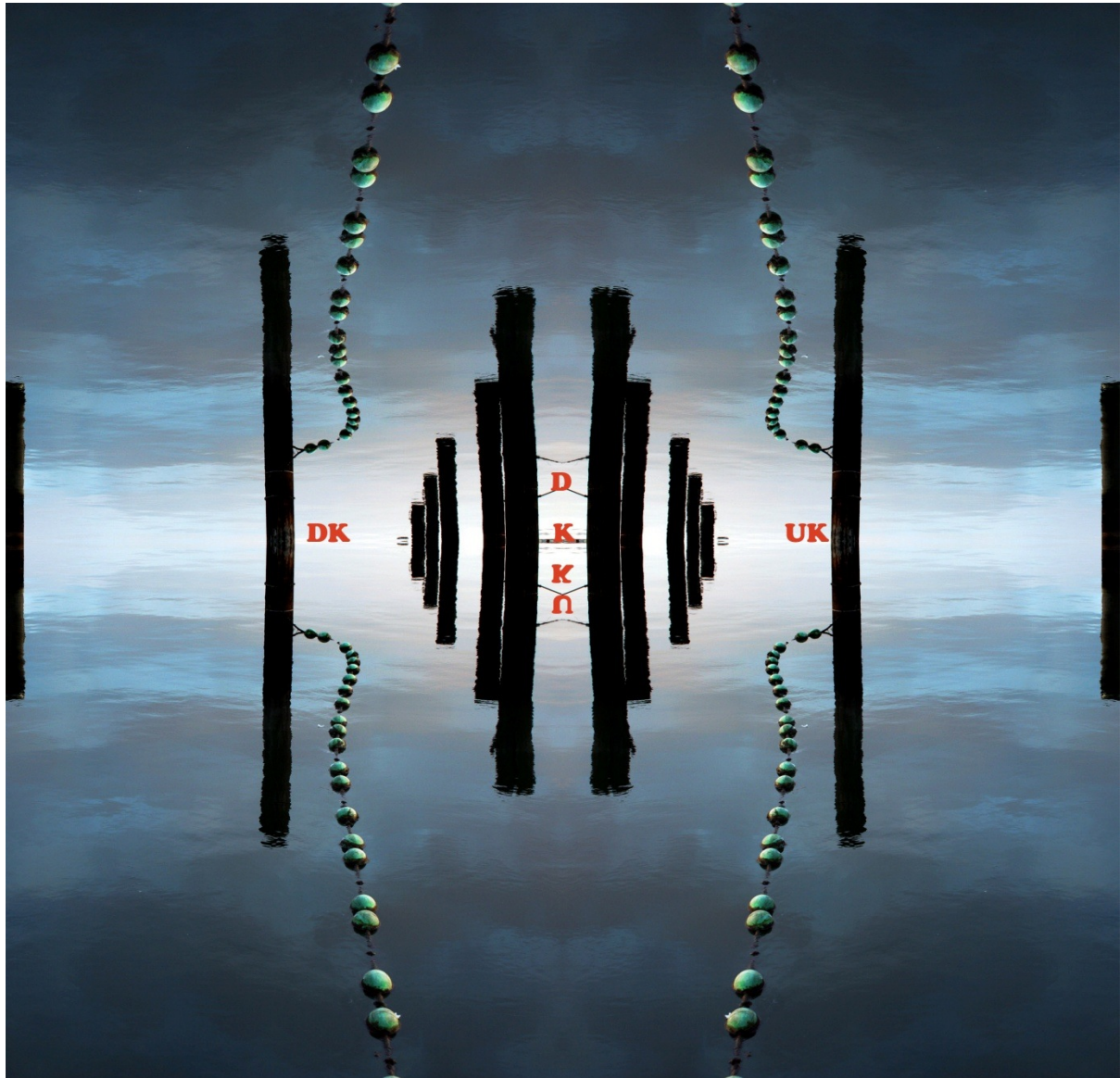


# Reflect, Respekt, Restore

A Commitment Towards Restorative Living

A Toolkit for Schools setting a up a Restorative Approaches Programme



**POLITI**



Svendborg  
Kommune



**Charnwood  
College** *learning together*



**Reflect Respekt Restore**  
DK UK

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*“The true measure of a nation’s standing is how well it attends to its children - their health and safety, their material security, their education and socialisation, and their sense of being loved, valued, and included in the families and societies into which they are born.”*

INNOCENTI report card 7: UNICEF 2007

## Introduction to Reflect, Respekt, Restore

### A Restorative Journey - John Whitby

In 2007, as part of the Healthy Schools Programme in Leicester, it was decided to extend the local programme with a support framework for schools to develop anti-bullying strategies. Out of this was born the Leicester City Anti-bullying Community Award developed and written by myself and Rob Osborn after retirement from his long term role as Leicestershire Anti-bullying Strategy Manager and with the support of the Anti-bullying Strategy Group headed by Joe Dawson, Principal Educational Psychologist for Leicester City.

The award was launched during Anti-bullying Week 2008 and schools signed up for the programme to have their anti-bullying work assessed and quality assured. In 2011, the current coalition government issued new anti-bullying guidance to schools and included anti-bullying specifically into the school inspection framework, thus encouraging schools to ensure that their anti-bullying strategies reflected the guidance and Ofsted requirements. By May 2014, over 80 city schools have been trained and received the award. In Leicestershire, a comparable programme was also implemented with similar success.

During this time, schools reviewed and developed policies to ensure that there was a clear definition, identification of preventative strategies, support programmes for students including peer support and robust reporting and recording procedures based on a whole school approach, including parents and the community. However, it was agreed with city and county colleagues that there was still work to be done to try and eliminate bullying and ensure that all pupils would feel confident to attend school and achieve their best.

After much discussion between Leicester and Leicestershire anti-bullying teams it was decided to make a bid for a European Union Comenius Regio grant for Leicester and Leicestershire schools to work in collaboration with an EU partner to develop **Restorative Practices**. The response was immense but it was clear that the Municipality of Svendborg in Denmark would make the best complementary partner. Charnwood College and Babington Community College agreed to take part in the programme and implement restorative approaches, building on existing anti-bullying practice.

This document reflects this journey, starting with an initial planning meeting to Svendborg in February 2012 by the British team, subsequent visits by representatives of the two countries and the hard work and endeavour to implement programmes in schools tailored to the needs of differing communities.

It is also a tribute to members of the school communities that there has been so much success and positive feedback. A recent Ofsted inspection at Babington Community College, for example, highlighted the effect this programme has had on behaviour and the positive relationships in the college.

## Reflect, Respekt, Restore

### A Toolkit for Schools

Contributors and members of the Reflect, Respekt, Restore Team 2014

Name	Role	Organisation
Helen Trilling	International Links Co-ordinator	Leicestershire County Council
John Whitby	Healthy Schools Co-ordinator	School Development Support Agency on behalf of Leicester Local Authority
Rob Osborn	Anti-bullying Consultant	SDSA
Sue Bosley	Anti-bullying Strategy Manager	Leicestershire CC
Caroline Harbison	Anti-bullying Team	Leicestershire CC
Tracey Green	Youth Offending Service Manager	Leicester YOS
Natasha Mann	Youth Offending Team member	Leicester YOS
Mazi Patel	Youth Offending Team member	Leicester YOS
Sandie Hastings	Retired police officer	Leicestershire Police
Davinia Robinson	Anti-bullying Champion	Babington Community College
Julie Peattie	Pastoral Support Team	Charnwood College
Penny White	Teacher	Charnwood College

#### Summary of Achievements

1. Partnership working between local organisations and agencies; education, health, psychology, police, youth offending
2. Focus on development of consistent practice across Leicester and Leicestershire
3. Information gathering and development of knowledge base about restorative practices
4. Increased understanding of the nature and diversity of restorative approaches
5. Dissemination of information across diverse organisations
6. Successful Training the Trainer courses based on circle approach
7. Successful implementation of restorative practices in both secondary schools
8. Commitment from school leadership to a whole school approach
9. Successful training of school staff
10. Consultation and input from students
11. Restorative language used by school community
12. Impact on bullying and inappropriate behaviour
13. Evidence on impact of programmes using quantitative and qualitative data
14. Recognition from independent inspection of impact on behaviour (Ofsted)
15. Development of quality assurance programme defining criteria for a restorative school and the means to assess it
16. Making of DVD reflecting practice in city and county schools
17. Commitment to share knowledge and practice with other schools including those in the primary and special sectors.
18. Personal development and confidence of individuals in the team to engage with staff members and those in other organisations to develop and implement new ways of thinking and working

## Restorative Terminology: A Modest Proposal

An Article by Dan Van Ness - May 2011

Howard Zehr suggests that at the core of restorative justice are the values of respect, responsibility and relationship. Respect for others, genuine responsibility that acknowledges the true extent to which my actions affect others, and a recognition that the universe is relational and not merely material, all are reflected in what we call restorative justice.

But should we apply that term to all attempts to follow those values?

For example, is civility restorative justice? I recently received an email message from an interesting group called **Civilination** whose mission "is to foster an online culture where every person can freely participate in a democratic, open, rational and truth-based exchange of ideas and information, without fear or threat of being the target of unwarranted abuse, harassment, or lies." In other words, they want online culture to reflect respect, responsibility and relationships. They believe their work is connected to restorative justice and wanted us to inform our readers of their important work (which we've now done!).

Is a "check-in" circle to find out how members of a class are doing this morning - no conflicts to work out, no rules broken - restorative justice? Or what about mediation of a misunderstanding between neighbours?

Some people are calling these restorative justice, and it is easy to see their connection to the original usage of the term: repairing the harm caused by crime using a collaborative methods (some would add "when possible").

Ted Wachtel has suggested that restorative *practices* should be what we call the various forms of collaborative encounter and that restorative *justice* is the term we should apply when those are used in the context of criminal justice. This is very helpful, not only because it is hard to get educators to apply the term "justice" to dealing with problems in the classroom, but also because not all disputes have the public dimension that criminal justice matters do.

But then what do we call it when we come to apply restorative values in all parts of our lives? When we try to listen respectfully to others, when we act with civility, when we pause to remember that people have intrinsic value and that relationships are not merely allegiances? At those points we have moved to something even broader than restorative *practices*: we've moved to something we might call restorative *living*.

So my modest proposal is that we begin to use the term "restorative living" when we think of being guided by restorative values, the term "restorative practices" when we are speaking of the more limited numbers of occasions when we use collaborative encounters, and "restorative justice" when those values and practices are carried out in the context of the criminal justice system.

## Restorative Justice Definitions

Restorative justice is:

...a process where all stakeholders affected by an injustice have an opportunity to discuss how they have been affected by the injustice and to decide what should be done to repair the harm. With crime, restorative justice is about the idea that because crime hurts, justice should heal. It follows that conversations with those who have been hurt and with those who have afflicted the harm must be central to the process.

Braithwaite (2004)

a way of looking at restorative justice is to think of it as a balance among a number of different tensions:

- a balance between the therapeutic and the retributive models of justice
- a balance between the rights of offenders and the needs of victims
- a balance between the need to rehabilitate offenders and the duty to protect the public.

