

RESTORATIVE TRAINING DELIVERY SUMMARY



**Restorative
Practice**

Training and Consultancy

Midway Review February 2024



Presented By :

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Our Lady's

Catholic Primary School

'Loving, Learning, 'Reaching out to all'

Restorative Practice Supporting Statement

I am writing to inform you about the significant positive impact that Restorative Practices has had on our school community and to outline our plans for further development should additional funding become available to us.

Restorative practice has truly transformed the way we approach relationships and address negative behaviour within our school environment. Aligned with our mission statement, 'Loving, Learning, 'Reaching out to all', this empathetic approach is underpinned by gospel values of forgiveness, compassion, and peace. It has allowed us to deepen our catholic ethos and build an environment where relationships flourish within classes and between all members of staff and children, fostering a sense of understanding, respect, and collaboration.

Since the introduction of Restorative Practices, we have witnessed a range of positive outcomes that has enhanced our catholic ethos. These include a consistent and clear approach by all adults, clear procedures for children to follow, age-appropriate restorative processes, and a notable enhancement in children's ability to utilise the language of forgiveness and reconciliation. Incidents are now being resolved more effectively, with a decrease in conflicts escalating and an increase in staff confidence in managing such situations. Furthermore, parents have been receptive and supportive of promoting discussions between children to handle conflicts constructively. By using the Restorative Practice questions, we are demonstrating how we 'Reach out to All'.

With the additional funding at our disposal, we have appointed one of our existing staff members to be a trained restorative practice facilitator to lead the initiative. Moving forward, we aim to explore the introduction of **peer mediators** within the school community. By empowering children to take on roles as mediators, we intend to foster a sense of ownership, integrity, and fairness among the student body. Additionally, we plan to incorporate more circle time sessions to facilitate open discussions and enhance empathy among the students.

Furthermore, our staff will engage in continuous professional development sessions to deepen their understanding of restorative practice and its benefits for both children and staff members. We are keen to explore avenues for **enhancing parental engagement**, ensuring that parents have a thorough understanding of our restorative practices and are actively involved in supporting our approach.

In closing, we are excited about the progress we have made with Restorative Practices and the potential for further development, deepening and growth within our catholic school community.

RATIONALE FOR PROJECT:

Since the return of children to school following the Covid pandemic, there has been a rise in behaviour issues which staff have had to deal with. These issues are often linked to low levels of emotional understanding from children as well as the reduced capacity to form and maintain positive relationships.

School leaders across the collaborative have identified that previous approaches to supporting challenging behaviour within school are not as effective as they were previously and that those children who were in the Early Years during the pandemic are causing a higher level of concern than other year groups.

In the Government article, 'Education Recovery in Schools' dated April 2022, it was identified that 'the pandemic continued to hinder pupils' learning and personal development. In January 2022, many schools said that COVID-19 had reduced pupils' attendance. This was a particular challenge for special schools. Leaders also continued to mention the negative impact of the pandemic on pupils' well-being and behaviour.'



DETAILS OF THE WORK

Prior to Training

- Culture survey to benchmark
- Planning call meeting to discuss each school's bespoke training needs based on the culture survey
- Adapting the content to fit the setting

Training Delivery

- Introduction to Restorative Practice - Origins and Rationale
- Facilitating a Restorative Conversation
- Seeing Behaviour Differently
- Restorative Circles

Post Delivery

- Additional consultancy support hours. How this time is best spent will be decided by each individual school. E.g. Policies / direct work with students / families work etc.
- Review meeting post training / midway review
- Review of and repeat of culture survey to measure improvement

Resources

A PDF of the training slides for internal use, lanyards, adapted restorative script for SEND/younger learners, access to termly network meetings, access to resources via our private Facebook group membership and support





OUR LADY'S CATHOLIC PRIMARY SCHOOL

COMPLETED: Option 1: Full Day Inset Date: 5th September 2023
Year 6 teacher attended 3-day foundation level restorative conference facilitator course

TO DO: Behaviour Policy Support Sessions





Restorative Practice

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Midway Impact Report for Our Lady's Catholic Primary School

March 2024

Welcome to the Midway Review of our Restorative Practices **Phase 1** journey. This review serves as a crucial checkpoint, providing an opportunity for reflection on your achievements, refinement of strategies, and further support for the remainder of our phase 1 and future work together. In this report, we will provide you with a summary of the data collected from the questionnaires and provide a brief impact evaluation of what the data is telling us in terms of positive progress and areas for further consideration.



