



Restorative Justice 4 Schools Ltd Implementation Pack



Restorative Justice 4 Schools Ltd

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About our Restorative Approaches Implementation Pack

We have seen numerous schools wishing to develop a restorative approach re-invent so many of the same documents and policies that we decided to produce a restorative approaches school implementation pack that we hope may support and guide you.

This pack contains three main sections

Guides:- to many aspects of restorative practice.

Specimen documents and Resources:- examples of pre-existing documents that we and other schools have developed – for guidance and inspiration! With document templates to many of the supporting documents a restorative school may wish to produce.

Training Resources:- we have many presentations that you are welcome to use. As part of our pack we offer a basic introduction and a presentation on restorative language we hope you might find useful. We also offer a Y8 PHSE lesson plan and supporting presentation. If you would any like support using the presentations you are welcome to emailing us at enquiry@restorativejustice4schools.co.uk

If you would like to download a pdf e-version of our free pack please go to our website via this link <http://www.restorativejustice4schools.co.uk/trm-impack.htm> once you have entered your details you will be able to download the materials directly.

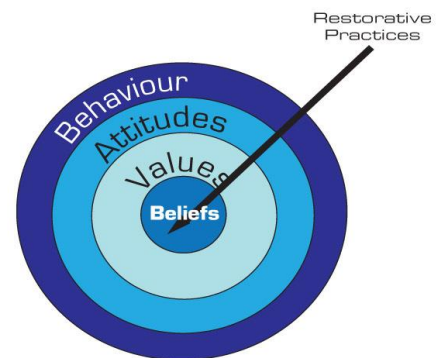
You are welcome to use any of our documents; if you wish to amend them and make them your own we are happy to send you copies in a suitable format for your school without our logo and signage. Amendable copies of our documents, for your school to attach their own logos, are available by email for £25.99.

Restorative Approaches

Aim: - many schools are turning to restorative approaches to enhance a positive learning environment where pupils have the necessary skills to self-regulate their own behaviour and learning. Restorative practice has been found most effective when implemented as a whole school approach by aiming to:

- Develop** – emotional literacy, truth telling, accountability, responsibility;
- Improve** – behaviour, attendance, learning environment, teaching;
- Increase** – empathy, happiness, social and communication skills;
- Reduce** – bullying, exclusions, conflict, need for sanctions.

Restorative practices can change behaviour by challenging core beliefs, rather than simply just managing the behaviour.



Heather Skelton

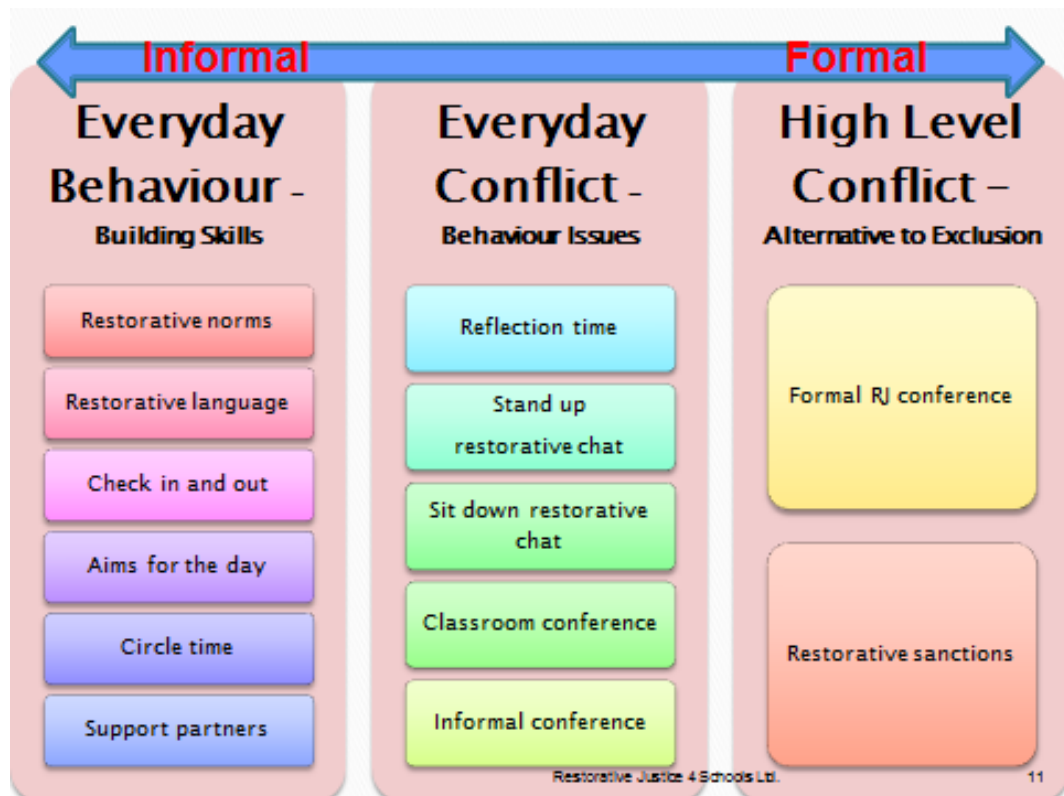
Restorative approaches are based on four key

