



RESTORATIVE PRACTICES

Gorgie Mills School.

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How do you feel about going to school ?



What is Restorative Practice.

- Relationships.

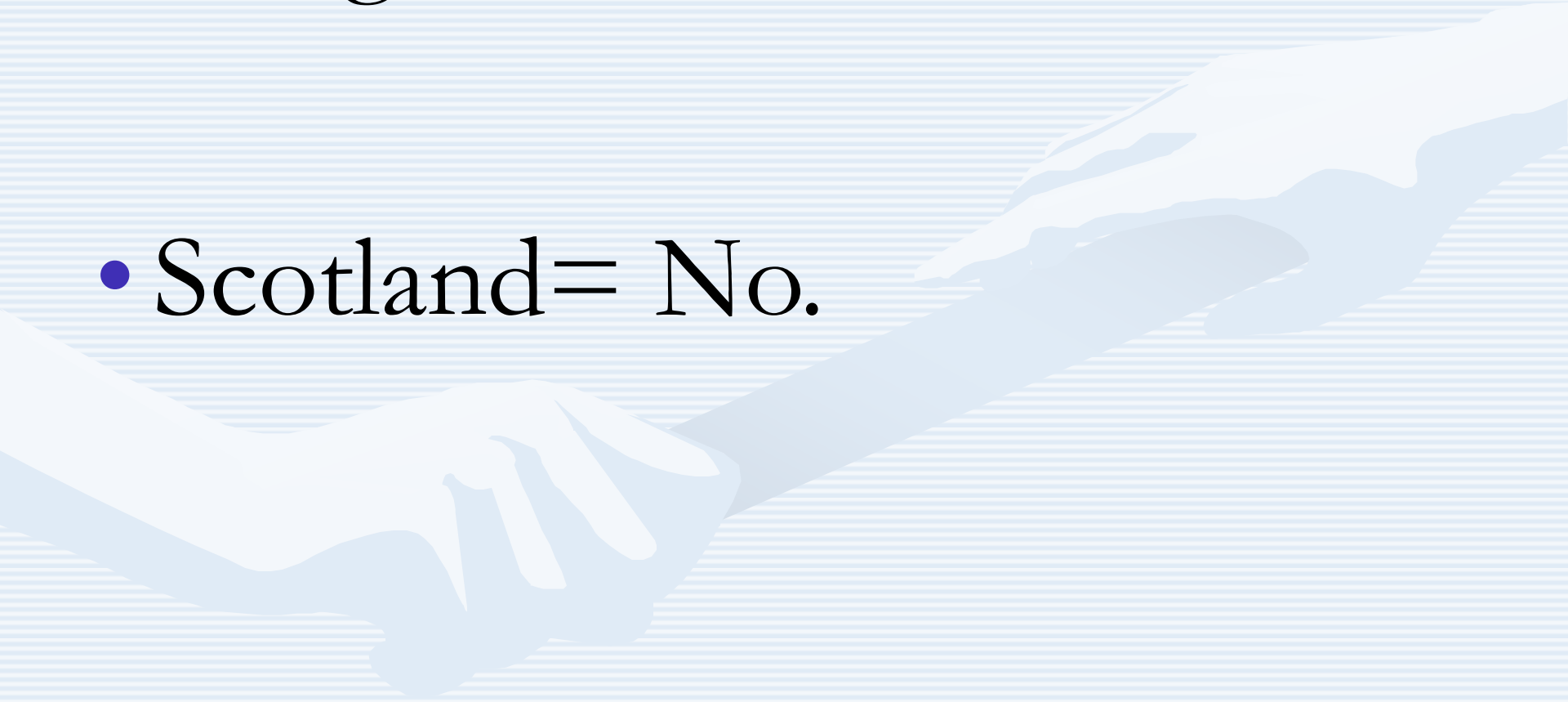
• Respect.

• Responsibility.



Are we there yet?

- Gorgie Mills School= Yes.
- Scotland= No.



