Restorative Approaches

Overview description

A restorative approach in education settings helps develop a healthier learning environment,

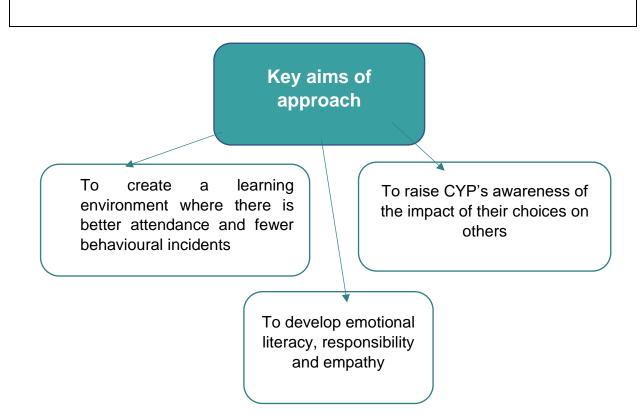
where children and young people take responsibility over their own behaviour and learning. These approaches help resolve conflict and prevent harm. They focus on strengthening and repairing relationships, listening with empathy, valuing the young people's opinions and being curious about what has happened. Restorative approaches enable those who have been harmed/upset to convey the impact of the this to those responsible and for those responsible to acknowledge the impact and take steps to put it right.

A restorative approach is based on

- Respect for one another, acknowledging that each person has an opinion that is unique but still of value
- Taking responsibility for your own actions
- Developing the skills of the whole community to solve problems and repair harm

In avoiding attributing blame and instead encouraging insight and taking responsibility for their actions, young people are supported to develop pro-social behaviour to repair harm and develop better relationships.

To be effective, restorative approaches must be in place across the setting. This means all pupils, staff (including non-teaching staff), management and the wider community need to receive training so they understand what acting restoratively means and how they can do it.



Evidence-base

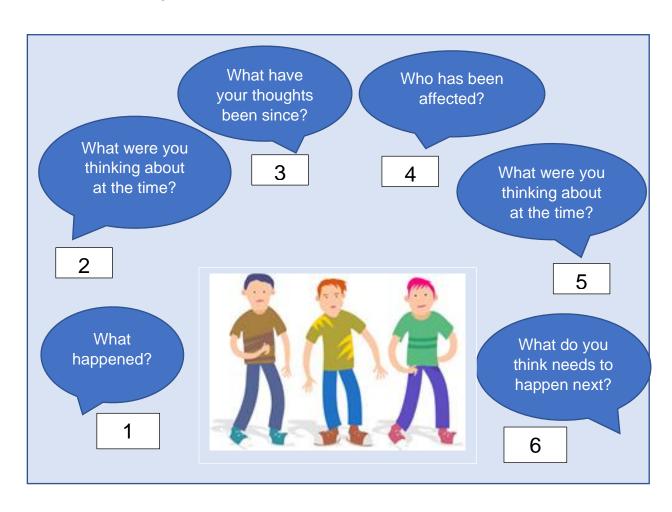
Research indicates that Restorative approaches can:

- Increase attendance and reduce exclusions
- Prevent bullying and respond to bullying effectively
- Increase the confidence of staff to deal with bullying and conflict
- Build a culture of respect and discipline within the setting.

For example, the DfE (2010) survey 283 schools and found that 97% of schools felt that restorative justice reduced bullying. The majority of schools also reported that this approach was cost effective and easy to implement.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attach ment data/file/182421/DFE-RR098.pdf

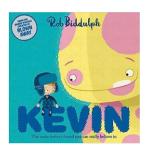
Outline of the process

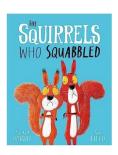


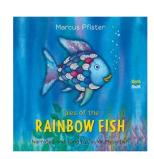


- Children in the early years will need our support in teaching, modelling and scaffolding appropriate conflict resolution. They cannot be expected to find ways of doing this if they have never seen respectful or meaningful restorative approaches.
- Work with children to come to an appropriate resolution together and use this as a teaching opportunity. For example: "How could we make your friend feel happy again" rather than asking them to simply say sorry.

Key text ideas:







Useful Resources

- Resource packs: https://www.restorativeresources.org/educator-toolkit.html
- <a href="http://anti-bullyingalliance.org.uk/tools-information/all-about-bullying/responding-bullying/restorative-practice/what-restorative-practice/what-restorative-practice/what-restorative-practice-what-restorative-practice
- https://restorativejustice.org.uk/sites/default/files/resources/files/Principles%20 of%20restorative%20practice%20-%20FINAL%2012.11.15.pdf
- https://restorative-practice.co.uk/

Useful links

URL and Description

https://restorativejustice.org.uk/resources/restorativepractice-schools

This website provides two short clips on restorative justice. One in secondary school and one primary school.

Website

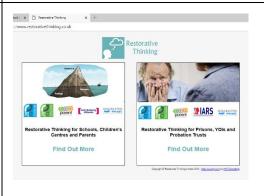


URL and Description

http://www.restorativethinking.co.uk/

Videos and booklets giving information about this approach in schools

Website



Manchester Safeguarding Partnership – **Restorative Practice**

https://www.manchestersafeguardingpa rtnership.co.uk/resource/restorativejustice-advice-practitioners/