- Respect** – for everyone by listening to other opinions and learning to value them;
- Responsibility** - taking responsibility for your own actions;
- Repair** – developing the skills within a school community so its individual members have the necessary skills to identify solutions that repair harm;
- Re-Integration** - working through a structured, supportive process that resolves the issue and ensure behaviours are not repeated, allowing pupils to remain in mainstream education whilst also achieving all of the above.

Restorative approaches help achieve these aims by using a framework of restorative circle activities specifically designed to build; social and communication skills and a value based ethos. Schools have found by using restorative circles to actively develop these skills when conflict happens the capability to repair harm is in place. When the emphasis is placed on affecting real change, above the need for blame and punishment, you are able to create an environment where those involved in conflict have the opportunity to reflect upon and change their behaviour and therefore do not repeat the harmful behaviours.

Restorative Approaches continued

Although restorative practices are flexible and often overlap, it is sometimes helpful to break them down to those informal practices designed to build community and everyday social and communication skills, those that resolve everyday conflict and the most formal practices designed to resolve high level conflict as an alternative to exclusion or other formal sanction.



Working within restorative circles is an essential part of restorative approaches; check-in and check-out, using circles to introduce lessons and evaluate findings are only a few of the processes used within a restorative school to enhance teaching and learning. The development and use of a shared restorative language and the promotion of social and communication skills are fundamental to this approach.

It has been found that it is often the skills learnt at this most informal level that allow pupils to engage positively with the more formal conflict resolution practices. For restorative approaches to be most effective a whole school approach is essential, where these informal practices are used every day to underpin the more formal aspects of the restorative practices.

Restorative Justice Conferencing

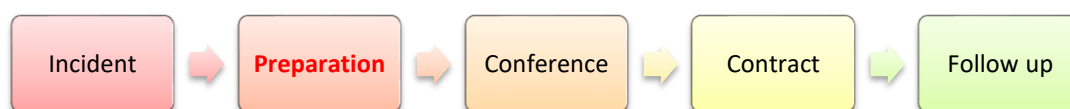
Aim:- Restorative Justice Conferencing is a formal, structured, facilitated meeting that brings together those affected by harm to listen to how each other has been affected and decide on a resolution to that harm. They are highly effective in resolving:

- Friendship issues;
- Conflict;
- Disruptive behaviour in lessons;
- Bullying;
- As an alternative to exclusion.

A conference is possible when:-

- Those involved in the conflict wish to take part;
- The wrong-doer(s) accepts responsibility for their actions;
- A trained, neutral facilitator is available.

Conferences are very effective for both pupil-pupil and teacher-pupil conflict and may include parents, police and/or teachers - in fact anyone who is able to contribute to finding a solution to the problem. They always follow a set pattern:-



By using restorative conferencing participants will:-

- Develop** - truth telling skills, responsibility, accountability, empathy;
- Learn about** - the impact of their actions on others, real consequences;
- Be able to** - make amends, show remorse, change behaviour.

Restorative justice conferencing within schools focuses attention on the harm that an incident has caused to individuals and relationships. Everyone is given the opportunity to answer the same questions and has the same opportunity to speak, this controlled equality ensures the process is seen as fair. This encourages truth and provides a safe environment so responsibility can be acknowledged and genuine remorse felt. It is this feeling of remorse drawn out by the process that creates accountability, by motivating and empowering the wrong doer to put right the harm they have caused. Both participants are then able agree their own joint agreement of how they are going to behave or manage their relationship in the future, giving them a personal stake in the success of the agreement.