GMS-The Restorative Journey.

- 2009- all staff trained in RP. Parents informed.
- 2009- All pupil participated in RP programme.
- 2009 RP- Evaluated (Staff and pupils)
- 2010- GMS becomes a fully restorative school.
- 2013- RP Diaries used with staff.
- 2013- RP stats used in the Data set.
- 2014- RP Diaries used with pupils.
- RP- evaluated and updated on a yearly basis.

The Restorative School

- mutual respect and appreciation
- a belief in young people's ability to solve their own problems
- empathetic listening
- giving people a chance to tell their story
- acceptance of responsibility
- an inclusive approach to problem solving
- A belief that the people best placed to resolve a problem/conflict are actually those involved.

Restorative Practice VS Discipline Policy

- RP does not replace the discipline policy.
- It works alongside the discipline policy.
- Sanctions are still adhered to.*
- **BUT**
- It restores relationships for the future.
- Leading to: better behaviour than better learning!

Results in GMS.

- Better behaviour across the school.
- Better attendance.
- Less exclusions in the long term.
- Better relationships between staff and young people.
- Better relationships between pupils and other pupils.
- Better relationships between staff.
- A positive ethos within the school.

Self Reflection.

- RP encourages self reflection both in the young person but also in the member of staff.
- If we do not reflect on our practice/behaviour-we do not learn from our mistakes.

Restorative Conversation.

