeting, (that is, to reach agreement about how to move forward). Ground rules are discussed and agreed (listening without interrupting, honesty, and that everyone has a chance to speak and to ask questions). Gary then invites each person in turn to respond to the following questions:

- *What happened?*
- *What part did you play?*
- *How did you feel about it at the time?*
- *How do you feel about the incident now?*
- *What do you need before this situation can be put right?*
- *What can be done now to put things right?*

If anyone interrupts, they are reminded of the ground rules agreed before the meeting. If a statement is unclear, Gary asks clarifying questions.

Gary is skilled in listening carefully to the spoken word, observing body language, testing out the statements made with others in the circle and seeking an outcome that can be owned by those directly hurt by the incident.

What happened?

Craig explained that he wanted to apologise to Julie. He recognised how hurt he would feel at the theft of a personal memento. He apologises in a way which Julie feels she can accept. In questioning, Craig then says he would like to make amends. Julie suggests that he stays after school to help her work on a large cartoon for her wall display (linked to a class discussion about the law coming up in two weeks). Craig agrees.

Gary rounds up the meeting by restating what has been said and agreed. He checks with Julie, Craig and Mrs Jones that they are comfortable and clear about the outcomes. Gary thanks all those attending the meeting and they leave.

Impact

The restorative process was completed within three days of the incident. The Criminal Justice process would take weeks or possibly months.

Julie accepted the full apology and is content that necessary action has been taken. The relationship between Craig and Julie can be repaired.

The headteacher feels she has supported her new member of staff.

Mrs Jones is relieved that the incident did not involve any formal criminal proceedings.

Other pupils are aware of the incident and of the outcome (Craig told them).

Three months after the conference Gary checks progress with all participants. He finds that Julie is content that all the parts of the agreement have been completed and that there

has been no problem in managing Craig in or out of class. In fact, Julie feels that the relationship between them is now more positive than it was before the incident. Craig says that he did not particularly like staying after school to do the display, but is now glad that the 'whole mess' is sorted out.

Gary records that no further action is needed.

Activity 1 – Resource C

Reflection

For each of the two versions consider:

1. *How would you feel if you were Julie? Decide how far you think Julie's needs are met.*
2. *What might be the reaction of Craig's peers?*
3. *Who and what has been changed through this experience?*
4. *How do we know when a particular way of dealing with a behaviour issue such as this has been effective:*
 - for the individuals concerned – especially those directly involved
 - for the wider community (school, educational setting).

Activity 1 – Resource D

Leadership issues

Use the following questions to prompt discussion:

What do you think should be the prime aim of the headteacher in dealing with a situation such as this?

What alternatives are open to a headteacher in a situation such as this?

What factors should a headteacher take into account when deciding on a particular strategy in a situation like this?

Which local partners could the headteacher enlist to support her in a case such as this?

What staff development issues might be raised?

What organisational or systemic issues might be raised?

Activity 2 – Resource A

Punishment

The role of punishment

In terms of pupil behaviour in classrooms and schools, staff sometimes relate that there have been developments and questions about possession of power that might also apply here. This can be reflected in ways in which misbehaviour is handled by staff.

'Punishment' is a term still commonly used in schools but becoming less used in education literature. Arguments for its continued use are often based upon familiarity and tradition – we all know what we are talking about and we are all familiar with using it. It has a long association with the world of law and order and helps create a clear divide between those who administer the law – authority – and those who break it – criminals. However, as a term, and in its application, it may not be the most appropriate approach for a school in the twenty-first century. Nevertheless, there is a case that might be made for its continued use. It is a term known by all and an approach expected by many, including parents, some outside agencies and the media. It offers clear messages that certain behaviours are not acceptable. It meets the needs of some adults, usually for revenge and a feeling of reassertion of control.

It offers a balance for the emotions aroused by the negative behaviour of the pupils. Before any dismissal of punishment, it is worth considering the emotions that are aroused when someone close to a member of staff, for example their child, is bullied. Occasions and events can arouse such passions that the rational side declines and outrage and the need to deal with the culprit take control. Some offences committed in schools, for example drug-related or violent in nature, demand quick, decisive action to protect the school and its pupils. When considering terminology in relation to these kinds of problems, 'sanctions' and 'consequences' could also apply but they lack the connotations carried by 'punishment'.