Conferencing Planning and Preparation

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Preparation and Planning – This is one of the most vital parts of the conference process. It is the preparation that defines the conference from any other restorative conversation. For a resolution meeting to be a restorative conference you need to meet with everyone who needs to attend the conference to prepare in regard to:-

1. **The outcomes** – ask participants what do they want from the conference what they think others may want from the conference.
2. **The questions** – ask all participants the restorative questions – this gives them the opportunity to verbalise and reflect on their viewpoint before the conference itself. It also gives the facilitator the opportunity, if necessary, to challenge any harmful thinking *before participants are brought back together*.
3. **Who's been affected** – go through with the participants carefully who's been affected to start the process of recognising the impact of harm.
4. **Contract/Agreement** - talk to participants about why they might need to go in the contract or agreement and what they think others may need.
5. **Ground rules** - discuss ground rules and how the conference needs to run so that everyone will achieve their aim - take turns – listen - no interrupting - no shouting - keep calm - respect for everyone - take responsibility - discuss the act not the person - no personal comments.

Conference Planning – you may like to consider:-

1. **Arrangements** – agree a venue, time and date.
2. **The seating plan** – try to achieve a symmetrical seating arrangement where everyone will be comfortable and are able achieve eye contact.
3. **Script** – do you have your script?
4. **Order of people speaking** – wrong doer – harmed person – supporters.
5. **Questions** – make sure all questions are asked fairly and consistently.
6. **The Contract/Agreement** – role of facilitator is to scribe and ask participants what they wish to put on the agreement – you may prompt but allow them to suggest their own ideas and solutions remember it needs to be their agreement.
7. **The Refreshments** – a drink and biscuit to embed the new agreement of co-operation by allowing a social phase to the conference process.

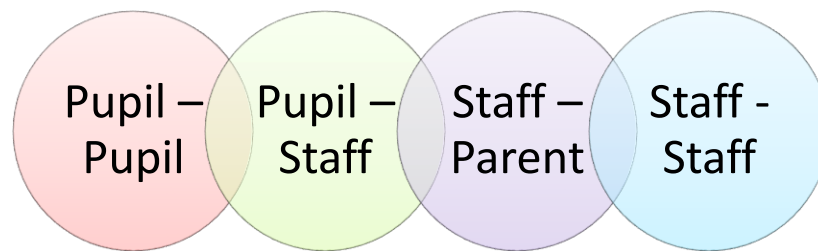
Follow Up – at the conference make a date to meet up with the participants to review the contact:-

1. **Review agreement** – go through each of the elements of the agreement and ask participants if they have been able to meet each item.
2. **Amend agreement** – if there have been any difficulties ask the participants what needs to be added to the contact to ensure it is effective in the future.
3. **Stay positive** – this should be a positive experience. Any problems can be explored, and by focusing on the progress made, be resolved in a solution focused manner.

Restorative Chat/Enquiry/Conversation

Aim: - this is non-prepared, often quick conversation that aims to take those involved in conflict to a restorative solution where everyone feels: heard, treated fairly, able to move on and has a clear idea of what is needed from their future actions.

When to use:- restorative chats are very effective in developing empathy and building on established restorative practices within your school, can help resolve issues quickly before they escalate.



To be able to use this effectively:- you will need an understanding of what a restorative solution is and how to use restorative language to help others come to a resolution to a problem or issue.

When having a restorative chat is it important to remember to

- Ask open questions using restorative language;
- Use active listening skills;
- Think about body language.

Works most effectively when:- restorative practice is an integral part of your school culture and your pupils understand what is expected of them within this ethos.

Follow up:- a formal follow up may not be necessary but it is good practice to check with those involved and ask that the solution that was agreed has been kept to by those involved.

Restorative Circles

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Aims for restorative circles are:-

- Develop a caring, supportive, empathic environment;
- Create a respectful ethos;
- Promote positive relationships;
- Develop self-esteem and self-confidence;
- Highly enjoyable learning environment;
- Promote social and emotional development.