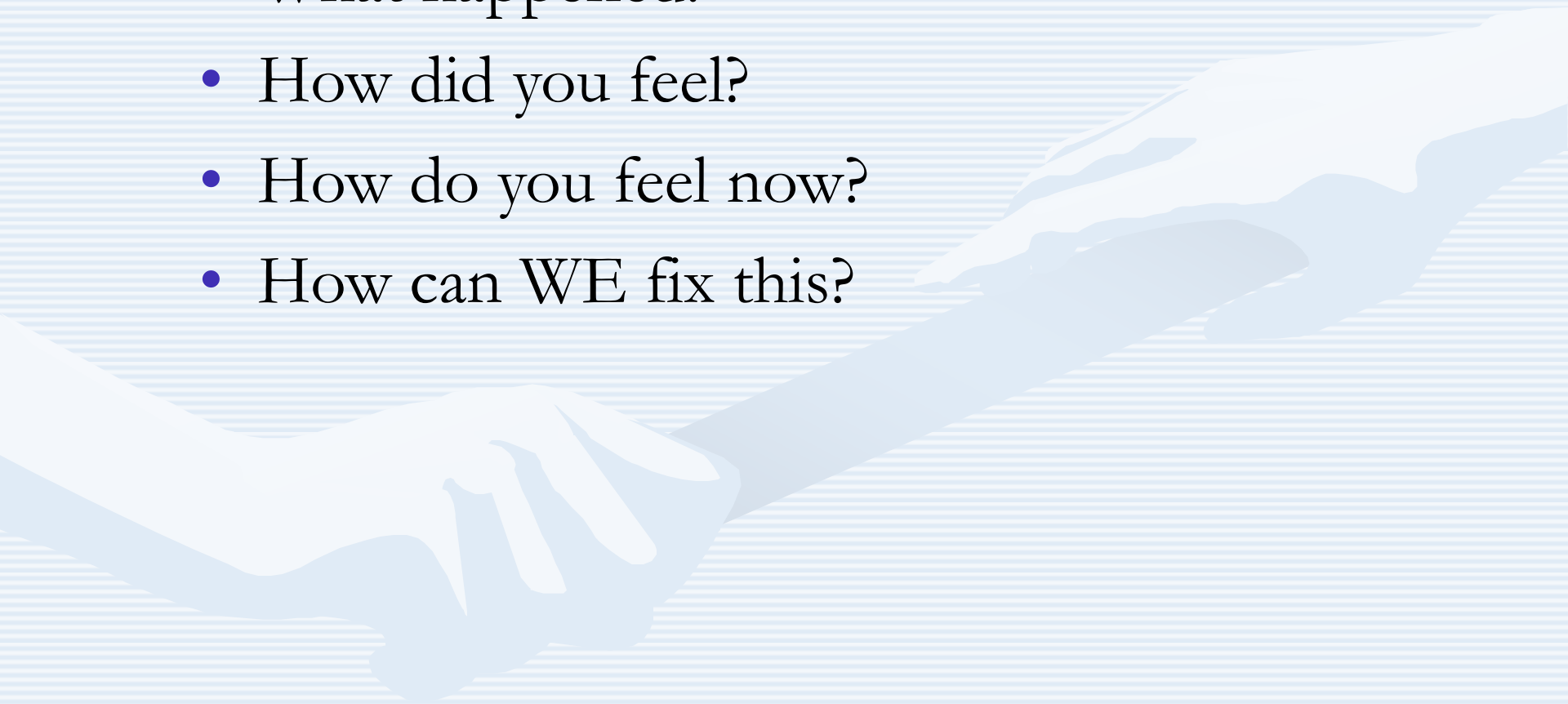


What is a Restorative Conversation.

- A one to one conversation with a young person when something has gone wrong.
- Telling the young person how you feel.
- Allowing the young person to tell you how they feel.
- Trying to work out a possible solution: **TOGETHER.**
- Not giving up when they refuse to talk to you.

