

Restorative Approaches Workshop for Parents



Restorative
Approaches

11th November 2021

What are restorative approaches?

A restorative school is one which takes a restorative approach to resolving conflict and preventing harm.

Restorative approaches enable those who have been harmed to convey the impact of the harm to those responsible, and for those responsible to acknowledge this impact and take steps to put it right.

Restorative approaches refer to a range of methods and strategies which can be used both to prevent relationship-damaging incidents from happening and to resolve them if they do happen.

Traditional Approach

Restorative Approach

School rules are broken.

People and relationships are harmed.

Justice focuses on establishing guilt.

Justice identifies needs and responsibility.

Accountability = punishment

Accountability = understanding impact and repairing harm

Justice directed at the offender; the victim is ignored.

Offender, victim, and school all have direct roles in the justice process.

Rules and intent outweigh whether outcome is positive or negative.

Offender is responsible for harmful behavior, repairing harm and working towards positive outcomes.

Limited opportunity for expressing remorse or making amends.

Opportunity given to make amends and express remorse.

The four R's of Restorative Approaches



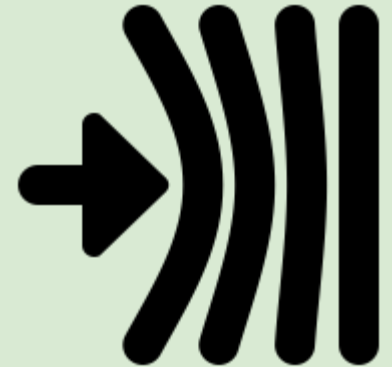
Relationships



Responsibility



Reparation



Resilience

Why are St. Dunstan's using restorative approaches?

Becoming a restorative school has many benefits, including increased attendance, reduced exclusions and improved achievement.

It can also alleviate problems such as bullying, classroom disruption, poor attendance, anti-social behaviour and disputes between pupils.

Restorative approaches fit within our school ethos and the importance of forgiveness as a faith community. It also enables the children to begin to resolve issues for themselves and reflect upon their own behaviour.

What impact do restorative approaches have?

A report published by the Department for Education gave whole-school restorative approaches the highest rating of effectiveness at preventing bullying, with a survey of schools showing 97% rated restorative approaches as effective.

An independent evaluation of restorative justice in Bristol schools found that restorative justice improved school attendance and reduced exclusion rates.

In Barnet, an evaluation by the local authority found a reduction in exclusions of 51% in restorative justice trained schools compared to a 65% increase in exclusions in the thirty two Barnet schools that have received no restorative justice training. They also found increased confidence among school staff to deal with bullying and conflicts in the school.

What do restorative approaches look like in practice?

At St. Dunstan's we use restorative approaches to resolve issues, disputes and incidents of bullying.

We use the following questions to find out about the situation:

1. What happened?
2. What were you thinking and feeling at the time?
3. What have you thought about it since?
4. Who has been affected and in what way?
5. How could things have been done differently?
6. What do you think needs to happen to make things right?

Question 1: What happened?



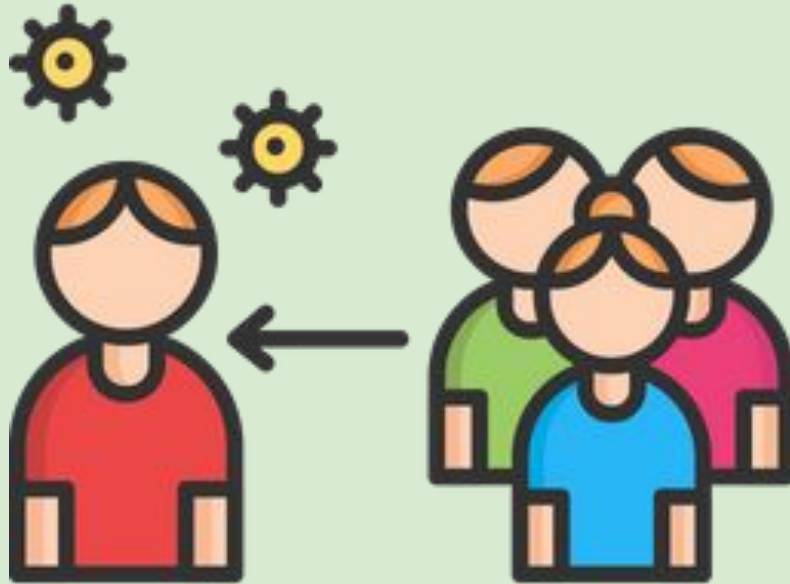
Question 2: What were you thinking and feeling at the time?



