

The benefits of Restorative Approaches in school

- Increases staff confidence to deal with a wide variety of discipline issues including bullying, classroom management and low level disruptive behaviour
- Develops a common restorative language to discuss conflict
- Creates a way to see your behaviour clearly and its effects on others
- Creates a responsibility to learn from conflict
- Creates a responsibility to behave better in the immediate future
- Produces positive outcomes from a negative situation



Contacts for further help and advice

Local Contacts

'Reflect Respekt Restore'
www.restorativeapproaches.eu

Leicester City Council
www.leicester.gov.uk

Leicestershire County Council Anti-Bullying Team
www.beyondbullying.com

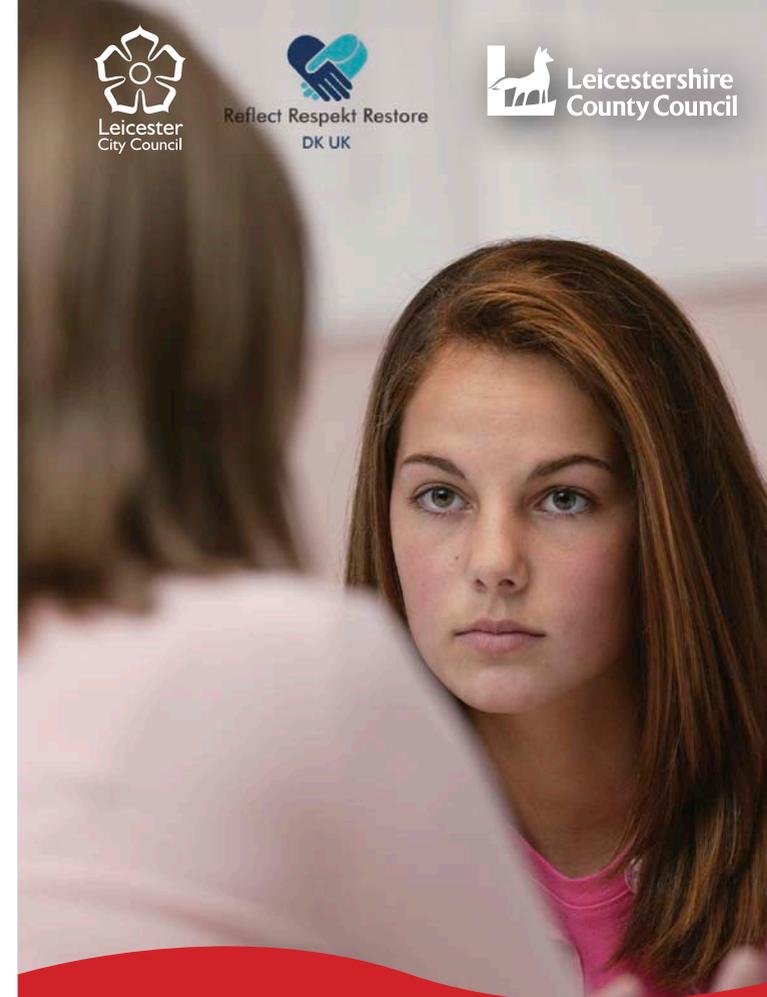
Leicestershire Youth Offending Service
youthoffendingservice@leics.gov.uk

Davinia Robinson @ Babington Community College
office@babington.leicester.sch.uk
drobinson@babington.leicester.sch.uk

Julie Peattie @ Charnwood College
office@charnwoodcollege.org
julie.peattie@charnwoodcollege.org

National Contacts

www.restorativejustice.org.uk
www.restorativethinking.co.uk
www.transformingconflict.org



Restorative Approaches in Schools

"..... it is a strategy and way of working which has had a big impact on the success of the school"

School Principal

Advice for schools, academies, colleges and Children & Family Services

What are Restorative Approaches?

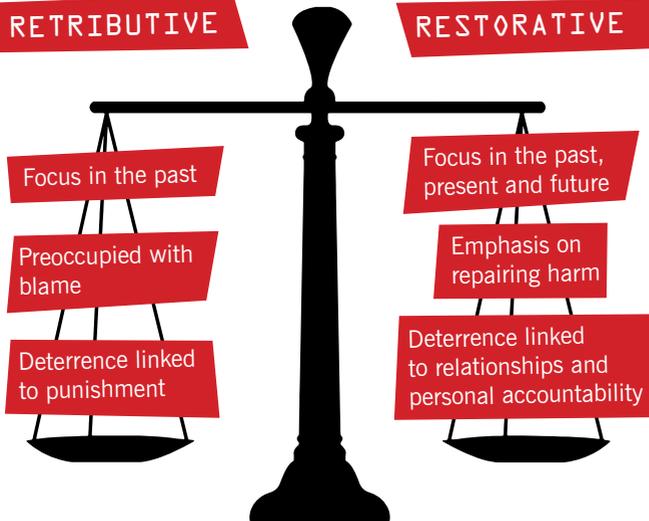
Restorative approaches build on the culture of respect, discipline and cohesion within the school community. They are derived from indigenous cultures such as the Native American Indians, Aborigines and Maoris.

A restorative approach intends to make things right, whereby the wrong doer accepts responsibility for their actions and repairs the harm, finding a positive way forward for all parties concerned.

Restorative approaches recognise that harmful incidents can have a negative impact on everyone. This includes the harmed, the wrong doer and other members of the wider community.

What is different about Restorative Approaches?

A restorative approach differs greatly from a traditional retributive approach used for dealing with conflict. The main differences between retributive and restorative thinking are shown below.



Restorative Approaches in practice

The use of restorative approaches in schools has developed over the last decade to deal with behaviour issues both in and outside of the classroom. The approaches take several different formats, depending on the nature and severity of the situation.

Corridor Conferences

A corridor conference may be used to deal with low level disruption in the classroom. If a student is consistently talking during a lesson, they may be asked to step outside the classroom to speak with the teacher. The teacher uses a series of questions to prompt the student to consider their actions, how it is affecting their learning and the learning of others around them and to decide what should be done to stop the situation escalating.



Circles

A restorative circle may be used to deal with an incident involving two or more pupils, for example, a group of students causing disruption in the classroom or getting into an argument. In these cases, an impromptu restorative circle may be used to allow all the parties involved to speak and consider how the situation affects themselves and affects the other students involved. An agreement should be reached so that the situation can be resolved as fairly and quickly as possible.

Restorative Conference

In the case of a more serious incident, a formal restorative meeting may be used, for example, cases of bullying, theft, truancy or serious damage to property or possessions. A restorative meeting may be arranged in advance, either during or after school, to allow everyone involved to be able to speak and have their thoughts, feelings and ideas considered. In some cases, a contract may be created and agreed to by all the parties involved as a formal understanding of how the situation is to be moved forward.