

# RESTORATIVE TRAINING DELIVERY SUMMARY



**Restorative  
Practice**

Training and Consultancy

Midway Review February 2024



**Presented By :**

Michelle Morgan - Director RPTC

Alex Reeves - Associate RPTC



# Holy Family Catholic Primary School and Nursery

Hall Lane, Cronton, Widnes WA8 5DW

Tel: 0151 424 3926

**Headteacher : Mrs H Rooney**

## Supporting Statement on the impact of Restorative Practice at Holy Family

### Why it is important:

At Holy Family, our relationships and behaviour policy is underpinned by our Mission Statement and Catholic ethos with the emphasis on following in Jesus' footsteps and showing respect for others and taking responsibility for our actions. The introduction of RP in school has further enhanced relationships and well-being as the focus is on love, understanding and the restoration of relationships– values that are central to the Catholic life of our school.

### Positive Impact seen so far:

- Some specific pupils who previously struggled to see situations from another person's point of view have developed insights into empathy and understanding following targeted RP sessions. As a result, the number of incidents of conflict have reduced and when issues do arise they are more easily dealt with through the RP lens.
- Children are encouraged to take responsibility for their actions as one of our school values. This has been enhanced through RP and children are more able to seek reconciliation when conflicts arise and take accountability for their actions, embodying the spirit of forgiveness that is inherent in our Catholic teachings.
- Emotional regulation strategies has improved as the vocabulary around RP has been rolled out. Staff are united in a shared language of support. This has strengthened relationships between teachers and children – essential elements of our educational mission.
- In our recent Ofsted inspection, our restorative approaches were commented on as a real strength across the school. Children could talk confidently about how behaviour issues are dealt with and how staff support them to rebuild friendships and the importance of making others happy.

### Next Steps for further support:

- We would like further support from the RP team to enable us to lead parent workshops in school. The focus would be on informing parents on RP strategies in school and the benefits of the restorative approach. Awareness of these strategies could impact on reducing parental conflict in the home, which has such a negative effect and children's wellbeing.
- Following the success of the group who had RP intervention last year, further support with a targeted small group of children facing complex challenges would be most appreciated.

*Respect, Responsibility, Resilience*

Email: [holyfamilycronton@knowsley.gov.uk](mailto:holyfamilycronton@knowsley.gov.uk) Website: [www.holyfamilycronton.co.uk](http://www.holyfamilycronton.co.uk)

