



Restorative Approaches to Establish Behaviour for Learning

An Evaluation of the Introduction and Implementation of Restorative Approaches in Hackney Schools

Restorative Practices Development Officers:
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Introduction

The overarching aim of this work was to raise achievement at Key Stage 3 in Hackney secondary, special schools and PRUs. The focus of this aim was to work to improve pupils' behaviour for learning. The outcomes this project has contributed towards are to improve behaviour for learning and to reduce fixed-term and permanent exclusions from secondary schools. The approach that we took with this project was to focus on raising awareness in Hackney secondary schools of restorative approaches.

The use of restorative justice in schools came about in the mid 1990's, as an adaptation of the then current youth justice processes used to divert young offenders away from court. Restorative Approaches is the term used here in the UK to describe the philosophy and practices of restorative justice in the school setting. Restorative approaches encourage wrongdoers to face up to the consequences of their bad behaviour and asks them to be part of the process of repairing the harm they have caused and suggesting ways of repairing the damage they have caused.

"In broad terms, restorative justice constitutes an innovative approach to offending and inappropriate behaviour which puts repairing harm done to relationships and people over and above the need for assigning blame and dispensing punishment. A restorative approach in schools shifts the emphasis from managing behaviour to focussing on the building, nurturing and repairing of relationships." (The Learning Trust, Behaviour Support Plan, 2004)

It is about asking the questions:

- What happened?
- Who has been affected and how?
- How can we put right the harm?
- What have we all learnt so as to make different choices next time?

This project comprised two separate and distinct strands: the first was to organise and deliver in-depth training on restorative practices to 60 school staff and Learning Trust staff. This training was delivered over three days to 2 groups of 30 staff. In order to ensure training of the highest quality we enlisted the services of one of the principal international experts in restorative approaches, Margaret Thorsborne, an Australian who is at the cutting edge of supporting the implementation of restorative approaches in schools and workplaces internationally. Margaret designed and delivered a 3-day training programme, which we made available to key staff in primary schools, secondary schools, special schools, PRUs and selected Learning Trust staff who would be working to support the schools on the ground. This full 3-day training provides an in depth understanding of the philosophy and practice of restorative approaches in schools and equips participants to prepare and facilitate restorative conferences in school along with other responses across the continuum of restorative practices from formal to informal.

The second strand involved working towards implementing and embedding restorative practices in Hackney schools. To this end we focused on developing and delivering a further level of training within schools; appointing Restorative Practices Development Officers to

support schools; and broadening the awareness of restorative practices among more schools.

Following the initial round of two sets of training we asked schools to indicate their willingness to become pilot schools in restorative approaches. We sought to evaluate the introduction of restorative approaches in named pilot schools so that we could accurately and methodically support those schools and learn from their experience before eventually spreading the practice to other schools within the borough.

Training

The initial round of 3-day training in September 2007 involved 30 school and Learning Trust staff (representing 3 secondary schools, 3 PRUs and 2 primary schools). There was a second round of 3-day training in November 2007, with 30 school and Learning Trust staff again being trained (representing 3 secondary schools, 4 PRUs and 8 primary schools). There was a one day introduction training day attended by 30 school and Learning Trust staff; a one day training session, 'Supporting Schools to implement Restorative Justice' for Learning Trust staff who are working to support schools implementing restorative practices; and a one day training session, 'Implementing Restorative Justice at Secondary School A' with selected staff from the school.

Further training was made available to school from within the resources of the Learning Trust staff. It is important to note that this training does not and cannot replace the full 3-day training. The remit of this Learning Trust training is to work with specific cohorts of school staff to raise awareness of restorative practices and provide an introduction to the philosophy and practice of restorative approaches. We have sought to focus this training on staff's day-to-day interactions with pupils; we have trained staff to feel competent and confident in using the restorative chat. The Learning Trust designed and produced 1000 Restorative Chat prompt cards (see appendix), which have been distributed to participating schools. We have been clear that these cards will only be distributed to a school where the school sets aside time to deliver explicit training to staff on how to use the restorative chat. Learning Trust staff have worked to support school staff to deliver this training to their colleagues or have delivered this training alongside school staff. To date Learning Trust officers have delivered four training sessions to secondary schools, two training sessions to primary schools and one to a secondary PRU; this training has so far been delivered to a total of 127 school staff. Learning Trust officers have also supported school staff in the preparation of training sessions in three primary schools and two secondary schools.

Support

The Learning Trust appointed four part-time Restorative Practices Development Officers (equivalent to 2 full-time posts) under the remit of the Behavioural and Educational Specialist Team. These officers had all undertaken the full 3-day training and they brought a range of experience to this role (educational psychology, counselling and teaching).

The remit of these officers was threefold:

1. To provide support and training to schools where staff have already been trained;
2. To extend the awareness and practice of restorative approaches to more schools;

3. To respond to case work involving individual pupils, groups of pupils or classes.

The officers visited the pilot schools and other schools that had sent staff to be trained in January to develop with each school an action plan for implementing restorative practices. These initial meetings were followed up at regular intervals in the ensuing months to provide schools with ongoing support.

Forms of support given to schools, both pilot and new schools, have included: meeting with key school staff to advise and support on how to move forward with the implementation of restorative practices; training cohorts of staff to raise awareness of restorative practices; training cohorts of staff in the use of the restorative chat; providing advice and support on how to respond to specific incidents (e.g. bullying) with a restorative approach; helping with preparation and facilitation of classroom conferences; helping with preparation and facilitation of restorative conferences; providing advice and support on how to rebrand and develop school policies and procedures for them to be made more restorative; and evaluating resources that may be of use to schools.

Restorative Practices Development Officers have established links with professionals from other disciplines within Hackney, such as the Youth Offending Team and the Safer Schools Partnership. They have also established links with restorative practice workers in other boroughs, including visiting schools in Lewisham, where the implementation of restorative practices is several years in advance of the Hackney situation. They are also active members of the South East of England Restorative Practices Network where they share and exchange ideas and good practice. They are developing a growing library of resources to support schools in implementing restorative practices.

The officers have also responded to individual referrals and undertaken individual casework at the level of individual pupils, groups of pupils or classes. Details of this work are included below.

Pilot schools

Those schools that indicated a willingness to become pilot schools made a commitment to allow their key staff to be trained, to take restorative approaches further, to make a restorative approaches action plan and to make available their school data with regard to behaviour and exclusions in order that we could assess and evaluate the effectiveness of the implementation of restorative approaches.

We identified two secondary schools as pilot schools: Secondary School A and Secondary School B. These two schools were also the borough pilot schools for the introduction of the Social and Emotional Aspects of Learning (SEAL) programme at secondary level; this was a deliberate choice. SEAL and restorative approaches go hand-in-hand. SEAL works with pupils (and teachers) to enhance and improve their emotional literacy and to help to build positive relationships within schools through the curriculum. Restorative approaches work to repair and restore relationships when they have been harmed or damaged.

Within these two pilot schools we asked the lead behaviour professional and other relevant staff (Head of Inclusion, member of SLT, Lead Behaviour Mentor) to identify specific projects within the school systems and functioning where they could trial the implementation of restorative approaches. We asked these schools to focus on Year 7 pupils with the hope and

expectation that whatever was implemented with Year 7 pupils could then be carried with them as they progress through the school and introduced with each subsequent Year 7 group on a rolling programme. This would ensure optimum spread of the approach.

Another reason for focusing on Year 7 students relates to the much reported dip in pupil progress that occurs in transition from primary to secondary school. One of the factors responsible for this dip in progress is reported to be the shift in focus from the *pupil* at primary level to the *curriculum* at secondary level (Galton, Morrison and Pell, 2000). In order to address this and support pupils in transition it was agreed that we would focus on Year 7 pupils. In order to enhance and embed this process we would work with primary schools and Year 6 pupils, in particular, to create the links between primary and secondary and support the period of transition from primary to secondary.

There were two initial pilot schools, but it quickly became clear that other schools were keen to adopt restorative approaches to support their work in improving relationships in their school and consequently improving teaching and learning and increasing achievement. Other schools that have been at the forefront of implementing restorative approaches at secondary level are Secondary School C and Secondary PRU D. Of the two initial pilot schools, Secondary School A, has been particularly committed to the implementation of restorative approaches.

Secondary School A

The Assistant Headteacher responsible for Inclusion, the Head of Inclusion, the Lead Behaviour Professional and the Advanced Skills Teacher for Behaviour were trained in the initial round of training. Margaret Thorsborne then spent one day working intensively with 20 staff from the school to work more specifically on how to take the approach forward within the context of that particular school.

The school chose to implement the approaches on various fronts: reviewing systems such as the Pastoral Support Plan (PSP), the internal referral and internal exclusion procedures, as well as training rolling cohorts of staff in using restorative language in their interactions with pupils, particularly but not exclusively Year 7 pupils. The school's Pastoral Support Plan was replaced with a Restorative Plan, which incorporates the restorative language as well as refocuses the reporting of incidents to consider the harm that has been done rather than the rules that have been broken. Training on restorative principles, language and practice was delivered to the Inclusion team and to the Year 7 tutor team by internal school staff in liaison with Learning Trust restorative practices development officers. All school staff have been introduced to restorative approaches in the context of the reframed referral form that they must complete when referring pupils out of lessons for misbehaviour. Fully trained school staff facilitated two full-scale restorative conferences, which succeeded in resolving situations that otherwise may have resulted in fixed-term exclusions. A classroom conference was jointly prepared and facilitated by school staff and Learning Trust development officers with a Year 7 tutor group. The Head of Inclusion presented the work that the school has been doing at the Hackney Behaviour Conference in March 2008. Pupils and staff also reported on their experiences of restorative practices making a DVD that was shown at the Behaviour Conference.

The school was initially eager to reframe as many of its procedures and systems as possible but it soon recognised the importance of embedding these procedures and systems so that the shift to a restorative focus was taken on by as many staff as possible. The outcomes for the school at the start of the year involved the rebranding of elements of the school's work such as the referral system and the Pastoral Support Plan; the outcomes in the latter part of the year have been that these changes have become embedded so that these processes have become restorative in practice as well as in name. The numbers of fixed term exclusions for the school reduced from 201 in the school year 2006/2007 to 67 in the school year 2007/2008 – a reduction of 67% from one year to the next. As one of the two pilot schools and in light of the large amount of restorative work undertaken at the school in the school year 2007/2008, it is clear that, while not being the only contributing factor, the introduction of restorative approaches at Secondary School A has made a significant contribution to reducing the number of fixed-term exclusions at the school and consequently the number of days' learning that were lost. This point becomes increasingly convincing when we look at the figures for Year 7. In the year 2006/2007 there were 22 fixed-term exclusions of Year 7 pupils and in 2007/2008 this had reduced to less than a quarter to 5. Given the strong school focus with regard to restorative approaches on Year 7 students, it is highly encouraging to see such a dramatic reduction in exclusions among this year group.

The school recognises that as a next step it will be important to continue to ensure that staff are continually refreshed in restorative practices so that it becomes a more instinctive way of intervening with pupils. The school has also highlighted the need to work to include pupils more proactively in restorative approaches, making use of peer-mentoring and recruiting Year 12 and 13 pupils to work with younger pupils.

Secondary School B

The deputy headteacher with responsibility for Inclusion and the Head of Inclusion were part of the initial 3-day training. The Head of Year 7 and a Behaviour Mentor were trained in the second round of training in November. The plan developed by the school centred on training all support staff (support teachers, teaching assistants and mentors). Learning Trust development officers worked closely with trained school staff to design and deliver training for the support staff, with a follow-up training session to deepen their understanding and review how they were progressing with implementing the restorative language in their work. Fully trained school staff have prepared and facilitated classroom conferences and restorative community conferences. The Head of Inclusion presented the work that the school has been doing at the Hackney Behaviour Conference in March 2008.

The main outcomes for Secondary School B have been that the number of exclusions has reduced, pupils have responded very positively to the process in their evaluation of the conferences, and problems addressed in the conferences have not resurfaced. Staff feel that the reasons for this positive response are that pupils have been well prepared for the conferences, with clear expectations about how the conference will run; pupils have welcomed the opportunity to resolve problems knowing that the process is not a witch hunt to find and punish the perpetrators of harm. Overall, the conferences have empowered all pupils involved, both wrongdoers and victims, to tell their story, face up to their part in any wrongdoing and to learn to respect each other. Also, the pupils have felt a sense of justice having been done, which has the consequence of dissipating their anger. The conference format has also been used to reintegrate pupils upon return from exclusion.

The figures for fixed-term exclusion at Secondary School B are recorded as decreasing from 16 in 2005/2006 to only 10 in 2006/2007 and then rising dramatically to 114 in 2007/2008. There are obvious discrepancies in these figures and it is probable that the data for previous years was incomplete and that a clearer focus on data collection has resulted on the more reliable figures for 2007/2008. It will be particularly important to continue to monitor the fixed-term exclusion figures for Secondary School B broken down by term and by school year to assess the possible effects that the implementation of restorative practices may be having on behaviour management at the school.

Secondary School C

An Assistant Headteacher and the Head of Inclusion attended the 3-day training in November. In January, Learning Trust officers delivered training to 24 support staff (Teaching Assistants and Mentors) introducing the philosophy and values of a restorative approach and an introduction to the restorative chat. The Inclusion team received follow-up internal training. The school has forged ahead with introducing restorative practices; some of the school's main achievements this year have been getting restorative practices up and running in the school; monitoring and tracking all students referred for conferencing; conferencing has been employed when other school sanctions have been tried and failed; pupils have been trained as peer-mediators; the school out of lesson referral system has been reframed with the patrol system double-staffed to enable the restorative chat to take place with pupils referred out of lessons and the development of a seclusion room which is a space in the school with 5 workstations, where pupils are referred and which has had the effect of precluding the need to exclude in many cases; all staff have been given the Chat prompt card, which was introduced at a staff meeting when the new referral structure was explained to staff.

The main outcomes that the school has noted are more happy parents – parents being more satisfied with the way in which the school responds to behaviour incidents; fewer repeat behaviours. One further outcome for the school that has resulted from the focus on identifying the harm that has been done in an incident and the needs of all the pupils concerned, wrongdoer as well as victim, has been that they are now better at identifying the support that a pupil may need at an earlier stage. In terms of fixed-term exclusions, the number for 2007/2008 stood at 145 down from almost double that figure, 273, the previous year. Again, the introduction of restorative practices has coincided with a significant reduction in fixed-term exclusions.

The school is introducing SEAL at Year 7 from September 2008 and it will use this vehicle to introduce restorative approaches to all pupils to support them in developing the skills required for them to engage with restorative processes. One area of need that the school has identified is to develop alternative, differentiated restorative questions for some Year 7 pupils and some pupils with special educational needs. The school also recognises the need to monitor and track the use of restorative approaches within their reframed referral system in order to assess how consistently staff are using them and how this is changing pupil and staff experiences.

Secondary PRU D

Secondary PRU D has the highest proportion of staff trained in Restorative Approaches; approximately one quarter of the staff at the College have been fully trained. This has meant that restorative approaches have become more widely disseminated here than at any other school in the borough; staff at Secondary PRU D have incorporated restorative ways of working into their everyday interventions and interactions with pupils. On a more formal level, Secondary PRU D has encountered obstacles in implementing a full restorative conference due to the generally low level of emotional literacy and communication and social skills of the pupils. The College has confronted this obstacle by planning more explicit teaching of the skills required for pupils to be able to engage with restorative processes, these skills include reflecting, taking turns, listening and taking on other people's perspectives.

The main outcomes that the college has noted have been an added calmness to the atmosphere, a reduction in fighting and bullying incidents and strengthened relationships between pupils and staff. The figures for fixed-term exclusions reveal an interesting picture with regard to restorative practices. For the year 2006/2007 there were 14 fixed-term exclusions equating to 39 days' learning lost; 9 of these 14 fixed-term exclusions for this year were for a period of two days. For the year 2007/2008 there were only 7 fixed-term exclusions equating to 28 days; the average length of each exclusion for this year was five days. It can therefore be seen that whereas the college was making use of fixed-term exclusions in the school year 2006/2007 to respond to more minor incidents as a more immediate response, in the following year, more minor incidents were being responded to 'in-house' and fixed-term exclusions being reserved for more serious incidents. It is certainly one of the aims of restorative approaches that relationships within the school should be improved and staff better equipped to respond to behaviour difficulties in school, thus obviating the need for exclusion in many cases. This can be seen to have been the outcome for Secondary PRU D.

The next steps for the college are to develop pupils' skills, as detailed above, and to look at how staff can incorporate restorative approaches more consistently for low-level incidents.

Other secondary schools

As well as the progress reported above, all secondary schools have been made aware of the introduction of restorative practices in Hackney through the school bulletin. Restorative Practice Development Officers have also responded to individual referrals from schools to provide support with bullying incidents, incidents of drug use, pupils at risk of exclusion and difficulties that a group of traveller pupils were experiencing in school.