Grief/Liebmann

**Restorative justice** (also sometimes called **reparative justice**) is an approach to justice that focuses on the needs of the victims and the offenders, as well as the involved community, instead of satisfying abstract legal principles or punishing the offender.

Wikipedia

In short, restorative justice is a process through which remorseful offenders accept responsibility for their misconduct to those injured and to the community that, in response allows the reintegration of the offender into the community. The emphasis is on restoration: restoration of the offender in terms of his or her self-respect, restoration of the relationship between offender and victims, as well as restoration of both offenders and victims within the community.

John Haley

Restorative justice is concerned with the broader relationships between offenders, victims and communities. All parties are involved in settling the offense and reconciliation. Crime is seen as more than simply a violation of the criminal law. Instead, the key focus is on the damage done to victims and communities and each is seen as having a role to play in responding to the criminal act. As a result of meeting with victims, offenders are expected to gain an understanding of the consequences of their behavior and to develop feelings of remorse.

Hudson, Joe, et al.

Restorative justice is a process whereby all the parties with a stake in a particular offence come together to resolve collectively how to deal with the aftermath of the offense and its implications for the future.

Tony Marshall

Restorative justice is a process that brings victims and offenders together to face each other, to inform each other about their crimes and victimization, to learn about each others' backgrounds, and to collectively reach agreement on a 'penalty' or 'sanction'.

Russ Immarigeon

#### **What is restorative justice?**

Restorative justice can be defined by its fundamental principle, namely that when one person has harmed another, the most useful response is to try to repair the harm done. The restorative justice approach redefines crime primarily as harm or injury rather than law-breaking.

Restorative processes bring those harmed by crime or conflict, and those responsible for the harm, into communication, enabling everyone affected by a particular incident to play a part in repairing the harm and finding a positive way forward.

**Restorative Justice Council**

#### **Common features of these definitions**

- A process which brings together perpetrator and victim in the context of the wider community
- A discussion amongst parties to understand what went wrong
- An understanding of the needs of perpetrator and victim
- A process where no blame is apportioned
- A problem solving exercise to resolve the hurt or damage caused
- The gaining of an understanding of feelings of the other party
- An understanding of consequences for the wrongdoer and victim
- The taking of responsibility for actions
- Allowance of reintegration into the community
- A way to bring about healing
- A need to protect the innocent
- A need to maintain self respect for perpetrator and victim
- Finding a positive way forward

#### **Aims of Restorative approaches**

- reduce bullying and victimisation
- manage conflict effectively
- improve attendance
- improve behaviour
- allow children and young people the opportunity to settle differences and find a mutual understanding
- Develop respect and understanding for others
- To keep all members of a community as safe as possible
- To maintain self respect and dignity of a community and individuals within it

## Restorative Language

<b>The Restorative School</b>  <i>Committed to healing and repair on behalf of individuals and the community</i>	<b>The Punative School</b>  <i>Committed to punishment and revenge on behalf of the harmed and society</i>
Reviving Revitalising Tonic Renewing Recuperative Corrective Soothing Uplifting Healing Revitalising Revitalizing Reviving Antidotal Corrective Curative Healthful Recuperative Remedial Therapeutic	Concerning punishment Castigating Correctional Disciplinary In reprisal In retaliation Penal Punishing Punitory Retaliative Retaliatory Retaliation Revengeful Vindictive Nasty Abusive Bitter Brutal Comfortless Cruel Dour Grim Hard Mean Pitiless Relentless Ruthless Severe Stern Stringent Unfeeling Unkind Unpleasant Unrelenting



## Issues with Punitive Approaches

The use of punishment as a weapon provides negative messages and reinforces negative behaviours for the wrongdoer and community and may:

- cause resentment rather than encourage reflection
- be considered unfair by all parties
- fail to repair relationships between those in conflict and possibly make them worse
- leave those labelled as wrongdoers being alienated rather than reintegrated
- leave those people expected to act punitively feeling uncomfortable, frustrated or guilty for having carried out the punishment
- fail to solve the conflict, polarise opinions and exacerbate the situation

## Peer Support and Peer Mediation -better alternatives



## **In support of Restorative Approaches**

### **United Nations Convention on the Rights of the Child - Child Friendly version**

#### **Article 1**

Everyone under 18 has these rights.

#### **Article 2**

All children have these rights, no matter who they are, where they live, what their parents do, what language they speak, what their religion is, whether they are a boy or girl, what their culture is, whether they have a disability, whether they are rich or poor. No child should be treated unfairly on any basis.

#### **Article 12**

You have the right to give your opinion, and for adults to listen and take it seriously.

#### **Article 15**

You have the right to choose your own friends and join or set up groups, as long as it isn't harmful to others.

#### **Article 17**

You have the right to get information that is important to your well-being, from radio, newspapers, books, computers and other sources.

Adults should make sure that the information you are getting is not harmful, and help you find and understand the information you need.

#### **Article 19**

You have the right to be protected from being hurt and mistreated, in body or mind.

#### **Article 29**

Your education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people.

#### **Article 30**

You have the right to practice your own culture, language and religion - or any you choose.

Minority and indigenous groups need special protection of this right.

#### **Article 37**

No one is allowed to punish you in a cruel or harmful way.

#### **Article 39**

You have the right to help if you've been hurt, neglected or badly treated.

#### **Article 40**

You have the right to legal help and fair treatment in the justice system that respects your rights.

#### **Article 42**

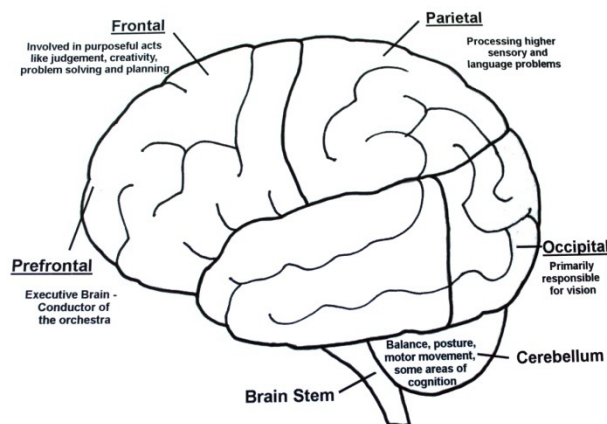
You have the right to know your rights!

Adults should know about these rights and help you learn about them, too.

## Restorative Approaches and the Brain

Based on the lectures of Dr Elizabeth Morris

### Structure of the Brain



### The new born brain

A new born baby is born with a brain programmed to control the body's vital functions such as heart rate, breathing, body temperature and balance. This is sometimes known as the reptilian brain and is located at the centre of the brain structure. Survival is its main function. Neural connections to the rest of the brain are sparse but waiting for environmental stimulation to form essential connections responsible for the development of the emotional and social intelligence of the child.

When fully developed, the brain will have 50 billion cells (neurons) which can grow between 5000 and 50000 branches in every one of these nerve cells forming connections to the processing parts of the brain;

- The limbic brain emerged in the first mammals and can record agreeable and disagreeable behaviour which we call emotions or feelings.
- The thinking brain - the two large hemispheres surrounding the other two areas known as the neocortex is responsible for the development of human language, abstract thought and imagination.

The two sides of the neocortex work in harmony and the 3 functional systems work as one.

When neurons are stimulated they form connections with other neurons with fibres called axons. Complex branches of axons, called dendrites, link with other dendrites to form complex neural networks along which electro-chemical messages are fired.

The greater and more prolonged the stimulus, the more the connection will become permanent. Permanence is achieved once axons are covered in a protective, insulating sheath of myelin. This therefore embeds behaviour characteristics as the brain develops in complexity over a period of time. If the neural network ceases to be stimulated, the connections will be pruned and cease to function thus causing the behaviour or emotion to change. Emotions, behaviour and abilities are not fixed but constantly changing throughout our lives.

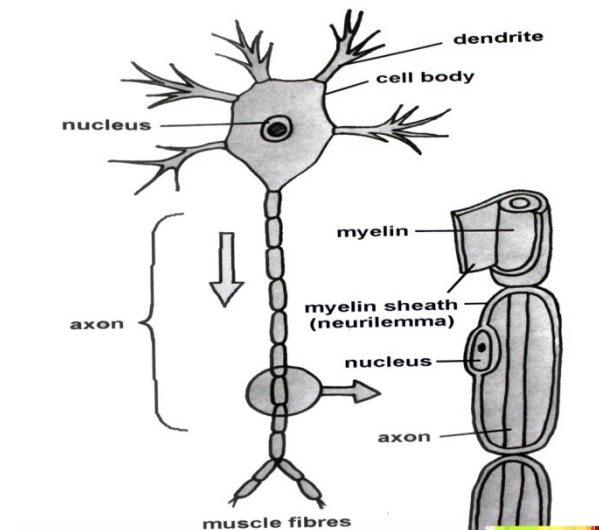
## Chemicals in the brain

### Pleasure and Reward.

- Opioids generate feelings of pleasure.
- Dopamine - a chemical activated when we feel good - turns things on when we feel good.
- Stress in the brain stimulates more brain activity and the production of cells in the learning areas.

### Extreme stress as an inhibitor of learning

- Extreme stress inhibits learning as **cortisol** is released, physically damaging areas of the brain concerned with learning and memory.
- A response to extreme stress may also lead to an emergency, survival response in the reptilian brain; **fight, flight or freeze**.



### Building the Brain through enriched environments

- Characterised by the quality of interpersonal relationships (secure attachments and bonding)
- Enriched physical environment with opportunities to be creative through play, social interaction, stimulating situations
  - Weight and thickness of the cortex - quantity of dendrites
  - Length of dendrites
  - Levels of neural growth hormone
- Mild to moderate stress to stimulate brain activity and the production of more cells in learning areas

### The adolescent brain

Adolescence is a time of change and opportunity in the development of the brain.