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www.sagepub.co.uk/upm-data/14793_Lee_Chapter_1.pdf

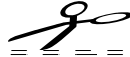
The case against punitive sanctions is strong – not only do they not achieve the intended outcomes, they fail to teach acceptable behaviour, they do not encourage young people to be accountable for their actions and they do not address the underlying needs behind the inappropriate behaviour. Finally punitive sanctions tend to be reserved only for the unacceptable behaviour of young people and yet adults can also behave in unacceptable and harmful ways towards young people. Lack of respect, failure to listen to young people's views, sarcastic and hurtful remarks, bullying and humiliation are not uncommon in schools. It is rare for teachers to be made accountable for these inappropriate behaviours and young people consider this unjust.

About Restorative Justice (Transforming Conflict)

[www.transformingconflict.org/Restorative Justice in Schools.html](http://www.transformingconflict.org/Restorative_Justice_in_Schools.html)

Activity 2 – Resource B

Discussion points



<p>A parent feels that his daughter has been unfairly punished and the issue is still unresolved. What can be learned?</p>	<p>A restorative conference takes place and deals well with an incident of racist name-calling. How can this learning be applied?</p>
<p>What adult behaviours particularly damage children’s understanding of how to manage relationships?</p>	<p>The school or setting wants to establish a zero tolerance policy and punish misbehaviour firmly.</p>
<p>Which agencies need to know or can support a school to develop restorative practices? In what ways can they be engaged?</p>	<p>How could we convince those colleagues who think restorative approaches are a soft option?</p>
<p>What training strategy do you think would be needed to introduce restorative approaches successfully?</p>	<p>What would be the biggest fear in the team about developing restorative approaches? How could this be addressed?</p>
<p>What are the specific social and emotional skills that educational settings need to develop to help adults and children use restorative approaches?</p>	<p>How could we acknowledge and value the skills that children, young people and adults-in the school community bring to the development of positive relationships?</p>
<p>How can we monitor the incorporation of new approaches effectively?</p>	<p>How can we incorporate restorative approaches into our behaviour policy?</p>
<p>What is needed to nurture positive relationships?</p>	<p>What is needed to encourage risk taking, trying out new ideas, as well as making best use of existing resources?</p>

What is needed to build a strong and positive team, whose roles and responsibilities complement each other, and who are willing to share ideas and expertise?	What is needed to successfully problem solve?
What do we know about the effectiveness of our punishments?	What are the first steps a specialist leader could take in introducing restorative approaches?

Activity 2 – Resource C

Force field analysis – guidance

Understanding the pressures for and against change

Through developing an understanding of the pressures working for and against change, it becomes possible to develop strategies to strengthen the forces supporting change and to minimise those forces that oppose change.

Undertaking a force field analysis

1. list all the forces for change in one column and all the forces against in another column
2. assign a score to each force, weak being 1 and 5 being strong
3. show the power of each force as a number
4. look at where the forces *for* change overwhelm the forces *against*
5. focus on these areas in developing a strategy for implementing change.

Forces against change	Focus	Forces for change
Change is daunting (1)	Values, beliefs, ethos	School believes in restorative approaches (4)
Staff have different levels of access to sources of information (3)	Systems for communicating about restorative approaches	A leading member of staff has agreed to produce a news letter for all children, staff and parents that describe what we are doing (4)
Training is unavailable (3)	Training in restorative approaches	Plan in place for a staff training day including follow-up sessions (4)
Many staff still feel that restorative approaches are too time-consuming (3)	Managing restorative approaches – training and support	An emerging core of staff feel that restorative approaches improve the learning environment (3) and that sharing ideas benefits members of staff who feel unsure (4)
Some staff are fully trained. Others are untrained in restorative approaches and still dealing punitively with behaviour incidents (4)	Support staff expertise in restorative approaches	Senior members of staff committed to restorative approaches (4) Senior members of support staff can use expertise and influence to create change in the practice of others (5)
A few highly articulate people disagree (3)	Governors, parents, and wider community are enthusiastic about restorative approaches	The majority of parents, governors and the wider community broadly in favour (4)

Force field analysis – example

Issue: motivation to change (learn new skills, change practice, etc.)

Staff are not aware of a need for or possibilities for change	Strong staff desire to find more effective ways to deal with conflict
← Negative forces	Positive forces →
Introducing new measures will be time-consuming when staff are already very busy.	Staff are keenly aware that things are not working and have a strong desire to find more effective ways of dealing with conflict.
Staff have no prior experience of restorative approaches.	Staff are willing to take risks and have a strong learning culture. They are keen to try out new ideas.
Some staff members feel that a hard line is needed and restorative approaches are a soft option.	Other staff members feel that a hard line is not in keeping with the ethos of the school and want to try another approach.
Members of staff lack confidence and are worried that they do not have the skills to use restorative approaches.	Staff are prepared to give it a go providing that leadership supports the approach, that training is provided and that they have access to specialist advice and support.
There is a degree of uncertainty about getting sign up from all members of the school community.	Leadership fully supports the introduction of restorative approaches, is prepared to provide coaching and to implement restorative approaches <i>over a period of time</i> so that the approach gains the confidence and support of all staff.