Primary schools

As well as all of the above work that has been happening at secondary level, there has been a broad body of work taking place at primary level. As mentioned above, it was felt to be important to introduce restorative practices at primary level, particularly at Year 6 to support pupils during transition and to optimise the effects at secondary level. Following the first two rounds of 3-day training, 10 primary schools indicated an interest in being pilot schools.

Across the 10 pilot primary schools, there has been a broad range of experiences and developments: internal training sessions with cohorts of staff or whole schools staff on the principles and application of restorative approaches; facilitating community restorative conferences to respond to problems that may otherwise have led to exclusion; redesigning 'sending pupils out of lesson' forms to make them more restorative; staff being trained in the restorative chat; aligning restorative approaches with the Stay on Green behaviour management system; responding to bullying incidents using a restorative approach (in certain cases, implementing the Undercover Teams strategy); repairing relationships with parents using a restorative approach.

In addition to supporting the work of staff in schools, Learning Trust Restorative Practice Development Officers have responded to requests from schools and parents to help resolve specific difficulties including bullying incidents, behaviour difficulties exhibited by individual pupils, groups of pupils and whole classes. In responding to these requests, Learning Trust officers have adopted an individual casework approach where they have worked directly with pupils, pupils and their families or with groups of pupils; they have also worked with staff to support them in their work with pupils; they have jointly prepared and facilitated classroom conferences; and they have mediated between parents and school staff. In addition, there has been a termly network meeting of the primary pilot schools, coordinated between the Primary Behaviour Support Team and the Restorative Practices Development Officers.

The main outcomes noted by primary schools have been significant decreases in incidents of poor behaviour; improved relationships with parents/carers of pupils involved in conferences; increased confidence of school staff in managing behaviour difficulties; improved conflict resolution among pupils and increased awareness on the part of pupils of the effects of their behaviour on others.

The next steps for the primary schools are to further disseminate the training among all school staff; to monitor staff use of restorative language and approaches; to further develop the restorative script for use with Early Years and some pupils with special educational needs; to introduce the ethos and practice of restorative approaches to pupils and their families, with a view to parents taking on this way of relating to their children and responding to behaviour difficulties at home restoratively; to tie in restorative practices with the work that the school is doing on SEAL and Stay On Green.

Recommendations

The response from those schools involved in implementing restorative approaches, primary, secondary and PRUs, has been overwhelmingly positive. The challenge now is how to embed the practices in those schools where it has been introduced as well as rolling out the approach to more schools within the borough. It will be important to revisit the practices with those staff who have already been introduced, as well as ensuring that any staff new to a school are inducted in restorative practices. Each school will have its own systems or procedures that are ripe for restorative reform. From the evaluations we carried out with schools, we know that what has helped schools has been contact with other schools, working together on restorative practices, commitment from the entire leadership team, use of data to show the benefits of adopting this approach, training cohorts of staff in the practical applications of the approach and ongoing Learning Trust support. It is equally important to be aware of the potential obstacles cited by schools, these include: trained staff

leaving the school, only one member of staff from within the school being trained (rendering the implementation unsustainable), time required to organise and carry out conferences and pupils' lack of appropriate skills.

In order to build on the successes and to learn from the lessons of the first year, we would recommend the following:

1. The rolling programme of training should continue, both at the level of full 3-day training and the training offered by Learning Trust staff to schools.
2. We should recognise that the implementation of restorative practice is a long-term process; we should be looking at 3-5 years for a school to become fully restorative. It is therefore important for schools to focus on specific elements of their systems and work to embed the application of a restorative approach within those specific systems amongst the vast majority, if not all, staff until it becomes their 'default' way of working.
3. Continue to spread awareness within and between schools of the gains achieved through adopting a restorative approach; continue termly restorative network meetings for primary schools and set up termly network meetings for secondary schools.
4. Ongoing Learning Trust support to schools: at a whole-school level; to teachers; to pupils; to parents; to governors.
5. Focus more on the day-to-day, low-level interventions rather than on the high-end conferences; equip staff to be able to use a restorative approach in their everyday interactions with pupils.
6. Learning Trust staff to continue to develop links with other agencies within Hackney and out of borough.
7. To develop a standardised referral form for schools to request support from Learning Trust officers and to develop a Restorative Practices Handbook detailing the support available.

References

Galton , M., Morrison I., and Pell, T. (2000). Transfer and transition in English schools: reviewing the evidence. *International Journal of Educational Research* 33, 341–363.

The Learning Trust (2004). *Behaviour Support Plan*.

Appendices

Fixed-term exclusions – data analysis

Case studies

Restorative response to a bullying incident & parent/school conflict (Year 6)

Restorative support re conflict resolution (Year 10)

Restorative support re bullying (Year 4)

Restorative intervention to support a pupil in need (Year 9)

Restorative Intervention re classroom bullying (Year 4)

Restorative intervention re traveller pupils (Years 7, 8 and 9)

Planning meeting for No-Blame Classroom Conference (Year 6)

Restorative intervention re reading group (Year 4)

Classroom Conference Report (Year 5)

Classroom Conference Report (Year 7)

Evaluations

Evaluation of INSET with primary support staff (summary)

Evaluation of INSET with primary school whole school staff (summary)

Evaluation of INSET with secondary support staff (summary)

Evaluation of INSET with secondary PRU whole school staff (summary)

Evaluation of classroom conference (proforma)

Evaluation of primary classroom conference (summary)

School documentation

Secondary School A:

Restorative Plan

Restorative Referral Form

Secondary School C:

RJ referral form

RJ Agreement Form

RJ outcomes form

RJ parent letter

Primary School Z:

Reviewed Behaviour Policy

Learning Trust documentation

Restorative Chat prompt card

Example of INSET cover page

Sample minutes of pilot primary schools network meeting

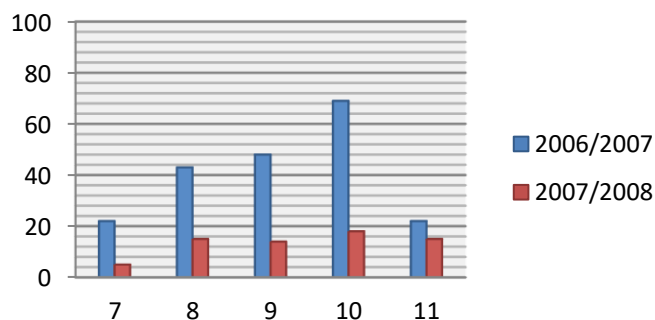
A guide for parents and carers

Fixed-term exclusions – data analysis

Schools implementing the full range of restorative approaches

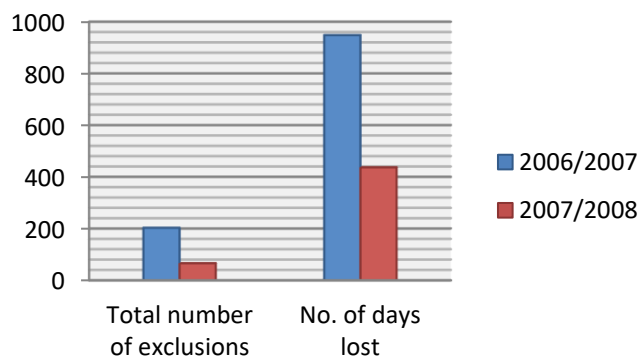
Secondary School A

Comparison of the number of fixed-term exclusions in 2006/2007 & 2007/2008 by year group



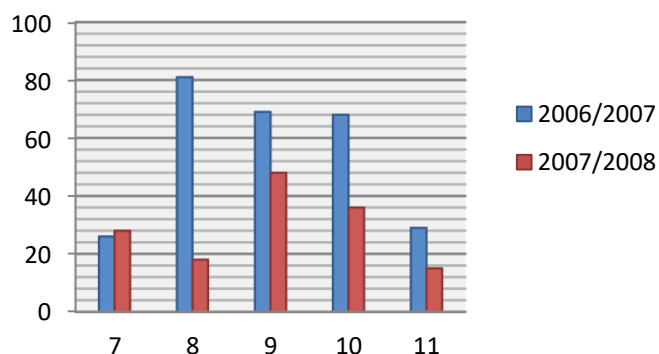
Secondary School A

Total number of exclusions and days' learning lost



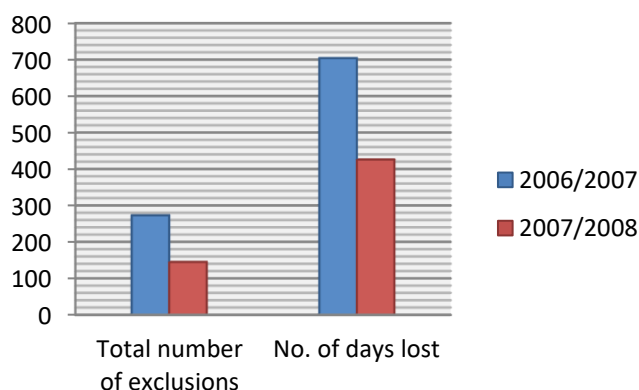
Secondary School C

Comparison of the number of fixed-term exclusions in 2006/2007 & 2007/2008 by year group



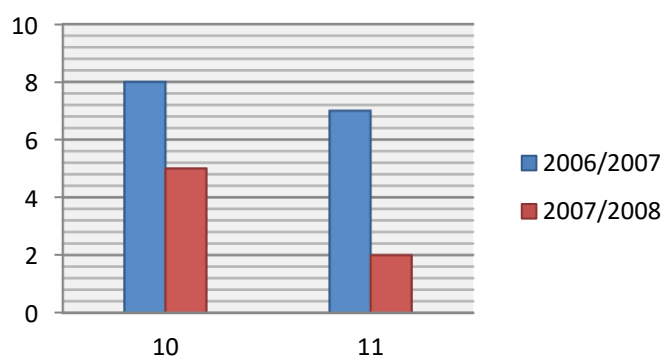
Secondary School C

Total number of exclusions and days' learning lost



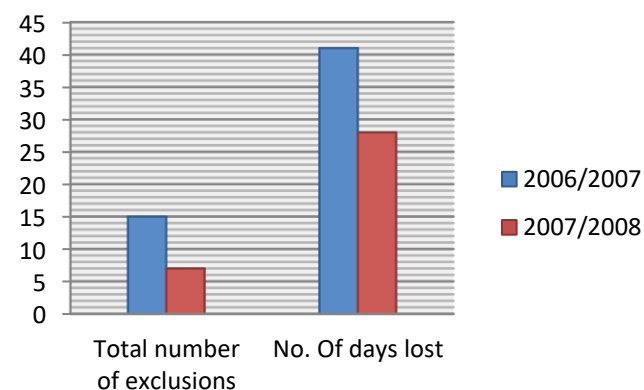
Secondary PRU D

Comparison of the number of fixed-term exclusions in 2006/2007 & 2007/2008 by year group



Secondary PRU D

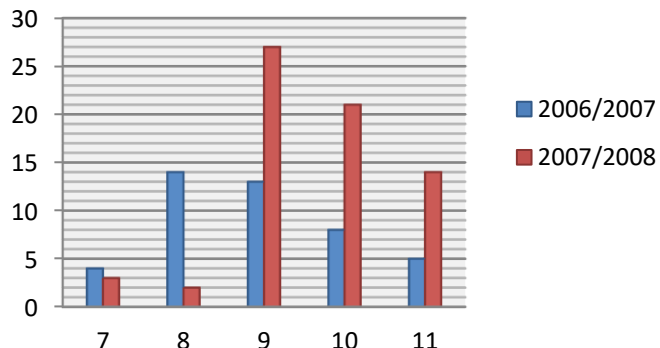
Total number of exclusions and days' learning lost



Schools not yet implementing restorative approaches

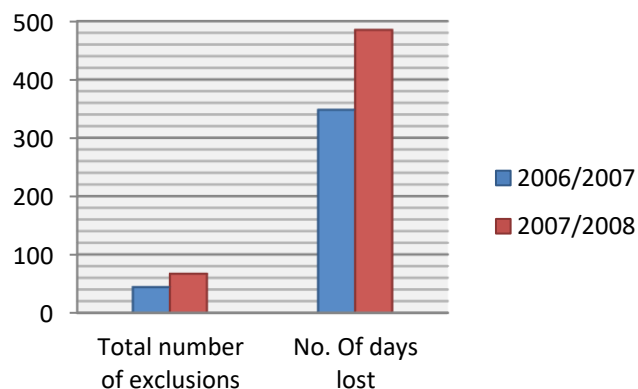
Secondary School E

Comparison of the number of fixed-term exclusions in 2006/2007 & 2007/2008 by year group



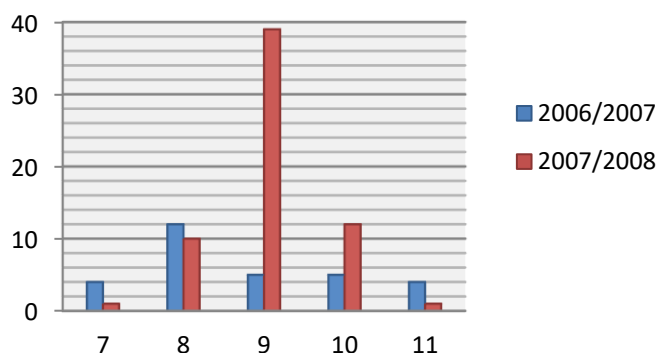
Secondary School E

Total number of exclusions and days' learning lost



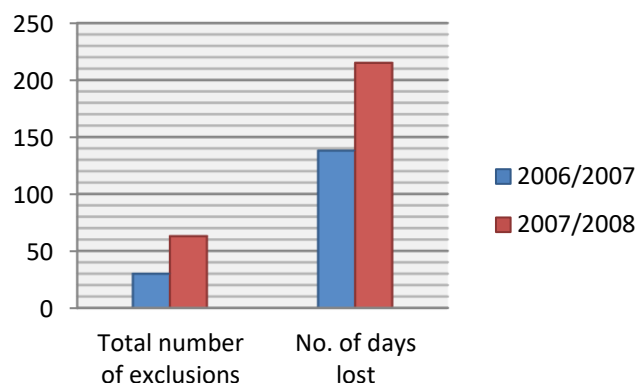
Secondary School F

Comparison of the number of fixed-term exclusions in 2006/2007 & 2007/2008 by year group



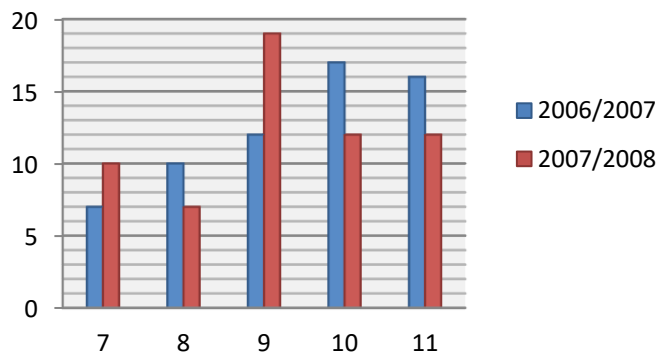
Secondary School F

Total number of exclusions and days' learning lost



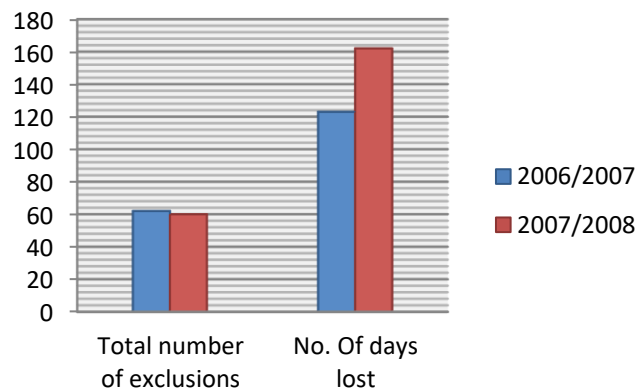
Secondary School G

Comparison of the number of fixed-term exclusions in 2006/2007 & 2007/2008 by year group



Secondary School G

Total number of exclusions and days' learning lost



Discussion of the fixed-term exclusion data for more restorative and less restorative schools

As detailed in the school specific sections of the main body of the evaluation, a comparison of the fixed-term exclusion figures for 2006/2007 and 2007/2008 provide useful information to indicate the effects of implementing restorative practices. If we exclude Secondary School B from the analysis, due to questions concerning the validity of the data for this school, we can see that each of the three principal restorative schools in the borough, Secondary School A, Secondary School C and Secondary PRU D, experienced a significant fall in the total number of exclusions and in the associated number of days' learning lost.