Overview of Findings from Staff Questionnaires

Summary of Questionnaires:

Based on the data collected, it is evident that staff members at Our Lady's Catholic Primary School hold a strong belief in the alignment of Restorative Practices with their core values, with an average rating of 8.6 out of 10. This is further reinforced by their confidence levels in applying Restorative Practices, averaging at 7.6 out of 10. Most staff members agree that the training sessions were well-scheduled and valuable in enhancing their understanding, contributing to improved confidence in utilising these practices in their roles.

While there is a consensus on the positive impact of Restorative Practices on student behaviour and relationships, there are areas identified for improvement, including a desire for clearer communication from leadership and the establishment of referral mechanisms for more complex incidents. There is a recognition of the ongoing journey towards fully embedding Restorative Practices throughout the school, with a call for further training and support to enhance implementation. Emphasising these aspects can bolster the school's commitment to nurturing a culture centred on repairing relationships and fostering student well-being.

Overall, the data indicates a positive reception of Restorative Practices among staff members, with opportunities for further support and refinement to maximise their effectiveness in fostering a restorative and inclusive school environment.

Feedback Summary of Staff Questionnaires:

***11 members of staff responded to our online questionnaire**

On a scale of 10 being strongly agree and 0 being strongly disagree:

*Alignment with Core Values: **Avg. Rating from Staff: 8.6***

*Confidence in Applying Restorative Practices: **Avg. Rating from Staff: 7.6***

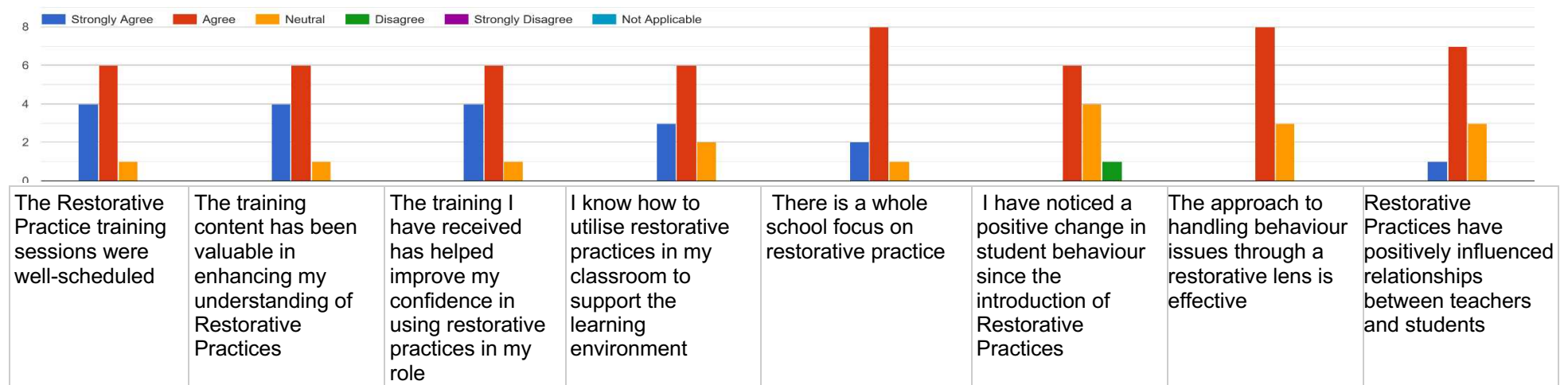
Staff Feedback – ‘The training course has been really valuable’