Guidelines for running circles:-

- Create an expectation that everyone will contribute.
- Have a clear goal for the circle.
- Decide what type of circle you are going to have:
 - Check in or check out;
 - Circle to introduce an aim for the day;
 - Circle to introduce a lesson;
 - Circle to feedback from a lesson or aim;
 - Circle about an issue that affects the group;
 - Circle to get learning back on track;
 - Circle to resolve a conflict.
- Be positive and confident.
- At the beginning of term make circle rules and ensure you all keep to them.
- If circle rules are not generally being kept
 - Reintroduce them at the beginning of the circle
 - Ask for support from the circle to help keep to the rules.
- Respect must be shown to everyone one.
- Everyone needs to contribute.
- Everyone needs their contribution to be listened to.
- Circles are confidential, safe places to speak.
- Pupils who want to say something private could do so later.
- Prepare your circles by involving pupils e.g.
 - "I'm really looking forward to hearing what you have to say about in our circle today"
 - "Can you help me by starting the circle today"
- Everyone should sit in the circle on the same sort of chair.

Restorative Language

Aim: - restorative language is a tool to lead a restorative ethos within schools. Restorative scripts are often used as a framework for a restorative conversation but the ultimate aim is to have a fluent restorative vocabulary. Restorative language can be highly effective when there is a real understanding of what restorative solutions are trying to achieve. Restorative language aims to create not only emotionally literate but “emotionally articulate” pupils and staff within school.

Characteristics of Restorative Language

Open questions: - always ask open questions that require an answer rather than a question where you only need to answer with a yes or no.

Fair: - Ask both parties the same questions giving every one the opportunity to speak. i.e. what happened? what happened next? what could you have done differently?

Respectful: - restorative language is respectful to all parties.

Non-judgemental questions: - remember not to prejudge the outcome of any conversation before they happen.

Enquiring: - never assume you know what has happened.

Shared vocabulary - pupils need a fluent emotional vocabulary to facilitate emotional literacy to be able to participate in emotionally literate conversations. Schools are ideally placed to identify and develop a shared language with young people. It is a very positive progression to consider how this can be shared with parents and carers by information sent home and presentations.

Restorative Scripts - there are many restorative scripts that can be useful to ensure that everyone involved in harm is heard and everything that needs to be done to repair a situation happens. It may be useful to decide discuss with staff when individual scripts will be most useful or ask staff to devise their own.

What happened?

What were you thinking?

What needs to happen to put this right?

Other elements:- body language and tone of voice are two extremely important constituents of restorative language. Body language should be non-aggressive and non-confrontational it is vital to allow pupils their own personal space. Tone of voice should be calm, respectful and non-judgemental.

Restorative Room

Aim: a restorative room is a designated room set aside for your staff, mentors and pupils to use when resolving conflict.

Some schools have used their family room if they have one for this purpose. The room needs to be large enough so that those using it can sit in a circle without a table in front of them.

It would be helpful if all the chairs in the room were of the same type and make to ensure they are all equally high, comfortable etc. thus avoiding power imbalances.

If possible the room should have a calming atmosphere. This could be enhanced by appropriate restorative displays such as examples of restorative language, emotions, main restorative questions and ground rules for restorative solutions.

It may be useful to have

- Blank agreement forms
- A restorative justice scripts
- Wall displays showing the main restorative questions and ground rules
- Access to drink making facilities
- Tissues.

Restorative Playground

Aim: - to implement restorative approaches within the playground to

Enable staff to:-

- Enhance development of restorative practice within school
- Use restorative language
- Reduce conflict
- Resolve conflict in a solution focused process
- Create an learning experience that will change poor behaviour
- Support the peer mentoring/mediation scheme.

To create an environment where pupils:-

- Play without being harmed or upset
- Feel safe
- Learn how to build and maintain relationships through play
- Develop
 - Self-administered conflict resolution skills
 - Social and communication skills
 - A solution focused process of resolving conflict
 - Empathy for others.
- Learn about the effect of their behaviour on others.

To create a restorative playground a school may like to consider:

Training: - mid day supervisor staff will need training in

- Restorative language
- Restorative conversations/scripts/solutions
- Instant corridor/playground conferences.

Support: - support will be needed from a member of school staff to help mid-day supervisors develop restorative practices within the playground.

Friendship bench: - or similar area where pupils who are lonely or upset can go and find a peer mentor who is willing to play games with them.

Restorative thinking zone: - instead of a "sin bin" pupils involved in conflict will be asked to go to a thinking/reflection zone where they will calm down and wait for a member of staff or peer mentor to come and attempt to resolve their conflict.

Non prepared restorative chat: - staff will use a restorative script to attempt to resolve the conflict by repairing the situation for those involved, if those involved and the member of staff are happy that the situation is resolved, the matter will be considered dealt with, if not a referral will be made back into school.