Secondary School A achieved a reduction of 67% in the total number of exclusions between 2006/2007 and 2007/2008 and a corresponding 54% reduction in the number of days' learning lost. Secondary School C achieved a reduction of 47% in the number of exclusions over the two years and a corresponding reduction of 39% in the number of days lost. Secondary PRU D achieved a 50% reduction in the number of fixed-term exclusions issued and a corresponding reduction of 32% in the corresponding number of days' learning lost.

Analysis of the corresponding figures for those schools where restorative practices have yet to be introduced systemically show a markedly different situation. At Secondary School E there was a 34% increase in the number of fixed-term exclusions between 2006/2007 and 2007/2008, with a corresponding 28% increase in the number of days' learning lost. Secondary School F recorded a 52% increase in the number of exclusions and a 36% increase in the number of days lost. Although achieving a 3% reduction in the number of fixed-term exclusions over the course of the two years, Secondary School G actually recorded a 24% increase in the number of days' learning lost due to fixed-term exclusions between 2006/2007 and 2007/2008.

Conclusions

In addition to the substantial body of qualitative evidence that we have heard from school about the benefits of introducing restorative practices to their schools, there is an equally convincing body of quantitative evidence to show that, whilst no-one would claim it to be the sole factor, the introduction and implementation of restorative practices can be seen to correlate with significant reductions in fixed-term exclusions and significant reductions in the number of days' learning lost by pupils.

Restorative Response to Bullying Incident (Year 6)

A parent approached the Learning Trust reporting that her daughter was being bullied at her primary school and that the school was not responding seriously enough to this. The 2 restorative practices development officers telephoned the headteacher of the school to inform her that this had been reported. They explained that we could support the school and the parent using a restorative approach. This school was not a pilot school for restorative practices so they explained briefly what a restorative approach is about. The headteacher was favourable to their intervention.

The officers telephoned and made an appointment to visit the mother. They explained to the mother how restorative approaches work. They asked the mother to relate her story and asked what outcomes she wanted. The officers sent a copy of the minutes of their meeting with the mother to the headteacher and arranged to visit the headteacher.

When the officers visited the headteacher she brought in the class teacher and two other teachers. The headteacher was annoyed about some of the things mum had said to the officers and wanted to air this before we met. The officers asked the school staff to relate what they saw the problem as, what had been done and what outcomes they hoped for.

The restorative practice officers then suggested a two-pronged approach as 2 separate problems had arisen from the discussion:

In order to make the daughter feel happier in school it was important to tackle the bullying. It was proposed to the school that they could try a restorative approach to this called 'Undercover Teams'. The other problem was the relationship between mum and the school. The officers proposed that a restorative meeting be held between mum and the headteacher mediated by the independent restorative practices officer. This was agreed to by the headteacher and later by the parent.

The school took responsibility for the Under Cover Teams response to the bullying situation. A meeting was convened the following week between mum and the headteacher. Both parties were asked the same questions with the focus on finding a solution to the poor relationship between the parent and the school. An Agreement was reached and copies sent to both parties. The restorative practices officer who had mediated the meeting followed up with a phone call to both parties 2 weeks later to ask how things were and both parties reported they were completely satisfied with the process and the outcome of the restorative meeting. Mum also reported that her daughter was now much happier in school.

In her evaluation of the restorative meeting, the headteacher commented that,

"It was a no-blame / sharing of views way of dealing with (the situation)";

"It was helpful for each of the parties to tell and hear each other's views".

Copy of Agreement below.



Restorative Meeting Agreement

The following agreement was reached at a restorative meeting that took place at:

Primary School Date: 14th May 2008

And was facilitated by: LEA Restorative Practices Officer

It was agreed that:

1. The school will deal with bullying seriously.
2. Teachers will follow school procedures with regard to releasing pupils at the end of the school day.
3. The Year 6 class teacher will be outside on time to take the class in at 8:55.
4. If Mum has a problem she wishes to discuss, she will first speak to the class teacher, if unresolved then to the deputy head and if still unresolved to the headteacher.
5. Mum will leave Daughter in line and not stand in line with her.
6. If there is a problem Mum will not discuss it with other parents.

This agreement will be monitored by (School teacher) and follow up will occur.

Name of participants:

(parent)

(headteacher)

Restorative support re conflict resolution (Year 10)

Behaviour & Educational Specialist Team (BEST)

Hackney Technology learning Centre

1 reading Lane London E8 1GQ

0208 820 7379



the learning trust
the future for education in Hackney

Restorative Justice and Anti Bullying Development Officer

Case Study

Secondary school

Request for restorative justice support/ intervention

Re: Conflict resolution.

Date of Referral: 4th April 2008

Referral from: Head of Learning Year 10.

Reason for referral:

On Thursday the 20th March 08 a parent of a year 10 student known as B got into a physical altercation with another year 10 student known as A whom she believed was bullying her daughter. This resulted in the parent being banned from school premises and both pupil A and pupil B being excluded.

School referred for some support advice and or the facilitation of:

1. Conflict resolution between both pupils as a part of their reintegration back into school after exclusion.
2. Advice, support and/or the facilitation of helping to develop more positive relations between parent of pupil B and school.
3. Supporting the school in addressing both parents' concerns and developing more effective ways of communicating with the parents of both students.

Restorative intervention: H/J Restorative Justice development officer.

Brief history/Schools Concerns:

On Thursday the 20th March 2008 the parent of pupil B came into school unexpectedly because of alleged continued threats pupil A had been making to her daughter following a physical fight between both students on the 5th March 08. Parent explained that she was very concerned about the continued threats and would not be allowing her daughter (B) to come back to school until there had been a meeting with the school and the parent of pupil A. (school stated that on numerous occasions they had tried to engage the parent of pupil A, however parent has refused to have any form of communication with the school, even by phone).

Parent was informed by head of year 10 that the school was following the correct procedures and was treating the harassment very seriously and that a referral to the Safer Schools Partnership Officer had been completed the previous day (19th March 08). Indeed a mediation meeting had already been arranged for the 20th April at 2.45pm. It was explained to parent that head of inclusions would be facilitating this mediation meeting and that the head of learning (yr 10), both pupils and maybe outside agencies (BEST team/Safer schools officer) would also be attending. Parent refused to allow her daughter (B) to participate and stated that she (parent) desired a meeting with pupil A's parents.

After the initial fight on the 5th March between both pupils the parent of pupil B was give the option of pressing charges for assault but declined to take up this course of action. Parent was also advised to talk to the safer schools officer to discuss her concerns. However the safer schools officer was not due into school until later on during the day. Head of learning suggested that she might like to wait and speak to him directly. Head of leaning left a message on the safer school's officer's answer phone telling him that parent was in school and needed to speak with him as soon as possible.

Head of learning went to collect some work for student B as she was being kept at home for the day. When he went to reception to enquire whether the safer school's officer had arrived in school he saw pupil A coming in through the school gates. Realising that a potentially explosive situation could quickly develop, head of learning ushered pupil A into the inclusion room and asked another member of staff to ensure that she remain there. Head of learning then suggested to parent that perhaps it would be better if she phoned the safer schools officer from home as they were unsure of what time he would arrive in school. Both parent and daughter walked off down the school corridor.

Shortly after head of learning heard a lot of screaming and shouting coming from the inclusion room and rushed to see what was happening both parent and student A where having a fight. Head of learning tried to restrain pupil A and another member of staff tried to restrain parent. Head of learning stated that both parties where out of control, swearing and hitting one another and that he had to wrestle a chair from pupil A which she had picked up. Head of learning stated that it was a violent confrontation with several staff being hit in the process. Quickly a lot of other staff arrived and they managed to separate the two parties with parent staying in the inclusion room and pupil A outside. The police were sent for.

Outcome of incident:

1. On the 26th March 2008 a letter was sent to parent from the learning trust legal team out lining the incident that she was actively involved in and formally informing the parent that as from the date of the letter she would be banned from going into any school buildings and or school grounds until the 22nd of July 2008 and that all contact with the school should be with the head teacher and should be in writing and if she came to the school without an appointment she would not be seen.

Parent was also informed that her behaviour may be of the sort covered by the Protection from Harassment Act 1996 and the Education Act 1996 and any further incidents of a similar nature may lead to prosecution and to a fine of up to £5,000 and or imprisonment.

2. Parent also received a police caution banning her from any contact and or intimidating behaviour towards student A and parent.
3. Student A was excluded from school until the 30th March 08 and received a police caution banning her from any contact and or intimidating behaviour towards pupil B and parent. Pupil A also signed and agreed to abide by a behavioural contract drawn up by the Metropolitan police force. Instigated by the safer schools officer.

Restorative intervention:

On the 29th April 08 H/J had a meeting with the safer schools officer and head of learning to discuss the parent of pupil B's concerns and the most effective way of moving forward in light of parent being banned from school premises. Parent was made aware that this meeting would be taking place and informed that H/J would be phoning her with an update.

After a lengthy process it was agreed by all parties that mediation between pupil A and B needed to take place as soon as possible in light of pupil A returning back to school shortly after her exclusion. It was also agreed upon that the safer school officer be the lead professional in light of him being the primary lead on the case since the incident took place, having already implementing strategies such as conflict resolution between both students and discussing with both parents and student's some form of mediation in the near future. The head of year stated that he had not been informed of any of these developments and suggested that better communications be developed especially between school staff.

H/J voiced her concerns that the parent of pupil A had not been kept informed and or invited to participate in the process of moving forward and helping to develop better relations and noted that although pupil A's parent had been very reluctant to have any form of engagement with the school or any other outside agencies that it was important for the school to keep actively informing her of any events and or discussions that involve her daughter and that this would also be helping to facilitate the development of better relations.

Throughout the rest of the week H/J tried to contact the parent of student B to give her an update of the meeting by phone but parent did not answer so H/J explained to the safer school's officer of the difficulties and he in turn suggested doing a home visit. H/J was informed that the home visit went really well and that the parent was happy with the way things were moving. Parent also said that she was now confident that the school was going to protect her daughter.

On the 30th April H/J had a meeting with pupil B to discuss any concerns she may have. Pupil B informed H/J that things had got better and that pupil A did not trouble her anymore. At one stage pupil A would threaten and intimidate pupil B both in and outside of school premises, Pupil B stated that she felt safe now and that her mother had been pleased that the school had taken things more seriously. H/J asked pupil B if she would like to meet up again and pupil B said no, that she just wanted to forget and get on with her school work.

H/J also contacted pupil A and her parent to suggest having a meeting both declined the offer.

Restorative intervention ended on the 30th April 2008.

Restorative recommendations/outcomes:

1. Safer schools officer to continue as lead professional and to continue monitoring progress. (Has also been restoratively trained).
2. Safer schools officer to implement/facilitate peer/peer-parent mediation. H/J to support when needed.
3. School to continue facilitating effective communications/development of better relations between pupils. Monitored by head of learning year 10.
4. School to continue facilitating effective communications/development of better relations between parents and school. Monitored by head of learning year 10.
5. School to continue facilitating effective communications/development of better relations within whole school staff and other agencies i.e. safer schools partnership officer. Head of learning to discuss with head teacher.
6. Restorative intervention helped to identify ineffective communications between staff and safer schools officer and highlighted that procedures are more effective when working as a team, which includes both parents and pupils.

Completed by: H/J

Date: 7th August 2008

Restorative support re bullying (Year 4)

Behaviour & Educational Specialist Team (BEST)
Hackney Technology learning Centre
1 reading Lane London E8 1GQ
0208 820 7379



Restorative Justice and Anti Bullying Development Officer

Intervention

Case study

Date of Referral: 25th April 2008.

Referral from: Attendance team at Learning Trust.

Reason for referral:

On the 25th April 08 principal attendance officer had a conversation with a parent (mother) who had concerns about her son, a year 4 student being bullied at primary school A. The parent stated that despite talking to the head teacher on several occasions the school has done nothing about the bullying. The principal attendance officer at the Learning Trust referred to the BEST team for restorative justice intervention to:

Facilitate/support parent, son and school re bullying concerns.

Facilitate/develop more positive relations between parent and school.

Restorative intervention: Lead H/J Restorative Justice Development officer

On the 25th April 08 H/J contacted Mother by phone at 6.45pm to advise her that her complaint had been referred over to the Behavioural Educational Specialist team (BEST).

Parent's concerns:

Mother's son a year 4 pupil is currently being bullied by three other boys i.e. persistently calling him names, pushing him when he is trying to line up (resulting in her son being told off by staff) and her son getting into fights with other students because the boys are picking on him during play times.

Mother stated that she has made several complaints to the school via the head teacher and a learning mentor and that the head teacher had told her that they were aware that some bullying had been taking place and that the situation was being closely monitored. Parent stated that she did not believe the head teacher because her son had told her that the bullying was still going on and that the school had no notes for her to see.

H/J explained what we can offer in the way of support and went through a restorative intervention.

Action (s):

1. H/J to arrange a time and date for a meeting with parent.
2. To discuss with parent that H/J will be contacting school (head teacher) to arrange a meeting to relay her concerns and discuss any concerns the school may have.
3. H/J to contact parent to arrange another meeting to discuss the most appropriate way of moving forward. I.e. a low intrusion restorative approach (Undercover Teams), peer mediation and or restorative conference.

Parent was willing to participate in the process and agreed to meeting to be held on the 23rd May 2008.

Venue: Learning Trust.

Time: 9.30am.

Parent did not turn up for the meeting on the 23rd May 2008.

School's Concerns:

On the 29th April 08 H/J made contact by telephone conversation with the head teacher at primary school A.

Head teacher's concerns:

Head teacher stated that the school has been aware of the parent's concerns around her son being bullied for a number of weeks and although there have been some low level incidents of bullying in school these incidents have been resolved very quickly by using peer mediation, having meetings with parents and staff having whole school discussions, one to one conversations with pupils and weekly group work (SEAL).

Head teacher stated that she had informed the parent that staff have been closely monitoring those whom she believes are responsible for bullying her son and have allocated her son a learning mentor during play times so that he can report any incidents of bullying directly to her and other staff members. The school has also been logging any incidents that have been reported or seen by staff. Head teacher stated that the feedback from staff is that the son is usually the instigator of the incidents.

Head teacher also relayed how staff have also been closely monitoring the son's emotional well being due to other worrying factors. Head teacher expressed that they are a very needy and vulnerable family and that both the mother and son are currently receiving therapy at the school (therapeutic counselling) and support from a student social worker.

Head teacher explained that the pupil has a twin brother who is disabled (autistic) and how he needs 24 hours care, the primary carer being Mother and that her son (this pupil) craves his mother's attention. Head teacher believes that that is why this pupil has been acting out in school and fabricating stories to gain his mother's attention.

H/J explained what we can offer in the way of support and went through the R/J process with the head teacher.

Action(s):

1. H/J to arrange a time and date for a meeting with head teacher and all other relevant staff involved.
2. H/J to inform and discuss with head teacher that she would be contacting parent to relay schools concerns and to discuss restorative approaches of moving forward. Head teacher stated how the school was more than willing to participate in the process and agreed to a follow up meeting to be held on the 4th June 2008 to discuss outcome of meeting with parent.

Venue: Primary School.

Time: 2.00pm

Meeting at Primary school A:

H/J explained to head teacher that parent did not turn up for the scheduled meeting on the 23rd May 2008. Head stated that the mother's pattern of behaviour is to complain then not follow things through. Head also stated that there are other contributing factors to take into account when it comes to the parent's strained relationship with the school and how her son sometimes behaves towards his peers and staff.

Head stated that when the parent's own relationship with her mother is good then things at home seem to be better. Head also expressed how the parent is intimidated by her mother and how the parent has been projecting all of her own anger and frustrations on to school staff and that her son sees all of this. Head also noted that the parent finds it difficult to accept that her son has been instigating some of the incidents she has been complaining about i.e. by calling other students names, pushing and shoving pupils for no apparent reason and getting into arguments that often result in physical altercations.

Head reiterated how the school is always there to offer support and how they had arranged therapy for the mother (at her request) once a week and individual counselling for son as well. Head stated that the school has also assigned a student social worker to support the parent and the difficulties she is having within the family home.

Head expressed that since support strategies have been put into place (allocating her son a point of contact via learning mentor) and staff monitoring incidents and especially those during recreational times, incidents of bullying have decreased and when staff have spoken to her son he has said that everything was better now and ok. Head asked for support in instigating a classroom strategy that can help with some small incidents of bullying that seem to have carried over from the play ground in to the classroom setting. H/J suggested that the head teacher look at a case study of a Low-Intrusion approach to class Bullying: Undercover Teams (see attached).

Outcome of meeting:

Both H/J and head teacher to contact parent to relay content of meeting, to gain permission for H/J to have a one to one meeting with son and to arrange a follow up meeting between school parent and H/J and also to discuss restorative approaches that can facilitate moving towards a resolution.

Parent contacted H/J on the 1st July 2008 (phone).