- Major increase in neurons predominantly in the prefrontal lobe of the brain giving enhanced capacity for learning.
- Strengthening of neural connections through myelination
- Dramatic pruning of neural connections (7-10% of grey matter lost between ages 12-20)

## Implications of myelination

- Tendency to react to 'gut instinct' / reptilian brain behaviour
- Higher language functioning; written and verbal
- More intellectual communication
- Improvements in logical thinking; problem solving
- Greater dexterity
- Emotional and intellectual responses become more efficient but less plastic
- Difficulties in responding to emotional cues (412)
  - o emotional response
  - o misreading of facial expressions
  - o see fear as anger
- But starting to
  - o understand jokes differently
  - o pick up deeper meanings
  - o understand abstract concepts
  - o see invisible links between emotions and events

## Behavioural changes

- Romantic motivation
- Sexual interest
- Emotional intensity
- Sleep pattern
- Affective disorders
- Increase in risk taking

## Sleep

- Increase at puberty to 9¼ hours
- Delayed circadian sleep phase - i.e. from 3am - noon
- Greater daytime sleepiness

## Consequences

- Difficulty in focusing attention
- Tiredness and decreased motivation
- Irritability
- Effects on learning
- Emotional response
- Negative synergy with alcohol

## Risk taking

- Desire for pleasure
- Teenagers brains need more stimulation to reach same pleasure level as younger children and adults
- Emotional boost from risk survival
- Poor decision making skills and risk assessment
- Failure to see consequences of actions

## The Brain's Systems

System	Function	Possible School Response
Seeking	Curiosity, meaning making	Stimulating, creative curriculum
Rage	Aroused by frustration	Support programmes in place
Fear	Flight, fight, freeze	Calm environment, consistent behaviour policy, pastoral support
Panic	Separation, distress	Circle of friends/peer/pastoral support
Sexual/lust	Sexual/sensual	Appropriate curriculum, pastoral support
Care	Maternal behaviour	Appropriate curriculum, school nurse
Play	Fun, humour, learning	Wide range of activity and clubs

## Responses to learning and behaviour in the Restorative School

Restorative School
Understanding of brain development and age appropriate responses to behaviour and learning
Awareness and response to provide moderate stress levels and relieving extreme stress (paying attention to hormonal chemical balance)
Consistent modelling of appropriate behaviour as a whole school community
Systems to support children with behavioural problems with sufficient time to reassign neural networks and myelination
Peer role modelling to reinforce school ethos
Creative curriculum stimulating brain development and functioning
PSHE curriculum focussing on development of making healthier choices and response to risk taking, peer pressure, social norms, advertising etc
Whole school awareness to importance of physical activity and impact on wellbeing and learning.
Appropriate reward system with impact on wellbeing , self-esteem, learning and achievement
Awareness of changing sleep patterns and appropriate timetabling in adolescent years
Stimulating interior and exterior environment promoting appropriate levels of activity and risk taking
Restorative systems based on achieving a harmonious school environment and community
Enriched physical environment
Enriched emotional environment

## **Emotional Health and Wellbeing and Brain Disorders**

### **The impact on schools**

- Learning delays - 25%
- Conduct disorder 20%
- Stress disorder 30%
- Depression - 4-6% in primary school, 6-8% in secondary school
- Autistic spectrum - 35%
- ADHD - 20%
- Sensory integration and central auditory processing deficits 14%
- Learned helplessness - 20-40%



## **Restorative Justice - A Sense of History with reference to Why Restorative Justice, Repairing the Harm caused by Crime, Roger Graef, Gulbenkian Foundation**

Restorative practices in some form or another can be traced back to many ancient civilisations in Europe, Africa, Asia, Aboriginal Australia and the Americas. Many of these systems incorporated aspects of healing, compassion, mercy, and forgiveness as well as sanctions, often in a religious context. In England, the Anglo Saxon justice system was based on a restorative approach but after the Norman invasion a more retributive system was implemented which forms the basis of English law today.

It is in more recent times that the English justice system has taken tentative steps to introduce aspects of restorative practice. In 1972, Community Service Orders were introduced and in Bristol in 1974 the first Victim Support scheme was implemented.

However, it was in Ontario, Canada that the first recorded victim/offender mediation and reparation service was started. The idea spread to other parts of North America and then to the UK where a victim/offender mediation project was established by South Yorkshire Probation Service in 1983. Pilot, government backed reparation programmes were set up in some English cities in 1985-87 and what has become known as Mediation UK was launched. However, the momentum was lost in the 1990s with a change of government minister.

New Zealand has been at the forefront of implementing restorative practices where formal legal changes were made in 1989 incorporating restorative justice. The aim of this has been to prevent young offenders reoffending by attending a family group conference consisting of the juvenile's extended family, facilitator and the victim's supporters. Part of the procedure is for the offender's family to formulate a plan to make good the harm and support the offender in future.

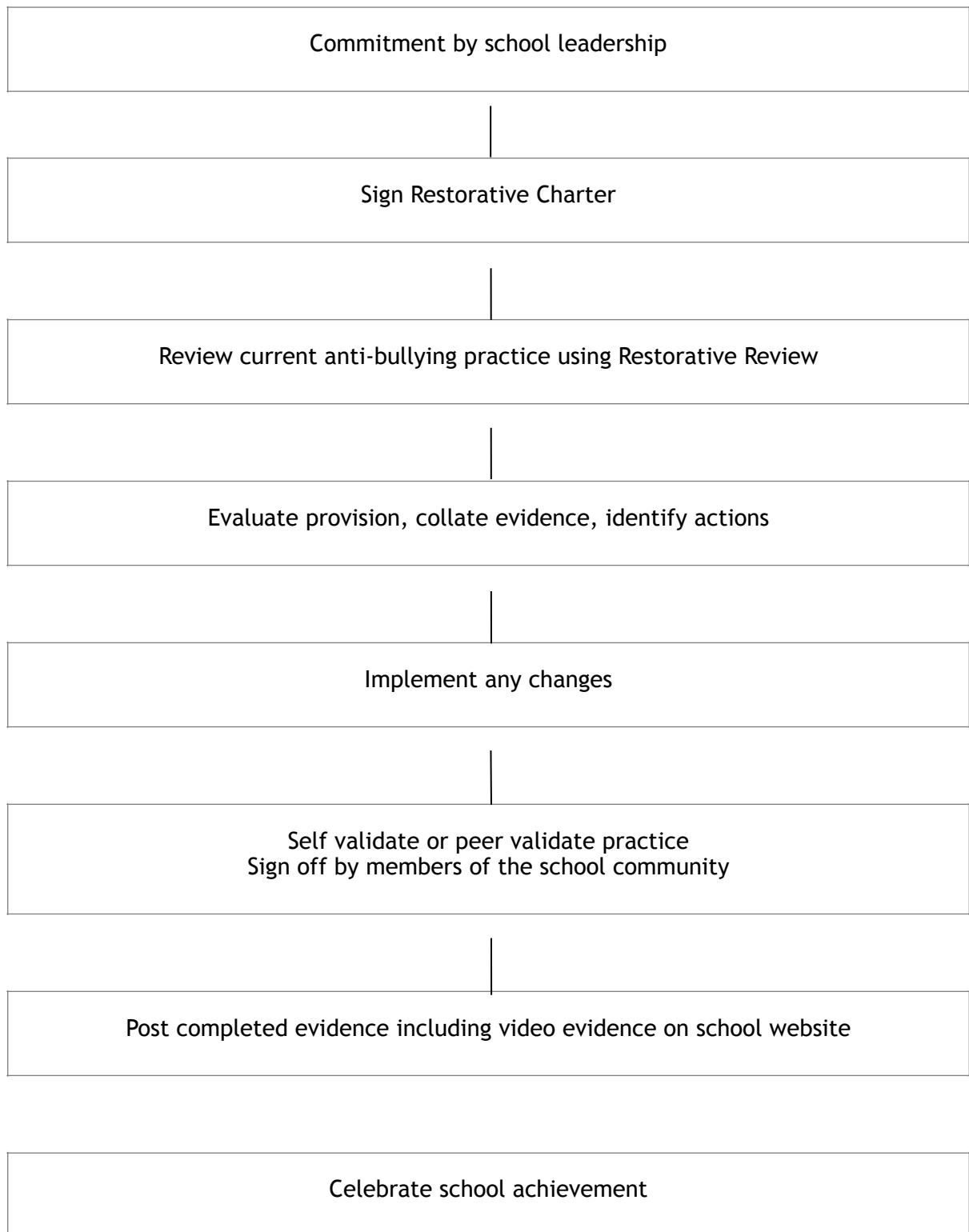
In Europe, many countries have started to embrace the concept of restorative justice and in 1999, 24 countries attended a conference in Belgium for the newly formed European Forum for Restorative Justice.

### **Modern day restorative approach in action**





## The Restorative Journey





# **Restorative Approaches**

## **School**

**A Charter Making a Commitment  
to Developing the Following:**

**Resilience in our Pupils**

**Respect for all members of our community**

**Rights and Responsibilities**

**Recognition and Reward for achievement**

**Reflection on our behaviour**

**Resolution of conflicts in a peaceful way**

**Repair of harm done**

**Restoration of confidence and self respect**

**Reintegration into the school community  
when necessary**

**Signed**

**Headteacher:**

**Governor:**

**Pupil:**

**Parent:**

## The Process of Implementing Restorative Justice

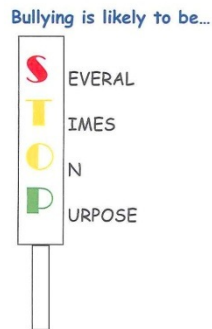
Element	Action
Commitment to Restorative approaches	Display RJ charter Agreed definition Include in official school documents: policy, prospectus, mission statement, student handbook/planner, SEF Consultation with school community
Development of a whole school approach	Sharing of restorative language Development of referral system Development of restorative script Consultation with school council
Whole staff training Development of staff restorative script	Induction Evaluated CPD Agreement on approaches to be used and implementation
Launch and communication	Assembly Displays Newsletters, website School council input
Teaching and learning	Teaching of restorative language Teaching of restorative approach and script Assessment of learning
Embedding of practise	Use of the approach Identification of outcomes
Evaluation of outcomes	Monitoring and evaluation

## Readiness and Preparation: Policy

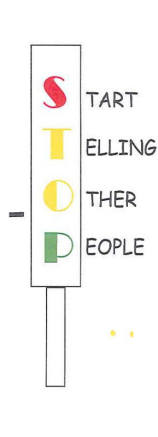
- **A robust anti-bullying, relationships/emotional health and behaviour policy with clear definition**
- 1. Our school ethos or mission statement relating to anti-bullying and restorative practices
- 2. Our agreed definition of bullying
- 3. How we involve/include parents/carers/governors/pupils in anti-bullying issues
- 4. How we inform our parents/carers/governors/pupils about bullying issues
- 5. Our strategies for preventing bullying (proactive and reactive) including bullying occurring outside of school hours
  - a. How we develop confidence and self esteem
  - b. How we build resilience
  - c. How we foster respect for others
  - d. How we develop an understanding of rights and responsibilities to the self and others
  - e. How we reward our pupils to encourage respectful behaviour
  - f. How we use data to identify and understand issues in our school
  - g. How we consult with our school community on anti-bullying issues
- 6. How we report and record incidents of bullying when they occur
- 7. How we respond to incidents of bullying
  - a. How we support victims of bullying
  - b. How we help perpetrators to change behaviour
  - c. How we refer our pupils to a restorative conference
  - d. The restorative sanctions we use to protect our pupils and reinforce an understanding of the consequences of inappropriate actions
- 8. How we inform members of the school community about bullying incidents
- 9. How and when we train our staff
- 10. The name and responsibilities of the person (s) in our school who leads on anti-bullying issues
- 11. How we measure the effectiveness of our policy
- 12. When our policy was written and when it will be reviewed

## Readiness and Preparation: Teaching and Learning about Bullying

### 1. Sharing a child friendly definition of bullying:



### And what to do about it



### Identify a support network



### 2. Teaching at an age appropriate level about the different types of bullying

- Physical
- Verbal
- Emotional
- Homophobic
- Sexual - inappropriate touch
- Disability
- Racism
- Religious
- Cyber
- Material



3. Use of a spiral curriculum to teach and develop skills, knowledge and understanding of bullying and how to deal with it
4. Appropriate teaching and learning methods to ensure restorative practices are understood in a whole school context
  - a. PSHE-
    - i. emotional health and well being
    - ii. resilience
    - iii. saying no
    - iv. negotiation
    - v. peer pressure
    - vi. empathy
    - vii. respect
  - b. Literacy to develop empathy, understand difference, restorative language
  - c. Drama and role play to live the roles of others
  - d. RE to teach about rules for life from holy texts
  - e. History to develop and understanding of the implications of injustice, racism, inequality
  - f. Citizenship and the law to understand the rules and consequences of breaking them in society
  - g. Safety education and risk assessment to understand the dangers of life, how to deal with them and possible consequences (personal safety, cyber safety)
  - h. Teaching of restorative language and the school's approach to restorative justice and the systems it uses
  - i. Use of plenary sessions to reflect on learning
  - j. Assessment for learning using age appropriate methods
  - k. Assessment of learning
  - l. Lesson evaluations to inform future learning and practices
  - m. Recognition of learning styles to inform lesson planning and foster effective learning
  - n. Reporting system to inform parents

#### Learning via the PSHE and Citizenship Curriculum



- **Referral:**

Sample Restorative Conference referral or request form to be used in the case of referral by staff member, parent/carer, pupil or pupil self referral.

