

Hopes for this session...

Waiting for responses ...

Introductions



Name: Michelle Morgan

Industry: Education

Expert , by experience, in: Restorative Practice, developmental psychology, relational culture change and behavioural theory

Legacy: Transforming schools and relationships through restorative practice

Passionate about: People, communities and connections

How Does RP Help?

Restorative Practice will help you to create and maintain better relationships, become more self-aware and to see conflict as a part of life which provides us with an opportunity to greater understand each other.

In the Home – As a parent/carer it will help you to deal with challenging behaviour as you will understand how behaviour links to other factors.

In Schools - In addition to the above, you will gain some ideas for lessons to teach children about their brains which will result in a calmer more aware school environment.

In the Workplace – It will introduce more engaging ways of communicating at all levels which will ensure people are listened to, treated fairly and valued.

Whole School / Whole Child Approach to Embedding Restorative Practices

Our Training Offer

About the Approach

Our trainers have first hand experience of delivering restorative culture change in schools. We know what works and have learned from what doesn't. Our training offer reflects that learning.

How it Works

We deliver both face-to-face and online training via Zoom. Each block on the diagram represents the training required for each key school stakeholder. Schools can complete the training in any order. Some schools prefer to start with Advanced Facilitator training for 3 key staff members and end with the Whole School Introduction, whereas other schools start the other way around. It's up to you; you know your school's needs best!

How Long Does it Take?

The truthful answer is it never ends! Restorative practices need to be continuously revisited and refreshed, owned and led by you. Our business model is to make ourselves redundant by equipping you with the skills, knowledge and processes to no longer need us.

How Do I Find out More?

Click the boxes →

or visit www.restorative-practice.co.uk
Email: bookings@restorative-practice.co.uk

RP and Leadership

Content: Leading teams and building restorative processes
Audience: Line Managers
Duration: Two full days
Delivery: Face-to-face or Online

Advanced Facilitator

Content: RJC Accredited course
Audience: 3 key staff
Duration: 3 Days
Delivery: Face-to-face



RP on the Playground

Content: Restorative Peer Mediator
Audience: Children and lunchtime supervisors
Duration: Two full days
Delivery: Face-to-face



RP and the Individual

Content: Self-regulation and understanding (Advanced Cognitive Competencies)
Audience: Children
Duration: 6 week (or Train the Trainer)
Delivery: Face-to-face

Whole School Introduction to RP

Content: Background to RP and how it differs from RJ. Proactive and Reactive Whole School Strategies, Circles, The Developing Brain and Behaviour, The restorative Conversation
Audience: All school staff and Governors
Duration: Full day
Delivery: Face-to-face or 4 sessions online