Parent phoned to apologise for not turning up for the scheduled meeting on the 23rd May 2008 stating that 'she had had a lot on her plate at home'. Parent went on to say how she had heard that H/J had had a meeting with head teacher and wanted to know what was said. H/J gave a brief feedback of what was discussed during the meeting and suggested that we re-schedule another meeting. H/J also suggested to parent that she approach head teacher herself to arrange a meeting where both parties can have a more in-depth discussion about their concerns. Parent was reluctant at first but by the end of the conversation she agreed to reflect upon the idea. Parent also agreed to meet up on the 11th July 2008.

On Friday the 11th July 2008 parent phoned H/J to say that she would not be coming in for the meeting because she had been reflecting upon our last telephone conversation and decided to go and see the head teacher instead. Parent stated that it was the first time she had felt welcomed and listened to and believed that things were being done and going to get better. Parent also stated that she now realises how she has been projecting a lot of her own anger and anxieties onto her son and that pressures at home have been contributing to the way that her son has been behaving in school. Parent went on to say that the head teacher has helped her to understand how her son's behaviours may have been his way of trying to gain more attention from her. Both parent and head teacher came to the conclusion that her son feels left out and that she herself needs support especially when it comes to her being a lone parent who is looking after a disabled son as well as her other children.

Parent had also stated that her son had told her that things have got better in school and that the bullying had stopped. Parent was happy about the interventions that the school had put into place and very appreciative and accepting of the schools offer of additional support for herself within the home setting i.e. referral to social services. Parent went on to express how she was really happy things have worked out and said thank you for all of the help and support she had received. H/J explained to parent that she would be contacting the head teacher to relay her comments and to inform all parties that the restorative intervention had come to an end. Parent agreed.

H/J contacted school on the 3rd July 2008

Head teacher stated that the meeting she had had with parent had been very satisfactory. Head expressed how parent had opened up for the first time and talked about the difficulties she was having coping with a disability within the family. Head also expressed how it was the first time that the parent had accepted that her son had also been an active participant in some of the bullying incidents she had complained about and that the school has been actively engaging with staff students and the learning trust to resolve these concerns.

Restorative Justice Intervention ended on the 3rd of July 2008.

Restorative outcomes:

1. Bullying incidents decreased.
2. Both parent's needs and son's needs met.
3. Facilitated the process of developing more positive relationships between students.
4. Facilitated the process of developing more positive relations between students and staff.
5. Facilitated the process developing better relations between parent and school.
6. School implementing additional support for son (therapy) mother (therapy) and family support via social services.
7. BEST advising /supporting a low intrusion approach to classroom bullying.
8. Head teacher asking for advice/support in the implementation of restorative approaches whole school.
9. Initially starting with reviewing school policies and sending two members of staff on the Restorative Justice three day training.

Completed By: H/J

Date: 22nd July 2008

Undercover Teams – A Low-Intrusion Restorative Approach to Class Bullying

Utilising the least intrusive intervention is a good principle to follow in most aspects of education, and especially so in the situation of bullying. Addressing bullying with the full might of a school's administration will probably solve the bullying but one must also consider what unwitting damage has this force had, and what learning opportunities have the students been deprived of?

Class bullying is unique. Because a teacher is usually present, it rarely reaches the level of serious physical assault but in many ways can be more damaging because of the confinement that the student experiences, the vulnerability to many bullying events within a day and for the erosive effect that it has upon the learning environment for not only the victim but also the others in the class.

Over the last seven or eight years I have come to favour a particular approach to addressing class bullying because of its effectiveness, its minimally intrusive nature, and its inherent promotion of life skills for students. I label it 'Undercover Teams', both for the covert nature of its operation but also because teenagers (even 'cool ones') love the title. In my mind, Undercover Teams are a restorative adaptation of the influential and far-sighted work in the early 90's of Barbara Maines and George Robinson from the UK. They labelled their contribution to addressing bullying as 'No-Blame', a title that has been much used (and misused) since then.

For the benefit of the reader, I shall describe a real case (with permission provided by the participants), and the path that the intervention took on its way to a successful conclusion.

Darren was a lanky year 9 boy in his first year of high school life, carrying many of the hallmarks of Asperger's syndrome disorder – in class he would talk to himself, make animal noises, shout out, and generally make no effort to communicate or 'fit in' with other students. Classmate's mild irritation with Darren from the beginning of the year had escalated by midyear to unconcealed derision and anger – Darren was frequently taunted with hurtful words towards him and his family, had items thrown at him, was often pushed and had been several times assaulted with a book.

Darren came to my notice because his teachers had taken notice of Darren's plight. Despite the teachers each being experienced, capable practitioners, all of them reported failure in attempting to address the bullying. The teachers had delivered detentions and other punishments to the key perpetrators but bullying Darren had grown to be recognised as a 'class sport' and increasing numbers of students were becoming involved. Darren's mood was sullen and bitter, not only towards the class but also towards the school for its apparent indifference to his treatment.

In my role as School Counsellor, I invited Darren to my office for a discussion about his victimisation. I told him about Undercover Teams and invited him to try this approach as a way of ending the bullying. Darren's response was that he had been bullied since he was in pre-school nine years earlier and that, " ...nothing was going to change". Discouragement at the failure of other anti-bullying approaches is a common obstacle in the early stages of Undercover Teams and following my description about its success in our school, Darren agreed to give an Undercover Team a trial. Thereafter, the steps that we took were as follows:

Day One

Darren gave me a full account of the bullying which I recorded, carefully omitting the names of bullies. Secondly and most importantly, I recorded every single effect of the bullying upon Darren's personal life in every detail.

"I feel really upset. It makes me want to leave this school. It makes me want to take my anger out on everyone and everything around me. I've been bullied most of my life and I don't know if I can take it anymore", etc.

Using a class roll as a guide, Darren chose his Undercover Team, comprising the two most problematic bullies and four other students from that same class who were non-bullying/non-bullied (in other words, confident, assertive kids). Darren was released to class with the advice to keep the Undercover Team intervention a total secret.

Day One - later

I invited the six selected students from Darren's class to my office. Because a couple of them (the two bullies) were always in trouble, the group naturally assumed that they were about to be 'told off'. Following a friendly greeting that implied no danger, I shared with the group that I was worried about one of their classmates, and mentioned Darren by name - as is usually the case, the two bullies gave an observable 'twitch'. As is also usual, one of the assertive students turned to the bullies to deliver a verbal scolding but as is necessary in this approach, I gently but firmly told the group that Darren's welfare was my only interest. Fortified with this assurance, some confessions of bullying cautiously started, even from some of the supposedly non-bullying students.

I shared with the group the information that Darren had left with me, paying particular emphasis to the most personal and heart-breaking disclosures. The group shifted in their seats uncomfortably, shocked at the history of misery in Darren's life and his level of distress at his current bullying. Giving a few seconds for the reality of the situation to 'sink in' and after some inquiries into their reactions, I invited them to join me in creating a rescue package for Darren. Although the bullies felt undeserving of this invitation (as is often the case), I reminded everyone that Darren had chosen them as the six most powerful students in the class, and informed them that they could do their work without directly challenging the class and its ingrained attitudes towards Darren - i.e. they could work 'undercover'.

I outlined the responsibilities of the Undercover job, emphasising that there was no acclaim or riches accruing to them from the position - rather, they should only accept the role if they wished to make a difference in someone's life and feeling the satisfaction that this brings. Although the common perception by some people is that teenagers are self-centred and selfish, these six students again proved this misconception wrong and cautiously yet excitedly accepted. *"But heaps of kids hate Darren - what can us six kids do?"* In turn, I asked them, *"If you were Darren and you had been bullied because of your differentness for the last nine years, what would make an improvement for you?"* With encouragement to stick with simple ideas, they brainstormed until they had settled on the following list:

1. *Say "hi" to Darren when you see him.*
2. *Sit with him if he is sitting alone in class.*
3. *Invite him into a group if we are working in groups for English or Science.*
4. *Tell kids to back off if they are picking on him.*

We quickly talked about ways to keep their work confidential, such as beginning their 'pro-Darren' attitude in small, discrete and progressive steps - this move was especially important for the ex-bullies who could expect 'fall-out' from their mates at abandoning the attacks upon Darren. The Undercover Team agreed on a name for themselves and agreed upon a common alibi for why the six were called to the School Counsellor. We arranged to meet in a week's time to check on progress and adjust plans if necessary.

Day 5

I had a private chat with Darren to see how he is feeling - it was also a check for me that the Undercover Team had begun their tasks with firm resolution. Among other things, this is what Darren said,

" They're [the class] treating me a lot better now - some people are wanting to talk to me. Some people have been wanting me to join their groups for Science and stuff. That's a big change".

"This is virtually the first time that I have felt wanted at school. It makes me want to go to school and not want to change schools"

Day Seven

Needless to say, when I checked with the Undercover Team following a week's activity, they were thrilled to hear about my conversation with Darren. All of the students were visibly proud of their achievements and probably, the ex-bullies especially so. Each of the six students volunteered that they had begun to look at Darren in a new light - several of them admitted to finding several likeable aspects to Darren's character that they had previously been blind to. All of them were surprised at how easily the class had been led away from vindictive treatment of Darren to more tolerant and good-humoured ways of regarding him. They were each beginning to recognise how influential they all were, and the responsibility that power brings.

Two years later, after that Undercover Team intervention, the bond between Darren and the six members of the team still remains. Although they are split up into different classes within the senior curriculum, there is still a strong protective streak towards Darren - and Darren is still loving school.

There have been innumerable Undercover Team successes against bullying at our school – the common theme to them all has been the way that an Undercover Team:

1. gives students the freedom to confess their bullying.
2. allows students to see a victim with 'new eyes'.
3. provides an opportunity for bullying kids to be pro-social in a 'cool' way.
4. utilises the peer effect marvellously in encouraging powerful kids to use their influence wisely.

The members of an Undercover Team tend to carry their skills through their school life and beyond. They make a wonderful human resource for the school for years to come – on several occasions I have resurrected Undercover Teams after more than a year's inactivity for a special purpose such as the arrival of a new student to class. The possibilities are endless! And as you can probably see, it is commonly the experience that the Undercover Team facilitators enjoy the process as much as the students they are working with.

The last quote however belongs to one of Darren's ex-bullies - and Undercover Team member,

"I'm going to be a police officer – I wouldn't have thought about being a police officer but now I think that I can do it".

The case study hopefully gives you many clues on how to run an Undercover Team – and also indicates the natural limitations of this approach. In classroom applications and for low/medium level bullying situations, Undercover Teams are an ideal option. But it should not always be the first choice for school staff for *all* bullying situations - in cases of sustained, high level bullying that demands a more formal school response, you may likely have to ignore the Undercover Team approach and move immediately to a mini-conference or full restorative conference.

For more complete details or other assistance in running Undercover Teams, please email me at wbbhubbard@gmail.com

Good Luck, Bill

Bill Hubbard currently works in a large co-ed state school in Auckland, New Zealand in the role of Leader of Student Support Services and School Counsellor. Bill became a convert to restorative approaches in school almost 10 years ago and has been developing and experimenting with this style of working since then.

Restorative intervention to support a pupil in need (Year 9)

Behaviour & Educational Specialist Team (BEST)
Hackney Technology learning Centre
1 reading Lane London E8 1GQ
0208 820 7379



Restorative Justice and Anti Bullying Development Officer

Case study

Secondary school intervention

Date of Referral: 1st April 2008

Referral from: Head teacher. Primary contact: D/O Pupil Support Programme Manager.

Reason for referral:

1. To take part in a PSP meeting where pupil's (Known as A) progress through the PSP system could be taken into account. Pupil A has had a lot of reviews but they are not working.
2. To support school in finding a KS4 alternative provision that will accommodate pupil A's needs.
3. To support/help and negotiate better relations between school and pupil A's mother.

Restorative intervention: Lead H/J

Brief history/School's Concerns:

On the 1st of April 08 H/J contacted D/O, pupil support programme manager, to discuss the school's concerns regarding pupil A. D/O explained how pupil A is a vulnerable individual who has a number of emotional concerns. D/O stated that pupil A can be aggressive and harbours a lot of anger and often gets into altercations verbally with both her peers and staff and physically with her peers both in and out of school grounds. Pupil A has a history of being excluded because of her behaviours and has had 11 PSP reviews. D/O stated that although a number of different support measures have been put into place i.e. therapeutic counselling/behavioural plan/time out and one to one support from D/O himself, nothing seems to be working.

Head teacher stated that they are aware that pupil A has a number of personal issues stemming from a very difficult and problematic upbringing and understands that pupil A's behaviour towards others is a reflection of how she is not coping emotionally and that that is why she has not been permanently excluded. However pupil A's unpredictable behaviours are escalating to a point where the school is finding it difficult to contain her. Head teacher stated that the school has to take into account the safety and emotional well being of pupil A as well as the safety and emotional well being of all of the other students and teaching staff.

Head teacher expressed that ultimately the school wishes to retain responsibility for pupil A but feel a mainstream school would not be able to accommodate her needs and therefore are willing to pay for alternative key stage 4 curriculum when she is in year 10 and have asked the Behavioural Educational Specialist Team (BEST) to support the school in assessing and finding the right alternative provision that will support and accommodate the needs of pupil A.

Restorative intervention:

On the 16th May 08 H/J had a telephone conversation with D/O to discuss some of the alternative provisions that he had made contact with and to assess which provisions would most be able to accommodate pupil A's emotional and educational needs. H/J also asked D/O how pupil A had responded to the news that the school was looking for an alternative provision and D/O stated that pupil A was not happy at hearing the news and explained how she had got very angry. H/J offered to meet up with pupil A as a neutral party and hopefully to encourage pupil A to discuss her feelings and views on the matter. D/O felt that this would be a good idea. H/J had a meeting with pupil A on that same day that afternoon.

Outcome of meeting with pupil A:

At first pupil A was very reluctant to talk to H/J but very quickly began to settle down and verbalise about how she felt about the school's decision. Pupil A expressed how she did not want to go and how she felt the school was abandoning her. Pupil A acknowledged that the school was only trying to help her and understood how it was her anger and behaviours that have led the school to make this decision. Pupil A went on to say how she gets angry because of things that are going on at home then explained to H/J certain personal events that had taken place.

Near the end of the meeting pupil A expressed tearfully thank you for listening and said that she would consider visiting an alternative provision only if I came with her.

H/J Initial meeting with parent (mother):

On the 24th April 08 H/J was invited to attend a children in need review on the pupil A's family. H/J introduced herself to pupil A's mother and explained her supporting role to the school and her daughter. Significant step forward in developing better relations with parent was when during the CIN review I had asked pupil A's mother her opinion on several poignant statements made by some of the other professionals regarding her children's care. The first time that anyone had addressed her throughout the meeting. Mother seemed surprised but pleased that someone had wanted to hear what she had to say.

Pastoral Support Programme Review:

On the 20th May 08 a pastoral support programme (PSP) review was held with all relevant professionals. Also in attendance was pupil A's mother.

Outcome of PSP review:

It was noted by D/O that pupil A had been making slow progress. I.e. pupil A had had no fixed term exclusions since the end of March and the number of incidents had decreased within the month.

All present participated in discussions around supportive strategies for pupil A and explored what alternative provision would be best to accommodate her needs.

Pupil A also participated autonomously throughout the process and agreed to go and visit one of the alternative provisions suggested as long as her mother, D/O and H/J also came along.

Pupil A's mother and the school had also come to an agreement for her daughter to be referred on to the pupil referral unit (PRU panel). Mother signed the referral.

Head teacher stated that this was a significant achievement since pupil A's mother has always been reluctant to engage with school and any other outside agencies.

Restorative outcomes:

1. The facilitation of a more productive PSP process.
2. A more positive and productive collaboration between school and other outside agencies other than the Learning Trust (i.e. social services) in supporting the school in finding appropriate alternative provisions for pupil A's emotional and educational needs.
3. The development of a more positive and less strenuous relationship between parent and school.
4. Decrease in fixed term exclusions for pupil A within the last month.
5. A decline of unpredictable inappropriate behaviours from pupil A within the month.
6. Pupil A scored fewer points on her behaviour management system.
7. Pupil A developed more positive relationships with school staff members i.e. SENCo and D/O.
8. D/O and learning mentor to attend the three day restorative justice training course next term.

Completed by: H/J

Date: 8th August 2008.

Restorative Intervention re classroom bullying (Year 4)

Behaviour & Educational Specialist Team (BEST)
Hackney Technology learning Centre
1 reading Lane London E8 1GQ
0208 820 7379



Restorative Justice and Anti Bullying Development Officer

Intervention

Case study

Request for restorative justice support/ intervention re: year 4 classroom bullying

Date of Referral: 1st July 2008.

Referral from: A primary school special educational needs coordinator (SENCo).