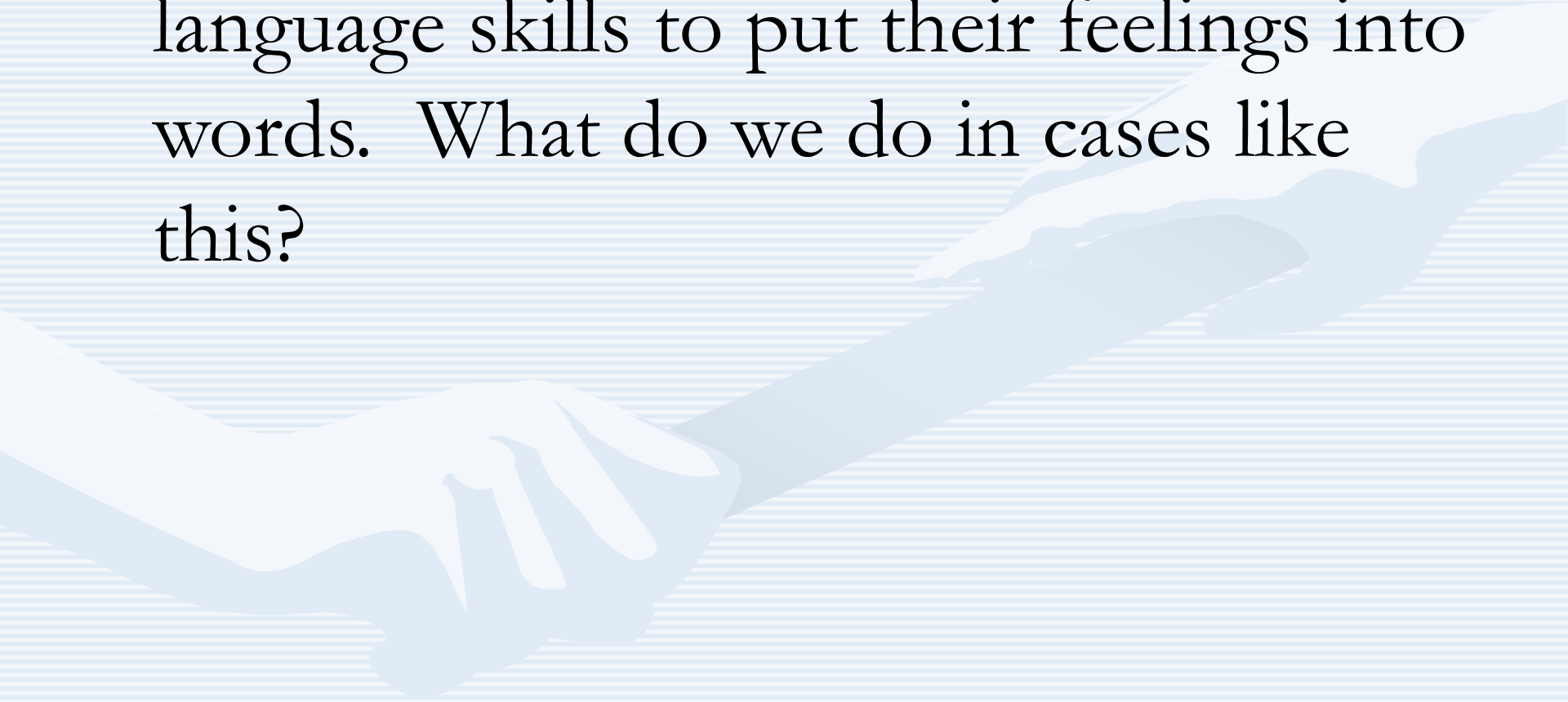
Four Useful Questions

- What happened?
- How did you feel?
- How do you feel now?
- How can WE fix this?



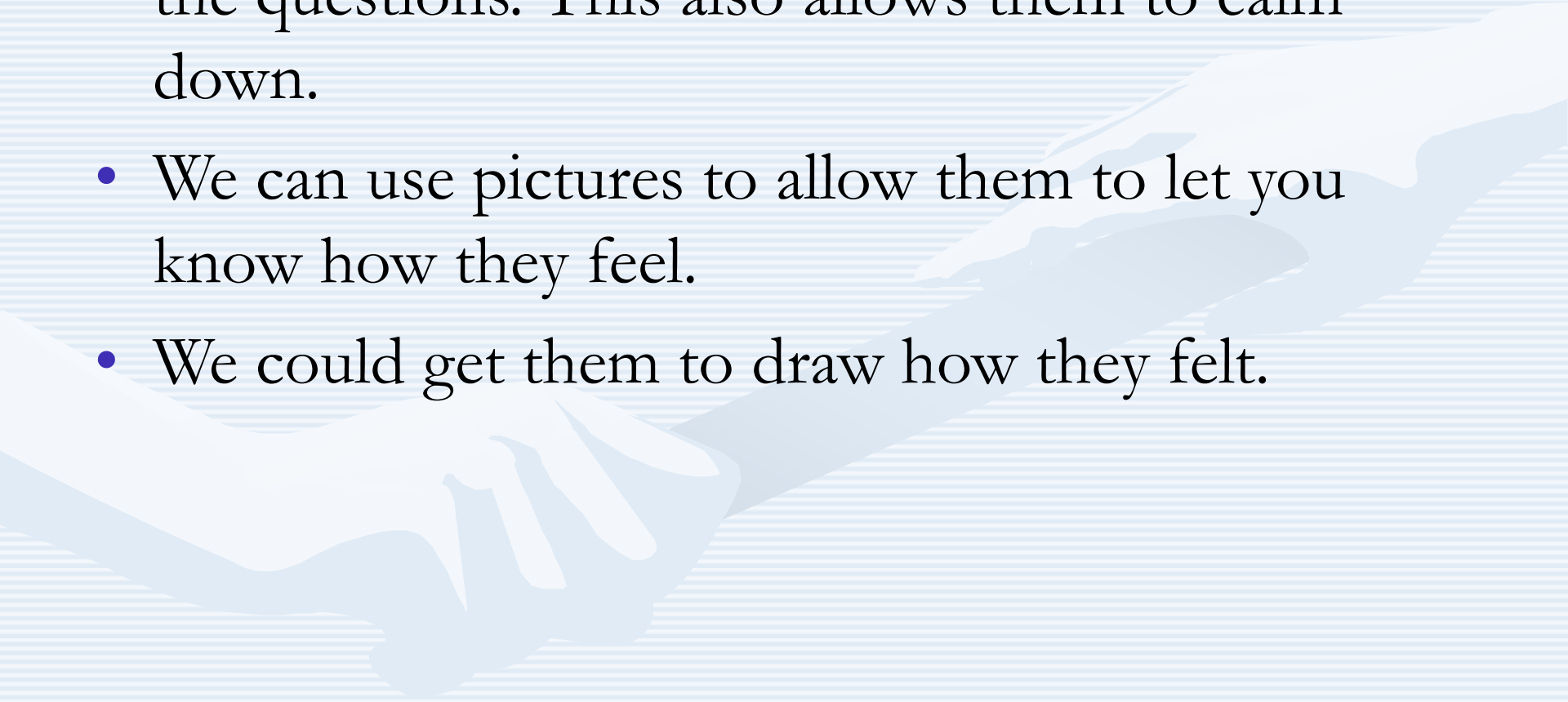
Language Barriers.