Work-based Activity 1 – Resource A

Investigation

Use the grid to describe an incident and to identify (with a simple tick or cross) the approaches which are available to help resolve it. Select those that are the most appropriate for your setting and briefly say why these would work best.

The incident					
Possible approaches					
Context	Mediation	Anti-bullying approaches	Restorative conference	Multi-agency intervention	Other
Seriousness of incident					
People affected					
Available resources					
Availability and skills of facilitator					
Willingness to participate					

Work-based Activity 2 – Resource A**Introducing restorative approaches – example**

Issue	Action	Who	When	Monitoring	Impact
Senior leadership team not sufficiently aware of restorative approaches	Provide a presentation to raise awareness of restorative approaches	Specialist leader	This term	All senior staff present for presentation	Senior team awareness raised and commitment made
Need to identify a leader who will champion restorative approaches	Identify champion for restorative approaches	Specialist leader	This term	Presentations given to groups of children, staff and parents to explain restorative approaches	Interest developing in restorative approaches
Need to analyse training requirements in the use of restorative approaches					
Wider community awareness of restorative approaches needed					

Work-based Activity 4 – Resource A

Introducing peer mediation – getting started

Issue	Action	Who	When	Monitoring	Impact
Staff and children need to understand the principles of peer mediation (in relation to ethos, vision and values)	Compare peer mediation principles with policy documents	Specialist leader convenes a staff-pupil focus group	Within two terms	Through consultation	Raised awareness and understanding
Research into good practice needed	Visit other settings that have already implemented peer mediation programmes. Research web for useful and relevant information				
Parents need to understand principles of peer mediation	Presentation for parents on peer mediation aims to seek volunteers to shape the programme				
Peer mediators require training	Identify training providers, organise and facilitate training				

Work-based Activity 5 – Resource A

Restorative enquiry

Restorative enquiry: views of staff in Scottish schools (from [Restorative Practices in Three Scottish Councils](#): Part 8 August 2007)

The use of restorative enquiry was becoming established in many primary schools in each LA area.

Key staff talked about using a script or elements from the script to help them to be active listeners to children. This was found to be very helpful in reducing internal disciplinary referrals to school managers, particularly in primary schools. Although restorative enquiry in classrooms in secondary schools was found to be less common, its use was being developed by staff. Often, these staff were pupil support teachers with a subject remit and who had experience of more formal restorative approaches such as conferences and circles:

It would open up discussion for the kid [who was disrupting the lesson] and if there were other people involved in the class. We have had a couple of occasions when we have discussed 'Well, why?' We just stopped the lesson and we asked everyone else what effect it was having on them. They had a say about his behaviour...and since then he has not had any repeat of that in my class.' (Staff member)

In a similar way, a principal teacher of business education in another school used restorative practices in her own department. She found it to be very useful in enabling all pupils in a class to discuss the impact of the disruptive behaviour of one member of their class.

Restorative enquiry is the key skill in all restorative conversations, interventions and meetings. Whether someone is upset, angry, confused or afraid, or behaving in ways that you are uncomfortable with, they need an opportunity to put their side of the story and feel heard. If this opportunity is provided people can often find ways forward for themselves, and feel better about themselves for doing this.

Before describing each of the steps in this approach it is important to add that an important skill is to be constantly alert to what you are *not* saying:

- no judgement
- no advice
- no reprimands
- no expression of surprise, shock, anger or disapproval
- no taking sides
- no assumption that any side has the monopoly on truth or that you know what is going on.

Remember the intention of restorative enquiry is to keep the door open to communication and to encourage reflection, ownership and responsibility. All of the above responses close that door.

Work-based Activity 6 – Resource B

Restorative enquiry questionnaire

Restorative questions	Person A	Person B	Other person	Comment
What happened?				
What were you thinking at the time?				
What have you thought about since?				
Who has been affected by what you did?				
In what way?				

References

Useful web links

[www.transformingconflict.org/Restorative Approaches and Practices.htm](http://www.transformingconflict.org/Restorative_Approaches_and_Practices.htm)

www.safersanerschools.org/library/man05_robb.html

www.youth-justice-board.gov.uk/rj

How RJ is used in the justice system. Also has the report on RJ in schools.