Reason for referral:

Concerns arose about relationships between year 4 pupils (one form entry) and how one pupil known as I/D is being is being treated and bullied by her year 4 peers and how this is having an adverse effect upon her emotional well being. SENCo stated that the school would like some advice/support on how to find some solutions to these difficulties.

Restorative intervention: Lead H/J

School's Concerns:

SENCo stated that there have been two recent incidents that have given cause for concern

Incident one:

On the 30th June 2008 at the end of first play I/D went to the schools office straight after play and said that she was upset. I/D said that a good friend of hers and two other girls had said unpleasant things about her. I/D went on to explain that when she was standing in the line she was staring at another child just being friendly. When the other child saw her looking at her she had asked her to stop. Then another child A (I/D best friend) had said to I/D that she was ugly. The deputy head teacher spoke to I/D and pupil A about the incident and became very concerned when she heard each pupils explanations.

Pupil A admitted to calling I/D ugly and said that he had said that because he needs to be free from her. Pupil A stated that I/D keep's on following him everywhere and that he needs space. Pupil A went on to tell the deputy head that he knew if he had said I needed space that I/D would be offended in a big way. Pupil A stated that he was sorry and that he did not mean to upset I/D. He just needs space.

I/D told the deputy head that A has called her ugly a lot of times and that he has asked her to be free. Pupil A had told I/D that he needed two weeks away from her, but I/D had told him that she could not wait because she has no other friends.

After this intervention the deputy head teacher implemented an action plan to help facilitate I/D's emotional needs and to help the facilitation of I/D developing more positive relationships with her peers.

Action plan:

1. I/D agreed to give child A the freedom he needs.
2. I/D will attend 1 o'clock club (support play group) every lunch play.
3. Circle of friends group will be organised for I/D
4. I/D will have support play during morning play.

Incident two:

SENCo realised how widespread the school's concerns had become during a lesson that she had agreed to cover on the 1st of July 2008:

During the morning the class always started off with circle time followed by some PHSE activities. The day before the above incident occurred and after a discussion with class teacher and herself it was decided to do some circle time/PHSE on friendships. So the SENCo prepared a circle time on belonging. This involved a game to illustrate what it feels like to belong, a discussion about different groups that we belong to and how it feels to be accepted and a part of something then some circle tags' When I am accepted it makes me feel.....' followed by 'When I am rejected it makes me feel

The class then went on to discuss empathy which was the schools word of the week and how it is important to understand how other people might be feeling if we (class) rejects them. SENCo stated that the group contributed well telling her lots of different groups that they belong to (football, drama, church etc). I/D said that the only group she belonged to was her teddy. After this statement I/D did not contribute any further during the circle time.

SENCo stated that at the end of the circle time one of the children asked if they had to accept people into a group even if other people were telling them not to. SENCo expressed how she asked if this happened a lot in class and many of the pupils agreed that it did. Another pupil then said that he found it hard to accept people sometimes because he didn't want to be rejected by his other friends. The last pupil that spoke asked 'What do I do if I really hate someone?'

SENCo expressed how she then talked to the whole class about the importance of being strong and not following the crowd and sticking up for others even if it is different. The class also discussed the fact that in life there will always be people that we do and don't like and that the important thing is to always try to search for the positive in people as everyone has both good and bad things about them and that it is always important to be polite and kind to people even if they are not your particular good friends.

SENCo stated that after this discussion it became clear to her that the students needed to do more work on feeling positive about each other so she set the pupils up with an activity where they had to draw around their hands and write a positive thing about themselves in each of the middle fingers, then the class would circulate and write down all the positive qualities that they could think about each other on each other's sheets. SENCo also told the class that if they felt that they had been unkind to anyone recently that this was a good opportunity for them to write a short message to apologise and make up. The class took to the activity well however I/D hands were totally ignored. SENCo stated that she had realised that all of the other children were completely avoiding I/D hands so she (SENCo) went to stand by the table and encouraged the children to make sure that they were writing something on everybody's paper.

Even when SENCo was standing right by the paper the children were coming up to I/D paper and jumping back from it saying, "arrghh, is that I/D's?" or beginning to write on it and then stopping when they realised whose it was. SENCo stated that it by no means seemed to be individuals who were treating I/D in this way but the whole class (apart from one student) who was against her and that when she had realised this she immediately stopped the activity.

For the rest of the morning I/D was very withdrawn and coiling on the carpet into a corner sucking her thumb. SENCo expressed that while the class was having a discussion that she was intermittently trying to re-join I/D into the group and engage her into the lesson while also keen not to draw too much attention to her. Eventually I/D curled over the chair that she had been recoiled behind, put her head on the seat of it, sucked her thumb and began wriggling her hips over the corner of the chair. SENCo stated that she was concerned about this behaviour so she had asked another member of staff who had come into the class room at this point to distract I/D with some other jobs to do, which I/D did.

H/J meeting with parent at primary school

On the 1st of July 2008 both H/J and SENCo had a meeting regarding another student T/W to discuss the possibility of her receiving due to a passed incident that had taken place between herself and I/d the student mentioned above. T/W mother and older sister were also at the meeting.

Mother was very angry and upset about the incident and T/W older sister was worried that I/D was still trying to make contact with her younger sister. Older sister stated that I/D keeps on talking to her and following her around insisting that I/D was bullying T/W. It later transpired that T/W's older sister had also been bullied while in primary school. Parent had also insisted that the school was to keep I/D away from her daughter. The school explained that this would be difficult to do because the school was a one form entry and although they could keep them apart during class time they could not always insure that that this can be achieved during play time.

Both H/J and SENCo suggested that I/D was trying to make friends with T/W however at that present moment in time mother was closed to this idea and reiterated that she did not want her daughter to have any contact with I/D.

After a lengthy discussion T/W's mother begun to reflect upon how she herself has been reacting to the passed incident and recognised how she had been projecting a lot of her own anger and insecurities as a mother (feels she failed to protect her daughter) on to T/W and how T/W had been projecting all of these emotions as well as her own (anger and frustrations) and her need to please and make her mother feel better (along with the negative perceptions of I/D that her family have been reinforcing) on to some of her peers and how these perceptions have been filtering and becoming embedded throughout year 4. And how all of the year 4 pupils have been projecting all of this negativity upon I/D in the most inappropriate ways (i.e. isolating her and calling her names), that are having an adverse effect upon I/D emotional well being.

H/J expressed to the parent and sister that she along with the school understands how difficult it has been for her and her family since the incident took place and how we were there not to pass any judgments but to offer support. H/J suggested family therapy and both mother and sister agreed and asked the SENCo to do a referral to child and family consultation services (CFCS). H/J also suggested doing some restorative work with the families and in class when the students begin year 5. Mother was opposed to doing any form of intervention that involved any family members of I/D and did not comment on the suggestion of doing anything restorative within the classroom setting.

Outcome of meeting:

1. SENCo to refer T/W and family to CFCS for family therapy.
2. SENCo to arrange professional meeting before the end of term to see if we can find some solutions to the difficulties and make a plan of how the school are going to move forward to try to support I/D and the whole class with their feelings, move forward on from past incidents and begin to develop more positive relationships.
3. H/J to discuss with SENCo appropriate restorative approach (s) for year 4 classroom issues and concerns.

Restorative recommendations/outcomes:

1. SENCo to arrange a follow up professional meeting with T/W family. Also to attend head teacher, deputy head, class teacher, H/J, allocated therapist and any other relevant parties. To discuss and monitor pupil and families progress and T/W's emotional well being.
2. SENCo to arrange a follow up professional meeting with I/D's family. Also to attend head teacher, deputy head, class teacher, therapist (I/D is currently receiving drama therapy) allocated social worker and any other relevant parties. To discuss and monitor pupil and families progress and I/D's emotional well being.
3. Class to continue weekly circle time/PHSE
4. I/D and T/W "relationship" to be closely monitored by staff both in the classroom and play ground setting.
5. Relations in Year 5 (previously year 4) to be closely monitored by head teacher and SENCo.
6. SENCo with the support of H/J (restorative justice development officer) to implement a low intrusion approach to classroom bullying (Undercover Teams). Copy attached. To be monitored by SENCo and H/J.
7. H/J and SENCo to discuss and explore appropriate 'play ground' restorative interventions.
8. H/J to arrange a follow up meeting with T/W and parents (depending on outcome of family therapy) at a later date to re-approach/suggest mediation between T/W and I/D.

Completed by: H/J.

Date: 5th August 2008.

Restorative intervention re traveller pupils (Years 7, 8 and 9)

Behaviour & Educational Specialist Team (BEST)
Hackney Technology learning Centre
1 reading Lane London E8 1GQ
0208 820 7379



Restorative Justice and Anti Bullying Development Officer

Case Study

Secondary school E

Request for restorative justice support/ intervention

Re: Issues affecting the achievement and inclusion of traveller girl students.

Date of Referral: 20th May 2008

Referral from: Travellers' Education service.

Reason for referral:

SENCo contacted the travellers' education service requesting support and advice around continuous difficulties staff are experiencing with the traveller pupils. SENCo stated that the situation with the current students has worsened considerably recently and that the school is running out of options, apart from exclusion.

Restorative intervention: Lead H/J Restorative Justice development officer.

Minutes of a restorative practice meeting with the Travellers' Education Service:

On the 20th May 2008 a meeting was held with the traveller's team and other professionals to discuss the current situation with the traveller students based at a Hackney secondary school for girls. With an aim to plan an action of:

1. Support for both the school and traveller students.
2. To clarify the role of the travellers' education service and of the restorative practice offers.

"Minutes and outcome of the meeting enclosed".

Minutes of a restorative practice meeting with secondary school staff:

On the 3rd June 2008 a meeting was held with Inclusion manager, SENCo, the lead learning mentor and other professionals to discuss and with an aim to:

1. Look at the situation with the traveller pupils based in school.
2. To give the school an over view of restorative practice and H/J and T/B roles.
3. To agree a plan of action to support whole school both staff and pupil and facilitate the social inclusion of the traveller students.

“Minutes and outcome of the meeting enclosed”.

The agenda of preparation sessions with traveller girls enclosed.

Summary of Surveys:

Question one:

4 pupils stated one particular teacher and referred to break times where they can meet up with their friends, other traveller girls.

One pupil said that she enjoyed going on school trips and playing games.

Question Two:

4 pupils named several teachers (all of the same names) quoting that they always shout at them and never listen to what they (pupils) have to say.

One pupil wrote bullying and bad friends. Later explain that bad friends means non travellers.

Question three:

3 pupils wrote nothing, one of which drew a line straight across where the answer should have gone.

One pupil wrote teachers being nice to students (identified two teachers).

Only one pupil had anything positive to say writing; friends, teachers, rules and workshops.

Question four:

Three pupils said everything.

One pupil said bullying, friends, homework and teachers.

One pupil said detention.

Question Five:

Three pupils said everything.

One pupil asked for a swing in the play ground and no homework.

One pupil asked for bigger toilets and also no homework.

Conclusion:

Five out of ten pupils attended the preparation sessions.

All five pupils felt that they are being treated differently to the other students in school and believed that this is because they are travellers and that travellers are perceived by others (society) as being thieves, trouble makers and lazy, and too thick to learn.

All five pupils expressed that all of the teaching staff apart from two don't listen to them and that they are always being blamed for things that they have not done.

All five pupils expressed how good it was to have someone listen to their opinions and feelings and expressed how much they would like to participate in a conference if it would help to make things better for them in school.

Future action(s):

1. To arrange a preparation meeting with the other remaining traveller students.
2. To set date and time for the restorative conference.

Completed by: H/J

Date: 12th September 2008

Minutes of restorative practice meeting with Travellers' Education Service

Date & Time: Tuesday 20th May 2008 15:30-17:10

Place: Travellers' Education Service, Floor 2

Present: SC, HJ, TB (BEST), LS, NH, CS and BF (Travellers' Education Service)

Purpose of meeting:

- To look at the situation with the traveller girls at Secondary School E and the school's request for support
- To agree a plan of action to support the school and the girls
- To clarify the role of the Travellers' Education Service and of the Restorative Practice Officers

Discussion:	Action:
The school has asked for support with the traveller girls but they have not specified what form of support they want. It will therefore be important to hear directly from the school what difficulties they identify.	HJ & TB to make contact with the school via LK and explain that we have met with TES team and we are responding to their request for support with the behaviour of some girls. The aim of this initial meeting will be to gather information about the school's concerns, gain a clear picture what the school is asking for and to be clear about what outcomes the school expects or hopes for from any intervention.
<p>There are various aspects of the traveller girls at the school being grouped together:</p> <ul style="list-style-type: none">• The girls do choose to stick together;• There are not necessarily enough alternative activities for the girls to engage in at break and lunch times;• All of the traveller girls may be being tarred with the same brush when not all of the girls are a cause for concern in terms of their behaviour or their learning;• The group identity can be a positive identification or it can be a negative label that is being applied to them by the school. <p>It will be important to distinguish between those needs that the girls may have that are behaviour matters and those needs that are traveller matters.</p>	<p>HJ & TB may work with small groups of the girls rather than all of the girls together – possibly in Year groups. The girls will be encouraged to speak openly about their experiences of being in the school.</p> <p>A typical restorative approach would be to get the staff to talk about their perceptions of what the problems are, who is being affected and how; to get the pupils to do the same thing; then to get the staff and pupils together, air all of their concerns and get all participants to contribute towards finding a solution to the problem. The solution would be recorded in the form of an Agreement that would be monitored afterwards.</p>
The school has not been at the forefront of implementing restorative practices among Hackney schools. This request for help therefore represents an opportunity to introduce some restorative practice into the school.	HJ & TB will present a restorative intervention to the school.

It can be difficult to get traveller parents to engage with education professionals.	HJ & TB & the TES to give more thought to how parents could be engaged with this process.
Possible future focuses for the school could be: <ul style="list-style-type: none"> • TES input to staff INSET • Review school behaviour policy, in particular criteria for referral out of class • School celebrating Gypsy Roma Traveller History Month (June) • Ways to work more positively and less punitively with traveller girls 	Following this meeting, HJ & TB to meet on 21/05/08 to develop a plan of action to support the school and the girls.

Secondary School E

Preparation sessions with Traveller girls

1 Introductions and explain why we're there

2 Photo-cards – as a group

3 Scaling

Where on a scale of 0-10 are you now in terms of how happy you feel in this school?

4 In pairs you have 5 minutes to write down the best things about being at this school

5 In pairs you have 5 minutes to write down the worst things about being at this school

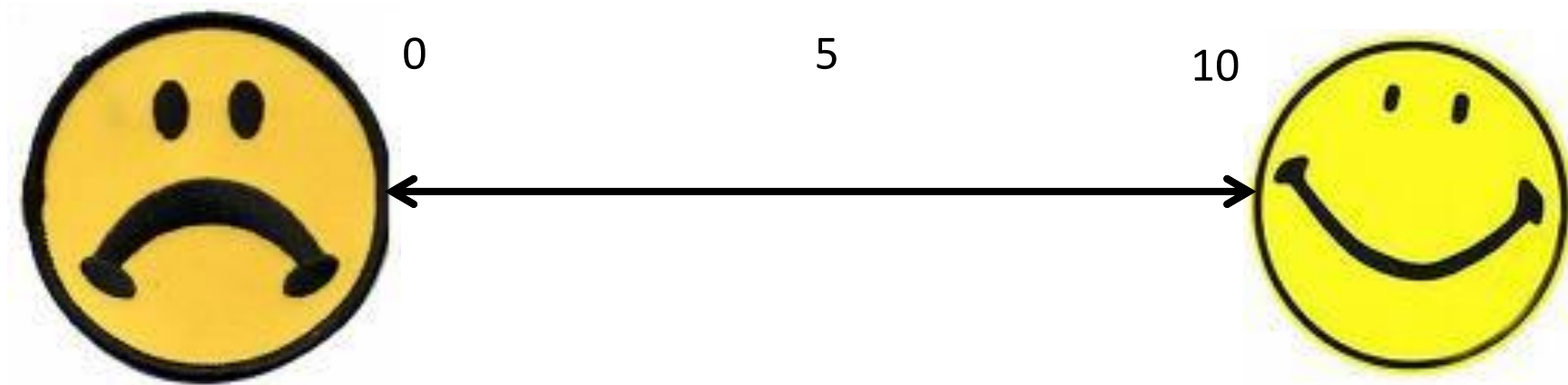
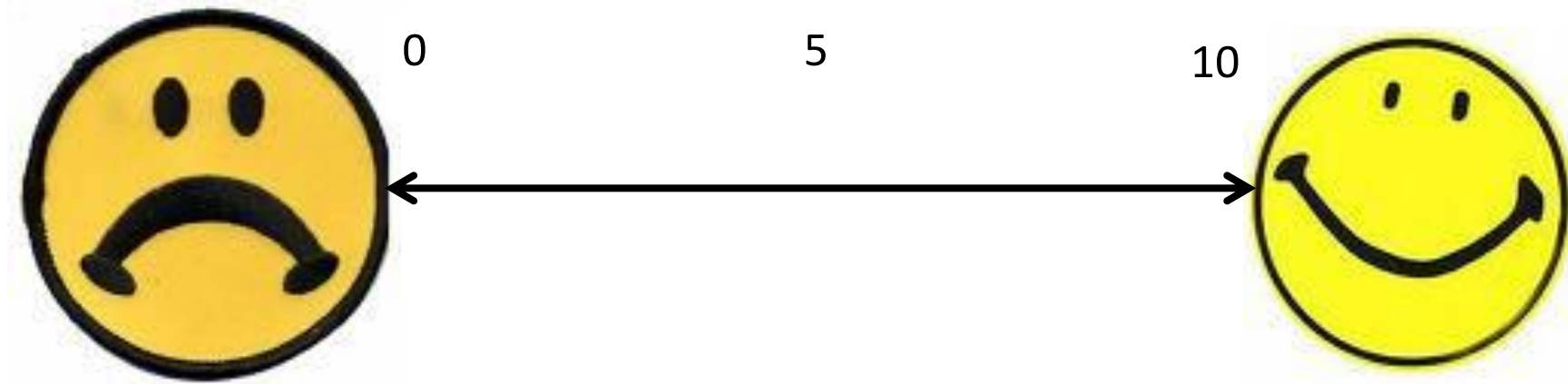
6 Feedback

7 What 4 suggestions would you make to the school to make things better?

8 Individual survey

9 Scaling – compare to earlier scaling

10 Thanks and good byes and follow up



What are the 4 best things about being at this school?

