

Restorative Practices in School – are we nearly there yet?

Date & time: 9.30 – 16.00, Friday 3rd October 2014
Venue: [LG 34, Paterson's Land, Moray House School of Education,
University of Edinburgh, Edinburgh EH8 8AQ](#)
Enquiry: Dr. Gillean McCluskey Gillean.McCluskey@ed.ac.uk or 0131 651 6637

Speakers

Dr Gillean McCluskey

*Head of Institute for Education, Community & Society (ECS)/
Deputy Director of CREID/Senior Lecturer*

Dr Gillean McCluskey researches, writes and teaches in the areas of school discipline, exclusion and disaffection, restorative practices and conflict resolution in schools; with a particular interest in, and concern for, marginalised groups in education. Before coming into academia, she worked as a teacher.

Dr John McKendrick

Glasgow Caledonian University

Dr. John H McKendrick is a Senior Lecturer at Glasgow Caledonian University. He is primarily concerned to inform the work of practitioners and campaigners beyond the academy who seek to tackle poverty in Scotland. He is co-editor of *Poverty in Scotland 2014: The Independence Referendum and Beyond* (CPAG).

Professor Carol Hayden

Professor of Applied Social Research, ICJS, University of Portsmouth

Carol Hayden researches children and families with multiple problems. Key specialisms include: children in difficulty at school; children in care; restorative approaches in different contexts. Recent books include: Hayden, C. & Martin, D. (eds) (2011) *Crime, Anti-Social Behaviour and Schools*. Basingstoke: Palgrave/MacMillan; and, Hayden, C. & Gough, D. (2010) *Implementing a Restorative Justice Approach in Children's Residential Care*. Bristol: Policy Press.

Noel Hughson

Deputy Head Teacher, DHT Kincorth Academy Aberdeen

Noel graduated as a teacher of Technological Education in 1980. He worked as a Principal Teacher in two different schools, from 1986 – 1997, then AHT / DHT. Noel currently works as DHT at Kincorth Academy where his remit comprise two main threads of Promoting Positive Behaviour and Pupil Support. He trained as a Trainer of Restorative Practice in 2012 and has been working since then at embedding Restorative Principles throughout Kincorth Academy.

Workshop Leaders

Workshop 1: Restorative Practices in Nurturing Inverclyde

Leader: Paula Dudgeon

Depute Principal Psychologist, Inverclyde Council

Paula has worked as Depute Principal Psychologist in Inverclyde Council for the last 4 years. Prior to that, Paula worked as a senior educational psychologist in North Lanarkshire council. Paula has a particular interest in solution oriented approaches and restorative practices.

Leader: Audrey Hunter

Principal Teacher, Kings Oak Primary School and Nursery Class, Greenock

Audrey has been teaching for 23 years, currently PT in King's Oak Primary in Greenock, where she has helped to develop restorative approaches. Audrey has supported staff through the journey from discipline policy to a positive relationships policy. Her experience and enthusiasm is greatly valued, often advising other schools on that journey.

Workshop 2: Restorative Practice: the foundation of Gorgie Mills School

Leader: Terri Dwyer

Head teacher, Gorgie Mills Special School (SEBN), Edinburgh

I am the HT of Gorgie Mills School in Edinburgh. This is a school for young people with Social, Emotional and Behavioural Needs. The school holds up to 72 young people and is a fully restorative school. I have worked in Gorgie Mills for six years and we have worked hard to embed restorative approaches within the school. Restorative practice is the foundation of Gorgie Mills School. Before that I worked as a trained in restorative practice for the Positive Behaviour Team of the Scottish Government. I have also worked in the residential SEBN sector and have ten years as a mainstream teacher teaching English.

Workshop 3: Restorative Practice and Emotional Literacy – the thin edge of the wedge?

Leader: Richard Hendry

Additional Support Needs Officer, Highland Council

Before moving to live on the Isle of Skye in 2012 Richard was a mainstream teacher (20 years, including 12 years in SEBN) and then a consultant trainer with education, social work, youth justice and police staff (12 years, specialising in Restorative Practice). He is author of 'Building and Restoring Respectful Relationships in Schools' (2009) and other works in the field.

Workshop 4: Embedding and sustaining Restorative Practice in a mainstream secondary school

Leader: Michael Irving

DHT, Craigmount HS, Edinburgh

Mike is currently Depute Headteacher at Craigmount High School in Edinburgh, he was previously a PE teacher at Craigroyston Community High School in Muirhouse, Edinburgh. Mike then taught in London where he became Head of PE, since moving back to Edinburgh in 2008 Mike was Head of PE at Craigmount until 2010 until taking up his current post.

Health and Well Being is an area Mike has led across the school with a particular focus on Restorative Approaches since 2011, the school is large with 1300 students and over 100 staff. The school has been making the shift towards a restorative culture through various avenues and Mike shall share his experiences thus far.

Workshop 5: Rolling out Restorative Practice across schools: the story from Aberdeen

Leader: Barry Mitchell

Depute Head Teacher, Pupil Support Services, Aberdeen City Council

Barry Mitchell has fifteen years teaching experience (six in senior management) across three different local authorities. Barry first encountered Restorative Practice as part of his post-graduate diploma in Support for Learning. He has been a Trainer for nearly three years and currently leads Aberdeen's Restorative Practice Support and Steering Group.

Workshop 6: Synergising restorative approaches to conflict and behaviour management

Leader: Dr. Edward Sellman

Researcher and lecturer, Nottingham University

Dr Edward Sellman researches the arts, creativity, pupil empowerment and inclusion as a member of the [Centre for Research in Schools and Communities](#). He is editor of '[Creative Learning for Inclusion](#)' and co-editor of '[Restorative Approaches to Conflict in Schools](#)', both recently published by Routledge, alongside '[Mediation Matters: Creating Peaceful Schools through Peer Mediation](#)', published by LDA . He is also a member of the International Journal of Pastoral Care in Education editorial board and reviews articles for Emotional & Behavioural Difficulties and the British Educational Research Journal.

Edward originally trained as an art/primary-school teacher and then worked with children experiencing social, emotional and behavioural difficulties in a range of settings. He acts as a supervisor for research students working for PhD degrees and has acted as an external examiner at the Universities of Bath, Sheffield and Surrey. He teaches on Masters programmes at the University of Nottingham and is the course leader of the MA in Special Needs.

In this workshop, Dr Edward Sellman, University of Nottingham, will lead a discussion about whether the agendas of restorative approaches to conflict and 'traditional' behaviour management strategies can be reconciled. His previous research has shown that the success of restorative approaches in schools is affected by the degree of synergy with other school based procedures and practices, particularly behaviour management. However, his more recent research challenges whether even synergy is sufficient. 'Common' behaviour management strategies communicate key messages about self-worth, fairness, importance and peer comparison that would benefit from further critical reflection and this workshop will give an opportunity for deeper reflection on the matter.