

Appendix 1

What is a Restorative Approach?

A restorative approach in schools helps develop a healthier learning environment, where children and young people take responsibility over their own behaviour and learning. The minds of those in a restorative school are focused on strengthening and repairing relationships are inquisitive about what needs to happen and avoid attributing blame (Thorsborne & Blood, 2013).

When embedded across the whole school, using restorative approaches can:

- Develop emotional literacy, responsibility and empathy
- Create a more positive learning environment with better attendance, and fewer behaviour incidents
- Raise children and young people's awareness of the impact of choices on others
- Reduce the number of exclusions

A restorative approach is based on:

- Respect for one another, acknowledging that each person has an opinion that is unique but still of value
- Taking responsibility for your own actions
- Developing the skills of the whole school community to solve problems and repair harm

Through developing a school ethos based on needs and values, we can avoid assigning blame and punishment by creating an environment where children involved in conflict can reflect, repair and avoid repetition of the same behaviours.

Restorative Language cards

What
happened?

Allow telling of the whole story from their point
of view

What were
you thinking?

At each point including in the lead up to the
incident

How were
you feeling?

At each point including in the lead up to the
incident (thoughts influence feelings, feelings
influence actions)

Who has been
affected?
How?

What do you
need to move
forward?

Restorative Approaches

1. *Unique Perspectives* - **What happened?**
2. *Thoughts and Feelings* - **What were you thinking?**
How were you feeling?
3. *Harm and Affect* - **Who's been affected/ How?**
4. *Needs* - **What do you need to feel better?**
5. *Ownership of Solutions* - **What needs to happen to move forward/make right?**

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How do you know you're being listened to?

Attitude
Impartial
Non-judgemental
Genuinely interested
Attentive/focussed

Verbal Techniques
Summarising
Reflecting back
Open questions

Body Language
Open
Relaxed
Calm

Minimal Encouragers
Verbal – 'mmm', 'go on', 'tell me more', echo last word, key word, 'carry on'
Non-verbal – nod, eye contact, leaning forwards, mirroring, silence

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