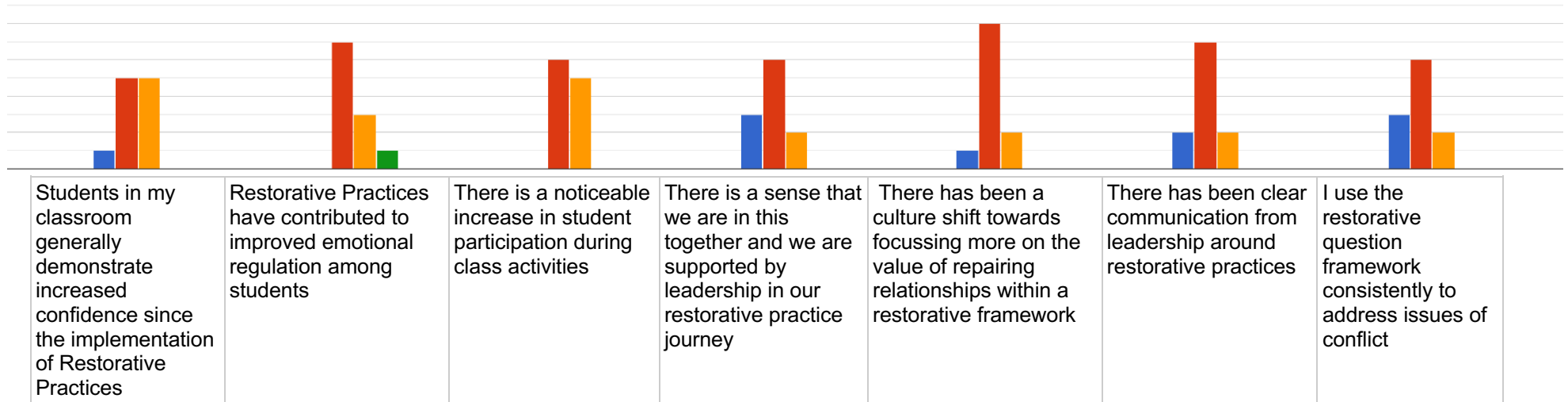
Staff Feedback – ‘Would benefit from further training to really get to grips with it’

Staff Feedback – ‘The training has been invaluable in helping develop my understanding of restorative practices’.

Staff Feedback – ‘There have been positive changes since we have introduced restorative practices’.

To which extent do you agree with the following statements?





Our Recommendations:

Based on the feedback and observations gathered from Our Lady’s Catholic Primary School, the following recommendations are proposed to further enhance the implementation and effectiveness of Restorative Practices:

- **Enhanced Training Opportunities:** Provide additional training sessions focused on reinforcing understanding and confidence in applying Restorative Practices, particularly addressing areas of uncertainty highlighted by staff members.
- **Clear Communication and Support Structures:** Ensure consistent and transparent communication from leadership regarding Restorative Practices, including clarification of referral mechanisms for complex incidents, to facilitate effective implementation and support for staff.

- **Tailored Support for Specific Needs:** Offer targeted support and resources for staff members who indicate lower confidence levels or uncertainties regarding certain aspects of Restorative Practices, such as implementing restorative question frameworks or handling behaviour issues through a restorative lens.
- **Regular Monitoring and Evaluation:** Establish a system for ongoing monitoring and evaluation of the impact of Restorative Practices, utilising available data on student behaviour and participation to track progress and identify areas for improvement.
- **Celebrating Success and Sharing Best Practices:** Continue to celebrate and share successes resulting from Restorative Practices, highlighting positive impacts on student behaviour, relationships, and overall school culture, to maintain momentum and foster a collaborative learning environment.
- **Gather Student and Parental Feedback:** Importance should be placed on gathering feedback from students and parents to gain a holistic view of the impact of Restorative Practices. Midway reports reflecting all voices will provide a more powerful benchmark of the school's progress on its restorative practice journey and identify areas for further improvement.
- **Consider Teaching Restoratively Program:** Explore the option of enrolling teaching and in-class support staff in the Teaching Restoratively program to further develop student participation and enhance their understanding and implementation of Restorative Practices as the questionnaire outcomes does identify the areas of student confidence and participation in the classroom, 'neutral' areas.
- **Focus on Overcommunication and Sharing Best Practices:** Increase the emphasis on communicating the principles of restorative practice to all staff members, ensuring a comprehensive understanding and alignment with the school's ethos. Encourage the sharing of best practices among staff to foster a culture of continuous improvement and to address any remaining 'neutral' responses by the final phase one evaluation point.

By addressing these recommendations, Our Lady's Catholic Primary School can further strengthen its implementation of Restorative Practices and create a supportive and inclusive environment where the principles of restoration, accountability, and community building are consistently applied and embraced by all.