**Name of referrer:**

**Name of harmed person:**

**Name of harmer:**

**Reason to request a restorative conference (description of incident/s):**

**Identify the outcome you would like from this conference:**

**Identify the reparations you might like from the harmer (if any) to right the wrong:**

**Signed:**

**Date:**

**Restorative rules and agreement**



- **Sample Restorative Script for Harmer and Harmed.**

1. What happened/what has been going on?
2. What were you feeling at the time of the incident?
3. What were you thinking at the time?
4. What are you feeling now?
5. What are you thinking now?
6. Who has been affected by this incident?
7. In what way have they been affected?
8. How has this affected you?
9. How do you feel about what happened?
10. What has been the hardest thing for you?
11. What do you think should be done to make things right?
12. What do you need to help you move on?
13. What else would you like to say?
14. What have you learned from this meeting?

**Notes of the conference**

#### **Contract**

**Actions for the harmer to maintain harmony and respect:**

**Actions for the harmed to maintain self respect :**

**Signed agreement: facilitator, harmer, harmed**

## Restorative Review

A Commitment to Restorative Approaches through a whole school community approach.

	Strand	Criteria	Evidence: What we do What we have	✓
R1 a	Respect			
		How we develop respect for all members of our school community: old/young, different races and cultures; those with special needs, etc	Teaching and learning in history, RE, PSHE, citizenship, art, drama, etc R Time/Negotiate SEAL Assembly timetable including peer assemblies Ethos of inclusion	
R1 b	Readiness			
		How we demonstrate our commitment as a whole school community to restorative practices	An up to date anti-bullying policy recognising the principals of restorative approaches, available to all (signed RJ charter?) Clear definition including Several Times On Purpose	
			Information in our school documents about RJ - prospectus, pupil handbook, website Communication through newsletters, leaflets, website, staff briefings,	
		How we train our staff	Induction programme annual review of policy and procedures with all staff annual performance management	
R1 c	Resilience			
		How we develop emotional resilience in all our children, including the most vulnerable	SEAL PSHE programme/ R Time/Negotiate Philosophy for Children Circle time Nurture group Play/lunchtime activities Teaching children about risk and how to make risk assessments	

R1 d	Rights and responsibilities			
		How we inform our children about their rights and responsibilities	Citizenship lessons, police visits, school council, posters and displays, pupil handbook, Anti-bullying Week	
		How we give responsibility to our children and develop their confidence to be successful	House teams and points, monitor system, play leaders, peer education, peer support	
		How we hear the voice of our children and act on their views appropriately	School council; agendas and minutes, staff and governor agendas and minutes, viewed/observed evidence (school environment) circle time, focus groups	
		How we educate/inform our children about the consequences of their actions	Clear behaviour policy with a balance of rewards and restorative sanctions PSHE/citizenship curriculum showing progression Staff/pupil modelling	
R2 a	Reflection			
		How we encourage our children to reflect on their behaviour and feelings and the feelings of others	PSHE Circle time SEAL Plenary sessions Anti-bullying week	
R2 b	Recognition and rewards			
		How we encourage our children with appropriate rewards How we recognise our children's achievements	Behaviour policy (praise, certificates, house points, VIVO rewards, organised events, Princess Diana award Attendance award	
R2 c	Review and reporting			
		How we review our practices to ensure we are doing the best possible for each and everyone of our children How we report this to all members of the school community	An annual report published on our website by School council Parent group Governors about behaviour at our school (Video diary) Completion of this review	

		How we encourage the children and adults to report bullying incidents	Discreet whole school, formal and informal reporting system (including out of school hours) Use of Start Telling Other People	
R3 a	<b>Restoration/ Resolution/ Repair/ Reintegration</b>			
		<p>The systems we have in place to enable discussion of harm caused, acceptance of responsibility, how to repair hurt, rebuild relationships and maintain respect</p> <p>How we reintegrate our pupils back into the school and classroom setting</p>	<p>Reporting, recording, referral system (policy) Peer support Restorative conferences and record keeping where appropriate Circle of friends Behaviour support programme (anger management, confidence building etc) Counselling Mediation/peer mediation</p>	
R3 b	<b>Research</b>			
		How we obtain the views of our school community and collate useful data to ensure bullying issues are kept to an acceptable level	<p>Anti-bullying surveys Parent and staff surveys Video diaries Mapping Learning walks and inspections School council/focus groups SIMS; termly data analysis Log book VIVO reward system</p>	

We, the undersigned, agree that restorative practices have been implemented and reviewed annually to the satisfaction of the whole community at XXXX school.

Date:

Signed:

Signed:

On behalf of the governing body

On behalf of all staff (Headteacher)

Signed :

Signed:

On behalf of parents/carers

On behalf of pupils

Comments:

Future actions/requests

## Restorative Support Strategies and Programmes

Behaviour policy
Rewards and Sanctions Reward points for individuals and teams
Circle of Friends
Reporting: STOP box School Text/email
Conflict resolution
Shared Concern approach/Pikas
Counselling
Mentoring
Circle Time
Quality Circles
SEAL Programme
Role Play/Drama
Films/Theatre
R Time/T Time
Time to Negotiate
SPARKS programme
Persona Dolls
School Councils
Peer Support
Peer Massage
Play/physical activity
Staff training including lunchtime supervisors

### Time to Reflect



## **Using Circles for developing Restorative Approaches**

Ideas for training using circles based on the work of Sandie Hastings and Davinia Robinson

### **The Restorative or Peacemaking Circle**

The restorative circle is a communication tool derived from native traditions around the world where they are considered to be sacred and essential to community cohesion and wellbeing. They are used to:

- bring communities together
- resolve conflict
- support healing
- make decisions
- develop relationships with others
- communicate
- build community

The circle process is used as an invitation to change oneself and the relationship with the community. The intention of the circle is to create a safe and controlled space in which participants come together as equals to find common ground and understanding on shared issues so that trust, good will and belonging can result.

Once the circle is formed and in session, a 'circle keeper' or facilitator maintains the rules and order of the group. One or more facilitators may be used and this may include a student as well as an adult. Turn taking consecutively around the circle ensues, order being maintained by the facilitators and use of a talking piece. All other members of the circle listen and evaluate the content of the speakers' words. Consensus decision making may take place at the end and the group commits to addressing them in an agreed manner and form.

### **The Talking Piece**

A talking piece is an object valued by a group and when held by a circle member indicates that they are the speaker. The rest of the group are active listeners i.e., engaged with the speaker, developing an understanding of individual viewpoints and assessing these against their own and the rest of the group's opinions.

### **Benefits of using Circles to develop restorative justice**

- Everyone is respected
- Everyone gets to talk without interruption
- Speaking and listening skills are developed to a higher level
- An understanding of equality and equality of expression is developed
- Moral, spiritual and emotional understanding can be developed

### Use of circles in Restorative Approaches

- To make decisions after members opinions are discussed and evaluated
- Disagreements can be discussed and overcome
- Experiences that result in harm can be addressed
- Team working can be developed
- Used as a means of celebrating positive experiences and success
- Difficulties can be shared and overcome
- Learning from the experiences and views of others

#### Using circles to explore issues such as:

- Anger
- Frustration
- Joy
- Truth
- Conflict
- Paradox
- Equality
- Injustice
- Suffering and empathy

#### Types and uses of Circle

Circle Type	Purpose and key words
Talking	To explore issues or topics from many different perspectives - <b>discussion</b>
Understanding	To develop understanding of an aspect of <b>conflict</b> and gain a more complete picture of the event, behaviour, circumstances
Healing	To share experiences of trauma or loss - <b>empathy</b>
Sentencing	To bring together all groups of people affected by an incident or offence and decide on a course of action which addresses the concerns of all participants - <b>sentencing plan??</b>
Support	Meeting of key people to <b>support</b> a person or group through a difficult or challenging life event
Community building	To create or develop bonds and <b>build relationships</b> among people who share a common interest
Conflict	To bring together those in dispute to <b>resolve differences</b> through consensus and agreement
Reintegration	To work towards <b>reintegrating</b> an individual or group who has been estranged and work towards reconciliation and acceptance
Celebration	To <b>recognise</b> the accomplishments and success in resolving a dispute or incident



### Bringing People Together

Creating Interest	<ul style="list-style-type: none"> <li>Invest in a whole school approach to circles</li> <li>Use a variety of circles</li> <li>Develop a problem solving approach where success is seen to be achieved</li> <li>Involve all participants in the circle</li> </ul>
Developing Listening Skills	<ul style="list-style-type: none"> <li>Choose a topic of interest to all participants</li> <li>Insist on clear ground rules</li> <li>Allow reticent class members to sit out of the circle but listen in if appropriate</li> <li>Use creative methods to ensure participants sit alongside different members</li> </ul>
Developing participation	<ul style="list-style-type: none"> <li>Allow participants to pass or have thinking time - develop confidence and trust</li> <li>Use emotional check ins to evaluate readiness to participate (e.g., 1-5 using fingers)</li> <li>Use ground rules which develop confidence in all members to participate (see below)</li> <li>Use an agreed talking piece to ensure only one person speaks at a time</li> <li>Use plenary session to gain feedback, assess understanding, learning and confidence</li> </ul>
Ensuring all participants speak for an appropriate time	<ul style="list-style-type: none"> <li>Ensure time limit is stated at the beginning of the session</li> <li>Allow one sentence or statement</li> <li>Use hand signals to communicate when time is running out</li> <li>Acknowledge and encourage participation and rule keeping through positive facial gestures, body language, hand signals</li> </ul>
Embedding circle time in school	<ul style="list-style-type: none"> <li>Ensure all used by all appropriate staff</li> <li>Use in formal PSHE lessons, tutor groups</li> <li>Use informally when appropriate</li> <li>Evaluate effectiveness with all stakeholders - students, teaching staff, non-teaching staff</li> <li>Develop programme based on feedback</li> <li>Share successes with all members of the school community including parent carers</li> </ul>