[www.restorativejustice.org.uk/?RJ in Schools](http://www.restorativejustice.org.uk/?RJ_in_Schools)

Principles of Restorative Justice processes in UK schools

www.restorativejusticescotland.org.uk

www.crimeconcern.org.uk

A charity providing training and support

www.transformingconflict.com

www.realjustice.org/

US site with UK training experience

www.safersanerschools.org/

US site with school focus

www.peerlink.org.uk

www.nspcc.org.uk/Inform/resourcesforteachers/classroomresources/peermediationintheuk_wda48928.html

Restorative Justice Consortium

www.restorativejustice.org.uk/

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

www.scotland.gov.uk/Publications/2007/08/24093135/8

International Institute for Restorative Practices

www.iirp.org/

South East Regional Public Health Group, Information Series 1

Preventing Violence and Abuse: Creating Safe and Respectful Lives

www.sepho.org.uk/Download/Public/10300/1/Violence%20and%20Health%20Briefing.pdf

Restorative enquiry

www.betterbehavioursotland.gov.uk/uploads/2006%20Restorative%20Enquiry%20handouts.doc

For further reference

Hopkins, Belinda, *Just Schools*, Jessica Kingsley Publishing, 2003, ISBN 84310 132 7

Warren, Cathy, *Restoring the Balance*, Lewisham Action on Mediation Project, 2004

Sherman, Lawrence W. and Strang, Heather, *Restorative Justice: The Evidence*, 2007, ISBN 1 905 370 16 4

www.smith-institute.org.uk/pdfs/RJ_full_report.pdf

Zehr, Professor Howard, *Restorative Solutions – Making Things Better*

www.restorativesolutions.org.uk/

Remember if you have problems accessing the external websites, please copy and paste the website address directly into your browser.

Links to national materials

Secondary Behaviour and Attendance – Resources and publications

www.standards.dfes.gov.uk/secondary/keystage3/issues/behaviour/strandpubba/

DfES 0055-2004 Core day two

These materials are designed for schools to use, supported by Behaviour and Attendance Consultants. They cover sessions on:

- focusing on solutions
- developing staff skills to support pupils
- creating a positive whole-school climate
- meeting specific staff training needs using development materials.

These four sessions follow a particular sequence but can be taken out of context and used separately as training units. It is intended that all schools will deliver the first three sessions. Schools can differentiate to meet their needs by selecting the most appropriate tasks and exploring some of the key ideas in the session.

DfES 0180-2005 Core day four

These materials build on previous core training, in exploring ways to further develop staff skills and sustain school improvement. They expand the principles already exemplified in policy guidance and support development, following an analysis of school outcomes from the recently introduced behaviour and attendance audit.

The pack comprises:

- guidance for senior leaders
- self-study materials that build on the healthy schools framework, as outlined in the document
- promoting emotional health and well-being through the national healthy school standard (NHSS, 2004).

To download from the NHS Health Development Agency (HDA) website:

www.nice.org.uk/aboutnice/howweare/aboutthehda/hdapublications/hda_publications.jsp?o=565

The activities in the self-study materials included in this pack follow a process that will help schools develop their knowledge, understanding and application of an emotionally healthy school, building on existing good practice.

DfES 0449-2004 electronic audit

An audit to help schools recognise their good practice and build on it, as well as focus on those areas which warrant further attention.

Behaviour and attendance toolkit units

These toolkit units provide consultants and schools with a comprehensive resource that supports post-audit action plans.

The intention is to build on existing good practice and support development activity.

The final versions of all units in CD format are available to order separately.

DfES 1260-2005	Unit one	Leadership and management
DfES 1262-2005	Unit three	Dealing with consistently poor behaviour
DfES 0511-2004	Unit four	Bullying
DfES 1263-2005	Unit five	Pupil support systems
DfES 1264-2005	Unit seven	Out-of-class behaviour
DfES 1265-2005	Unit eight	Curriculum
DfES 1266-2005	Unit ten	Links with partners and other agencies

Secondary SEAL

Secondary SEAL includes a Guidance booklet, CD and website. The CD and website include a comprehensive set of staff development materials, including further readings, suggestions for staff development, tools for monitoring and profiling and learning resources for use with pupils in Year 7.

Primary Behaviour and Attendance – Resources and publications

Excellence and Enjoyment: Improving behaviour and attendance... improving learning

www.standards.dfes.gov.uk/primary/publications/

DfES 0110-2005 Kit – Social and emotional aspects of learning (SEAL)

The SEAL resource provides a framework for explicitly promoting social, emotional and behavioural skills, with built-in progression for each year group within a school.

The resource is designed to facilitate a systematic and spiral approach to learning. It should be seen as a stimulus or starting point, rather than a finished product.