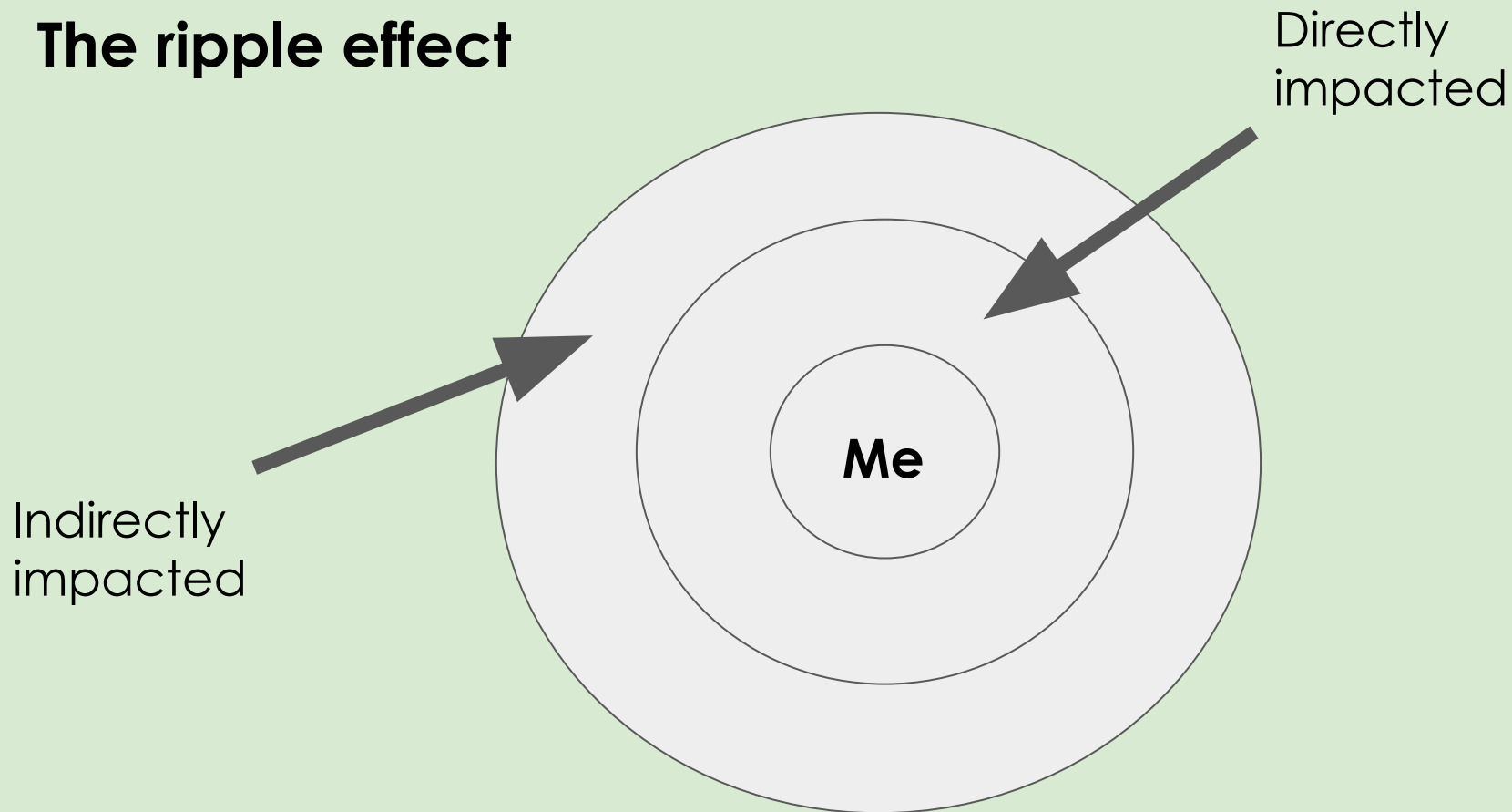
Question 3: What have you thought about it since?



Question 4: Who has been affected and in what way?



The ripple effect



Question 5: How could things have been done differently?



Question 6: What do you think needs to happen to make things right?



**“Punishment doesn’t teach
better behaviour, restorative
conversations do.”**