Handover/referral back into school: - if it was not possible to resolve the issue and it is felt that the matter further attention a referral will be made back into school.

Peer mentors/facilitators: - to encourage positive play behaviour, resolve conflict, alert staff to situations that need their support.

Classroom Conferencing

Aim: - classroom conferencing is a flexible yet structured, facilitated meeting that brings together a group of pupils/staff who have been affected by harm to listen to how each person has been affected and decide how to repair the harm caused. They are a highly effective tool to develop and maintain an emotionally literate, self-regulating environment.

Can be used to resolve:-

- Friendship issues
- Low level poor behaviour in lessons
- Low level bullying.

Classroom conferences are similar from Restorative Justice Conferences as they:-

- Resolve harm and/or conflict
- Can be used with a no blame mandate
- Need wrongdoers to accept responsibility.

Classroom conferences differ from restorative justice conferences by:-

- Having larger numbers of participants
- Because of larger numbers have fewer questions than a RJ conference
- Use a flexible less formal script
- Are not always prepared
- Can resolve wider issues after a 1-1 conference
- The harmed person does not always need to be present.

By using restorative conferencing participants will:-

- Develop - truth telling skills, responsibility, accountability, empathy
- Learn about - the impact of their actions on others
- Be able to - make amends, show remorse, change behaviour.

When planning a class room conference it may be useful to consider:-

- Do I need to prepare any one individually beforehand?
- Do I need to agree ground rules?
- Do we need to make a contact, if so who is going to scribe?
- What are we trying to achieve?
- What questions am I going to use?
- Where will I sit the participants?
- Where in the circle shall I start the questions?

Restorative Classroom

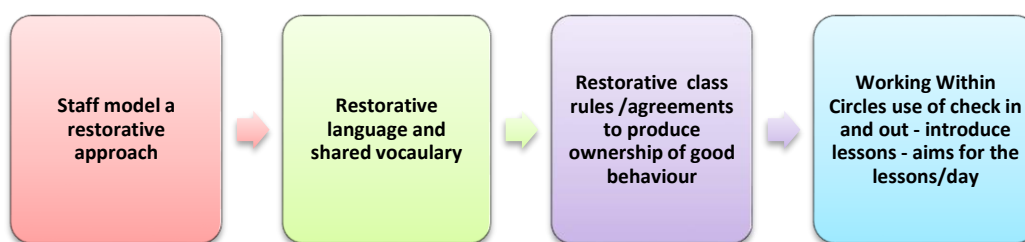
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Aim: that pupils work within a positive, solution focused environment where they are able to regulate their own emotions and behaviour and have a positive impact on the behaviour of others around them. To achieve this it is important that teachers have the training, support and confidence to model the approach in their own practices by using:-

- Restorative language
- Restorative class room rules or agreements
- Shared emotional vocabulary
- Restorative circles to teach and build social skills
- Restorative circles to develop emotionally articulate communication skills
 - Restorative check in and check out
 - Restorative circle time
 - Restorative circles to resolve conflict
 - Classroom conferencing
 - Full conferencing to resolve difficult issues.

When a removal becomes unavoidable pupils are:-

- Treated restoratively
- Use of restorative reflection sheets
- There will be the expectation that they will be:-
 - Given time and expected to think about their behaviour
 - Be involved in its resolution
 - Put it right any harm caused.
- Conferencing can be used to resolve serious conflict and/or reintegrate



To achieve a restorative classroom you will need

- Training so staff and pupils understand how to achieve a restorative solution
- Information and restorative resources to support this aim
- Restorative displays on the walls.

Restorative Agreements or Contracts

Aim: - restorative agreements or contracts are an opportunity to consider and agree a strategy for future good behaviour/positive relationships; they formalise the act of resolution and agreement into a written document. They clearly set out the changes that need to take place, how they are going to happen and who is going to support this process. Restorative agreements are instrumental in creating accountability by outlining the changes that need to take place to ensure that there is no return to conflict thus making it possible to revisit the outcomes of a conference by reviewing the agreement. They look at how relationships will be managed in the future in a positive solution focused way.

It is important that participants in the conference build their own agreement rather than having one imposed on them by the school, parents or the facilitator. Agreements are reviewed at the follow up stage and can be added to if necessary.