### Possible Ground Rules to be negotiated with the group

- Only the holder of the talking piece to talk
- All circle members listen respectfully to others
- All opinions valued - no put downs
- All comments and opinions remain within the confines of the circle (unless a safeguarding issue comes to light) i.e., respect confidentiality
- Time limit for talking

## **Four Stages of the Restorative or Peacemaking Circle**

### **Stage 1 - Suitability - things to be considered**

- Is the circle the most appropriate and suitable process for the situation at hand?
- What are the agreed goals or outcomes of the circle?
- Are potential participants willing and able to take part?
- Are resources available to support a circle? (venue, facilitator, space, admin, refreshments, etc)

### **Stage 2 - Preparation**

- Identify and assess appropriate and relevant parties before inviting participation (stakeholders who will be able to contribute appropriately to the discussion and process)
- Clarify and note the issues and concerns of the participants
- Endeavour to build a rapport, relationship and confidence with all participants
- Explain the circle process, the guidelines and role of the facilitator ensuring issues of safety for participants
- Organise any materials or resources for the circle e.g., flip chart, pens, talking piece, refreshments
- Prepare for any differences such as cultural issues, special needs etc
- Prepare suggested ground rules for negotiation where necessary

### **Stage 3 - The Circle**

1. Introductions
  - a. Ground rules to create safety and trust as well as preparing for a deeper sense of sharing and understanding
  - b. Introduction by name
    - i. why they are present
    - ii. what they are hoping for
    - iii. state how they are feeling
  - c. For an on-going circle, review and clarification of previous meetings using amendments from participants where necessary
2. Building trust
  - a. Use ice breaking activities where appropriate
  - b. Where appropriate, use opportunities for sharing of personal information to gain a better understanding of the person
  - c. Setting the scene to understand what has gone wrong so that everyone can air their perceptions of the situation from an individual perspective
3. Issues
  - a. Explore what possible solutions might take place to promote healing or initiate change
4. Solutions - where appropriate
  - a. Attempt to resolve conflict, build consensus, agree a way forward which all participants can live with.
  - b. Create a sense of unity or healing.
  - c. Create consensus among the participants, recognising that this might be the best (although not only) way forward.
  - d. Endeavour to move beyond personal agendas, fixed notions and preconceived ideas for the betterment of the group and achieving 'best' outcomes.
  - e. Endeavour to gain the support of all participants in final decisions recognising fairness and inclusivity has taken place.

### **Stage 4 - After the circle - follow up by facilitators and relevant participants**

1. Review progress to ensure that individuals and groups are maintaining agreements and are aware of accountability to them.
2. Ensure appropriate support for relevant participants is in place and working.
3. Implement follow up circles where necessary.
4. Inform any relevant people outside the circle of decisions made; expectations of any behaviours or outcomes that have been decided and their role in upholding or supporting them.

### **Applications of Restorative Circles**

- Managing classroom and playground conflicts
- Handling school discipline
- Repairing harm in the school community
- Facilitating dialogue between disparate groups
- Team building
- Addressing complex issues such as discrimination, inter personal conflict, harassment and bullying
- Resolving conflicts such as those between families
- Used as a tool for class discussion
- Reintegrating students and others into education and the classroom setting
- Providing support for students and their families
- Repairing harm perpetrated by children/young people or adults



## Babington Community College - Case Study

### Introduction

Babington Community College is an 11-16 secondary school located in Beaumont Leys, in the north west of Leicester. It is an estate constructed in the 1960s and 70s, comprising private and rented housing properties and industrial estates with businesses such as warehousing and distribution, printing, food manufacture, packaging, engineering, injection moulding etc.

Although on the surface the area appears relatively affluent, it in fact has large pockets of deprivation and health inequalities. Approximately 1870 children live in poverty (greater than the city average) 405 of students have free school meal entitlement. The greatest causes of death amongst the adult population are cardiovascular disease and cancer, making life expectancy significantly worse than the national average.

Currently the college has over 600 students on role but this is subject to constant change due to mobility within the population. The school has a varied population where 55% of students have English as an additional language and over 60 countries have been represented at different times. Families have migrated to England from many different parts of the world including Somalia, India and Zimbabwe, as well as eastern European countries such as Poland, Slovakia and Czech Republic. Within these diverse communities are distinct sub groups such as the Roma community with their own particular culture and lifestyle. Consequently, the college has risen to the challenge of meeting the needs, often complex and historic, of moulding these communities into a 'school community' and addressing the specific issues and challenges which ensue. Amongst these have been levels of literacy and numeracy, academic achievement, falling role, community cohesion, etc.

The college has therefore worked proactively to address the many issues and has gained recognition for its achievements including:

#### Delivering rapid improvement

- Inclusion
- EAL
- Pastoral Care
- Current awards/accreditation
- Equalities Award
- International Schools Award
- EMAS award
- Investors in People (4th time)
- National Healthy Schools Award
- Basic Skills Quality Mark
- Leading Parent Partnership Award
- Green Tree School
- Inclusion Quality Mark
- Anti-bullying Community award

The college reviewed its behaviour practices and procedures in 2010/11, introduced a new reward system and used the Leicester City Anti-bullying Community Award as a structure to address bullying issues at the school. The college achieved this award in 2012 and in addition decided to introduce a whole school approach using restorative practices.

A subsequent Ofsted inspection in 2013 praised the college for its commitment to anti-bullying practice based on the restorative approaches observed in the college.

- Students say that behaviour has improved and is typically good. Staff, parents and carers agree. Students have a very good understanding of the 'Babington way' in terms of what the school expects in term of behaviour and express their approval that their lessons are not disrupted and that behaviour is well managed. Those new to the

school take a while to understand these high expectations and to respond appropriately.

- A strong anti-bullying culture has been created. Students say that there is now virtually no bullying and that they are very well supported and informed so that they know about different forms of bullying and other aspects of safety, enabling them to keep themselves safe and provide support for younger students.

### **An example of using a Restorative Circle at Babington Community College**

A Newly Qualified Teacher was having a tough start with a group of year 7 students, who were causing low level disruption throughout the lessons. The member of staff had expressed to their Head of Department that they were experiencing these difficulties and that they needed some support. The Head of Department suggested that the class participated in a restorative circle.

There were 28 students, the class teacher and teaching assistant, the Head of Department and the circle facilitator present. The facilitator had already been into the class and fully prepared the students and teacher for the experience, explaining that it was a safe and respectful place to be where they could share their feelings safely.

To begin, each member of the circle was asked to introduce themselves as an ice-breaker. Once this had happened, the facilitator began the process of a restorative circle, asking

- what had happened,
- how they were feeling about what had happened,
- checking that no one had anything that they wanted to add between each question.

Finally, the group was asked what they could do to make the lessons better.

Throughout the circle both students and staff spoke from the heart and honestly about what was happening in the lessons. One student expressed that he was “unable to learn in the lesson” and that “worried” him as RE was one of his “favourite lessons”. The teacher of the group explained that he did not want to plan group activities in the lesson because he could not trust the group to behave if they had to get out of their seats.

During the last question, the students were honest about what they were going to try and do and the teacher said that once the trust had returned, he would plan for more group work and active learning.

The facilitator went in to see the teacher, Teaching Assistant and students to check on the success of the restorative circle’s unwritten contract and the class was much happier, more calm and reflected a more positive working environment.

## Staff training and launch of Respect Reflect Restore

Restorative questions: To help those harmed by others (see card):

	Harmer	Harmed
Facts	What just happened in the corridor/ classroom etc?	Any questions
Effects	Who has been affected by how you behaved? How were they affected? How do you feel about what happened now?	What did you think at the time it happened? How have you felt since it happened? How has this affected you and others?
Outcome	Would you like to say anything to those here? What do you think needs to happen to make things right?	What would make things better for you (personally)? What do think could stop this happening again?

### The Corridor Conference

Directions

- Takes place outside the classroom
- Between staff and student
- Instant conference to ensure those involved take responsibility and repair harm by putting things right
- No preparation necessary
- Use this card

Facts:

- What just happened in the classroom/corridor/play area?

Effects:

- How did you feel about behaving in that way?
- What do you think other people thought about the way you behaved?
- What was supposed to be going on?

Outcomes:

- How are we going to put things right?

Restorative Language - for use by staff

I was very disappointed when you did that

I feel angry and upset by what happened

I feel disrespected and angry when you ignore me

I feel that (describe action) was very disrespectful

I feel really pleased and encouraged that you made the right choice

I respected your honesty and thank you

## The Corridor Conference - What it Looks Like



### Corridor Conference

Directions	Restorative Questions: To respond to challenging behaviour
<ul style="list-style-type: none"> <li>- Takes place outside the classroom.</li> <li>- Between staff and student.</li> <li>- Instant conference to ensure those involved take responsibility and repair harm by putting things right.</li> <li>- No preparation necessary use this card!</li> </ul>	<ol style="list-style-type: none"> <li>1. Facts <ul style="list-style-type: none"> <li>- What just happened in the classroom/ tennis courts etc?</li> </ul> </li> <li>2. Affects <ul style="list-style-type: none"> <li>- How did you feel about behaving in that way?</li> <li>- What do you think other people thought about the way that you behaved?</li> <li>- What was supposed to be going on?</li> </ul> </li> <li>3. Outcomes <ul style="list-style-type: none"> <li>- How are we going to put things right?</li> </ul> </li> </ol>

Ask: **person who caused harm** ; **person harmed**

#### 1. FACTS

- **What just happened in the classroom/ corridor etc?**
- any questions?

#### 2. AFFECT

- **Who has been affected by how you behaved?**
- **How were they affected?**
- What did you think at the time it happened?
- How have you felt since it happened?
- how has this affected you and others?
- **how do you feel about what happened now?**

#### 3. OUTCOME

- **Would you like to say anything to those here?**
- what would make things better for you (personally)?
- what do you think could stop this happening again?
- **what do you think needs to happen to make things right?**

## **Youth Offending Service Case Study**

### **Leicestershire Youth Offending Service and Restorative Justice**

Leicestershire Youth Offending Service (YOS) has embraced restorative justice from when the organisation was first established in 2000. Youth Offending Services were set up at that time as a multi agency response to youth crime and the principles of restorative approaches were introduced as a concept to work with young people.

This was further enhanced in 2002 when the new sentence of Referral Orders were implemented. This re-enforced the principles of Restorative approaches by inviting the victim to attend a Community Panel meeting, chaired by volunteers.

Referral orders have been successful in reducing re-offending, with lower levels of re-offending from these court orders compared to a Youth Rehabilitation Orders. This has led to these orders being extended to not just first time offenders.

The use of Restorative Approaches has developed from that time, to include a project that introduces RA to Children's Homes. This was to stop young people who were looked after from entering the criminal justice system unnecessarily for low level offending, which, had they been in a family home, would have been managed internally. This has led to a reduction of children in care being prosecuted for low level crime that took place within the home.

The YOS is now an accredited Restorative organisation, with four experienced practitioners who are trained to deliver restorative conferences as well as deliver training to other organisations. Recently, this has included schools and the police and feedback from this training has been very good.