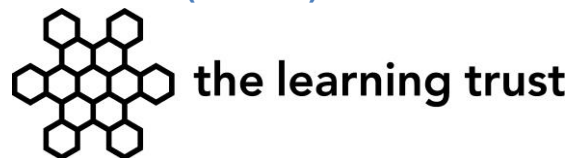
What are the 4 worst things about being at this school?

What 4 things do you like about being at this school?

What 4 things don't you like about being at this school?

What would you like to change about this school?

Planning meeting for No-Blame Classroom Conference (Year 6)



File note

Behaviour Improvement Programme

Restorative Justice and Anti Bullying Development Officer

Involvement date: 15th January 2008

Time in school: 2.40pm

Time off site: 4.10pm

Summary of Involvement

Involvement	With
Restorative Justice meeting/review	Inclusion manager/Learning mentor

Notes

Planning Meeting for No Blame classroom conference:

Pilot class is 6MC

Discussion:

Inclusion manager, learning mentor and H/J restorative justice development officer discussed classroom concerns and issues.

Both the inclusion manager and learning mentor identified three disruptive students and their behaviours listed below:

- 1. Walking out of class/disrupting other lessons.**
- 2. Not following teacher's instructions.**
- 3. Not focusing on tasks.**
- 4. Talking/disrupting other student's whiles doing work.**
- 5. Back chatting to classroom teacher.**

6. Having no concept of how their behaviours are affecting others.
7. Showing no respect to teaching staff and consequences to their behaviours.
8. Relations between classroom teacher and pupils very negative and strained.
9. How the classroom teacher feels she is letting all of her pupils down because the classroom has become an unhealthy environment for pupils to learn in.

Outcome/Actions:

Both the inclusion manager and learning mentor to discuss classroom survey focusing on what has happened and what harm may have been caused.

Once survey has been completed the learning mentor will send a copy to H/J for feedback.

Inclusion manager will then instigate questions to the class during a SEAL lesson in conjunction with word of the week i.e. RESPONSIBILITY, with the intension of explaining the process and aims of a classroom survey i.e. finding a way to resolve classroom disruptions listening to everybody's feelings and opinions as to find ways of creating a more positive learning environment for all. Inclusion manager will assure pupils that the survey will be confidential.

Once the surveys have been completed by pupils the inclusion manager will attend another SEAL lesson in the following week to discuss some of the pupils answers and explain the meaning of confidentially i.e. without naming names or referring to certain events that might identify certain students. Then the inclusion manager will discuss with the class the advantages of continuing the process they have already started by introducing the concept of a No Blame classroom conference i.e. not to seek blame on individuals but to make the whole class accountable for making things better and moving on.

It was agreed that H/J will co-facilitate the restorative process by visiting the class before the No blame conference with an aim of discussing the conference format ground rules and processes. See attached format of a No Blame Classroom conference.

Follow up meeting to be held on the 23rd January 2008 Time: 3.30pm

Completed by: H/J Restorative justice development officer

Date: 15th March 2008.

Completed by: H/J Restorative justice development officer

Restorative intervention re reading group (Year 4)



File note

Behaviour Improvement Programme

Restorative Justice and Anti Bullying Development Officer

Involvement date: 23rd January 2008

Time in school: 3.40pm

Time off site: 5.10pm

Summary of Involvement

Involvement	With
Restorative Justice meeting/review	Lead learning mentor.

Notes:

Discussion:

Lead learning mentor and H/J (BEST) asked a small reading group consisting of 7 pupils: three girls (yr 4) four boys one in year 4 and the other three in year 5, if they would like to participate in an exercise using restorative questions to ascertain how they feel about taking part in this newly formed group.

The reading group was formed by the head teacher. The head teacher believed that these emotionally vulnerable pupils would benefit from a small group activity and that the dynamics of the group and work would also help them to develop better socialisation skills and overcome their low self-esteems and lack of self-confidence thus facilitates their capability to educationally achieve. The lead learning mentor also felt that it was important for her to ascertain a clear understanding of the pupils' needs and expectations.

All pupils were very enthusiastic and agreed to take part in the group activity.

Below is the format of group discussion using restorative questions.

Facilitator: H/J

Discussed rules:

- 1. What is said today will stay in this room.**
- 2. One person will speak at a time and if the group agrees a talking stick can be used. You can only talk when you have the stick.**
- 3. You can pass the stick on if you do not want to talk.**
- 4. If you cannot follow the rules that we have just agreed upon then you will be asked to leave and sit outside of the circle which means you will not be able to contribute or have a vote on any decisions the group may make about changes.**

And finally

Remember that this exercise is about how you are feeling and how we can make things better for you and that no one is in trouble or will be in trouble or punished for what they may say.

The children decided to use a pencil as their talking stick.

The group discussion was based upon three questions:

- 1. Can you tell us how you felt when you were told that you would be coming to this reading group?**
- 2. What is it like for you to work with this group?**
- 3. What can we do to make thing better?**

Outcome:

The discussion went very well. The talking stick enabled the process to run smoothly. Each student was able to express how they were feeling and how the dynamics of the reading group has been affecting them i.e. Feeling good about them self's and gaining more self confidence.

All pupils said that they really enjoyed working with the lead learning mentor because she listens to them. Two of the male students said that they would rather be here (reading group) then at home. (The lead learning mentor will talk to the students who made the last comment individually).

The lead learning mentor's feedback:

L/M shared how she was really surprised that all of the students had spoken. Reason being that there was self esteem and low self confidence concerns, however this excise has enabled her to see just how far the students have moved forward and how their self confidence and sense of self worth has been developing. L/M stated that in future she will use this process to assess her own work and the pupil's progress.

Completed by: H/J Restorative justice development officer.

Date: 24th January 2008.

Classroom Conference Report (Year 5)

Date: 19th March 2008 Time: 09:45-12:00 School: Primary School X Class:

Present: Teacher, TA, SENCo & pupils

Facilitators: AH & TB (Restorative Practices Development Officers, The Learning Trust)

Background to the conference:

This class had been identified as in need of intervention to improve the relationships between pupils and their behaviour. AH and TB met with the Headteacher and SENCo on 05/03/08 and it was agreed that a no-blame classroom conference would be helpful with this class. AH and TB came into school and did some preparatory work with the Year 5 class on 12/03/08 in the form of circle-time, the aim of this preparatory session was to gather the student and staff statements on what the problems in the class are. These statements formed the basis of the classroom conference. The classroom conference was originally scheduled for 14/03/08, but this was cancelled due to staff absence and rescheduled for 19/03/08.

Identified problem behaviours:

Difficulties in the class: previously disrupted teaching; group of girls who exhibit typical teenage behaviours; group of boys – switched off, lack of attainment and understanding leading to lack of concentration; pupils continually challenging boundaries and routines; low expectations of selves; gang culture coming into the school via pupils' older siblings; parents.

Process:

The conference took 2 and a quarter hours, which was longer than envisaged. This meant that after an hour, the rest of the school went out to play. This caused some agitation within the class and also noise, which made it difficult to hear the contributions of some class members. The class did extremely well to stick to the ground-rules and sit for 2 and a quarter hours seeing the process through to the end. The facilitators felt it would be unwise to break the process once we had started and we agreed it was important to see it through to the end. The pupils cooperated extremely well with the whole process and they contributed openly and fully.

Agreement reached:

A total of about 12 targets were contributed by the class members. The class voted on 3 of these to focus on for the next 2 weeks.

1. The teachers and the children to leave with a smile on their face at the end of the day.
2. To line up properly.
3. If you hurt or upset someone, say sorry and shake their hand.

This agreement is to be monitored by 2 pupils from the class. Most of the class volunteered to monitor the agreement, and the class teacher selected 3 boys and 3 girls for the class to vote from. One boy and one girl will monitor how the agreement is being followed by the class. These 2 pupils will report to the Pastoral Care Manager one week after the conference and then again 2 weeks after the conference. TB will come in to the class after the Easter holiday (23/04/08) to review how things are and help plan the next step.

Date: 1st July 2008 Time: 11:15-12:10 School: Primary School X Class: Y5

Present: (Teacher), (SENCo), (TA) & Year 5 pupils

Facilitator: TB (Restorative Practices Development Officer, The Learning Trust)

Background to the review conference:

The initial classroom conference was on 19/03/08. The targets decided on for the Agreement were:

1. The teachers and the children to leave with a smile on their face at the end of the day.
2. To line up properly.
3. If you hurt or upset someone, say sorry and shake their hand.

This agreement was monitored by 2 pupils from the class.

Aims of follow up:

- To review how well the Agreement is being adhered to by the class.
- To review the targets and set new targets.

Process

- The class and teachers completed an Agreement review survey on 26/06/08, the week before the review conference.
- TB read his report on the initial conference.
- He read the staff and pupil review survey responses.
- We went round the circle asking how things have been for the class members and what has changed.
- Finally, we went round the circle again asking for targets for the new Agreement. The class suggested a whole list of possible targets and the Class Teacher selected three:
 1. Active listening – to everybody
 2. Encourage. Don't criticise.
 3. When the teacher signals silence, respond as quickly as possible.
- The new Agreement was drawn up and 2 new monitors were elected by the class.

Follow up:

- The Pastoral Care Manager to arrange a time to meet with the 2 new monitors within the next week to see how things are going and to explain in more detail their role.
- Class Teacher to get some pupils to design a display of the Agreement that can be put up in the classroom.
- TB to send certificates for the previous two monitors recognising their work.
- TB to make contact with the school early in September when the class go into Year 6 to arrange to meet the new class teacher and possibly do another review conference.
- TB to send a model letter that could be adapted and sent to parents to make them aware of the process.

Classroom Conference Report (Year 7)

Date: 25 th June 2008	Time: 11:15-12:50	School: Secondary School A	Class: Year 7 class
Present: HS (Form Tutor), LF (HoY7) & pupils		Facilitators: CG (Lead Behaviour Mentor, SSA) & TB (Restorative Practices Development Officer, TLT)	

Background to the conference:

Concerns about the behaviour and relationships within this class had been raised by pupils, parents, teachers and the form tutor. TB met with HS, JF (Inclusion Manager), CG and RK (Educational Psychologist, TLT) on 14/05/08 to discuss the difficulties in the class and possible ways to intervene. RK conducted a class observation in an English lesson on 11/06/08. It was agreed that CG and TB would co-facilitate a classroom conference with 7O. A preparation session with the class was held on 13/06/08.

Identified problem behaviours:

Difficulties in the class: disrupting teaching and distracting others from learning; pupils challenging boundaries and routines; attention-seeking behaviours; taking a long time to settle down in lessons; noisy; lack of self discipline; cussing; picking on people.

Process:

The conference took about one and a half hours. We had assigned 2 periods for the conference to allow enough time for the process to be seen through to the end. We chose to hold the conference in a large enough room for the circle to be formed comfortable and away from the rest of the school to minimise disruption. Both these factors were positives. The pupils cooperated extremely well with the whole process and they contributed openly and fully.

Outcome:

- A total of about 8 targets were contributed by the class members. All members of the class signed the Agreement.
- Two members of the class (one boy and one girl) were elected by their classmates to monitor the Agreement. They will meet with CG/LF to report on how well the class is adhering to the Agreement.
- TB will come in to the class at the start of September 2008 when the class move into Year 8 to review how things are and help plan the next step, which may be a review classroom conference.
- Members of the class will produce a display of the Agreement (using their Art or ICT skills) that can be put up in the form room.
- HS will explore circle time type activities that he can do with the group to help them cement as a group.
- CG to provide support to HS during tutor time.

Evaluation of primary school training session with support staff

A summary of the evaluation forms feedback from the primary school training session with support staff on Tuesday 02 September 09:30-11:45

29 participants

23 evaluation forms completed and returned

1. How well do you understand the values?

[1 = Not at all ⇨ 4 = very well]

2 = 1 response

3 = 15 responses

4 = 6 responses

[1 blank]

2. How confident do you feel in trying out the restorative chat?

2 = 3 responses

3 = 13 responses

4 = 6 responses

[1 blank]

3. The facilitators' workshop made use of pair work, small group work, trainer presentation, chat demonstration and chat practice.

How useful did you find the following activities?

Pairs activity on the qualities we admire in adults:

3 = 13 responses

4 = 10 responses

Small group activity on communication (body-language/tone and words):

2 = 2 responses

3 = 11 responses

4 = 10 responses

Change the words activity:

1 = 2 responses

2 = 4 response

3 = 12 responses

4 = 4 responses

[1 blank]

Chat demonstration:

1 = 1 response

3 = 12 responses

4 = 9 responses

Chat practice:

2 = 2 responses

3 = 13 responses

4 = 8 responses

4. Please make any comments that would improve the content, process or delivery of the course.

Very good and interesting.

I think it will become clearer after it has been practised for a while and feedback gathered.

5. Did you learn anything new today?

Please explain.

I learnt that it is important to ask children 'what they were thinking?' rather than 'why did you do that?'

Yes, I learnt the need to be positive through the restorative chat, using language positively.

There are many ways to express yourself to children and vice versa.

Yes, that despite believing that I was fair, even-handed and calm, I fall into the same traps as most people in dealing with children's behaviour, particularly verbally.

Yes, I learnt how we can change the way we talk to children with behaviour to be positive using body language and words.

Yes, how to approach and how to talk to individuals.

The restorative chat – look forward to trying it.

Yes, correct terminology.

6. Other comments?

Very good explanations

Thank you.

Enjoyed it and am looking forward to it being implemented in school.

7. What further support do you need:

a) from us?

Anything that would be useful.

Come back and get feedback.

More training.

Handling recurring negative behaviour particularly with older pupils.

b) from your school?

Further training

Consistency and continuity of application.

For all staff to take this on board, encouraged and followed through.

Support in this being implemented.

Regular TA meetings.

Evaluation of primary school training session with whole school staff

A summary of the evaluation forms feedback from the primary school training session with whole school staff on Monday 01 September 10:30-12:40

28 participants

18 evaluation forms completed and returned

1. How well do you understand the values?

[1 = Not at all ⇨ 4 = very well]

3 = 13 responses

4 = 4 responses

[1 blank]

2. How confident do you feel in trying out the restorative chat?

2 = 4 responses

2.5 = 1 response

3 = 8 responses

4 = 5 responses

3. The facilitators' workshop made use of pair work, small group work, trainer presentation, chat demonstration and chat practice.

How useful did you find the following activities?

Small group work on how we want pupils to be when they leave this school:

3 = 11 responses

4 = 7 responses

How their behaviour affects us:

2 = 1 response

3 = 8 responses

4 = 9 responses

Harm exercise:

2 = 1 response
3 = 13 responses
4 = 4 responses

Introduction to restorative practices:

2 = 1 response
3 = 9 responses
4 = 6 responses
[1 blank]

Chat practice:

2 = 1 response
3 = 10 responses
4 = 7 responses

4. Please make any comments that would improve the content, process or delivery of the course.

More opportunity to practise.

Video of restorative justice taking place in a school.

Modelled examples

Show more examples of other schools

More examples shown on RJ in other schools

Show more examples of such practices in other schools

5. Did you learn anything new today?

Please explain.

Different language choices.

