



Restorative Now

Building sustainable relationships and addressing harm

Build a Restorative School Community



Reduce
bullying
and
conflict

Restorative approaches build **strong, respectful**, conciliatory school communities, addressing issues related to **wellbeing, behaviour, relationship-building** and **social skills**.



Increase
achievement
in a
relationship
rich learning
environment

Children develop **emotional literacy** and skills which enable ownership of issues and solutions, and this contributes to a culture of **resilience, empowerment** and **concern for others**.

Improved quality of relationships **enhances learning** within the classroom.



Strengthen
the social
and
emotional
health of
students

See the attached information for our training and implementation offer.

Positive Relationships = Positive Learning

Following training, what do schools, children and families say about...

- **Culture change within the school?**

'The Restorative Approach has positively changed the whole dynamics of the school.'
– Learning Mentor

'There is a kinder atmosphere in the school.' – Deputy Headteacher

'The implementation of the whole school Restorative Approach has been instrumental in skilling up the school to make a change in the current culture which was more punitive, rather than enabling both staff and students to come together and rebuild their relationships.' – Behaviour and Attendance staff member

'Restorative Practice is at the heart of our school culture now and is the number one priority to see it further embedded.' – Deputy Headteacher

'We have rewritten the School Behaviour Policy to highlight the place of restorative practice.' – Deputy Headteacher

- **The effectiveness of restorative practice?**

'Parents were initially skeptical but after it had been used they said "So it does actually work."' – Headteacher

'The number of referrals to me for poor behaviour have plummeted to almost zero.' – Headteacher

- **Sustainable change in attitude and behaviour?**

'There has been a change of attitude – this isn't just about sticking plaster – the changes are lasting.' – Headteacher

'Situations dealt with haven't reoccurred – before they would have.' – Headteacher

'The approach has had a huge impact on a historically challenging group of children who now respond differently as a result of repeated restorative interventions.' – Deputy Headteacher

'During a restorative meeting, a child who displays regular challenging behaviour was able to, for the first time, recognise and articulate the impact his behaviour has on others. He has never been able to do this before.' – Headteacher

- **How the Restorative Approach has impacted the way staff approach children?**

'All staff seem calmer and model the approach to the children.' – Learning Mentor

- **How the Restorative Approach has been wholeheartedly embraced by the children?**

'The children are very positive about the model and feel it gives them a voice.' – Deputy Headteacher

- **How Restorative Practice contributed to changes in children's behaviour in the home?**

'Child x behaves very differently around his younger siblings now – he intervenes in their disagreements in a very constructive way and assists them to resolve these and then monitors the resolution afterwards. This has developed a very significant contribution to the calm feeling within the family, and he is so proud of this.' – Foster Parent

Training & Implementation Offer

The training below is approved by the Restorative Justice Council. They are suitable for Primary and Secondary Schools and Colleges and will be delivered by live webinar.

1. Whole School Restorative Approach

We recommend this training for establishments that have moderate to no experience of restorative approaches. This whole school approach will give you the language and skills to implement effective practice across the whole school community to build a restorative culture which achieves positive relationships and improves learning.

The package includes:

- A **consultation** with the Senior Leadership Team.
- **Manager's Workshop** (3 hours) looking at culture change and strategic considerations.
- **Staff Workshop** (3 hours) for all staff where they will gain an understanding of why the restorative approach is so effective and how to use it.
- **Role specific training workshop** (2 hours). This may be suitable for pastoral leads, midday supervisors or other support staff.
- **Peer Listener training** (5 hours) for up to 20 pupils/students.
- A **Parents and Governors** briefing (1 hour).
- Coaching to deliver a **whole school briefing** via an assembly, or equivalent.
- **2 places** on the Enhanced Facilitator training online course (see the next page for further information on this).

Times and dates for training can be arranged according to your organisation's schedule, except for the Facilitator Training which has fixed dates and times.

Additional post-training is also available,

Training & Implementation Offer continued

2. Enhanced Facilitator Training

This takes a more in depth look at the restorative approach equipping participants with the skills to manage more complex situations and culture change within the organisation. It is delivered by live webinar over ten, 90 minute modules.

Areas covered during the training include:

- The origins, ethos and values of the Restorative Practice
- Common interventions models
- The neuroscience of shame and the power of empathy
- The impact of Adverse Childhood Experiences
- The needs model underpinning behaviour
- Emotional Literacy
- Listening skills
- Restorative Enquiry Questions
- The Art of Engagement
- The two party model of Restorative conversation
- Considerations of harm
- Contrasting Retributive and Restorative approaches
- Skills practice – Facilitation of Restorative Meetings
- Restorative Circles, the practice and the links to cultural values
- Assessing Risk
- Talking Circles - the magic of shared space
- A Behaviour Policy vs a Positive Relationships Policy
- Implementation and Culture Change

All participants will receive a handbook to accompany the course.

For more information, to book a course or discuss bespoke requirements:

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