



ABERDEEN
CITY COUNCIL

Aberdeen City Council
Pupil Support Service

“Rolling Out Restorative Practice Across
Schools: The Story from Aberdeen”

Barry Mitchell – Depute Head Teacher

The Aberdeen Story



- Pre 2010 - Awareness and Setbacks
- 2010 - Inspectors call
- 2010-12 – Training and Emerging Practice

- 2012-13 – Reflection and Leadership
- 2013-14 – Partnership and Momentum
- The Future – Support and Sharing



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Pre 2010 – Awareness and Setbacks

Success: High number of staff received training.

Issue: Limited Systemic Impact.

Lesson One: One-off training events are ineffective in creating culture shift required for embedding Restorative Practice.



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2010 – Inspectors Call

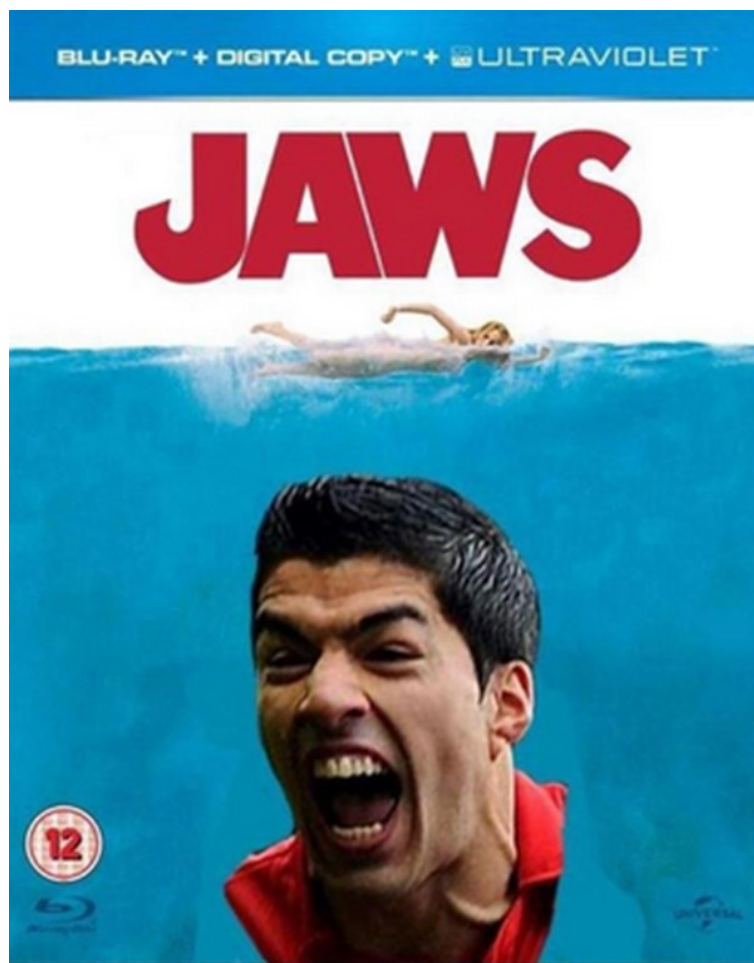
Success: Teachers and Support Staff able to build positive relationships with all pupils.

Issue: Need for partnership and consistency.

Lesson Two: Relationships are crucial but they need to be underpinned by systems.



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**How in line with
Restorative Values
is Professional
Football?**



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2010-12 – Training and Emerging Practice

Success: Influential staff given in-depth, quality training and follow-up support leading to immediate impact.

Issues: Restorative ideals v Existing culture.

Lesson Three: Effective implementation of Restorative Practices requires high level of on-going commitment by School Leaders.

Lesson Four: Schools, teachers and parents can see very quick results and find Restorative Practice motivating and inspiring.

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2012-13 – Reflection and Leadership

Success: Authority statement and position on Restorative Practice.

Issue: Clarity of roles and responsibilities.

Lesson Five: Authority-level leadership is crucial but must not be too prescriptive.



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2013-14 – Partnership and Momentum

Success: On-going training more widespread, City-wide group established.

Issue: Coordination.

Lesson Six: Experts help.

Lesson Seven: Embedding Restorative Practice requires momentum and profile.



4 Most Crucial Parts of Restorative Practice Training?

**WHAT
HAPPENED?**

**FACTS,
CONSEQUENCES,
FUTURE**

4 Most Crucial Parts of Restorative Practice Training?

**CHILDREN CHANGE AND
THEIR BEHAVIOUR CAN
CHANGE**

HOT CHOCOLATE!

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Currently

- On-going partnership with Sacro.
- PGCE students are given introduction to Restorative Practice.
- Probationers take part in input on Restorative Practice.
- Over 100 staff trained as trainers.
- 10 secondary schools.
- 11 primary schools.
- 3 special schools and services.
- “Support and Steering Group” established.
- Information and publicity resources being created.
- City-wide exclusion rate on a downward trend.
- Review of Inclusion identified Restorative Practice as crucial to the authority’s aim of zero tolerance of exclusion – schools expected to demonstrate progress in implementation.



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The Future – Support and Sharing

Support and Steering Group

Steer authority policy, creating supportive context for implementation and difficult conversations.

Share and create resources, materials, policies and experiences.

Training with partners to build expertise and capacity, sustain momentum, create converts and champions.



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Lessons Learned

1. One off training events are ineffective in creating culture shift required for embedding Restorative Practice
2. Relationships are crucial but they need to be underpinned by systems.
3. Effective implementation of Restorative Practices requires high level of on-going commitment by School Leaders.
4. Schools, teachers and parents can see very quick results and find Restorative Practice motivating and inspiring.
5. Authority-level leadership is crucial but must not be too prescriptive.
6. Experts help.
7. Embedding Restorative Practice requires momentum and profile.

Questions?

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