Yes – script of how to resolve and restore

Re-evaluate how I deal with behaviour issues – understand both sides

How to deal with the children and also how to solve problems

Change in talk – vocabulary used

Different vocabulary choices

Better way to deal with children issues, more effective.

Yes, not use 'Why?' instead use 'What?'

The reason not to use the question Why?

Yes

Yes

6. Other comments?

Very useful approach – can definitely see it being implemented!

Good

7. What further support do you need:

a) from us?

This approach being modelled more.

Come back later to see how it went.

Further INSETs and working with us and children at grassroots level

It would be useful to watch real restorative practice

Materials on restorative practices

More

More

b) from your school?

Observe an incident with children and how it is dealt with – i.e. Mentor sits in.

Time to deal with such issues when they come up

More

More

Evaluation of secondary school training session with support staff

A summary of the evaluation forms feedback from the secondary school training session with support staff on Tuesday 04 March 15:30-18:15

13 participants

9 evaluation forms completed and returned

1. How well do you understand the values?
[1 = Not at all ⇒ 4 = very well]

3 = 2 responses

4 = 7 responses

2. How confident do you feel in trying out the restorative chat?

2 = 2 responses

3 = 5 responses

4 = 2 responses

3. The facilitators' workshop made use of pair work, small group work, trainer presentation, chat demonstration and chat practice.

How useful did you find the following activities?

Small group work on how we want pupils to be when they leave school:

3 = 6 responses

4 = 3 responses

Trainer presentation on restorative practices:

3 = 2 responses

4 = 7 responses

Chat demonstration:

3 = 4 responses

5 = 5 responses

Chat practice:

3 = 4 responses

4 = 5 responses

Video demonstration from Teachers TV:

N/A as no Internet connection so we were unable to show the Teachers TV video clip

Your role and situations pairs activity:

3 = 6 responses

4 = 2 responses

4. Please make any comments that would improve the content, process or delivery of the course.

Over a longer duration (this was down to the school rather than the facilitators).

More time!

More interaction on use of examples (TV/video)

Video demonstration

5. Did you learn anything new today?
Please explain.

Yes, I thought the card about the wrongdoer and victim would be very helpful in my work with the pupils.

Going through the questions.

Everything – how to formally use and word questions.

Yes, more aware of issues and process.

Not that much.

More on restorative justice.

The chat gave a clear framework tool used and implemented in my work.

Plenty. Useful INSET. These practices and skills can and will be used in everyday situations. As we are fortunate (SEN) to have a lot of one-to-one contact, we can have a stronger influence on outcomes.

6. Other comments?

Well presented.

7. What further support do you need:
b) from us?

Constant training, reassurance.

Feedback to the school, build the profile of restorative practices

b) from your school?

Acknowledgement.

It needs to be extended to the whole school.

Communicating what's working and what's not

More time to conduct preparation and to facilitate conferences

Evaluation of secondary PRU training session with whole school staff

A summary of the evaluation forms feedback from the secondary PRU training session with whole school staff on Tuesday 02 September 13:30-15:15

12 participants

12 evaluation forms completed and returned

1. How well do you understand the values?

[1 = Not at all ⇒ 4 = very well]

3 = 5 responses

4 = 7 responses

2. How confident do you feel in trying out the restorative chat?

2 = 3 responses

3 = 2 responses

4 = 7 responses

3. The facilitators' workshop made use of pair work, small group work, trainer presentation, video demonstration and group discussion.

How useful did you find the following activities?

Small group activity identifying behaviour problems:

3 = 6 responses

4 = 6 responses

Pairs activity identifying how the behaviours make you feel:

2 = 1 response

3 = 6 responses

4 = 5 responses

Harm activity:

3 = 6 responses

4 = 3 responses

[3 blank – NB we did the Harm Activity under a different name]

Video demonstration:

1 = 3 responses

2 = 3 responses

3 = 2 responses

4 = 4 responses

Restorative strategies:

2 = 1 response

3 = 8 responses

4 = 2 responses

[1 blank]

4. Please make any comments that would improve the content, process or delivery of the course.

More clarity on Ouch! And Oops! Activity.

More group work/discussions. Solution-focused approach.

Identifying individual teachers' practices and differentiating the information provided.

Up to date video demonstration.

I would like to see more of the staff attend more of the INSETs on restorative justice.

The video was inappropriate and not useful.

5. Did you learn anything new today?

Please explain.

I felt happy that I was not the only one who feels disillusioned when kids misbehave.

Useful to hear how staff felt in certain situations.

Yes.

Better understanding of how to effectively defuse confrontations.

Using 'Thank you' instead of 'please' to prevent the student from objecting to an instruction.

Strategies to help deal with pupils who object to instructions, e.g. saying "Thanks" instead of "please".

Yes, more to do with restorative approaches as a tool in the learning process.

6. Other comments?

7. What further support do you need:

a) from us?

Staff need to be able to contact someone to discuss difficult issues and incidents involving students.

Someone to talk to in times when I am stressed.

Individual sessions.

Help to embed RJ in Daniel House.

Another training day would help.

More informative workshops such as this one.

More strategies for behaviour management.

More strategies that could be used to deal with behaviour issues.

Further INSETs or discussions with you guys – maybe during our twilight sessions.

b) from your school?

Honesty with each other, support each other, clear rules set out and procedures to follow where a rule has been broken.

Counselling/supervision.

To organise other training days.

More professional development within the area of child psychology.

More training.

Classroom Conference Evaluation (proforma)

Please help us by letting us know what you think about the conference you have just taken part in.
What was the classroom conference like for you? Please mark on the line

Not good at all

Very Good



Please explain: _____

How did you feel **before** the conference?

Not good at all

Very Good



Please explain: _____

How do you feel now the conference has happened?

Not good at all

Very Good



Please explain: _____

Did it help to hear other people's stories? How?

Do you think things will be any different now? If not, Why not?

Is there anything else you would like to say?

Thank You

Classroom Conference Evaluation (Year 5)

A summary of the comments made by pupils on their evaluation forms

What was the classroom conference like for you?

We got to tell what we feel and what happens in the class.

The conference was good because people got to say their opinions about how they feel.

It was OK and it was long – like when Miss said, “Is that it?” and people put their hand up.

It was very good because we got to explain our feelings.

Because it was sad to hear what people feel and what has been done to them.

Because now we know how people feel and how to solve things.

Because we got to sort out our problems and talk about our problems.

I think it was very good because we all let out our problems and I feel better.

Because they told me something new.

Because it was boring.

It was like a good thing because everyone got to say something.

Everyone got to say what they were feeling.

I felt alright but it is how many things that happened to people.

People got to say how they feel and what should change.

It helped me because I heard all the things other people had to say and know how they feel about this.

Because sometimes they act good sometimes bad.

It was a bit OK but people kept on chatting but I like it a lot.

People fight and children cheer on and they fight too much.

Because there's some people are good and bad.

It changed my life, I am in the goody girl group but now our whole class gets along.

I found it quite interesting because we all got to express our feelings.

It was good.

It was OK because most people followed the rules.

How did you feel **before** the conference?

I put it there [close to not good at all] because I am used to it.

I wasn't upset.

I never thought I could play with the bad people before.

I was very upset and very angry.

I felt a bit sad because I had it all bottled up inside me.

Because no-one argued and never got in fights.

I didn't because it was carrying on and it was starting to get worse.

I felt like I was bottled up inside.

I was very happy and I didn't have any problems.

Because there was a little fights and pushes going on in the line.

I felt like I was nobody.

Because all my friends were around me.

Because they was going to let me down.

Because I did not really get into so much problems.

Because we had to go all are the circle and we never got to play with the football with the other children.

Because no-one understands me.

I was okay.

Because we got to explain how we think it is in this class.

OK.

I was ok but I wish things would change so I can learn more.

How do you feel now the conference has happened?

I feel very good because now we can have a good life.

I feel fine because people might start listening.

Some people should feel more happier now.

Because we have finished the conference.

Because now when I want to call someone a name I stop and think.

Because they had to go.

It helped me my being good.

Very good because everybody said what they want to say.

I feel ok but some people got in trouble.

I feel relaxed and I can tell the truth.

Because now I got to share my thought with everyone else.

Because sometimes people after get on my nerves and then we get in trouble.

I still feel a little bit sad but happy as well because I let most of it out.

People can now play with everybody now the conference has happened.

I feel much better.

Because I have been able to tell them my feeling.

Did it help to hear other people's stories? How?

Little cause it was long.

Not really because they said it lots of times.

It did because now I know how others feel.

Yes it did because come of the questions was the things I was going to ask.

Yes because then if I was rude I can stop and I know how they felt now.

It helped because now I know how others felt about it too.

A little bit – kind of.

Yes because then I know how they feel.

Kind of.

Yes it did.

Yes because it was good.

Very good.

Yes.

Not really, it made me feel worse.

Yes because it show how they feel.

Not really.

Yes because we can say what happens.

Do you think things will be any different now? If not, Why not?

Yes we will change.

I don't think it will be any different.
I don't think so because as I seen people are still wild.
Yes a bit.
Not good at all
Yes
Because people don't learn.
Yes they would be.
Yes.
I think it will.
Kind of. People will be less fussy.
I think yes because I think it helped people realise.
Maybe because this class is very bad.
Yes I do.
Yes because people get along now.
No because some people just don't listen.

Is there anything else you would like to say?

Thanks for your time with us.
Thank you for everything.
Thank you for everything and helping me.
Nice meeting you and I hope everything will change and every day the teachers will have a happy face at the end of the day. Bye.

Secondary School A documentation

RESTORATIVE PLAN

Please read points 1- 3 out loud to all participants before the start of the meeting.

Ensure that all participants have an opportunity to speak

This form is used to draw up a Restorative Plan to address concerns around behaviour and exclusions. The meeting will follow three steps:

- Step 1 To consider the incident.
Step 2 To consider who has been harmed (*has mediation taken place with staff/student*)
Step 3 To draw up a programme of support.

Pupil name:		Date of birth:	
Date of meeting:		Year group	
SEN Stage		Reading age	

Summary of behavioural concerns

(Dates of previous exclusions with a description of the incidences)

Previous Targets	Achieved	Partially	Not Achieved	Barriers to progress
(please write in from previous plan if appropriate)				

Provision	
Provision	Is it effective?

<p>Incident leading to the plan</p>

<p>Summary of <u>parent</u> views</p>

Summary of pupil views

What happened?

What were you thinking?

Who did you harm? How were they affected? What have you thought about since?

What do you need to do to make it right?

How can you make sure it doesn't happen again?

Summary of external agency involvement

PLAN

Restorative Plan Contract

The following agreement was reached at the Restorative Planning Meeting which took place on

Date,

The meeting was facilitated by

It was agreed that

The student will: (See below)

The school will:

The parent will:

Other agencies will:

Targets (SMART)	Strategies and resources to support targets	Who supports and how often?

I understand and agree to this Restorative Plan

Invited	Agency/parent or carer	Signature

Date of review:

RESTORATIVE REFERRAL FOR: ☐ PRAISE ☐ CONCERN ☐ INCIDENT ☐ EMERGENCY

(To be filled in by referrer/subject teacher using a ball-point pen)

Student(s) Names: _____ Form: _____

Teacher: _____ Witness(es): _____ Date: _____

Subject: _____ Period _____

OR: ☐ Before school ☐ Break
☐ Lunchtime ☐ After school

Referral for: (please tick one or more of the following boxes)

- | | | | |
|---|---|---|---------------------------------------|
| <input type="checkbox"/> good work book | <input type="checkbox"/> disruptive behaviour | <input type="checkbox"/> refusal to obey instructions | <input type="checkbox"/> verbal abuse |
| | <input type="checkbox"/> racist behaviour (verbal/physical) | <input type="checkbox"/> sexist behaviour | <input type="checkbox"/> fighting |
| | <input type="checkbox"/> bullying | <input type="checkbox"/> punctuality | <input type="checkbox"/> theft |
| | <input type="checkbox"/> underachievement | <input type="checkbox"/> homophobia | <input type="checkbox"/> other |

What happened? tick if statement is attached

What were you doing? _____

Who was harmed? _____

How can you put it right? _____

What could you have done differently? _____

Signature of teacher: _____ Print name: _____ Date: _____

What action have you taken?:

- | | | | |
|---|--|--|---|
| <input type="checkbox"/> restorative conversation / / | <input type="checkbox"/> detention given | <input type="checkbox"/> ES called | <input type="checkbox"/> ES sign |
| <input type="checkbox"/> date contacted parents / / | | <input type="checkbox"/> removed from lesson | <input type="checkbox"/> returned to lesson |
| <input type="checkbox"/> letter home and date sent / / | | | |

Does the incident need to be referred to anybody else?

- ☐ referred to HOD (if incident is IN lesson) ☐ referred to YCC (if incident is OUT of lesson)

If referred, follow up/action taken: (To be completed by head of dept/YCC/leadership team)

Signature of HOD/YCC/L T: _____ Print name: _____ Date: _____

Only separate the sheets when complete. The last person to whom the incident is referred gives the...

Top copy to LT (nominated) for file, blue copy to Form Tutor (or YCC), yellow copy to referring teacher (or HOD)

Restorative Justice

Mediation and Conference Referral Form

Date:/...../.....

Name of student 1:	Year Group:
Gender: Male/Female	

Name of student 2:	Year Group:
Gender: Male/Female	

Details of additional student involved:

Brief reason for Referral:

Please can you place the completed referral form in the pigeon hole of Miss. Thank You.

Restorative Justice

Mediation and Conference Agreement Form

The following agreement was reached at a Restorative Justice Conference that took place at Hackney Free & Parochial Secondary School on and was facilitated by

It was agreed that:

The Agreement will be monitored by:

A follow up session will be:

Name of Participant:	Signature:

Restorative Justice

Mediation and Conference Outcomes

Issue:

Referred by:

Date of Mediation:

Students Involved:

Mediation Facilitated By:

Purpose of Mediation:

Outcomes of Mediation:

Follow Up:

Further Comments:

Dear Parent/Carer

Re: Student: _____ Form Group: _____

As you may already be aware, we are running a project known as Restorative Justice at Hackney Free. A Restorative approach is being used when students have admitted their part in an incident and face up to the person who was affected by what they did. We then work together to put things right and agree what the consequences should be.

Students usually end up making contracts around their future behaviour and these are recorded on student records so we can monitor them. The project has had some very positive outcomes so far and both staff and students involved have reported high levels of satisfaction with this way of dealing with issues within school.

We are writing to inform you that your son/daughter was involved in an incident at school that we dealt with restoratively. The matter is now fully resolved but we have asked your child to tell you about what happened and how they put things right.

Please do not hesitate to contact us if you wish to discuss the matter further. Thank you for your ongoing support.

Yours Sincerely

Miss
Assistant Headteacher

Primary School Z documentation

Primary School Z

Behaviour Policy

Reviewed: Spring 2008

Aims

- to ensure Primary School Z is a safe, secure environment
- to provide a positive, consistent approach to behaviour management which reflects the principles of Restorative Justice
- to encourage individuals to grow in self-confidence and develop self-esteem
- to recognise the possibility that the behaviour of pupils can change
- to encourage pupils to recognise and take responsibility for their own behaviours and for repairing the harm caused by inappropriate behaviour
- to support and encourage pupils to develop personal strategies to manage their own behaviour
- to identify and challenge inappropriate behaviour and provide alternative strategies

Values

At Primary School Z we share values that are agreed and promoted by the whole school community.

These values include:

- self respect
- respect for others
- self-discipline
- honesty
- consideration and care for others
- cooperation

Rights and responsibilities

Everyone in the school community has rights and responsibilities to ensure that Primary School Z is a safe place to learn, work and play. Every person in the school has the responsibility to ensure that they play their part in keeping each other safe.

Rights

All members of the school community have the right to:

- be safe
- be treated with respect
- learn and to teach
- be heard
- have a 'Fresh Start'

Responsibilities

Our responsibilities are positive actions that all members of the school community uphold.

In Primary School Z we are all responsible for:

- doing our best at all times
- helping ourselves and others to learn
- being good listeners
- being polite and respectful to everyone
- looking after everything and everyone

We ensure that pupils understand these responsibilities and continually reinforce them through both our teaching and management of behaviour.

Encouraging a positive ethos

We encourage a positive ethos for teaching and learning by using the following strategies:

- well planned and prepared lessons which engage and excite children
- effectively targeted and differentiated activities
- activities to develop self-esteem
- setting boundaries and rules through a shared understanding
- adult modelling of expected behaviour
- positive feedback, praise and rewards
- circle time
- inclusive, attractive and stimulating displays
- welcoming and facilitating regular communication with parents/carers
- celebrations
- outings to support the curriculum

Positive strategies to reward behaviour

We use rewards in order to:

- encourage appropriate behaviour
- place emphasis on and reinforce positive achievements
- raise self-esteem
- reinforce and teach desired behaviour
- acknowledge that staff notice and value pupil efforts
- encourage responsibility
- send positive messages to parents/carers

Our aim is to 'catch pupils being good' as frequently as possible and to praise/reward them accordingly. All positive feedback must be personal, specific, genuine and appropriate.