Twitter: @HFCronton

# 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

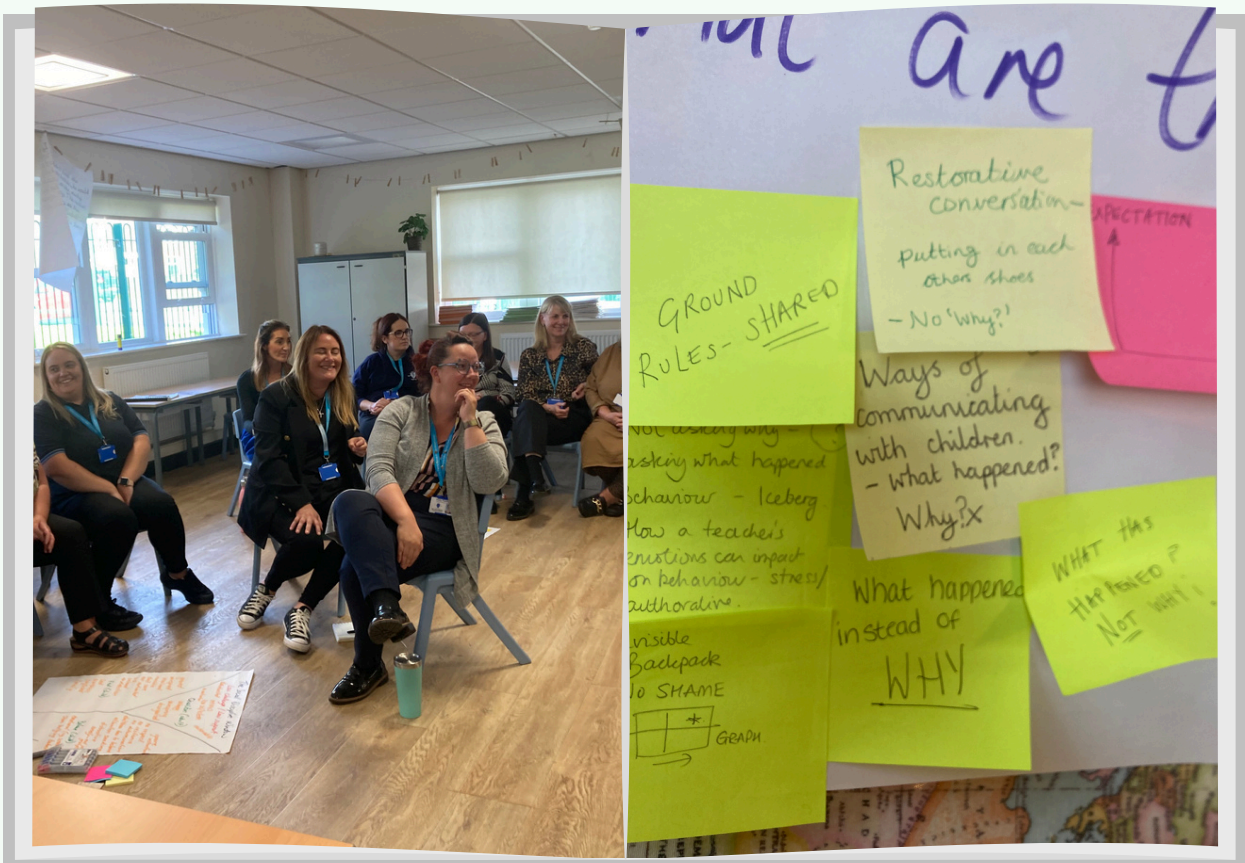




# HOLY FAMILY CATHOLIC PRIMARY SCHOOL CRONTON

COMPLETED: Option 3: 3 x twilight sessions

Student Circle Sessions: Modelled circles in all classes from EYFS to Year 6. Lesson plans and resources shared for staff to deliver further sessions in-house. Sessions with students presenting challenging behaviour.





# Restorative Practice

Training and Consultancy



## Midway Impact Report for Holy Family 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:

In analysing the data collected from staff members at Holy Family Catholic Primary School regarding their experience with Restorative Practices, several key themes emerge. Most staff members express strong agreement with the alignment of Restorative Practices with their core values and beliefs, as well as their confidence in applying these practices in their roles, with ratings consistently averaging at the higher end of the scale.

Additionally, there is a consensus regarding the effectiveness of the Restorative Practice training sessions, with many staff members strongly agreeing that the sessions were valuable in enhancing their understanding and confidence in utilising Restorative Practices. The positive impact of these practices is further underscored by staff members' observations of improvements in student behaviour and relationships between teachers and students.

Areas for further consideration, highlighted in the data, were focussed on the need for clarity on referral mechanisms for more complex incidents and the ongoing implementation of Restorative Practices throughout the whole school. Staff members also express a desire for further support and celebration of successes related to Restorative Practices, including increased parental engagement and the benefits seen in circle time activities.

In summary, the data from Holy Family Catholic Primary School indicates a strong foundation for Restorative Practices implementation, with opportunities for growth and enhancement through further CPD.

**Feedback Summary of Staff Questionnaires:**

**\*14 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: 9.6***

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

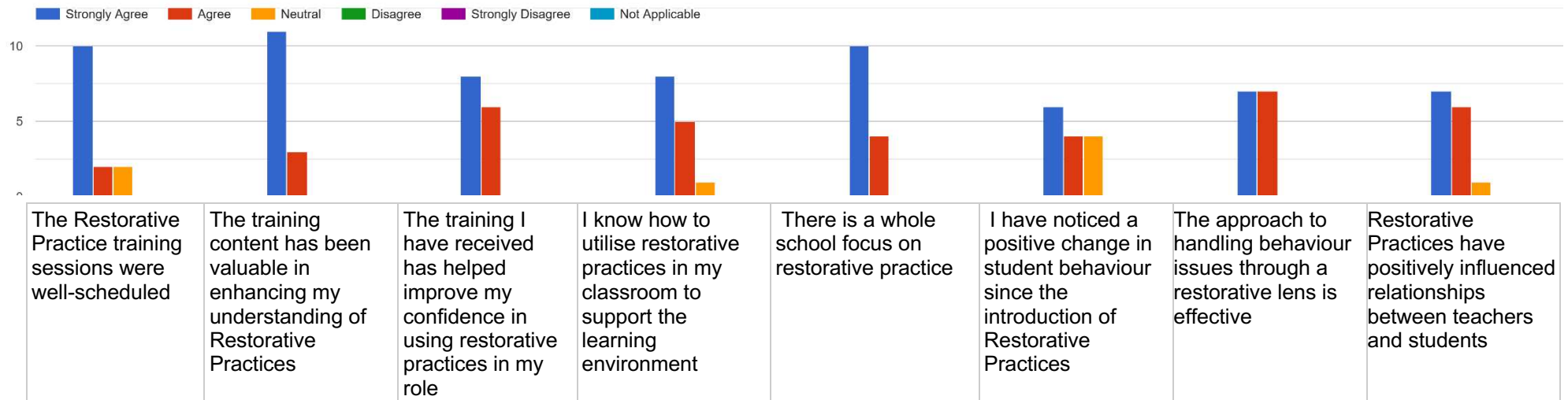
*Staff Feedback – ‘Lots of strategies given and no question was a bad one to ask’*