RP in the Home

Content: Sharing strategies used in school
Audience: Parents and Carers
Duration: Full day
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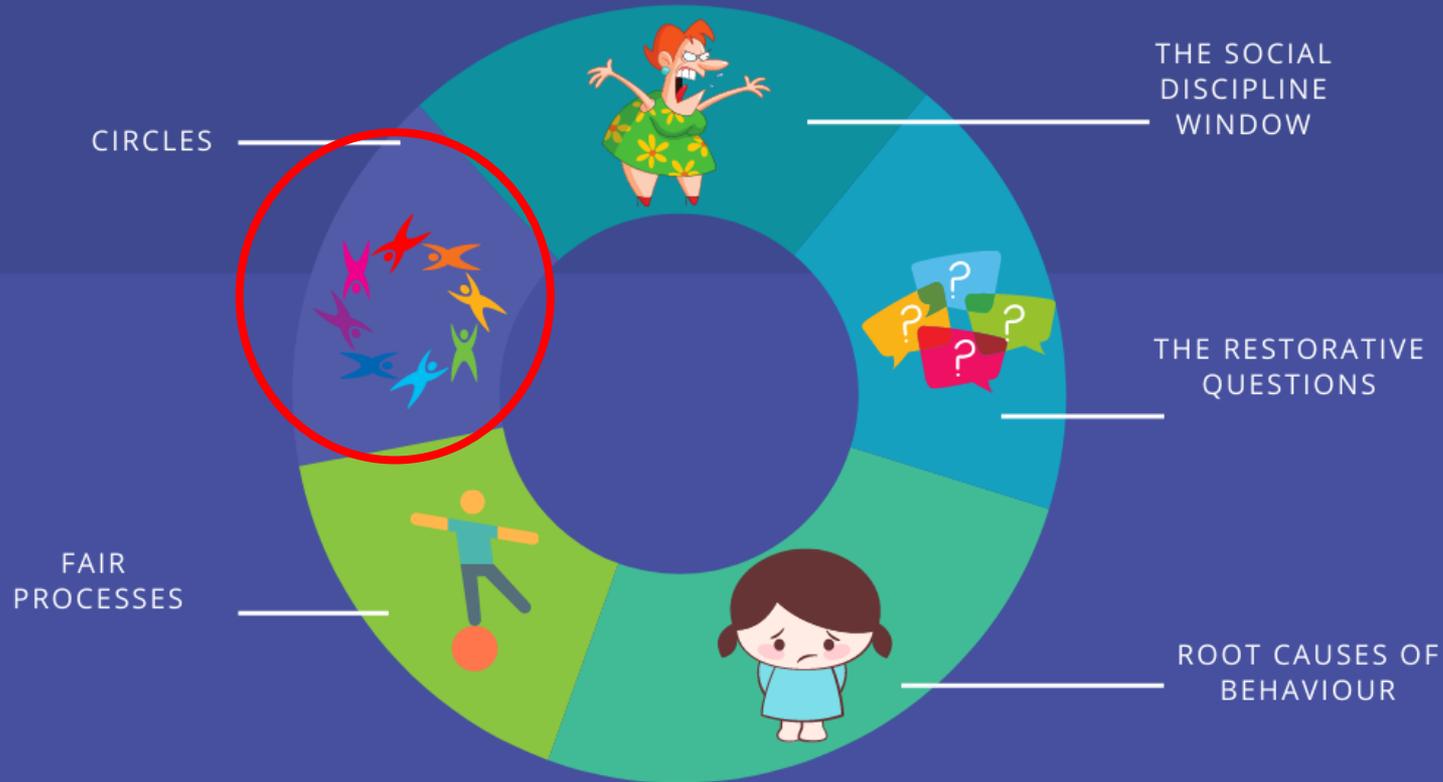
RP in the Classroom

Content: Metacognition, whole school inclusive learning environment, research-led strategies
Audience: Teachers and support staff
Duration: Two full days
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Restorative Practice

Key Learning for Schools



CIRCLES



If the purpose of the restorative conversation is to build and repair relationships after wrongdoing or harm, then the purpose of a circle is to cultivate relationships that we see the value in repairing.

“When I grow up, I want to be a.....”



What is restorative practice?

**RESTORATIVE
PRACTICE**



**RESTORATIVE
JUSTICE**

Definitions

Restorative Justice is reactive, it reacts to wrongdoing by putting the harmed at the centre of a restorative conference. A restorative conference is a structured meeting that allows the harmed to tell the harmer the impact of their actions and gives the harmer the opportunity to develop empathy, to take responsibility for their actions and put things right.

Restorative Practice is proactive, it precedes wrongdoing. It proactively builds relationships to prevent conflict and wrongdoing. The roots of restorative practice are in restorative justice. The purpose of restorative practice is to build healthy communities, increase social capital, decrease crime and antisocial behaviour, repair harm and restore relationships.



The Restorative Questions (Chunking)

past

present

future

The Restorative Questions

What happened?

What were you thinking at the time?

What have your thoughts been since?

How do you feel about what has happened?

Who has been affected by what happened?

In what way?

What needs to happen to put things right?

What could you do differently next time?

www.restorative-practice.co.uk





Why?

CHALLENGE

Stop asking:

"Why?"

Try

"What happened?"



Restorative Practice and Shame - Key Learning to Understand why the restorative conversation works

Braithwaite: Crime, Shame and Reintegration 1989 distinguishes between two different types of shame

1 - **Stigmatising** (doer) = labelling, blaming, criminality consuming your whole identity, leads to criminal subcultures. Current criminal justice system in the UK could be seen as stigmatising

How might that look in school? s/he/they **are** naughty and should be punished

2 - **Re-integrative** (deed) = where individual wrong doers are confronted within a continuum of respect and support, allowing a process of reintegration to begin.