Examples of behaviour that we reward may include:

- | | |
|--------------------------|------------------------------|
| • following instructions | • listening |
| • completing tasks | • playing cooperatively |
| • quality of work | • staying on task |
| • making an effort | • finishing work |
| • positive attitude | • concentrating |
| • lining up | • responsible behaviour |
| • kindness | • sensible behaviour |
| • caring | • making appropriate choices |
| • punctuality | • honesty |
| • valuing others, etc | • thoughtfulness |

In order to maintain a positive ethos and provide opportunities for pupils to make correct choices about their behaviour we use a number of positive redirection strategies to provide the least obtrusive, non-confrontational approach to the management of behaviour where possible.

Examples of such strategies are:

- the 'three part look'
- giving a choice, e.g. 'If you continue to slow your work down with talking you will miss five minutes of your play.'
- 'Moving in' on pupils, i.e. move closer to a pupil
- proximity praise, i.e. giving specific praise to a pupil, near the disruptive pupil, doing what you would like the disruptive pupil to do
- using the 'When ... then' direction, e.g. 'When I put my hands in the air then I expect you to stop talking'

- pause direction, i.e. 'Raju, (pause) ... put your pen down and go and get your reading book, please.' - encourages listening and model polite behaviour
- **tactical** ignoring
- partial agreement, e.g. 'I realise that you think I am blaming you rather than Ekom, but I'd like you to get on with your science'

Helpful tips

- Always provide well planned and prepared lessons, that engage pupils, are targeted appropriately and differentiated effectively.
- Always move up the stairs and along corridors on the left in a single file.
- Teacher to lead and TA to follow line; if no TA place a responsible child at the back of the line as a monitor.
- When doing carpet work ensure that support staff sit with SEN pupils or pupils requiring language support.
- always have resources ready for teaching before the pupils arrive.
- always make sure that pupils are supervised.
- arrange the classroom so that you can see all pupils at once.
- pupils only leave classroom with class passes and never on their own.

Stay on Green

We have chosen to use the "Stay on Green" system of whole class behaviour management at Brook.

This system provides a consistent, least intrusive approach to behaviour management based on the principles of Restorative Justice. It provides both a whole class and individual reward system and allows the teaching of specific behaviours and routines.

See Appendix 1 for details.

Unacceptable behaviour

When unacceptable behaviour occurs all adults who work at Primary School Z have a responsibility to address this behaviour with the pupil/s. We separate the behaviour from the pupil and do not approach the addressing of challenging behaviour in an aggressive, confrontational or punitive manner.

The difference between the primary and secondary behaviours is acknowledged, with the primary behaviour usually being the main focus for intervention.

Secondary behaviours are usually followed up in discussion after the incident and are continually addressed within the daily management of behaviours.

We expect all members of the school community to take responsibility for their behaviour.

A consequence is implemented if necessary. After an incident of behaviour requiring a consequence time is taken to discuss alternative strategies with the pupil/s and agree a resolution if necessary. Discussion time with pupils must happen as soon as possible after the event, though calming down time may be necessary.

When possible catch the child being good and praise them as soon as possible after a consequence has been delivered.

Red triangles

Serious incidents (physical abuse, bullying, extreme verbal abuse, etc.) or refusal to comply with the stages in "Stay on Green" may require assistance from a senior team member, depending on the nature of the incident.

When sending for a senior team member (red triangle) the pupil must not be sent. The triangle should be sent to the main office where it will be recorded and the appropriate senior team member will be contacted. The senior team member will come to the classroom and decide what action will be taken.

Class Behaviour File

All classes have a class behaviour file where records of unacceptable behaviour, individual behaviour plans and pastoral support plans must be kept. It is vital that all evidence of children's unacceptable behaviour is kept in order to support the decision to impose more serious sanctions.

Contacting parents/carers

Contact with parents to discuss inappropriate behaviour should be managed by the class teacher (and if appropriate the learning mentor). An accurate record of the meeting must be made; copies given to the parent and the leadership team and placed in the class behaviour file.

Fixed term exclusions

The decision to impose a fixed term exclusion will be made by the headteacher, or a deputy/assistant headteacher with delegated responsibility, after consultation with the staff and learners involved in the incident.

Every attempt should be made to inform parents/carers of the decision to exclude immediately, in a meeting with the headteacher and in writing. If this is not possible a phone call followed by notification in writing and an invitation to meet at a mutually convenient time must be made.

Accurate accounts of the incident, from all staff and learners involved, must be recorded.

See appendix 2 for details.

The following procedures will be followed on return from a fixed term exclusion:

- pupils must be brought to school by their parent/carer who will meet with the headteacher and/or assistant headteacher in order to discuss the incident and expectations for future behaviour;
- if cover is available, the key member of staff involved in the incident may be invited attend the meeting;
- the pupil will be placed on report for at least 1 week and must report to the headteacher/assistant headteacher each day.

Racist and Racially Motivated incidents

There are specific procedures for racist and racially motivated incidents set out in a separate document.

At Primary School Z each pupil who is on the SEN Profile at School Action with behavioural needs has an Individual Education Plan (IEP) with targets for behaviour and/or social learning. Each pupil at School Action Plus has an Individual Behaviour Plan (IBP) in addition to an IEP. These IEPs and IBPs are reviewed termly with parents/carers. Pupils are expected to make qualitative judgements about their progress towards these targets with their teacher.

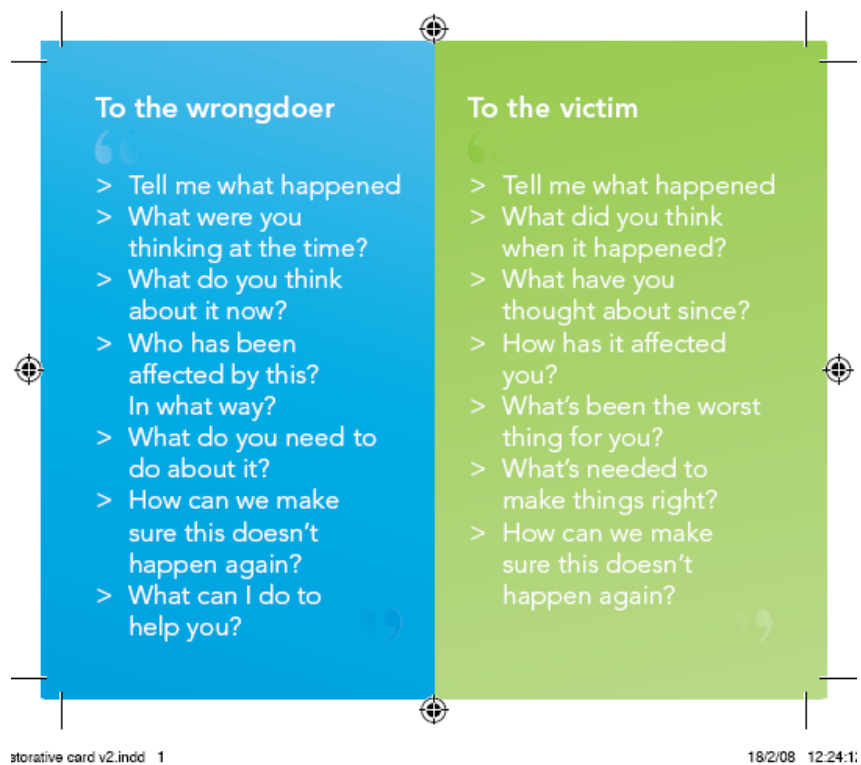
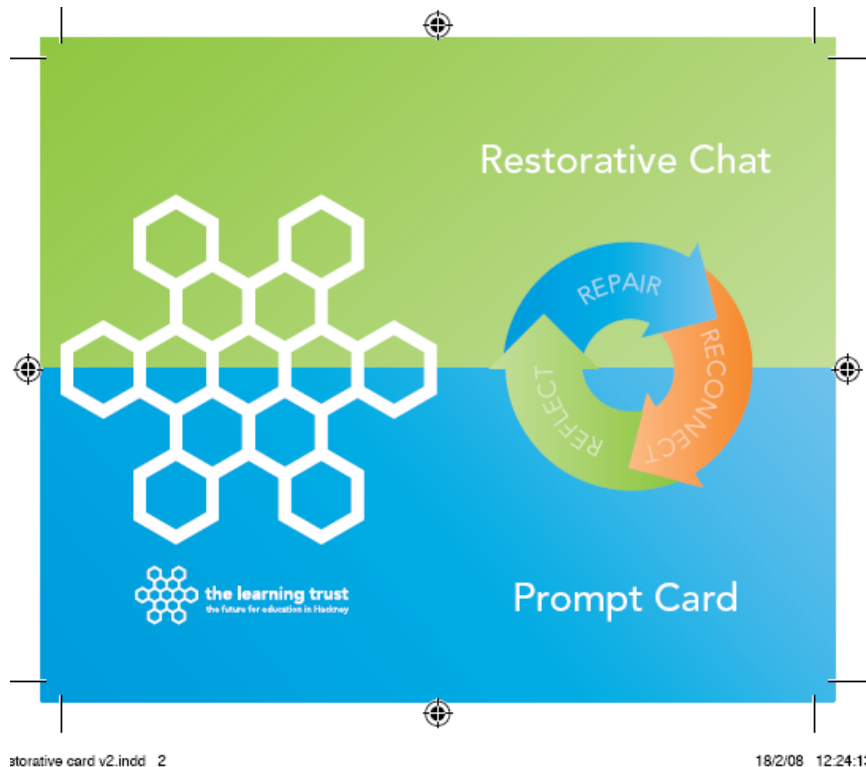
Monitoring

The implementation of this policy will be monitored by the headteacher and the deputy headteacher for development and well-being. Feedback on the management of behaviour will be an integral part of the monitoring of teaching and learning

Review

This policy will be reviewed at the beginning of each academic year and at other times when necessary.

Learning Trust documentation



Restorative Approaches**Training objectives:****Staff will:**

- Be familiar ways of building positive relationships that underpin good behaviour and create a safe learning environment
- Understand the values underlying restorative practices
- Be familiar with the process of the restorative chat
- Be able to implement the restorative chat in their daily work

Plan:

1	Introductions and Objectives	09:30 – 09:40
2	Qualities in adults	09:40 – 09:50
3	Qualities in pupils	09:50 – 10:00
4	Some ways to be positive	11:00 – 11:05
5	Using language positively	11:05 – 11:20
6	Tangrams & Anagrams Break	11:20 – 11:25
7	Restorative practices – presentation & DVD	11:25 – 11:35
8	Restorative chat – Introduce / Model / Practise	11:45 – 12:15
9	Homework and Closing	12:15 – 12:30

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Restorative Practices

Primary Pilot schools

Minutes from Meeting 31.01.08

Present:

12 primary school staff; 2 Learning Trust officers

Best Hopes for the Pilot Meetings

- Increasing parental involvement
- Support schools to develop ethos change – understanding the principles of restorative approaches so they become the ‘default’ position
- Changing the language used by staff and pupils
- Embedding in behaviour policy
- Embedding in classroom practice
- Linking Restorative approaches to existing practice

How can we do this within the pilot?

- Sharing best practice
- Sharing the ‘notes’
- Setting up a networking email
- Having some time to problem solve as a group.
- Sharing information on developing policies / staff handbook
- Sharing presentations / sharing ideas
- Change to explore and discuss the philosophy behind restorative approaches.
- Practice - restorative chats, small group discussions, whole conferences

Why at that point and not 0? (What do we do already?)

- Introduction training in schools for SMT, teachers and support staff, playground staff has included the principles of RJ and modelling of full conferences, where staff have role played within these conferences.
- Using questions and restorative ‘chats’.
- Particular use of specific questions e.g. ‘What are you thinking?’
- Not always needing to use all the questions available – particularly with younger pupils.
- Use of silence when asking the questions can be very effective.
- Using exclusion data to prompt discussion and understanding of the principles of restorative approaches.
- Using real examples of incidents to illustrate how restorative approaches can be used.
- Modelling for staff how to use restorative ‘chats’ with pupils to sort out a problem – e.g. with playground staff.

Restorative Practices within the Primary Setting

What can be done at each school level, both formally and informally at

- School ethos
- Additional interventions
- Classroom practice
- Small group level
- Individual level

See separate sheet: Examples of Restorative Practice sat Primary Schools

Linking Restorative Approaches to the Behaviour Policy

- Stay on Green offers the opportunity to integrate restorative approaches but these can be integrated into any behaviour policy. Examples of this are:
 - Informal restorative 'chats'.
 - Reflection sheets containing restorative language.
 - Formal restorative conversations e.g. after a pupil has returned to the classroom, with SMT.
 - As part of an Individual Behaviour Plan for pupils who are require additional support.
 - Full conference after incident.
 - Full conference as part of a reintegration after an exclusion.
- RT will send electronic copies of examples of reflection sheets using restorative questions.

What would we notice if we moved up a point (evolving of practice)

- The Learning Trust are developing restorative question cards and the pilot schools will all receive some of these.
- HJ will be working in all the pilot schools. Most schools have had a planning visit already.
- RT to set up email community to share ideas.
- All schools will have some form of training for staff to introduce the ideas of restorative approaches. This can be discussed with HJ. RT will send out the PowerPoint presentations she has used – other people to share training ideas.
- Schools will welcome other schools to come and observe / discuss ideas. At the end of the pilot the three schools in the same cluster will present to the rest of the cluster. This can then be broadened to other school clusters.
- Acknowledgement that the embedded of restorative approaches takes 3 -5 years. One named person in the school needs to develop an action plan – but ensure that this is not too overwhelming as each part will take time to embed. It is also important that links are made to the SEF so it is embedded from a Leadership perspective.
- Schools to share / develop action plans / time lines at meetings? Having the opportunity for other schools to act as 'critical friends'.
- Keeping clear data on pupils to track exclusions.

- Ensuring the behaviour policy systems support the restorative approach to delivering and learning from consequences.
- Monitoring staff using restorative questioning – for example in the playground.
- Linking to SEAL. Making links to staff and children so it doesn't feel like an 'add on'. What 'Words of the Week' can be included that support the principles of restorative approaches.

Restorative Practices in Schools

A Guide for Parents and Carers

Restorative Practices in Schools

This is a new initiative in Hackney, which aims at promoting positive behaviour and responding to behaviour difficulties in school.



How it works...

Restorative practices can be used to deal with minor day-to-day difficulties when these questions are asked:

- ⇒ Tell me what happened.
- ⇒ What were you thinking at the time?
- ⇒ What do you think about it now?
- ⇒ Who did this affect?
- ⇒ What do you need to do about it?
- ⇒ How can we make sure this doesn't happen again?
- ⇒ What can I do to help you?

With more serious incidents a restorative conference can be arranged. Each school involved in the project has at least one member of staff who has been fully trained in restorative methods and takes the role of the conference facilitator.

The trained facilitator brings together the pupil who has been hurt and the pupil who has done the harm in a structured and safe meeting. This may sometimes involve parents/carers.

The purpose of a restorative conference is...

- To bring together in a structured and controlled meeting all those affected by a particular incident in school and discuss in a calm manner.
- To look at ways to put right the harm caused.
- To write an agreement (Contract) of the actions that will be taken e.g. a letter of apology, or to carry out an identified task.
- To be supportive of all concerned being able to continue in their school life safely.

A Restorative Conference will involve:

Before the conference...

- The problem will be referred to the facilitator by the School, they will discuss whether the incident is suitable for a restorative conference.
- If suitable the facilitator will meet individually with all those directly and indirectly involved in the incident and gather relevant information.
- The date and time for the conference will be arranged.

At the Conference...

- The meeting is structured and there is a clear format so that it is fair and balanced.
- The facilitator remains neutral but runs the meeting
- Everyone will be asked in turn their thoughts and feeling about the incident and how it has affected them
- The person whose behaviour has caused the problem is given the opportunity to put it right.
- An agreement/contract giving details of what will be done is drawn up. Everyone present signs this and is given a copy.

After the Conference...

- The facilitator follows up everything that has been agreed in the contract.
-

Results...

- The person who has been harmed is given the chance to speak for him/herself and say how the incident has affected or harmed him/her.
- The person whose behaviour has caused the problem sees the effect of the incident and is given the chance to put things right. She/he is not seen as a bad person, it is only the specific incident and things relating to that incident which is discussed.
- Because it is generally a positive and healing experience, the risk of repeating the incident is reduced. This benefits those people who are important to the young person as well as the wider community. It breaks down barriers. The agreement is a commitment shared by all present to see that harm is put right.