*Staff Feedback – ‘Training was really well delivered, and information and strategies provided are really useful’*

*Staff Feedback – ‘Michelle’s sessions have been excellent. Very friendly, relaxed approach whilst also being really knowledgeable and upskilling staff.’*

*Staff Feedback – ‘I have been using this method for many years as I have found that this method has always worked well particularly with children who have extra needs’*

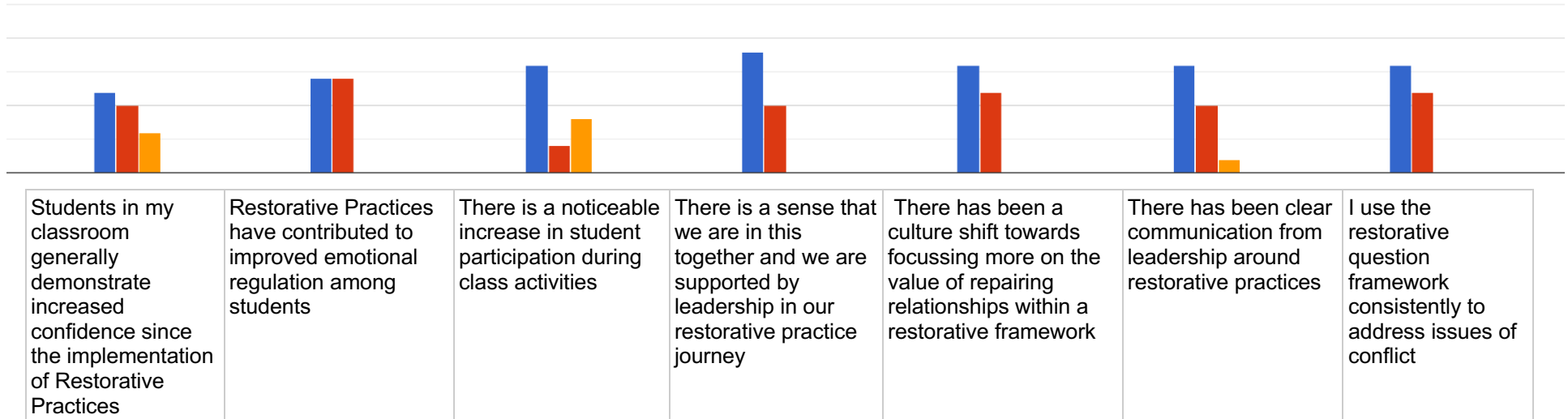
To which extent do you agree with the following statements?





Staff Feedback – *‘Following last nights meeting today I tried out circle time to do a check in which was both useful and supportive for the children in terms of their well being’*

Staff Feedback – *‘We are on a journey and it looking positive’*



Students in my classroom generally demonstrate increased confidence since the implementation of Restorative Practices

Restorative Practices have contributed to improved emotional regulation among students

There is a noticeable increase in student participation during class activities

There is a sense that we are in this together and we are supported by leadership in our restorative practice journey

There has been a culture shift towards focussing more on the value of repairing relationships within a restorative framework

There has been clear communication from leadership around restorative practices

I use the restorative question framework consistently to address issues of conflict

### Our Recommendations:

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

- **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.
- **Public Celebration of Successes:** Publicly celebrate the positive impacts of Restorative Practices within the school community, including reductions in behaviour incidents, increased parental engagement, and the benefits observed during circle time. Sharing successes will reinforce the value of restorative approaches and inspire further commitment from staff and students alike. The neutral responses should reduce in the question around behaviour by the final review if this action is consistently implemented.
- **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.
- **Clarity and Communication:** Ensure clear communication from leadership regarding the implementation and expectations surrounding Restorative Practices. Staff members have expressed uncertainty regarding referral mechanisms for more complex incidents. Providing clear guidance and communication channels will help streamline the process and ensure consistent application of Restorative Practices across the school.
- **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.

- **Clarity on Logical Consequences:** Provide clear guidance on logical consequences within the Restorative Practice framework to ensure consistency of approach among staff members. This will promote a unified understanding of how to address various situations within the restorative context.
- **Utilise Available Data for Monitoring:** Utilise available data, such as attendance and behaviour records, to monitor the impact of Restorative Practices over time. Analysing this data will provide valuable insights into the effectiveness of restorative approaches and guide ongoing improvements.

By addressing these recommendations, Holy Family 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.