How might that look in school? s/he/they **did something** that caused hurt or harm that needs to be repaired

Personal Reflection: Is our current behaviour system stigmatising or re-integrative?



Self-understanding transformed the behaviour of these two students.





Restorative Practice

Key Learning for Schools



Go Around Activity

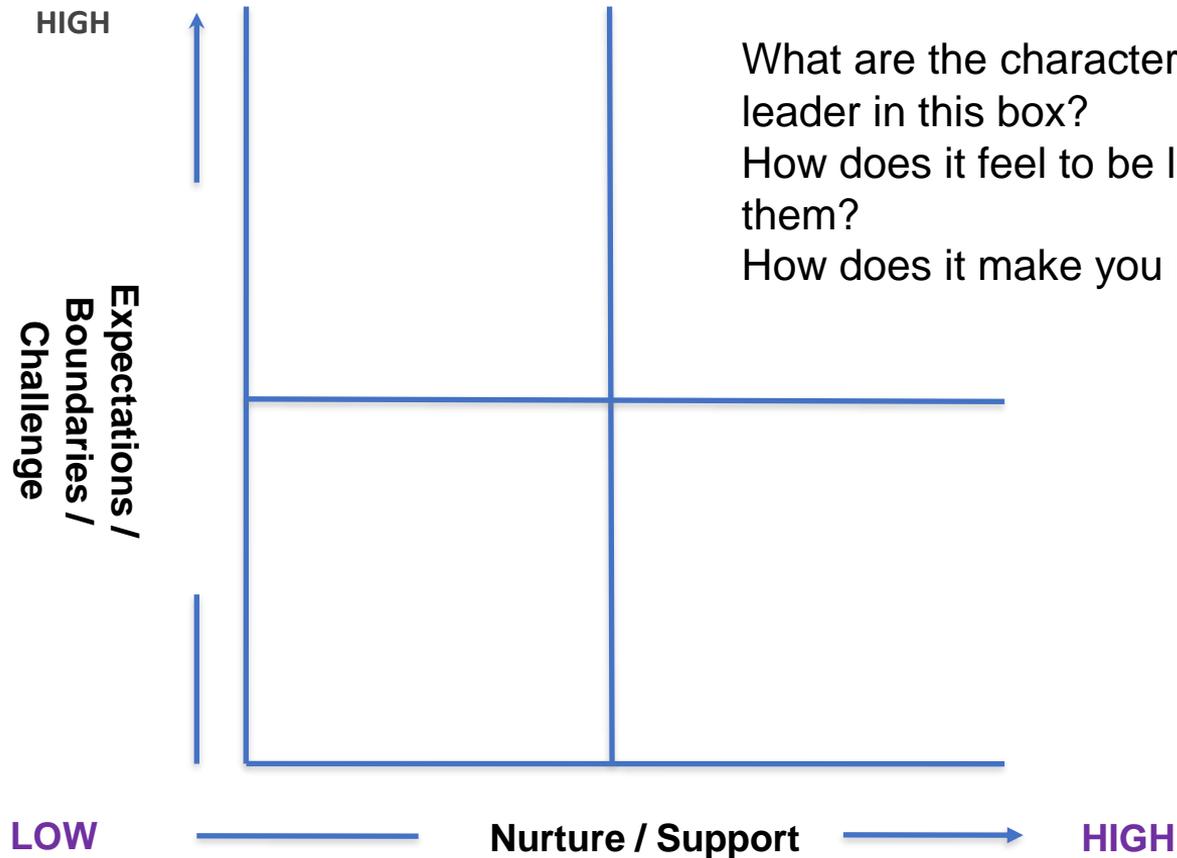
What are the qualities of a great leader? Think of a someone you admire, what are they like?