Conference Preparation: Special consideration should be given to content of the agreement at the preparation stage. It is recommended that the facilitator explore with each participant what they could put on the agreement and what they think others may wish the agreement to contain. It is imperative that this is done using restorative language i.e. open, non-judgemental questions whose purpose is to engage the participant in considering their needs and the likely needs of others.

Questions: It is possible to make this part of the preparation process by asking the participant a series of questions:

- What do you think could go on the agreement?
 - What else would help?
 - What else could go on?
- What do you think that xxxx (the harmer/harmed person/teacher /parents) might want to go on the agreement?
 - What else might they want to go on the contract?

Once participants have exhausted their own initial ideas it may be useful to ask questions that prompt consideration of circumstances relevant to the conflict:

- What could you do when
 - you see each other in the corridor?
 - you see each other in class?
 - you see each other down the town?
 - you are on Facebook, MSN etc.
- What could you do if something goes wrong and xxxx breaks the agreement?
- Who needs to support this in school?

Also useful: S4 shows examples of real restorative contracts and R7 contains a blank specimen agreement

Restorative Inclusion Room

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Aim: to achieve a “whole school approach” to restorative practice within your school it may be useful to consider how your inclusion room could support this process and what will be expected of pupils if removal from class has become unavoidable.

A restorative school seeks to repair harm to those affected above the need to blame and punish. This strategy has proved highly effective in changing the behaviour and increasing life skills of those involved in conflict.

A restorative inclusion room follows those principles by supporting the belief that to resolve conflict you need to repair harm. Therefore it is important for an inclusion facility to create an expectation that pupils who cause conflict will need to put things right and take part in an appropriate restorative solution either instead of a traditional sanction (no blame or suspended sanction) or in conjunction with one (nominated by wrong doer, as well as a sanction or reintegration conference).

If sanctions are seen as unavoidable then they should aim to be as fair, proportionate and constructive as possible so as to not obstruct the benefits of a restorative solution.

Schools wishing to develop a more restorative inclusion room may also like to consider:-

Reflection sheets - some schools have found that by using a restorative reflection sheet when a pupil is sent to their inclusion room is an effective start to creating a restorative environment.

Physical layout of room – within a restorative inclusion room it is important that pupils are given the opportunity to work together to develop strategies for good behaviour.

Working within circles - using time spent in an inclusion room to develop appropriate social and communication skills can be very useful to the school as a whole, checking in and out should be used at the start/end of every session with whoever is in the room. Circles could also be used for more in depth conversations about strategies for appropriate behaviour.

Displays – it may be useful to display restorative aims and examples of restorative language on the walls of your inclusion room.

Training of staff – staff working within an inclusion room with your most challenging pupils are likely to need at least three if not five day training.

Restorative language – it is imperative that restorative language leads your practice with your restorative inclusion room.

Restorative Inclusion Room Continued

Apologies – one of the aims of a restorative process is to develop empathy within the wrong doer by allowing them to understand the effect their behaviour has had on others and to repair the harm caused by doing something to put it right. If a pupil is genuinely sorry for the upset they have caused it may be very appropriate to facilitate an apology. If however there is little or no remorse then a more intensive restorative solution i.e. conferencing if appropriate is likely to be needed.

Conferencing – time spent in the inclusion room may be an ideal opportunity to prepare and run restorative justice conferences as part of your schools expectations that harm will be repaired.

If not conferencing then mediation – if the wrong doer is unable or unwilling to take part in a conference then mediation that looks at how the manage the situation may be appropriate to allow skills building to take place allowing that young person to take part in conferencing in the future. This could be face to face or shuttle mediation and could if useful also result in a agreement being agreed.

If mediation is not possible then a restorative element to the resolution – if the wrong doer is unable or unwilling to take place in either conferencing or mediation it is still important to use a restorative approach to your response. Conversations that attempt to build empathy and allow the wrong doer to have their say and consider the impact of their actions on those affected is still an important aim. This may help a pupil build skills that will allow them to engage in a more restorative solution in the future.

Agreements or Contracts – may be used as a result of circle work, conferences or mediation.

Victims – it is the challenge of a restorative inclusion room to work inclusively of those affected by harm.

Re-integration – it is an aim of a restorative inclusion room to where necessary repair the relationship between pupil and staff so that pupils are reintegrated into a classroom. This process should be solution focused and victim led by seeking to repair the harm caused.

Who will manage behaviour in our school?