The YOS is committed to continue to deliver Restorative work with young people at risk of offending, as well as those who have entered the CJS, as well as training to partner organisations who wish to develop their own resources for restorative work.

### **Evidence of Success**

A young person wrote a thank you evaluation card which was sent onto the victim following a face to face restorative meeting

"I am writing to say sorry for breaking into your house. I want to thank you for being so nice to me and listening to my side of the story."

A card sent back by the victim in response:

"We were really appreciated your card and were delighted to hear how well you are doing. We know you have a bright future ahead and wish you every success in the years ahead."

Tracy Green  
6<sup>th</sup> Jan 2014



## Restorative Justice in Practice at Charnwood College

### Restorative Justice Panel meeting - stolen purse

Janet is a LSA and also a tutor at Charnwood College. Janet was asked to support in an ICT lesson; she entered the room and placed her bag on the teacher's desk. Janet was called away to speak to someone outside the classroom, but as Mr James was teaching she left her bag on the table as she would only be a few moments.

On return she carried on working in the classroom but later discovered that £20 had been taken from her handbag. The matter was referred to the Headteacher and an investigation was completed.

After an investigation it emerged that a young man called Dylan in Year 11 had taken the money. **Dylan showed a lot of courage and owned up to the theft when confronted and was very remorseful.** Dylan's mother was very supportive and encouraged her son to take part in a restorative meeting so that he could apologise.

Janet was approached by a Restorative justice trained member of staff who discussed the panel meeting process. Initially Janet was hesitant as this young man was in her tutor group so she felt very angry. However, Janet thought it might be a good opportunity to find out why the incident had happened and to be able to get over how she was feeling.

After some preparation a restorative justice meeting was convened and was facilitated by Miss Drake, a Pastoral support worker. In the meeting, Janet and Dylan were able to tell their story.

Dylan described that he had knocked over Janet's bag. When he picked it up he noticed a £20 note and without thinking he took it. Dylan apologised to Janet and returned the money. On reflection, Dylan stated that he did not know why he had taken the money. When asked to describe how he felt about the incident he said he felt very ashamed as his tutor (Janet) had always been very supportive and now she probably will not trust him again.

Janet then had her opportunity to discuss how the incident had impacted on her. Janet stated that Dylan had really upset her and that she had never had been a victim of a theft at school before. Janet discussed how she was shocked that it turned out to be Dylan as he always appeared to be very trustworthy and sensible. Janet stated that she initially wanted Dylan to be excluded and removed from her tutor group but after she had calmed down she wanted to understand why Dylan had taken her money. Janet said that she appreciated that Dylan had attended the meeting as it was quite daunting to say sorry.

After both parties had spoken, Miss Drake asked Dylan what he thought he could do to put things right. Dylan stated that he would never do anything like this again as he felt very ashamed and sad that he had let his tutor and family down. Dylan proceeded to pull out a £20 note and gave this to Janet; he told her that he was really sorry. Dylan also offered to stay behind after school to do some volunteering, in order to make further reparation. Janet thanked Dylan for returning the money and suggested that Dylan offer to help out with the homework club for the Year 7's. Janet also told Dylan that it was now time to put this incident behind them and try and get back to normal. The meeting then concluded with the following action points:

- Dylan to remain with Janet in her tutor group
- Dylan to do 3 weeks of volunteering at the Year 7 homework club

### Using circles for discussion



### Resolving problems and recording outcomes



## **Examples of Good Practice in Leicester City Promoting Good Behaviour and Positive Emotional Health and Wellbeing**

### **Friends Against Bullying (FAB) Clubs**

Diversity Hub, a local charity, has trained students in a number of City schools to set up and run FAB clubs (Friends Against Bullying).

**Sir Johnathan North Girls School** (0116 270 8116) has been successfully running a FAB Club for a number of years. After the initial training, Diversity Hub continues to be available to support the school. The club meets regularly to look at bullying issues and find ways to support students across the school. Students are able to talk to FAB members and if needed are given help and support. The Club runs anti-bullying campaigns, holds assemblies and creates displays. They are supported by School staff. Some students work with Diversity Hub outside school to develop DVDs and resources.

**Samworth Academy** (0116 278 0232) has more recently developed a FAB Club after training by Diversity Hub. The students patrol the school and have sashes to show that they are members. They help other students with problems and are active in addressing anti-bullying issues.

For further information about training to create FAB Clubs you can contact Diversity Hub on 0116 222 9977 or [www.diversityhub.org.uk](http://www.diversityhub.org.uk)

Or you can contact either school to see how their clubs are run and organised.

### **Peer Advocacy (including School Councils)**

Peer advocacy is where students identify the views and concerns of others and speak on their behalf. This can often be done by School Councils but a number of City schools have evolved different approaches.

**Beaumont Leys Secondary School** has adopted a flexible approach. Instead of a School Council, they have different groups of students for different tasks and issues. A playground group of students was established to help plan, design and develop the new school grounds. They created questionnaires for other students and worked in tutor groups to ensure that all students were fully consulted and had the opportunity to air their views about what was needed.

A separate group were trained to be peer supporters around the school. They were initially trained by Childline staff using the CHiPs programme ([www.childline.org.uk](http://www.childline.org.uk)) and subsequently trained by school staff. They take a lead on anti-bullying activities such as assemblies, display boards and events for National Anti-bullying week.

Another group, called the Young Consultants is involved in all school activities and projects such as recycling, inducting pupils and interviewing staff.

Pupils in an older age group are also trained to mentor students in Year 7. They meet formally four times a year to discuss how they are doing in school and if they need help or support. They are able to meet informally as and when the need arises.

Further information from Catherine Gambol - [cgambol@beaumontleys.leicester.sch.uk](mailto:cgambol@beaumontleys.leicester.sch.uk)

Moat Community College, Babington Community College and Hamilton Community College have all shown a commitment to listening to the “student voice” and used both the School Council and other innovative methods to listen and be responsive to student views and concerns.

Moat has a “student voice “group in addition to the School Council which looks at teaching and learning in school. The school council was heavily involved in the development of the school’s ‘Student Voice Policy’.

### **School Councils**

The majority of city schools have school councils. Most of these have been supported by Alan Curtis from the School Development Support Agency ([alan.curtis@sdsa.net](mailto:alan.curtis@sdsa.net)) to ensure that they are efficient and effective.

Members of school councils in schools in both Development Groups 5 and 6 come together annually, usually in the autumn term, for training and development days.

A school council check list is available for schools reviewing their current practice from Alan Curtis. In 2010 an audit was made of school councils across the city outlining their membership, organisation and practices. This is also available from Alan.

**St. Thomas More Catholic School** has a successful School Council consisting of 14 pupils from Years 1 to 6. They meet weekly and have discussed a range of issues on ways to improve the school including school play and lunchtimes, making better use of school grounds, fundraising, behaviour, toilet design and decoration. Two of the older members of the council are the school’s Anti-Bullying Champions. Their duties include planning plays and assemblies for anti-bullying week. They are heavily involved in the running of the Playground Buddy scheme and are involved in its reorganisation to make it more effective and responsive to pupils’ needs.

**Catherine Junior School Council** has 17 members with 8 from Year 3(two from each class) and 3 from year 4, Year 5 and Year 6 (one from each class). They meet once a fortnight from 12.45pm to 1.30pm. The meetings are chaired ,on a rotating basis ,by the oldest pupils. The agenda is agreed by the pupils. A member of staff records the minutes. The School Council discusses issues raised by each class council. The School Council has been running for more than 5 years and has been involved in a range of activities but recently they invited a representative from the Leicester Anti-Bullying Team to help them look at what they could do to address bullying. They designed their own Child Friendly Anti-Bullying Leaflets which were sent home to all parents.

### **Developing a Participative Learning Culture -Through Whole School Circle Time**

**Glebelands Primary School** has developed a whole school participative structure so that decision making within the school can be influenced, where appropriate, by the pupils.

The school already had a number of children’s groups that fed back to staff the views and suggestions of other children. Circle time was used as a way of delivering PSHE across the school. After a visit to a very successful school in Hertfordshire where children have a huge say in their learning and school environment, it was decided to set up Whole School Circle Time as the first step in broadening the use of pupil voice at Glebelands.

On Monday mornings, ten vertically grouped circles consisting of children from each class in the school are formed. As a result, the ages in the circle range from 5 to 11. School staff join the circle, but after a week supporting the groups, the circles are facilitated by year 6 pupils. The structure is consistent, with an opening game, sharing of news and feedback from the previous week’s circle, results from any votes and then a circle discussion in which each child in turn gets the opportunity to comment on the discussion item. Any child who ‘passes’ can speak at the end of the circle round if they then have something to contribute. The session finishes with another game.

The discussion items are a mixture over the course of the term. Some come from the senior management team and other staff, some from the children after consultation, some are PSHE discussions and others respond to requests for views from outside organisations.



**Outcomes** The circles have proved very popular and have had a number of outcomes, not all of which were what was originally planned. These are:

- \* Lots of information from the children about how they feel over a broad range of issues that affect them;
- \* Regular feedback to monitoring questions such as 'Would you be able to talk to staff if you were worried about being bullied?'
- \* Feedback about areas of the curriculum, the external environment, clubs for the following term, the success of circle time itself;
- \* The opportunity for year 6s to develop leadership, questioning and listening skills, and also in guiding the younger children;
- \* The strengthening of the school community across the age range so that younger and older children who might not usually meet get to develop new relationships.

Contact Mr M Dix for further information e mail - [office@glebelands.leicester.sch.uk](mailto:office@glebelands.leicester.sch.uk)

### **Student Counselling**

**At Keyham Lodge School** - a school for young people with emotional and behavioural difficulties, counselling is regarded as an important tool to support the students in becoming emotionally resilient and able to handle anything life might throw at them. Kat Purves is a member of the teaching staff who is a qualified and experienced humanistic counsellor and is available to the students to discuss any issue of concern. Humanistic counsellors adopt a 'here and now' approach. The student is supported to manage the current problem through an emphasis on empathy not sympathy, the need to understand that there are consequences to our actions and an unconditional regard for the person involved. Bullying, poor relationships and aggressive behaviour account for a large part of her work.

Seventy percent of her timetable is devoted to counselling and during the year will see on average 58% of the students. Individual work with students is provided in two ways- either a timetabled session lasting the equivalent of a lesson (40 minutes) or a crises support session at the start of the school day to address problems brought into school.

She also undertakes therapeutic work with groups of year 6 and 7 students using the Primary SEAL strategy resources.

A range of therapeutic approaches are available to all the students. These are provided by Kat, the school SENCO.

A powerpoint presentation and training is offered to other schools by Kat to show the effectiveness of therapeutic approaches on managing students' behaviour and developing their emotional resilience and emotional intelligence. Kat is happy to be contacted at school on 0116 241 6852

## **Assessment of students' wellbeing**

**The Children's Hospital School** has developed a range of assessment measures to monitor, record and identify the emotional health and wellbeing of all students during their time at the school.

An important element of this involves the student completing a self assessment of functional well-being skills. This helps identify the student's self perception of their own ability to function as well as developing an evidence base for the schools contribution to wellbeing.

The functional self-assessment has 3 main strands:

- 1) Relating to and understanding others.
- 2) Knowing ones self and managing feelings.
- 3) Making the most of things.