It is hoped that it will provide structured support to the creativity and initiative of schools who use the materials.

The materials include:

- a guidance booklet
- a 'Getting started' poster
- a whole-school resource with photo-cards.

Seven sets of thematic materials that each have:

- an assembly and overview
- a Red set booklet – for the Foundation Stage
- a Blue set booklet – for Years 1 and 2
- a Yellow set booklet – for Years 3 and 4
- a Green set booklet – for Years 5 and 6.

In addition there are booklets that contain materials for all seven themes:

- purple set booklets – activities for exploring the theme in the staff room
- gold set booklets – family activities
- silver set booklets – small-group activities (Years 1 and 2).

Staff development

These consist of ideas for whole-school sessions and are appropriate for staff meetings or in-service training days. The materials are organised under the headings used in the electronic audits. These are:

- leadership and management
- whole-school ethos and framework
- school organisational factors and the management and deployment of resources
- continuing to improve the quality of teaching and learning through classroom-level factors
- pupil support systems
- staff development and support.

The staff development materials mentioned above are as follows:

Working with colleagues on behaviour issues

- the emotional aspects of professional development on behaviour management issues
- working with staff with varied attitudes, beliefs and experience
- planning your delivery – structuring a session and identifying potential 'hotspots'
- meeting your responsibilities and maintaining the focus.

Focusing on solutions: a positive approach to managing behaviour

- building on success
- exception finding: when is success being experienced and how can we build on this?
- preferred futures
- rating scales: where are we now and how close are we to our desired solution?

Playtimes and lunchtimes

- playtimes and lunchtimes in the context of the whole-school behaviour policy
- staff development and support
- helping children take responsibility for the playground or lunchtime culture
- practical strategies for improving playtimes and lunchtimes.

Consequences

- exploring beliefs about rewards and sanctions
- the use of consequences to promote positive behaviour and reduce unwanted behaviour
- whole-class positive consequences schemes
- the use of negative consequences.

Responding effectively when children show inappropriate behaviour

- principles for using consequences for inappropriate behaviour
- ensuring win-win outcomes
- using more intrusive consequences and involving school-based support.

Relationships in the classroom

- the importance of establishing positive relationships with all pupils
- building relationships where it is more difficult
- the 'relationship bank' – building relationships with those hardest to reach
- building a classroom community.

The importance of emotions in the classroom

- exploring why it is important to understand emotions in the classroom
- four key concepts and ideas about emotions
- implications for school and classroom planning.

Conflict and confrontation

- what lies behind behaviour?
- the processes involved in conflict and confrontation
- strategies for reducing conflict and confrontation in the classroom
- optional additional activities: the assertive teacher

- managing conflict and confrontation.

Working with parents and carers

- understanding parent-teacher relationships
- barriers to effective partnership with parents and carers
- communication and problem-solving.

Reference number for all the above is DfES 1732-2005CDO-EN

School self-evaluation and staff development

This CD-ROM provides a range of tools for primary schools and local authority staff to use in their work to promote positive behaviour and regular attendance. Materials include: the initial review, In-depth audits, Behaviour in the classroom: a course for newly qualified teachers and the staff development materials listed above.

Future publications – Primary

Excellence and Enjoyment: solution focused specialist coaching.
Improving behaviour and attendance improving learning (DVD)

Excellent and enjoyment: social and emotional aspects of learning:
small group work to develop children's social emotional and behavioural skills (DVD)

Key Stage 2 intervention group work (web only)

Family learning SEAL programme for parents / carers (web only)

SEAL assemblies one to six (web only)

Other relevant materials:

Induction training materials for teaching assistants (TAs) and school support staff

These materials are provided for local authorities so that they can run courses to give new TAs and support staff the basic knowledge they need to know in their roles.

[Induction materials for teaching assistants in secondary schools](#)

Promoting positive behaviour module

[Induction materials for teaching assistants in primary schools](#)

Promoting positive behaviour module

[Induction materials for support staff](#)

Promoting positive behaviour module

[Induction materials for teaching assistants and support staff](#)

If you experience any difficulty accessing these pages, paste the following address into your browser: <http://www.tda.gov.uk/partners/supportstafftraining.aspx>

Acknowledgements

Extract from Lee, Ch. (2007) *Resolving Behaviour Problems in Your School: A Practical Guide for Teachers and Support Staff*. © Paul Chapman Educational Publishing. Used with kind permission.

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Definition of *Restorative Justice* taken from <http://www.cas.suffolk.edu/research/6953.html>. © Carolyn Boyes-Watson. Used with kind permission.