Share one of their qualities

Task 2 - Qualities of a Great Leader



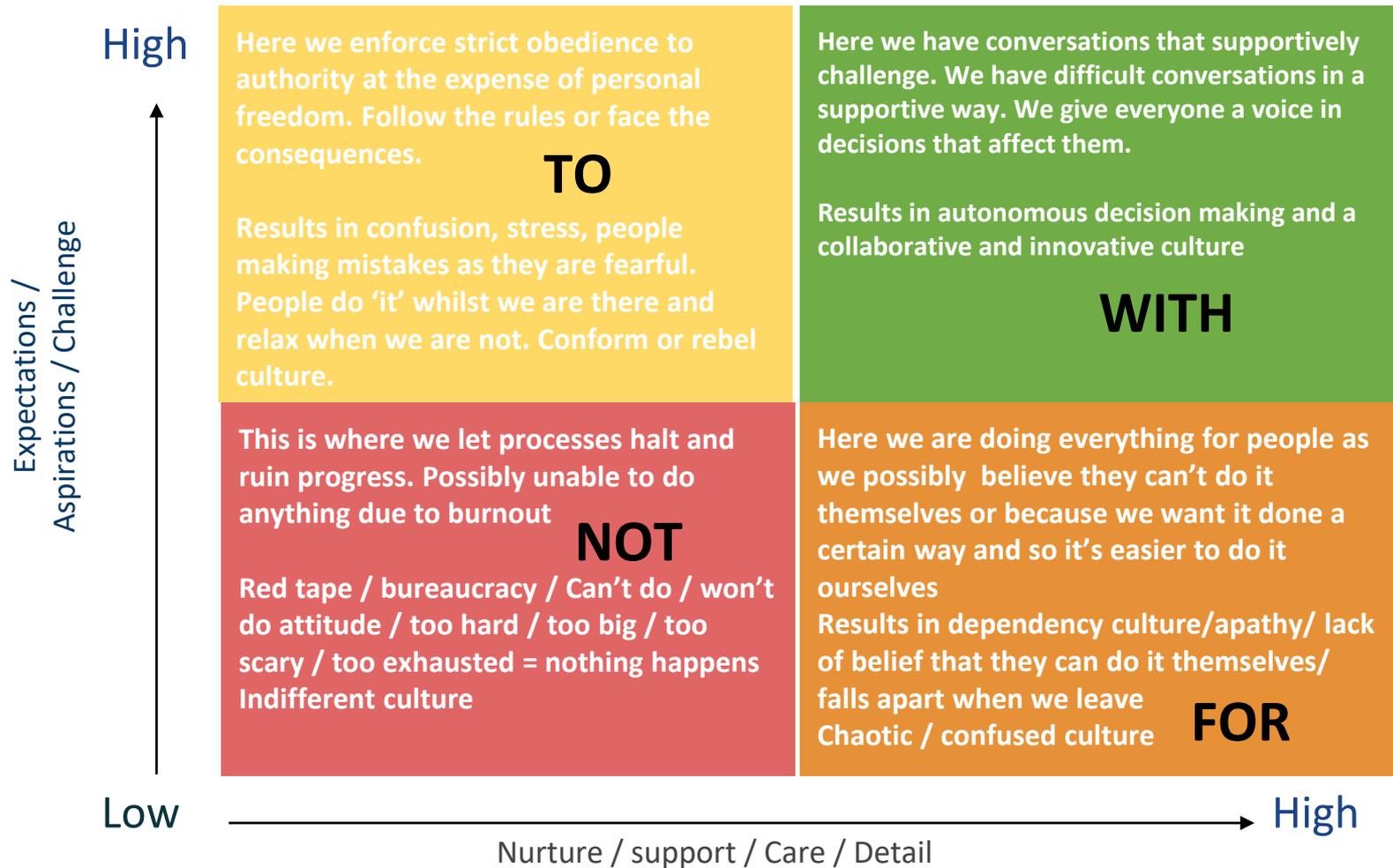
Social Discipline Window



What are the character traits of the leader in this box?
How does it feel to be led/supported by them?
How does it make you behave?

Feedback - 2 minutes per group





“Human beings are happier, more cooperative and productive, and more likely to make positive changes in their behaviour when those in positions of authority do things with them, rather than to them or for them.”

Ted Wachtel, founder of Real Justice Movement



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*Jacqueline S. Thousand & Richard A. Villa
Managing Complex Change; 2001*



Check - Out

One action for you from today's session to help get RP / RA moving in your setting...