The records are reviewed termly by staff who hold discussion sessions with the students to review responses and produce an individual action plan to help them develop in these 3 key areas as well as providing them with appropriate support at different times e.g. ,in class, during breaks and during social activity time.

This information helps staff to develop a fuller picture of each student's wellbeing and builds on information gained from other assessments such as:

- The Emotional Disorders list
- Whole Child Attributes Assessment
- Risk and Resilience factors sheet
- Emotional Literacy NFER assessment (SEMEREK)
- The Children's Hospital School is continuing to develop more specific emotional health and well being measures and is happy to talk anyone interested.

### **Persona Dolls**

Persona dolls have been used at Willowbrook Primary School for over ten years.

They were introduced into the Nursery by teacher , Marilyn Bowles, who subsequently wrote "The Little book of Persona Dolls" (available from Featherstone Education) to show other teachers how to use dolls as a means of helping young children develop emotional intelligence and understand the views and feelings of others.

Persona dolls are usually kept in a special place such as on a 'special shelf'. They are not usually played with by the children.

Although there are specially designed persona dolls which you can purchase, any doll can be adapted to take on a character and become a persona doll. Each doll needs to be given a distinctive persona (a character, a family, a lifestyle, likes, dislikes, wishes, hopes, dreams, etc). The dolls should be representative of society. Some dolls would be like members of the class whilst others should reflect the diversity of backgrounds, religions, nationalities and lifestyles in society as a whole. For example, it could be a doll with Down's syndrome, a doll in a wheelchair or a traveller. The purpose of the "persona" is to encourage the children to think about people's feelings and to prevent them from forming discriminatory opinions based on ignorance or lack of experience.

Staff raise issues and introduce events through the use of the dolls persona rather than through the children's experience in a safe, secure and non judgemental setting. Bullying, death, racism and disability are all issues that can be raised and discussed through the dolls.

The Little Book of Persona Dolls written by Marilyn Bowles, formerly Head of Infants at Willowbrook Primary School gives detailed background, information and support on introducing Persona Dolls to your school. She is also available to provide training for schools.

You can contact Jodie Bradshaw at Willowbrook Primary School on 0116 241 3756 or [office@willowbrook.leicester.sch.uk](mailto:office@willowbrook.leicester.sch.uk) for further information.

### **Nurture Groups**

Nurture groups have been established in primary schools across the city with excellent results in improving both the attainment and the emotional health and wellbeing of pupils.

**Heatherbrook Primary School**, with the support of the Local Authority's Behaviour Support Team, set up a group in 2009/10. The project involved collaboration with three other schools and is based on elements of SEAL. The target group of pupils for the nurture group was identified as Year 1 and Year 2 pupils not currently meeting age-related expectations and who needed additional support to develop their social, emotional, interpersonal and communication skills.

The following baseline data was collected:

- \* Attainment data
- \* Boxall Profile Diagnosis
- \* Attendance data

A nurture group leader and a nurture group worker were appointed to lead the intervention. A room was allocated and renamed 'The Lighthouse' to give it its own specific identity and sense of community. The timetable for the nurture group is below:

9.00am-9.30am Monday - Friday: meet and greet; breakfast at the table; focus on eating together; practising table manners; speaking and listening to each other; taking turns each day to help set the table, serve the food, clear and wash up.

1.15pm-3.00pm Monday - Thursday: communal snack at the table; phonics session; curriculum-based work with a strong emphasis on SEAL/PSHE, speaking and listening, sharing and turn-taking activities; outdoor activity where collaborative play is actively taught.

1.15pm - 3.20pm Friday: evaluation and planning session for nurture group staff.

### **Outcomes**

- \* The target group has bonded well as a group and have responded positively to the new routine;
- \* The children are demonstrating better social skills and improved interaction with their peers both in and outside of the nurture group;
- \* Improved behaviour;
- \* A Year 1 child who, since starting school in F2, had hardly spoken has now become much more confident and independent. He is now able to speak independently to other children and adults across the school and joins in with both group and whole class discussions;
- \* Increased progress with speech and language development for identified pupils;
- \* Improved punctuality and attendance for all pupils in the target group;
- \* Seven of the ten pupils made at least one sublevel progress in Mathematics; seven made at least one sublevel progress in writing and seven made at least one sublevel progress in reading.

Network meetings are held with other schools that run Nurture groups to share experiences and knowledge. Amanda Hart co-ordinates these network meetings. For further information on Nurture groups go to [www.nurturegroups.org](http://www.nurturegroups.org)

## Physical activity

Across the City a number of Primary Schools run programmes to motivate pupils by physical activity. They include such programmes as Wake and Shake, Take 10 and Activate.

At **Sandfield Close** they introduced Val Sabin's Activate programme across the school three years ago. At 8.30am each day all pupils spend 15 minutes following the programme. Each year group has a different pack of structured aerobic activities for each week. In the pack are DVD's and a work book. Pupils wear their normal clothes. The youngest pupils exercise on the carpet whilst Key Stage 2 pupils exercise from behind their chairs.

There are a range of activities for students similar to Activate.

Rise and Shine is an aerobic session before school at Greenlane Infant School.

The "Huff and Puff" scheme is another scheme that can be used in both Primary and Secondary schools. An example can be seen of a Secondary school can be found on the qcda website

<http://.curriculum.qcda.gov.uk> (search huff and puff scheme in KS3/4)

Take 10 see: <http://www.devonldp.org/>

Take 10 is a resource developed to help schools meet the needs of their pupils to meet their requirement for daily physical activity.

Benefits of regular Take 10 may include:

- Students display less discipline problems
- Increase in educational aspirations
- improvements in other subjects
- Improvement in self esteem (Mckay 1996)
- Enhancement in social and moral development
- Reduction of likelihood of anti social behaviours

The 6 themes

- Action Rhymes
  - o These are structured to support children in raising their heart rate and develop both fine and gross motor skills. The research around cross lateral movement also forms the basis of much of this section. These are planned for use in and out of a classroom setting. There is a DVD and music CD to support delivery of this section.
- Coordination and Manipulative Challenges
  - o Activities here are designed to develop hand-eye coordination as well as enhancing children's development in strength and balance. Cross lateral actions are embedded along with kinaesthetic movements and multi sensory activities. These are planned for use in and out of a classroom setting.
- Running and Chasing Games
  - ***This section aims to enhance the children's repertoire of games that can be played during breaks within the school day. Activities are designed to be used in larger areas and can be used as warm ups within physical education lessons where appropriate.***
- Activities For Small Spaces
  - o Activities in this section are again based on the research around cross lateral movement and its role in right/left brain development.
  - o They are designed to be used within a classroom setting and can be used to support children to concentrate more effectively.
- Aerobics



- o A series of progressive routines which develop pupils balance and coordination as well as raising heart rate. Safety instructions are carried within the teacher's handbook and a DVD supports delivery through an exemplar routine and a step by step guide.
- Skipping

Includes an explanation and demonstration of each skipping development for teachers to use with children

### **Wake up Shake up**

**An explanation - see <http://www.wakeupandshakeup.co.uk/>**

The Wake up and Shake up programme (WUSU) is specially designed for use in the playground or School Hall. It is safe and effective exercise for the whole school, parents and staff, and comprises three sections.

1. Aerobics: The opening track is quite fast. The moves mainly use movement of the lower body. Using these major muscles makes the heart beat faster, warms up the body and prepares you for the day ahead.

2. Strength and mobilisation: This is aimed at strengthening the legs and increasing muscular endurance. It is interspersed with joint mobilisation exercises. These tackle the joints that are most effected by the lifestyle of the average modern school child. Ankles, back, shoulder, wrist and neck joints are all mobilised, encouraging flexibility and full range of movement.

3. Stretch and revitalise: The final section brings the heart rate back to normal and stretches all the muscles that have been used. This again aims to counter the effect of school life on your body. Sitting down can shorten the hamstring muscle. The stretch section aims to lengthen that muscle again. The chest muscles can become shortened with hunching over a desk, so this section aims to stretch out the chest again. The calm music allows you to ground yourself and leaves you ready to learn.

The whole WUSU programme lasts ten minutes, meaning that you have achieved an extra 50 mins of physical activity by the end of the school week. The aim is to change the music and moves every half term to maintain the motivation and to further challenge the body physically. All the moves incorporated into the W&S session are low impact. This means that at least one foot is on the ground at any one time. This makes the exercises gentler on your joints, and means that it is safe for you to exercise in school shoes.

### **The Whole School Quality Circle Time Model**

This model interweaves a behaviour management system with a process of personal and social growth. Its premise is that the most effective way to promote positive behaviour and respectful relationships is through working on moral development within a structured Quality Circle Time approach as developed by Jenny Moseley.

Sandfield Close Primary School has begun to adopt this approach following training by Alison Bradley of the Behaviour Support Team.

Throughout the school they have developed "Golden Rules" to promote moral values. Incentives have been developed within each class to reinforce the Golden rules. The incentives are negotiated with the pupils and are age appropriate. The focus is "catching" and rewarding good behaviour throughout the school day. This includes break and lunchtimes and all school activities. Incentives/rewards could be additional time to undertake activities of their choice such as sports or reading. Circle time has been adopted to give children the time and opportunity to develop listening and speaking skills whilst developing positive relationships with other pupils in a structured environment. There are very close links to the SEAL strategy.

The school is receiving further training to develop the model further but has already seen an improvement in behaviour and attitudes across the whole school.

Leicester City has a number of qualified QCT accredited trainers and the Behaviour Support Team has been offering training in this model for 8 years. It is for all Key Stages and the initial training is for 6 hours either over a day or in 3 sessions. Other examples of schools who have implemented the model include Caldecote Primary School, Taylor Road Primary School, Wyvern Primary School and Belgrave St. Peters C of E Primary School.

### **Restorative Learning in Primary School**



## Bullying and the Law

Every school must have measures in place to prevent all forms of bullying.

The Government has produced guidance entitled “Preventing and Tackling bullying” which is intended for leaders and staff in all schools in England and Wales. It is regularly updated and replaces earlier guidance entitled “Safe to Learn”. The latest guidance is available at [www.gov.uk/government/publications/preventing-and-tackling-bullying](http://www.gov.uk/government/publications/preventing-and-tackling-bullying)

Preventing and Tackling Bullying guidance aims to clarify the legal position of schools in relation to the Education and Inspections Act(2006) and highlights good practice

### Legal Requirements

The Education and Inspections Act(2006) has brought together existing and new provisions on school discipline into a single chapter of Education Law to make it easier for Governors, Heads, teachers and school staff to understand their **legal requirements** and powers to address poor behaviour (specifically including bullying).

#### Governing bodies must:

- Produce a written statement of general principles to guide the Head in determining measures to promote good behaviour.
- Consult the Head, staff, parents and all pupils on this statement of principles.
- To promote the well being of pupils in their school.
- Safeguard and promote the welfare of pupils.
- Produce an annual profile, answering the question “How do we make sure our pupils are healthy, safe and well supported?”
- Have a race equality policy and assess and monitor the impact of their policies on pupils, staff and parents with particular reference to the impact on pupil attainment.
- Have a disability equality scheme and make reasonable adjustments to avoid placing disabled pupils at a substantial disadvantage in comparison with pupils that are not disabled.
- Establish procedures for dealing with complaints about bullying and all matters relating to the school and publicise these procedures.