- Some young people do not have the language skills to put their feelings into words. What do we do in cases like this?



Answer.

- We could get them to write out their answers to the questions. This also allows them to calm down.
- We can use pictures to allow them to let you know how they feel.
- We could get them to draw how they felt.



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- SOMETHING
 - TO THINK
 - ABOUT!!

STRESS!

- When a child/ young person experiences stress, anger or agitation, the brain stem triggers the release of high levels of Cortisol.
- If this stress continues, the brain stem becomes enlarged and triggers even higher levels of Cortisol.
- This makes them over-react to even mild stressful situations and can lead to hyper activity and negative behaviour.

STRESS!

- During this process and afterwards the child/young person requires TIME for the levels of Cortisol in the brain to regulate.
- If we do not give this TIME, the situation will escalate and it will be our fault, not that of the child!
- During a stressful encounter with a pupil the adult will also be experiencing these feelings and may also need TIME to calm down.

Restorative Practice.

- Once everyone is calm and have reflected on the situation the restorative work can happen!

Relationships.

- Behaviour, whether negative or positive is their way of telling us something. We need to find out what that something is?
- By using RP we are teaching our pupils how to display respectful behaviour. This can help them in all aspect of their daily lives.
- We cannot give up. Relationships are the key to our success with young people/ children. Through strong relationships we can change lives!

Finally.

- We have chosen to work with these young people. It is not an easy job and tests the best of us on a daily basis.
- There is more and more pressure on us in terms of paperwork, reporting, monitoring, evaluating etc.
- However:
- It is our chosen profession. And our chosen speciality.
- In return for all this hard work we:

Really Finally.....

- Get to go to Heaven!



Behaviour Management.

- Studies with pupils show:
- Most important factors affecting education are:
- Teacher/ Support Staff.
- Environment.
- They are respected/ consequences are fair.

Teacher:

- How do you welcome pupils into your class?
- Do you have empathy for our pupils?
- Do you set IEP targets with the pupil?
- Do you set Educational Targets with the pupil?
- Do pupils know what is expected of them in your class?
- Do you have interventions before removing a pupils from class?
- Do you make an effort to repair a relationship which has broken down?
- Does the Behaviour Assistant or SMT have more chance of making a pupil comply than you do?
- Do you praise enough? (Self esteem)

Environment.

- Are pupils welcomed into school in the morning?
- Is the breakfast club (their first interaction with staff) a happy place to be?
- Is the classroom vibrant and interesting?
- Is the pupil work displayed on the walls?
- Are there relevant Es and Os displayed with this work?
- Is the lesson broken into segments to keep their interest?

Respect.

- We strive to ensure there are consequences when a pupil disrespects the staff within our school.
 - Do we respect our pupils?
 - Empathy, understanding.
 - Knowledge of our pupils.
 - The way we address the pupils.
 - Are we firm but fair?
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