#### Headteachers must:

- Determine that more detailed measures (rules, rewards, sanctions and behaviour management strategies) on behaviour and discipline that form the school’s behaviour policy, in accordance with the governing body’s statement of principles. The policy **must** include measures to be taken with a view to, “Encouraging good behaviour and respect for others on the part of pupils and, in particular, **preventing all forms of bullying among pupils.**”
- Publicise the measures in the behaviour policy and draw them to the attention of pupils, parents and staff at least once a year.
- Determine and ensure the implementation of a policy for the pastoral care of the pupils.
- Ensure the maintenance of good order and discipline at all times during the school day, when school pupils are present and when ever the pupils are engaged in authorised school activities, whether on the school premises or elsewhere.

#### Teachers must:

- Promote the general progress and well being of individual pupils and of any class or group of pupils assigned to them, which includes ensuring as far as possible that pupils are free from bullying and harassment.
- Apply the schools rewards and sanctions lawfully.

#### The law empowers:

- Members of school staff to impose disciplinary penalties for inappropriate behaviour.

- Headteachers, to such extent as is reasonable, to regulate the behaviour of pupils when they are off school site.
- School staff to use physical force in certain circumstances,
- School staff to confiscate inappropriate items
- School staff to search for inappropriate items.

### **Bullying and Law (Legal Powers of Schools)**

#### **The Equality Act 2010**

The Equality Act 2010 replaces previous anti-discrimination laws with a single Act. A key provision is a new public sector Equality Duty, which came into force on 5 April 2011. It replaces the three previous public sector equality duties for race, disability and gender, and covers age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation. The Duty has three aims. It requires public bodies to have due regard to the need to:

- eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the act
- advance equality of opportunity between people who share a protected characteristic and people who do not share it
- foster good relations between people who share a protected characteristic and people who do not share it.

Maintained schools and Academies are required to comply with the new Equality Duty. Part 6 of the Act makes it unlawful for the responsible body of a school to discriminate against, harass or victimise a pupil or potential pupil in relation to admissions, the way it provides education for pupils, provision of pupil access to any benefit, facility or service, or by excluding a pupil or subjecting them to any other detriment. In England and Wales Part 6 of the Act applies to maintained schools and Academies and to other independent schools.

#### **Safeguarding children and young people**

Under the Children Act 1989 a bullying incident should be addressed as a child protection concern when there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm'. Where this is the case, the school staff should report their concerns to their local authority children's social care. Even where safeguarding is not considered to be an issue, schools may need to draw on a range of external services to support the pupil who is experiencing bullying, or to tackle any underlying issue which has contributed to a child engaging in bullying.

#### **Criminal law**

Although bullying in itself is not a specific criminal offence in the UK, it is important to bear in mind that some types of harassing or threatening behaviour - or communications - could be a criminal offence, for example under the Protection from Harassment Act 1997, the Malicious Communications Act 1988, the Communications Act 2003, and the Public Order Act 1986.

If school staff feel that an offence may have been committed they should seek assistance from the police. For example, under the Malicious Communications Act 1988, it is an offence for a person to send an electronic communication to another person with the intent to cause distress or anxiety or to send an electronic communication which conveys a message which is indecent or grossly offensive, a threat, or information which is false and known or believed to be false by the sender.

#### **Bullying outside school premises**

Teachers have the power to discipline pupils for misbehaving outside the school premises “to such an extent as is reasonable.” This can relate to any bullying incidents occurring anywhere off the school premises, such as on school or public transport, outside the local shops, or in a town or village centre.

Where bullying outside school is reported to school staff, it should be investigated and acted on. The headteacher should also consider whether it is appropriate to notify the police or anti-social behaviour coordinator in their local authority of the action taken against a pupil. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police should always be informed.

In all cases of misbehaviour or bullying the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member.

More detailed advice on teachers’ powers to discipline, including their power to punish pupils for misbehaviour that occurs outside school, is included in ‘Behaviour and discipline in schools - advice for headteachers and school staff’ at:

[www.gov.uk/government/publications/behaviour-and-discipline-in-schools](http://www.gov.uk/government/publications/behaviour-and-discipline-in-schools)

### Local and National Organisations/Websites

Organisation	Website
Anti-bullying Alliance	<a href="http://www.anti-bullyingalliance.org.uk">www.anti-bullyingalliance.org.uk</a>
Beat Bullying	<a href="http://www.beatbullying.org">www.beatbullying.org</a>
Beyond Bullying	<a href="http://www.beyondbullying.com">www.beyondbullying.com</a>
Bullying	<a href="http://www.bullying.co.uk">www.bullying.co.uk</a>
Care Free	<a href="http://www.barnardos.org.uk/carefree">www.barnardos.org.uk/carefree</a>
Centre for Fun and Families	<a href="http://www.funandfamilies.co.uk/">www.funandfamilies.co.uk/</a>
Childline	<a href="http://www.childline.org.uk">www.childline.org.uk</a>
Diana Award	<a href="http://www.diana-award.org.uk">www.diana-award.org.uk</a>
Gay and Lesbian Support Group	<a href="http://www.leicesterlgbtcentre.org/">http://www.leicesterlgbtcentre.org/</a>
Kidscape	<a href="http://www.kidscape.org.uk">www.kidscape.org.uk</a>
Laura Centre (bereavement)	<a href="http://www.thelauracentre.org.uk">http://www.thelauracentre.org.uk</a>
Mental Health Foundation	<a href="http://www.mentalhealth.org.uk">www.mentalhealth.org.uk</a>
Mental Health (Mind)	<a href="http://www.mind.org.uk">http://www.mind.org.uk</a>
National Children's Bureau	<a href="http://www.ncb.org.uk">www.ncb.org.uk</a>
National Youth Agency	<a href="http://www.nya.org.uk">www.nya.org.uk</a>
NSPCC	<a href="http://www.nspcc.org.uk/">http://www.nspcc.org.uk/</a>
Open Door (counselling for over-11s)	<a href="http://www.opendooronline.org/">www.opendooronline.org/</a>
Parent Partnership Scheme (home/school conflict)	<a href="http://www.valonline.org.uk/parent-partnership-service">www.valonline.org.uk/parent-partnership-service</a>
Reflect, Respekt, Restore	<a href="http://www.restorative.eu">www.restorative.eu</a>
Restorative Justice 4 Schools	<a href="http://www.restorativejustice4schools.co.uk">www.restorativejustice4schools.co.uk</a>
Restorative Solutions	<a href="http://www.restorativesolutions.org.uk">www.restorativesolutions.org.uk</a>
Restorative Thinking	<a href="http://www.restorativethinking.co.uk">www.restorativethinking.co.uk</a>
Samaritans	<a href="http://www.samaritans.org">www.samaritans.org</a>
Stonewall	<a href="http://www.stonewall.org.uk">www.stonewall.org.uk</a>
Stop Bullying	<a href="http://www.stopbullying.gov">www.stopbullying.gov</a>
Transforming Conflict	<a href="http://www.transformingconflict.org">www.transformingconflict.org</a>
Victim Support (coping with crime)	<a href="http://www.victimsupport.org.uk/">http://www.victimsupport.org.uk/</a>
Young Minds (parents information service)	<a href="http://www.youngminds.org.uk">www.youngminds.org.uk</a>

### **A Selection of Books**

Building and Restoring Respectful relationships in Schools: R Hendry 2009

Implementing Restorative Practices in Schools: Thorsborne and Blood, Kingsley 2013

Just Schools: A Whole School Approach to Restorative Justice: Belinda Hopkins,  
Speechmark 2003

Restorative Approaches In Schools: A Guide for School Managers and Governors - Helen  
Flanagan with support from Janet Clark., Restorative Solutions

Restorative Approaches to Discipline in Schools: Sellman, Cremin, McCluskey, Routledge  
2013

Restorative Circles in Schools: Costello, Watchtel. Watchtel 2013

Restorative Justice Pocketbook - Margaret Thorsborne, David Vinegrad, 2009

Taking Restorative to Schools; A Doorway to Discipline: Holtman 2009

The Little Book of Restorative Justice - Howard Zehr, Good Books , 2002

The Pocket Guide to Restorative Justice: Wallis and Tudor, Kingsley 2007

The Restorative Classroom - Belinda Hopkins, Speechmark, 2011

The Restorative Practices Handbook for Teachers: Costello, Watchtel. Watchtel, 2013

## Appendix 1

### Daily Mail Article 2009

#### **Trendy 'restorative justice' schemes to stamp out bullying at schools 'do not work'**

By Laura Clark

Updated: 15:31, 2 July 2009

Trendy 'no punishment' approaches to tackling bullying are not working in many schools, a researcher warned yesterday.

More than 600 schools use 'restorative justice' techniques which allow bullies to escape punishment if they face their victims and apologise.

But a Cambridge University academic told a conference the approach has been 'widely exaggerated' as a remedy for bullying.

Cure all? The value of 'no punishment' approaches to tackling bullying has been widely exaggerated, a Cambridge University academic warned

The method was unlikely to be successful unless schools also encourage pupils to adopt strong values and an anti-bullying culture, warned Dr Hilary Cremin.

The technique involves bullies and their victims agreeing to meet so the perpetrator can learn about the devastating effects of their actions.

If they show remorse and agree to make amends, they often escape formal disciplinary sanctions.

Milder forms of bullying are tackled by 'peer mediation' or the so-called 'circle of friends' where pupils gather together to discuss their experiences of name-calling and how it can be stopped.

Growing numbers of schools are enthusiastically embracing the approach, and highlight a dramatic reduction in suspensions and expulsions as proof it is working.

But Dr Cremin, a former teacher, said the technique was being mistakenly hailed as a 'cure all' for bullying.

Schools adopting such 'fashionable' approaches must ensure they promote stronger community values, she said.

While the restorative approach 'had value', it needed to be used with 'skill and insight', she added.

If not, problems could immediately recur.

The Department for Children has told schools that bullying 'must be punished'.



But it is monitoring formal trials of the restorative method in schools.

Sir Charles Pollard, a former Thames Valley chief constable who is promoting the technique around the country, insists that pupils' attitudes can change after they are made to face up to effects of their behaviour.

The approach is already increasingly used in the criminal justice system.

The Home Office has been trialling restorative justice approaches since 2001 and last year introduced a new pilot scheme involving first-time offenders aged between 10 and 17.

It involves bringing criminals face-to-face with their victims to bring home the enormity of their crimes and allow them to make amends.

The move is part of a wider drive to reduce the number of young offenders convicted of crimes by 2020.

But such schemes have been criticised as a 'soft touch' and a means of keeping criminals away from the courts.

Critics also claim the system is vulnerable to manipulation because criminals or bullies know which visible actions are needed to appease the authorities.

Children's campaigners have warned that policies which advocate a no-blame approach can put pupils at risk.

Victims of bullying can become even more distressed because they feel nothing is being done to end their torment.